The Educational Weekly.

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The Educational Weekly.

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THE WEEKLY.

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TAKE NOTICE!

After this date the Weekly will be sent to all whose names are on our list until ordered discontinued. Subscriptions received after this date will be entered in a new record book, and the number placed after all such names will indicate the last number of the paper for which payment has been made, and not, as heretofore, the last number ordered. Subscriptions may begin and end at any time, but when a subscription has once been received by the publishers the paper will be sent until ordered discontinued and all arrearages are paid.

In this connection we wish to call attention to the regular subscription rates of the Weekly, which are plainly published in each issue of the paper, and to urge all subscribers to make payment in advance. Although we receive 25 per cent more by waiting until the end of the year, it is preferable and more profitable to us to receive payment in advance. "In advance" means within thirty days from the time when the order is received and entered.


The publishers take pleasure in announcing the growing prosperity and brightening prospects of the Weekly. We did not begin this enterprise without counting its probable cost; and we have pursued our way under the difficulties that necessarily attend the establishment of an educational journal, in the confident belief that the teachers of the West would not allow our efforts to fail.

Our arrangements for the next year have been completed with great care and, we shall, in some respects, inaugurate a new departure. The general editorial management has been placed in the hands of a writer who will discuss in a catholic spirit, and yet with candor and courtesy, the various questions that interest the educational public.

Under its new management, the Weekly will strive to reflect that phase of educational thought which may be characterized as the scientific or the philosophical. There is now in process of rapid development, especially in the West, a marked tendency to discuss disputed questions of school policy in the light of some established principle. Teachers are becoming thinkers, and for the validity of their methods they are looking less to precedent and tradition, and more to fundamental doctrines. The time has come to organize this phase of thought, to give it a voice, and to communicate its teachings.

We shall still give a large place to current educational intelligence, to the most approved methods of school-room practice, and to the literature of teaching. Our purpose, in a word, is to make the Weekly the best educational journal on the continent. We shall strive to deserve the support of the intelligent and progressive teachers of the West, and we think it is not a vain hope that our efforts will be sustained.

This issue of the Weekly is sent to all subscribers alike. No other editions will be published for June. The July monthlies will appear about the middle of next month.

From this date until Sept. 2, 1880, only the Monthly Editions of the Weekly will be published. This is in accordance with the plan adopted last year, when the number of issues in a year was reduced to forty, and the subscription price to $2.00.

The provision for free public education promises to be generous in Dakota. For the support of schools two sections of land, those numbered 16 and 36, have been set apart by government in that territory, and an enthusiastic editor out there predicts an educational future for Dakota more glorious than that of Wisconsin, Michigan, or Iowa.

This paper will fall into the hands of many who are not subscribers. We trust they will at once send to the publishers the requisite two dollars. We can assure them that they will not regret it. The Weekly is already pronounced "the best educational paper printed in the country," by many of its readers, and we are determined to make it still better. New talent will be employed in its columns the coming year, and we confidently expect a large increase of our subscription list.

Two young women will this year carry off the highest honors of the University of California. Another, who took the principal honor two or three years ago, is the poet this year for the commencement. At first there was much prejudice against admitting women to the University; but the event has proved in this as in all similar cases that the prejudice was groundless. The young ladies enter upon their work with sober enthusiasm. They are circumspect in conduct and industrious in study. There is very little romance in the act of preparing for college, and no foolish-
ness in it. The women not only keep up with the men in their classes; they average far above them and carry off a disproportionate share of the honors whether they study in the University of London or the University of Michigan. And yet, old fogyism excludes them from Amherst, Williams, and Dartmouth, and gives them only a sort of side-show at Harvard.

That their representation in the professions and in the sciences and fine arts is small is very true; yet it is large considering the barriers that obstruct their entrance to them and the chilly air that greets them; and their representation in literature is not only large but creditable.

Granting that all women who graduate at a college or academy do not make the public use of their education that their time at school and degree of scholarship would seem to promise; what of it? Neither do all the men who are college graduates put their learning into professional practice. To shine in a profession requires many elements of which education is only one, and if all educated women do not so shine, neither do all educated men. But too much importance is attached to this shining phase.

The Chicago Principals are in great demand in Chicago—women and incompetents.

With the indifference of a surgical practitioner a Canadian paper speaks of the superannuation of teachers after forty or fifty years of service, and gravely speculates upon the physical and mental state of such subjects at the expiration of the term. However, echoing the sentiments of a teachers' meeting held in Prince Edward's Island, it advances the following:

1. That twenty-five years' service in the profession, or having reached the age of fifty, should entitle a teacher to participate in the superannuation fund.
2. That the widows of all superannuated teachers should be entitled to no less than three fourths of the yearly allowance granted to their husbands.
3. That no part of the yearly subscriptions to the funds should be repaid to teachers who retire from the profession before ten years' service.
4. That in case a tax be imposed for candidates for certificates, the money so paid should go to supplement the superannuation fund, and,
5. That a copy of these resolutions be forwarded to the Hon. the Minister of Education.

We sincerely hope that no such system as that of pensioning teachers will ever be established in the United States. It is beggarly, slaveish, hopeless. It would be made the pretext for salaries lower than the present rates, and indeed they are low enough. Instead of pensions we should like to see a system adopted by which the teachers would be obliged to retire from school-teaching after a certain term of service. Such a plan would be beneficial to the schools and peculiarly advantageous to the teachers.

VERILY, it does seem as if pedagogues were coming to the front. First there was Prof. Seelye of Amherst, who went from the rostrum to Congress with no more log-rolling than to say Yes, and the expense of a three-cent postage stamp. Next John D. Long became governor of Massachusetts. Gov. Long, though not a professional school-master, is what is just as good—a scholar. Then President White, of Cornell, went as minister to Berlin, the successor of Bayard Taylor; then President Angell of the University of Michigan goes to China, and last but by no means least General James A. Garfield is nominated as the Republican candidate for President of the United States.

In the case of Senator Garfield the teaching profession has peculiar cause to be gratified. No public man not engaged in educational work is more closely identified with the profession of pedagogy than he. A poor boy, a struggling scholar, a district school teacher, the president of a college, all by turns, if he does not know a teacher's sorrows and a teacher's joys then nobody should know them. And he does. After leaving the profession, on the field of battle, in the halls of Congress he has upon every available occasion shown his interest in the calling that launched him into intellectual life. He has shown it in his persistent study, the gradually widening field of his investigation and acquirement, and the ever-increasing grasp and momentum of his mind. He has shown it in his public addresses before teachers' institutes and college commencements. Hence it is that he is respected and admired by the teaching fraternity and idolized by the students.

He showed the breadth of his educational views at an early age by passing by the college of his denomination and seeking an unsectarian institution of learning for the development of the intellectual portion of his nature, for his character was forged in the hardschool of adversity, heated by ambition and tempered in principle.

A safe hand is his to which to entrust the helm of state. That his heart is in the right place on public school matters there can not be the shadow of a doubt, and that he has a severely practical knowledge of school work is evident from the remark he once
made at a teachers' gathering, to the effect that "teaching is one-third education and two-thirds gumption." Moreover he has no entangling alliances of the public school question. He has no host of female relatives looking lovingly on an institution whose worst characteristic in this country is its jealousy of the public school, nor has he any sisters or cousins or aunts engaged in the mission of writing down the American common school system.

On the whole, then, the nomination of General Garfield is satisfactory to the educational interest. If Horatio Seymour is nominated on the opposite side, another staunch supporter of the common school system will be in the field. In such event may the best man win! It may be fatuity or superstition on our part that prompts the suggestion; it may be a mere coincidence; it may be the result of a law not yet formulated; but however it may be, the fact is that of late the warm friends of the public schools are coming to the front and their enemies going under.

One of the leading school principals of this state, a prominent officer in both the State Teachers' Association and in the Society of School Principals, writes as follows to the publishers of the Weekly under date of June 14, 1880:

"I shall work in two institutes this summer and shall tell the teachers what I feel to be the fact; that the Weekly is the best in the mission of writing down the American common school whose worst characteristic in this country is its jealousy of the public school, nor satisfactory to the educational interest."

"If I shall work in two institutes this summer and shall tell the teachers what I feel to be the fact; that the Weekly is the best educational paper printed in the country. I take eight and think I have a chance to know."

Now that is just the kind of talk we like to hear. It is just that spirit which is going to place the Weekly where it belongs—in the hands of the teachers. We are glad to know that this sentiment is prevailing among the leading principals and superintendents throughout the West, and that we have assurances of a general and united support during the summer and fall. The indications are that the harvest of subscriptions this summer and fall will far exceed that ever before known. We are preparing large volumes in which to record the names. Under the new regime we expect to realize great things, and we confidently believe that a new era, and one of marked prosperity, has already dawned upon the Weekly.

THE LIBRARY.

NEW BOOKS RECEIVED.


This is a beautiful book of 424 pages, a companion to American Poems. The selections are well chosen to represent the eight great authors. With only one exception they are complete in themselves, those from Hawthorne being the Great Stone Face and three other stories; from Irving, Rip Van Winkle and Little Britain; from Longfellow, the Valley of the Loire and Journey into Spain; from Whittier, Yankee Gypsies and the Boy Captives; from Lowell, My Garden Acquaintance; from Thoreau, Sounds, Brute Neighbors, and the Highland Light; from Emerson, the essays on Behavior and Books.

The volume is well worthy a place on every library shelf, though of special value for use in schools.


This book is the first volume of Ginn & Heath's Language Series. It is the work of two competent authors, though the practical part of it has been prepared mostly by Mrs. Knox, a lady of long and successful experience as a teacher. It is very elementary, and, of course, presents only the most essential principles and facts. For young children it is well arranged and attractively printed, especially as it is designed to be accompanied by a volume of hints and suggestions for the teachers' use. There are 48 pages devoted to Letter Writing, an important subject, and one well presented in this work.

This is really Part First, "How to Speak and Write Correctly," which is the essential part of what should be learned by every child who enters upon the study of English grammar. The Second Part will teach "How to tell the Parts of Speech," in which the technical terms of grammar and the more obvious rules of syntax will be employed.

The Teachers' Edition supplies material for oral instruction, black-board work, and dictation exercises, as well as a discussion of principles and methods in teaching language. It is furnished without charge to teachers of classes using the Elementary Lessons in English.


This new speller contains the following lists of words: 4,500 words not found in the text-books most used in our schools, arranged with reference to their accented syllables and the quality of the vowels in those syllables; 2,000 miscellaneous words, a large majority of which are of the same general character as those in the first list; about 800 words common to most of the text-books in use; 800 important words which are frequently mispronounced; about 1,500 of the best test words in the language, for the use of teachers in reviews and examinations. The pronunciation and and syllabication follows chiefly that found in the latest editions of Webster's Dictionary. Mailing price, 25c.


A beautiful book, prepared by an experienced hand. Part 1 contains simple poems and easy rhymes, 88 pages; Part 2 contains select poems for school and home, 106 pages; Part 3 contains choice poems for school and home, 106 pages. There are four full-page illustrations; in all about 275 short poems. The parts may be obtained separately, in paper covers, for 25 cents each. The poems are for children, not over fourteen years of age, very suitable for committing to memory, or for paraphrasing. The volume is very cheap at one dollar, and cannot fail to be much valued by both teachers and scholars.


The purpose of this book differs from that of most of its kind in being chiefly educational. It is designed for young people—between the ages of twelve and eighteen, whose educational and literary tastes are forming. It therefore contains a wide variety in style and character, ranging from the "Soldier from Bingen" and the "Old Sergeant" to Milton's "L'Alegro" and the songs of Shakespeare.

Many of the best lyrics and ballads have been omitted, because they are too complicated and too refined in thought and expression for boys and girls, and are suited only to men and women whose minds are more mature and cultivated. For equally good reasons many very fine lyrics which deal wholly with love have been omitted. The editor regards Poe's "Raven" as the only poem in the collection that is not thoroughly wholesome. Brief outlines are given of the biography of each poet. At
the close of the volume are given indexes of the authors and of
the first lines.

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- "Fragments

and Specimens of Early Latin"

(London, 1874), is too large and expensive for general use. This

little volume contains only a hundred pages, but each page is

well filled with texts and notes without any rubbish.

Literary Notes.

—One of the latest publications of Davis, Bardeen & Co., Syracuse, N. Y.,
is a pamphlet on High Schools, by B. G. Norholp, Secretary of the Connecti-
tical Board of Education. It should be read by all friends of education
Price, 25 cents.

—No. VI. of Ginn & Heath's Guides for Science Teaching is The Oyster,
Clam, and Other Common Mollusks, by Alpheus Hyatt. These little volumes
are intended for the use of teachers who desire to instruct classes in
natural history in a practical way. Price 15 cents.

—Messrs. Ginn & Heath have just issued a new Catalog of Text-books for
1880, containing also lists of books "in preparation" and "recently published." It
is a very readable volume, 138 pages. Teachers who want to use the best
books should send for it.

—Two of Mr. Prentiss Blakiston's latest works in the series of "American
Health Primers" are Sea Air and Sea Bathing, by John H. Packard, M. D.,
and Our Home, by Henry Hartshorne, A. M., M. D. Price of each, 50 cts.
Both are of a practical character, and must be accepted as valuable contribu-
tions to the science of health. Both books give detailed hygienic instructions,
which all should read.

—The Salon of Madame Necker is a new work just published in Paris and
specially translated for publication in the cheap "Standard Series" of J. K.
Funk & Co. Price 15 cents. Madame Necker was the mother of Madame
de Staël, and one of the most famous women of her age. The book has the
interest of a thrilling novel, yet every word is history.

—The fourth volume of Davis, Bardeen & Co.'s School-room Classics is
entitled The Art of Securing Attention, by Joshua G. Fitch, M. A., Price
15 cents. It contains the substance of a lecture delivered to training classes
established in connection with the British Sunday School Union, giving such
parts of the lecture as are particularly helpful to public school teachers. The
style of the work is clear and forcible. Every teacher who reads this little
manual will prize it highly.

—Some months ago S. C. Griggs & Co., of Chicago, published a volume
called A New Method for the Study of English Literature, by Louise Mertz.
More recently Davis, Bardeen & Co., of Syracuse, N. Y., have brought out
A Series of Questions in English and American Literature, prepared for
class drill and private study, by Mary F. Hendrick, teacher of Reading and
English Literature in the State Normal and Training School at Cortland, N. Y.
As the second book bears much similarity to the first in its general plan and
the questions used, the Chicago publishers have asked the entering house in
Syracuse to rise and explain. This they have done, and the issue has gone
no further as yet; whether Messrs. Griggs & Co. will apply for an injunction or
not remains to be seen. Both books are so evidently "a good hit," that
the sale promises to be large and continuous. The Syracuse book is small,
cheap, and unpretentious; the Chicago book larger, more expensively pub-
lished, and contains more questions.

Some School Superintendents.

"All deacons are good," says a New England proverb, "but
there's odds in deacons."

All school superintendents are good, of course, but there are
odds, even among them.

One of my acquaintance has the notion that a very important
part of his duty is to impress upon his assistant teachers that he is
the ruler of his little realm. This is a specimen of his way of
making them fully aware of the fact. It was a rule of the Board
of Education, as well as of common sense, that the temperature
of the school-room should not exceed 72°. A teacher of an
intermediate grade, finding her room above regulation temperature,
opened the stove door to cool the room. His Majesty the
superintendent came into the room, and shut the door. The
temperature rose to 86°, and the teacher opened the stove again.
With an angry frown, the dignitary strode across the floor, shut
the door with a bang, and said with pronounced emphasis, "I'll
let you know, Miss M., that I run this school."

The teacher was far away from home, and was obliged to depend
upon herself. She pondered over the scene for a day or two;
but she then decided that her self-respect would not allow her to
remain under such a man. She sent her resignation to the Board,
with a letter stating the occurrence in its simple truth. The Board
accepted the resignation without any comment. It was their
notion that a teacher should, first of all things, please the super-
intendent.

Another of this same class does not bully his teachers in the
presence of their classes; but he makes their lives wretched
by his harsh and unreasonable criticisms. He has never a word
of commendation for their efforts; but always leaves upon their
minds a feeling that their work is questionable. He always
convinces them to make them specially uncomfortable toward the close of
the year, by hinting that he may find it advisable to employ
some one else to fill their places; or by suggestions of transfer
to some specially disagreeable room or work. He is prone to
remark to his confidential friends that the only way to make these
school-ma'ams "know their place" is to let them understand
that if they will not come under, they must leave.

Another superintendent is the terror of his assistants because
of his passion for reports, records, and written examinations.
His specialty is official paper. Every case of tardiness, every
absence, every bad lesson, every case of corporal punishment,—
his special blank. His monthly examinations take up two
days' time, and the pile of papers which the unfortunate teacher
carries home will consume all the leisure of a week. Leisure?
The name is hardly known under such a jurisdiction. From half
past eight in the morning till half past five in the afternoon, the
routine work of school, and the ordinary correspondence with
parents; the recording of marks and the filling out of blanks
consumes every moment. Then the evening's preparation of
lessons, and the correcting of ordinary written work, often tress-
passes upon the hours needed for sleep. "E'en Sunday shines no
sabbath day" for many a teacher, fairly goaded to recklessness
by such a perpetual grind.

Frequently a superintendent of the above type has a passion
for "teachers' meetings." These meetings come every Saturday
or every alternate Saturday, and consume a half day in attend-
ance, and often a considerable time in preparation. There is
frequently no excusing of teachers from attending all these exer-
cises of other grades than their own. The high school teacher
must listen to long exercises on primary work, and the primary
teacher must sit, with such patience as she can muster, through
an exercise in Algebra or Latin.

Another superintendent has the demon of order. He wants
unalterable stillness and constant repression. The pupils must
come up stairs on tip-toe, must sit in a given position, must all
go out into the yard, rain or shine, to "file in," and in short,
must be constantly obliged to do something which they dislike,
in the way which particularly aggravates them. The daily fric-
tion and irritation of carrying out all these little details is put up-
on the assistant. More time and energy are filtered away on
trifles than is spent upon the actual mental development of the school. The teachers find that no credit is given for their best work, unless these little things are worked up to the superintendent's ideal. They are compelled to be harsh in speech and discipline, for petty offenses, which they know in their hearts are not the heinous crimes that school law makes them appear to be. The potentate who presides over such a system conducts visitors through his well-ordered rooms with swelling satisfaction; but the observant visitor notes, in the wearyed looks, the listless gait, the strained and unnatural voice of the teachers, evidences that this smooth-running machinery is not run except at the expense of some one's life.

Another superintendent is cowardly enough to lay on the shoulders of his assistants the responsibility of regulations which he himself virtually makes. In every difficulty between pupil and teacher, he is most careful not to appear, if he can possibly avoid it. This not for the purpose of making his assistants careful and particular in their dealings, but simply to keep himself out of difficulty. He even refuses to give the influence of his personal support to a teacher whom pupils are conspiring to break down. If the teacher is strong enough not to need his help, well for her; but the word that makes the disorderly pupil feel that the "power behind the throne" will come down upon the disobedient and the rebellious, is never spoken. Pupils know that they are at liberty to break down their teacher, if they can. The teacher is not even at liberty to fight her way through her difficulties independently. The superintendent's rules on one side, and the rebellious pupil on the other edge up the way; there is no chance for a change of tactics. Not only must the teacher govern, but must govern in the way that some one else has conceived to be the proper way, and the only way, to govern.

Another superintendent crushes out all individuality on the part of his teachers. He has not only a "method" of standing, sitting, walking, studying, and winking, but he has worked out the one method of teaching. Every teacher must follow this one plan, undoubting, unquestioning; without murmurs, suggestions, or innovations. Machine teaching must be run by machine teachers. Those who keep their places in such a system are generally of the kind that prefer to be led blindly. So long as they can have their work cut out for them, they are well content. But in a large corps, there are always some who feel obliged by force of circumstances to keep their places, at the sacrifice of their own feelings; and who work away, with a kind of martyr spirit, feeling their lives shrivelling up within them because of the dull routine from which they dare not vary.

The above types are not drawn from fancy. Some who are included in them have no intention of being overhearing, or harsh, or unreasonable. They have taken their models injudiciously, and are trying to reproduce, perhaps in a town of 2,000 inhabitants, the style of great cities. They have magnified non-essentials, and have neglected the weightier matters of the law. Above all, they forget that their teachers have rights which are as sacred as those of children, or parents, or superintendents; and that they owe it to them to save them needless work, to give them needful rest, to see that they have a chance to do something besides read examination papers and write reports.

Y. S. D.
assumes that graded schools are a great curse, and the cause of poor teaching. Its arguments, so far as it contains arguments, with the change of a few words, would apply to the legislature, the courts, or any other public institution. That there is much poor teaching we must admit. The very purpose of this meeting is to help remedy that evil. But the system of grading schools operates to prevent, not to produce poor teaching. What is the alternative of graded schools? Simply this: In a school of 500 pupils classified in ten grades, place all the names in a box and draw fifty for each teacher. There would then be no grades. Could the school be better taught? The question answers itself. Nobody seriously thinks of abandoning classification in schools. And yet the vague generalities on this subject in the inaugural of the mayor of a leading city in this state, did duty; they were read and not understood.

Custodians; a late governor of New York; for at first it seemed to mean something; it it demonstrated the absence of any definite thing to criticise; they tickled the ears of the listeners. The prancing hobby delighted and pacified the owner, who applauded; and then it harmlessly disappeared.

In my judgment a very great army has already grown up in connection with an otherwise excellent system of schools. It lies in the principle of applying large sums of money raised by taxation to the support of high schools, and instruction in all the sciences and higher branches of study required in the learned professions. To the extent of giving to every child in the state a good common school education, sufficient to enable him or her to perform the duties of American citizenship, and to carry on intelligently and successfully the ordinary labors of life, the common schools are and should be the objects of the devoted whole-hearted, to the community. To the community, to the nation, and are capable of a still higher education, and who have the ambition to shine as professional men in the arts of literature, music, painting, and poetry, the door is wide open for them to win distinction in those callings. But to levy taxes upon the people for such purposes is a species of legalized robbery; and even the recipient comes to know it. It also breeds discontent on the part of those who are educated, or attempted to be educated, to something above that for which they are fitted. It really disqualifies them for those duties to which alone they are by nature adapted.

The children of the poor man generally leave school, with a common school education, and go to work for wages, or to take care of their parents. Yet while the poor man's children are thus at work, his little house is full of children of others who are receiving an education. Nine in ten of those educated in the so-called high schools, the public expense, would far better pay their own bills than to have them paid by the people of the state.

The erroneous assumptions in this extract crowd every sentence. First: The great wrong of supporting high schools, has not "grown up" in connection with our system. It originated the system, as already stated. Second: The schools do not attempt all the sciences and higher branches of study required in the learned professions. Third: The high school is a common school, and is as necessary a part of the forces required to form good citizens, as any other. Fourth: The high school does not "breed discontent" more than any other school. The discontent is the growth of freedom, and the great spur to progress under democratic institutions; and ambition is the force that propels to higher things throughout society. Let it be admitted that pupils in our high schools feel it. It is evil, but vastly more good, results. The costly houses, carriages, clothing, etc., of the more fortunate arouse the same desire.

The only way to repess this is to make it impossible for any one to better his condition. This may be done in Russia. It is what we do not propose to do. Fifth: It is not true that the children of the poor leave our schools early any more than those of the rich; and if they did, Sixth: The tax on the little house will have been received back again ten times over. Seventh: It is mere assertion, not susceptible of proof, and not true, that nine in ten of the pupils in high schools would better pay their own tuition.

So much for the derivations which the people of New York have practically ignored, when they did not accept in the Cambridge platform, so called, set forth in the December 1879 Atlantic, and talk the last half dozen years by President Eliot.

A bill was introduced into the legislature last winter authorizing towns to discontinue the high school and send a few bright pupils to the nearest Academy—sectarian or otherwise. A similar measure was introduced the year before. Both failed miserably. The arguments against high schools were disgusting in their feebleness. These two attempts show how strongly fixed is the high school in the hearts of the people.

The gist of the opposition to high schools in this state lies in a caste feeling. Someone will get out of his condition-in-life, they fear. There should be a laboring class, taught trades; and an educated class whose children should be better educated that; with this provision, however, that these bright pupils may stoop once in a while, and pick up an exceptionally

bright paper to replenish their own enfeebled ranks.

Contrast this sentiment with the noble language of Thomas Jefferson:

"It becomes expedient for the promotion of public happiness, that those persons whom nature hath endowed with genius and virtue, should be rendered, by liberal education, worthy to receive and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to the charge without regard to wealth, birth, or other accidental circumstances."

In further refutation of the Cambridge platform, I subjoin the following statistics from an average high school in one of the cities of this state.

As showing by whom the privileges of the high school are enjoyed, the following is of interest:

Number of pupils whose parents (many of them widows) pay no tax, 123
Number who pay poll tax only, 24
Who pay taxes of $1,000 and less than $2,000, 30
$2,000 $3,000, 40
$3,000 $4,000, 29
$4,000 $5,000, 18
$5,000 $10,000, 66
$10,000 $20,000, 45
$20,000 $50,000, 25
$50,000 or more, 12
By a somewhat arbitrary and rough classification, the occupation of the parents is as follows:

Professional, 49
Manufacturers, 41
Mechanics, 49
Contractors, 49
Laborers, 49
Capitalists, 35
Widows, 42
Agents and Clerks, 49
Non-residents, 49

This school is emphatically a democratic institution. To their mutual advantage, children from families of every degree of wealth here meet on common ground. The parents of these children represent every industry in which the people of the city are engaged. This is not the rich man's school; for the man who pays only a poll tax or no tax, sends his child to it. It is not the poor man's school; for the man taxed for his hundreds of thousands finds no better place in which to educate his children; and between these extremes is the free school of the city, the free school of the community.

We have thus far gone on the Jeffersonian plan with excellent results. We shall continue it, I predict.

So much about certain inaugurals. It may be said that all this talk on the subject is unnecessary; that such inaugurals answer themselves; and that I have been fighting a man-of-straw.

We, who are concerned in the management of schools, weekly listen to large doses of arrant nonsense, year by year, from men who know absolutely nothing on the subject; yet, clothed in a little brief authority, they get the ear of the public, while we hold our peace. What above is a feeble expression of the pity and contempt of one man for most of it—and an attempt to show the public that we are opposed by a man-of-straw.

THE QUINCY CRITIC.

No paper about the public schools would be at all complete without some allusion to Quincy. The New Zealander, who will sit on London bridge and contemplate the ruins of St. Paul, if he visits Boston and sits on Bunker Hill to view the ruins, and comes across the files of daily papers for 1878-79, will be liable to class Quincy with Hop Blitters—some quack medicine, very much advertised. Such an opinion would be erroneous; for in that little town a valuable reform is under way; there is genuine, well-directed work and real progress in that town; there is no sham or pretense, nor any assumption, by teachers or the superintendent, which the facts do not warrant; the improvements there are great, and the influence of the agitation is good. The schools are alive, and that is the best thing that can be said of any school.

The herald of this success and the Homer of Col. Parker, if I may be personal, has done good service in lending the influence of a great name to attract attention to the schools, and in describing the reform in his town. In this character Mr. Adams merits only praise. We are now to consider a section of him—the malingerer of Massachusetts' schools.

In his pamphlet and in the inference to which it leads, it is assumed that the state of affairs in the unregenerate Quincy was the same as in every other place; that no progress had been made anywhere till Mr Adams begat the new Quincy; that examinations are a farce; that the methods adopted in Quincy were all new; that all superintendents are school masters, gone to
June 17, 1880]

The Educational Weekly.

And as to the spelling—221 different ways for "scholar!" In country schools not often visited, in the official presence of a live agent of the State Board of Education, a lot of young children are required to read a story and then reproduce the facts in writing. They must remember the story; express it in correct English sentences; write them upon paper, and attend to spelling, punctuation, capitals, and spelling, punctuation, etc. Four things at once, and all in an august presence, and with the thought weighing them down, that this is the decisive ordeal of a state examination. No wonder that they didn't remember how to spell "scholar." Ninety per cent of them, I venture to say, can write the word scholarly correctly in any simple sentence. But the examination did duty. It has furnished food for the Kearneys; the New York Nation gives the results as a vindication against the "educationalists" and Mr. Adams gets a place on the State Board of Education; Col. Parker is called to supervise the schools of Boston in company with the late book-bagging and book-selling agent of the city of Lawrence. This leaves the rest of us in the place of critics like the late Beaconfield party in England. We will wait to hear the new premiers apologize—as Gladstone did.

AND NEWSPAPERS.

Newspapers are a modern invention. They are scattered thick as "the leaves in Vallambrosa." They are one of the greatest of educational forces. Everybody who amounts to anything reads the papers. They give character to the community. They often not only voice public opinion, but they lead it and form it. The time has passed, however, when a story is known to be true because it has appeared in print; nearly everybody has learned to the contrary. The war gave a great impulse to the newspaper business by far. Now, instead of being a large fraction of the schools, the whole thing is a lie—to use scripture language. In many a western city the best of those methods have grown old—because there is Dukes and Nantucket, besides.

In the first place, how did that examination originate? It was ordered by a committee of the association of Norfolk county school committees. Quincy is in Norfolk county—Charles Francis Adams, Junior, lives in Quincy. "Quorum par magnet." He had made extravagant statements about the "schools of Massachusetts" which were challenged, and therefore needed to be substantiated. Hence the examinations; and hence the little paragraph in the New York Nation pointing to Mr. Adam's vindication. In the second place, what is Norfolk county? For public purposes it is a large fraction of Massachusetts—one of the fourteen counties. It has however only some 200 schools; and about 4,000 pupils were examined. The city of Worcester has 200 schools and 9,000 pupils. Boston has 1,200 teachers and 30,000 or 40,000 pupils. Neither of these is Massachusetts, because there is Lowell and Fitchburg. Springfield and Pittsfield. Norfolk county is not Massachusetts because there is Dukes and Nantucket, besides. If anything has been proved about Norfolk county, it doesn't prove that the same is true of Massachusetts. In the third place, nothing has been proved. In the course of three or four months a stranger visits 200 schools, proposes a few questions, and submits the written answers to somebody to "be marked" and "averaged." We get, as the result, a lot of tables and per cents; and columns of misspelled words—besides the lithographs. The lithographs prove nothing; for the best may be the result of home training, and the worst may be the work of some boy who has descended from forty generations of ignoramuses, just emerged from the bogs of some semi-barbarous country, and dropped down in Norfolk county, where he goes into school for a day once in a while. He happened to be present at the examination; and his work, though the result of the best training, must be more creditable to him and to the schools, than is the best. All such conditions as these being unknown, those lithographs do: of form the basis of any correct judgment. And yet the Kearneys will seize upon the worst specimens to represent the sad deficiency of our school system.

The per cents are altogether delusive. The best teaching cannot be measured by per cents. If pupils are required to memorize certain "rules" or statements, a per cent will show how well they can do this; but such memorizing is not the best teaching. Education is a spiritual thing; and it can not be weighed and measured by per cents, yards or pounds.

If this method is right for schools, then it may be applied to society; and per cent should show the intelligence of a community; or the Christianity of a church. The members of the Rev. Mr. Smith's society may be "averaged" and the results given in tables as an index of his ministerial character: Deacon Jones, 67 per cent a Christian; Miss Mehitable Playfair, 98.12 per cent virtuous; James Greenhouse, bachelor, 84 per cent honest; Henry Depine, 64 per cent, as to proficiency, etc. This method has not been much in vogue. Only one instance of anything of the kind occurs to me.—In the revival meetings out west we gave chords to all converts—like the Great Atlantic and Pacific Tea Co.
The sam of these quotients will be the present worth of a payment of — and power. It is not the family, but it supplements the family; not the their business. The editor palms off his ancient platitudes as the coin. Don't be afraid to answer back. Be men! What we need is a
function were better
not come to us; we

cause they assume no such attitude, and because they aim to destroy and not

we should approach the faults of that system as we look upon the wounds of a

80ciety

The teacher is the school. . He ought to be

The mechanic and the merchant come and

In ancient story, we are told that the daughters of Pelias were persuaded,

We have a school system, as we have a governmental system. That system

refers. There are other potent agencies, to help or to hinder: the

The following demonstration

Let it

The mere omission of letters in the work does not make the algebraic

Another correspondent sends a problem similar to the 95th in Robinson's

J. W. Potter, of Newark, Mo., sends the following problem, being the 9th,

A body, 50 ft. from the ground, falls 16½ ft. the first second, 3 times as

Let, ABC be a plane triangle. Produce the side BC until the part produced

EXTRACTION OF ROOTS.—NO 2.

Before giving another unusual rule, let us examine the common rule for
cube root. Suppose that we have found 3 figures of the root and that they
are 234. The next step is to square 234, which can be easily done if we use
the formula (a±b)²=a²±2ab+b². 234²=54,756, as we have already squared
23 and found it to be 529, we at once get the square of 230 by annexing two
ciphers, hence it is 52,900. Next twice the product of 230 by 4 is 1,840, and
lucky the square of 4 is 16.

Now we have 52,900+1,840+16=54,756, which is the square of 234, and
in getting this square in order to prepare for a trial divisor, we have merely,
annexed two ciphers to a previous square, doubled the product of two factors
one of which contains only one figure, and squared one figure (or a number
expressed by one figure, if that will suit the hypercritical better), and then
added the results.

It will be seen that this plan effects a great saving of work when the root
is large.

[Number 166]
Thistledown and his four chief associates were hanged May 1, 1820. Probably they would not have been hanged if they had not committed homicide. Other trials since then, even when resulting in conviction and a death-sentence, have not been followed by any execution. Thus John Frost, an ex-magistrate, was tried and sentenced for the Newport riots and treason, 1839; John Francis, 1842, for shooting at the queen, was found guilty of his treason, but he and Frost were transported for life. The Fenian trials of Stephens, O'Donovan Rossa, and others for treason, in 1865, resulted in sentences to penal servitude or imprisonment.

DR. WILLARD.

A CHILD'S HISTORY OF THE WORLD.

To the Editor of the Weekly:

I wish to obtain for the use of a little girl eleven years old a history of the world written in a simple, narrative style. Can you tell me of any such work, and if so, will you be so kind as to tell me, through the columns of the Weekly, where it can be obtained, and the price?

If you can point me to a book which will make the child think she is reading an interesting story instead of studying history, you will oblige a teacher.

LARKKAN, Wis., June 14, 1880.

HATTIE SQUIER.

The above was received so late that there was no time to submit it to Dr. Willard for an answer before going to press. Rather than put it off until after vacation, we will say that we know of no work answering exactly the requirements of our correspondent. The one coming nearest to it is Parle's Universal History, price $1.35. There are several such books which give the history of a single country, as Miss Kirkland's France, $1.50; Dickens, England, $1.00; Miss Yonge's Germany, Rome, Greece, England, and France, each $1.50. These, or any other books, can be procured at Jansen, McClurg & Co.'s great book emporium, 117 and 119 State Street, Chicago.

THE COURSE AT THE CONCORD SCHOOL.

New York Times: The Concord school is thoroughly unique, and is likely to be the most characteristic gathering for purposes of serious study ever yet known among us. M. Alcott will deliver the salutatory and valedictory, and will have general charge of the conversations of the school. His special contribution will be five lectures on "Mysticism." Dr. H. K. Jones will give five lectures on "Platonic Philosophy" and five on "Platonism in its Relation to Modern Civilization." Prof. William T. Harris will furnish five lectures on "The History of Philosophy," including Plato, Aristotle, Kant, Fichte, and Hegel. The Rev. Dr. J. Steinforth Kindley, of Minnesota, will deliver three lectures on "The Philosophy of the 18th and Sublime." Mr. Denton J. Snider is to give five lectures on "Shakespeare," taking up the Philosophy of Shakespearian Criticism, the Shakespearean World, the Principles of Characterization in Shakespeare, and the organization of the Individual and the Universe. The Rev. William H. Channing is to instruct the pupils in "Oriental and Mystical Philosophy," his special subjects being Historical Mysticism, Man's Fourfold Being, True Buddhism, and Modern Pessimism. Mrs. Edna D. Cheny is to speak on "Color" and "Early American Art." Mrs. Julia Ward Howe is to lecture on "Modern Society," Mr. F. D. Sanborn on "The Philosophy of Charity," and Dr. Edith Malford on "The Personality of God" and "Precedent Relations of Religion and Philosophy to Christianity." Mr. H. G. B. Blake will contribute readings from Thomas's manuscripts; the Rev. Dr. Cyrus A. Barlow will deliver lectures on "The Quandary," Dr. Peabody of Harvard University will read a lecture on "Conscience and Consciousness," and Ralph Waldo Emerson, David A. Wassen, the Rev. Dr. F. D. Hedge, Prof. Benjamin Pierce, and Prof. G. H. Howison will be represented by single lectures. The richness of this intellectual feast can hardly be paralleled. The more important question is how can it all be packed away in one's mind during five of the hottest weeks of the whole year.

In thunder-storms we have no friction, but condensation, and we need not go beyond the usual effects of condensation to explain all the electrical phenomena on these occasions.

A surveyor's chain, called Gunter's, after the name of the person who adopted it, is four rods, or sixty-six feet long, made of No. 6 to No. 9 wire and has 100 links. Ten of these square chains are equal to one acre.

The other day a man who had just signed his first naturalization papers with his wife, frankly admitted to the Clerk of the Court that the American system of public schools was a hopeless failure.

"Heroine!" is perhaps as peculiar a word as any in our language. The first two letters of it are male, the third first female, the fourth a brave man, and the whole word a brave woman.
THE STATES.

WISCONSIN.—The Twenty-Eighth Annual Session of the Wisconsin Teachers' Association will be held at Madison, July 6, 7, 8, and 9, 1880.


Wednesday Evening, 8.00. Lecture, Rev. Henry T. Rose, Milwaukee.


Thursday Afternoon. 1900. Walks in and about Naples, Miss Eta S. Carle, East Troy. Natural Science in Schools, Prof. Samuel Calvin, Iowa State University. Reports of Committees, Election of Officers. Miscellaneous Business. All papers presented will be open for discussion.


Friday, July 9. Excursion to the Dells of the Wisconsin.

Exhibitors' Department. The State Agricultural Society has made arrangements for an exhibit of work in the schools of the State. Liberal Premi ums are offered. The fair will be held at Madison, September 6 to 10. It is earnestly desired that schools preparing for the State Fair exhibit the same at the Teachers' Association. Information will be furnished by Supt. S. Dore, Neillsville, or Gen. George E. Bryant, Madison.

The sessions of the Association will be favored with music, under the direction of Prof. T. H. Brand.

The Senate Chamber and adjoining rooms will be placed at the disposal of the Association.

The hotels will entertain teachers at reduced rates. The Park Hotel will charge $2; the Villa House, $1.50 and $2; the Capital House, $1; boarding houses, $1 per day.

All the Railways of Wisconsin will return at one-half fare, all actual members of the Association who pay full fare to Madison.

The expenses of the excursion to the Dells of the Wisconsin will be moderate.

Teaching desires to make an excursion around the lakes can take boats at Madison on the 10th and 14th, at the same rates originally offered by Messrs. Leopold & Austrian, of Chicago. W. H. Beach, Beloit; President; W. H. Chandler, Sun Prairie, Chairman Ex. Com.; F. W. Isham, Elkhorn, Secretary.

Annual Meeting of Institute Con du tors, July 5 and 6, 1880, in the high school building, Madison, Wis.

Program.—Monday, July 5, Forenoon. 1. 9:00 o'clock, Devotional Exercises. 2. 9:10 o'clock, Organization. 3. 9:15 o'clock, Teaching the First Reader, Prof. Robert Graham. 4. 10:15 o'clock, Primary Arithmetic, Prof. A. J. Hutton. 5. Penmanship taught Primary Pupils, Prof. Jesse B. Thayer.

Afternoon. 6. 2:00 o'clock, United States History and Government, Prof. Albert Salisbury. 7. 3:00, Primary Geography, Miss Rose C. Swart. 8. 4:00 o'clock, Spelling taught Primary Classes, Prof. J. Q. Emery.

Evening. 9. 8:00 o'clock, Introduction of the System of Grading Country Schools, Prof. Robert Graham. 10. 8:45 o'clock, Programs and Records for Grading Country Schools, Supt. James T. Linn.

Forenoon. 11. 9:00 o'clock, Devotional Exercises. 12. 9:10 o'clock, Teaching numbers to Primary Pupils, Miss Mary Brayman. 13. 10:10 o'clock, Drawing, Prof. A. J. Hutton. 14. 11:00 o'clock, Language Lessons, Prof. Jesse B. Thayer.

Afternoon. 15. 2.00 o'clock, School Organization, Prof. J. Q. Emery. 16. 3:00 o'clock, General Exercises in Teaching History to Primary Classes, Prof. Albert Salisbury.

Notes.—1. All the exercises are confined to the discussion of subjects contained in the Institute Syllabus for this year.

2. It is expected that the first half of the hour assigned to each subject will be occupied by the person named in the program; and that the last half will be devoted to a general discussion of the subject, and in this all the conductors will participate.

3. The persons appointed to assist the regular conductors in holding the institutes next summer and fall are expected to be present and take part in the exercises.

4. All the conductors are requested to be in attendance at the opening of the meeting, Monday morning. It may be convenient for most of them to reach Madison at the close of the week previous.

5. One-half of the actual expenses of the conductors in traveling to Madison, and returning home, and all their expenses in attendance upon the meeting will be paid by the Board of Regents of Normal Schools. W. C. Whitford, W. H. Chandler, Wm. E. Smith, Institute Committee.

A. D. Stajo, of Massachusetts, was to lecture before the literary societies of the Whitewater Normal School Wednesday evening. Commencement exercises Thursday.

Rev. Thos. R. Williams, D. D., a professor in Alfred University, New York, has accepted the position of acting president of Milton College. Prof. Albert Whittford will remain as professor of mathematics.

Teachers wishing to visit Colorado during the summer are invited to correspond with Wm. E. Cole, Fond du Lac, who is organizing an excursion, to be absent during July.

Marshall Academy, F. W. Deanin, Principal, has been placed upon the accredited list of the State University, for the ancient classical course.

Milton College will graduate 13 students June 30; Lawrence University 15 students July 14.

Ex-State Sup't; Searing will enter upon his duties as principal of the Man kato, Minn., State Normal School next August.

INDIANA.—Prof. J. H. Smart failed to be renominated for the State Superintendent of Indiana, much to the regret of school men generally. He, however, received a very large vote on the first ballot. He has done a good work for the State during his three terms of service. The democratic conven tion nominated in his place A. C. Goodwin, now Co. Supt. of Clark county. The choice seems to be an excellent one, since it was determined that a change is to be made.

ILLINOIS.—Our Illinois exchanges will place substitute Decatur for Peoria in the address of the editor of this department. In thus closing his connections with Peoria schools at the end of the year, the writer desires to say that his appointment in work or salary or surroundings has influenced his decision. The prevailing motive in the change is a preference for exclusive high school work. Notice of the change was given some time since to the Peoria Committee on Teachers, but was, at their request, withheld from these columns till they should agree whom to recommend for the vacancy.

The transfer of this department's headquarters to Decatur will not in the least interfere with its success, but will place the editor nearer the geographical center of the state and nearer the southern counties, the portion hitherto least represented in our work.

Joliet has elected D. H. Darling of Lockport superintendent of schools at a salary of $1,500. In this union of the East Side and West Side superintendencies Messrs. Lockard and Mills both lost their places, as the friends of neither would vote to elect the other to the new position. The board are moving for the erection of a city high school.

At the commencement exercises of the Third Ward, Sterling, the Gazette of that city awarded two prizes for excellence of essays. The first was taken by James Forder, the second by Mary Patterson.

B. F. Stocks of LaMolle retires from teaching to enter the Wesleyan Law School at Bloomington.

The editor of this department, from exchanges and letters, happens from time to time to know of many vacancies in principalships, information of which he will be glad to write to the friends of the WEEKLY who are available for such positions. It would bring too much annoyance to school boards for us to publish their vacancies but we are glad to correspond as much as time will permit with those who are so kind as to give us their patronage.

We have received from Geneva high school the program of their commencement of June 10. It is the nearest thing of that kind we have ever seen.

The Ford county institute advertises free lectures by Leslie Greenwood, J. W. Cook, W. H. Smith, Lawrence Weldon, and several others.

W. L. Jennings, a prominent teacher of Geneseo high school, has resigned, to enter Wesleyan Law School.

The annual commencement of Monticello Seminary, Godfrey, addresses were given by Rev. Arthur Little of Chicago and Dr. Bateman of Galesburg.

The Danville commencement, June 17, gives diplomas to eight graduates. An admission fee of 10 cents was charged those attending the exercises.
IOWA INSTITUTES.

SUMMER OF 1880.

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<td>7-2</td>
<td>4 Faculty</td>
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<td>State</td>
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Joliet is greatly excited over an assault made during school hours upon S. O. Simonds, Principal of the 7th Ward. Though the assaulting party is a young man of influence, the city papers urge that he shall have a lesson which will teach him to settle his grievances in some other manner than by attacking an old man in the midst of his pupils.

Lawrence county will have two summer normals beginning about July 1, one at Lawrenceville under Prof. Hillman of Southern Normal, the other at Summer under a Hoosier school-master.

Shelby county institute will have a short session late in the season.

Lincoln public school June 8 graduated seven pupils as their seventh class.

Principal Hoenshell of Charleston has been re-elected at $1,200, an increase of $200 over the last year.

President Allen of Carbondale, and Principal Crow of Elamwood, attend the commencement exercises of Sparta, Randolph county.

Dr. Edwards of Princeton cannot keep out of the work. He is to address Tiskilwa people some time in June on the "Use of a Good School to a Community." He will also deliver an address before the Bureau Co. Institute.

All the graduating class of this year at the East Side high school, Joliet, are young men. Now it is in order for some one to inquire how to keep the girls in school till they finish.

At the annual elocutionary contest of the Illinois Wesleyan University the first honors were awarded to A. L. Stickle and Julia Ames, the second to G. H. Bain and Emily Holder.

Principal Beany of Heyworth received a present at his commencement exercises—Tennyson's poems in two volumes.

Prin. Howard, of Shelbyville, published a full report for the past year. The expense per pupil in his school has been a little less than a dollar a month.

Bloomington graduated a class of nineteen from the city high school this year.

Watseka school closes with a picnic. We insert this item to break the monotony of commencement notices.

Peoria city institute held the last session of the year June 12. The exercises were very interesting. Papers were given by Miss Crawley and Mr. Trent. Supt. Dougherty gave a review of the year's work. Excellent music was furnished by members of the "Choral Union."

Commencement at Knox College next week.

Co. Supt. A. A. Krape, of Stevenson, announces an institute at Lena, beginning July 19. M. Andrews, Geo. E. Knepper, and Miss Lottie Richmond, of Madison, Wis., have been engaged as instructors. They will be assisted by L. J. Cramer, of Columbus, Neb., E. B. Lathur, and Charles E. Blake. Evening lectures will be given by Geo. E. Knepper, M. Andrews, N. C. Dougherty, Jona Piper, Jas. P. Slade, and others.

Examination of applicants for positions as high school teachers in Chicago June 20, 30.

The degree of A. M. was conferred on Thos. E. Moore, of Carlinville; that of LL. D. on Judge E. Y. Rice, of Hillsboro; and that of D.D. on Rev. J. B. L. Soule, of Highland Park, at the Commencement of Blackburn University, Carlinville, last week. The Rev. E. L. Herr, D.D., was elected president of the university.

The Illinois Normal Alumni Association will have its annual meeting at Normal, August 25. This information comes directly from Prof. J. W. Cook.

The regular quarterly meeting of the St. Clair County Teachers' Association was held in Belleville Saturday last, the 13th inst., about 100 teachers being present, Prof. Geo. F. Kenower of Mascoutah is President of the Association for the present year. The first of a series of papers on the Pioneers of the Educational work of the county was read by Mr. Lewis A. Ty- son. Supt. Henry Raab of the Belleville schools gave an object lesson illustrating his method of teaching language. An interesting discussion followed this exercise on the practicability of teaching the sciences in the ungraded schools. The next meeting of the Association will be held at Marissa.

MICHIGAN.—Miss Lillian M. Scott, daughter of Prof. F. B. Scott, who is known as a contributor to the WEEKLY, and whose residence is in Buffalo N. Y., has been elected township superintendent in Ossineke, where she has been teaching for some time past. Miss Scott was formally from the Buffalo State Normal School.

Prof. Fairfield, of Howell, accepts the superintendency of the Tecumseh schools for next year.

Prof. David Howell, of Buchanan, will take charge of the schools at Three Rivers next year. It seems to us that our friends at Three Rivers made a mistake when they let Prof. Baker go last year.

Supt. Houseman, of Muskegon, has been spending some time visiting the schools of Ionia and Boston and comes home full of enthusiasm for the Quincy methods.

W. H. Cheever, of the University, and for a year or two principal of the Dunde school, has accepted a similar position in Wyandotte for the ensuing year, at an advanced salary.

A formal farewell was extended to President Angell in University Hall by the Faculty and students. Prof. Winchell presided. Dr. Angell was escorted by the presidents of the different classes, and after music by Spill's Detroit orchestra, Prof. Winchell delivered an address of farewell, and bade the President a hearty God's speed, both for his own sake and for that of the just political principle to which his selection gave distinct and renewed expression. Short farewell addresses were then delivered by representatives of the different departments—C. M. Wilson, of the literary department; J. A. Beebe, of the medical; Addison Morgan, of the homoeopathic, and E. E. Gatchell, of the pharmacy. The President then made a felicitous response to the sentiments which had been expressed, and closed with an appeal to the students that none but good reports of themselves should reach him during his absence.
The Hastings board of education has employed its teachers for the ensuing year. Prof. Andrews, principal of the Lyons schools, has accepted a like position at Canyon City, Colorado.

The Niles high-school will graduate 13 pupils, seven boys and six girls. The Manchester high-school will also graduate a class of six, two boys and four girls.

Geo. A. Parker, as principal of the school at Port Sanilac, is reported as having been very successful in the administration of his duties during the last year.

Miss Emma Smith, who taught several years at Romeo, but who has been spending the past year with friends in Minnesota recreating, has accepted her old position at Romeo, at a salary of $600.

Mrs. A. C. Hamilton has been appointed to the position of preceptress in Olivet College. Mrs. Hamilton is a sister of Prof. C. A. Gower, superintendent of public instruction, and is a very efficient instructor. The friends of Olivet College may be congratulated upon this appointment.

The school board of Manchester has re-employed for next year all its present corps of teachers. J. W. Robinson will remain as superintendent at an advance salary over the present year of $150, and C. F. Field as principal at an advance of $100. An advance has also been made in the salaries of the lady teachers.

IOWA.—The Van Buren county normal institute will be held at Farmington. A session of four weeks has been decided upon.

The pupils of the Lansing public school gave an entertainment of much merit last week, the proceeds of which are to be used to purchase a cyclopaedia for the school.

The late O. C. Hale, of Keokuk, left a bequest of $2,000 to Iowa College.

The Poweshiek county Teachers' association held an interesting session at Victor, last week. Supt. Shattuck knows how to keep teachers thoroughly awake in regard to school work and school duties.

Washington academy graduated a fine class of sixteen students last week. The total number of students in attendance during the year is 149. Principal Johnson and Prof. McGee are doing excellent work. The next term of the academy will begin August 30.

The Eldorado school board acted wisely in retaining the present corps of teachers for the next school year.

The present term of Manchester academy will close the 25th inst., with a grand declamation contest. Five ladies and five gentlemen will take part. The prize is a fine gold medal. We are glad to hear that the academy has flourished finely during this, its first year.

Last week Manchester graduated the first class in the history of the school which has completed the full course of study. The address on "Free Schools," which S. L. Doggett, Esq. prepared for the occasion, was admirable in matter and style.

The commencement exercises of the Keokuk high school occurred Thursday and Friday evenings of last week. The graduating class of 82 numbered twenty-six. The Gate City says that Prin. Campbell is entitled to much credit for the efficient and careful manner in which he has instructed the graduates.

The semi-annual term of the Burlington high school closed last week. The Hawk-eye says: "The graduating class—three young ladies and seven gentlemen—who participated in the exercises last evening, appeared to good advantage, and deserve much credit for the manner in which they acquitted themselves. Each was prepared with a well-written essay, delivered in a clear, distinct manner. No faltering, no indistinct speaking, no trash, and what was equally as pleasant to the audience, there was a variety of subjects for thought in the papers presented."

Prof. McBride, of Iowa City, and Prof. Rose, of Davenport, have been engaged as instructors in the Normal Institute this summer. They will be assisted by some of the leading educators of the country.

Iowa College invited Hon. James A. Garfield, Republican candidate for President of the United States, to deliver the oration before the Trustees last Commencement. He would have delivered it the coming Commencement, June 30, but for the length of the session of Congress.

School Publications.—The following includes some of the latest rulings by State Superintendent of Coe.

1. Attendance upon the normal institute is voluntary, and cannot be made the basis of refusing, or of granting a teacher's certificate. So far as scholarship is concerned, the certificate is dependent upon the examination only.

2. The validity of the organization of a district may not be determined by a County Superintendent, on appeal; but is to be decided only by the courts in the nature of a writ quo warranto.

3. So far as known, the business to be transacted at a special meeting of the board, should be mentioned in the call, but this will not prevent the transmutation of any business, for which the law does not require a special notice.

4. Our supreme court in a decision given not long since, held that the board can use the contingent fund for only those purposes named in sections 1725 and 1728, except by vote of the electors at their annual meeting. The court held that a lightning rod cannot be paid for from the contingent fund, unless erected to supply an old one as repairs, or unless ordered by the electors.

The new edition of the school laws is detained by no fault of ours. The printer and binder have a large amount of work. The laws will be distributed at the earliest possible date.


DES MOINES, JUNE 16, 1880.

At the next meeting of the Iowa Academy of Sciences at Iowa City, June 24, Prof. F. M. Witmer, of Muscatine will read a paper on the number of hours children may be confined in the schoolroom each day. Other papers will be read by distinguished scientists.

Supt. McNaughton is winning golden opinions by his ready, able, and judicious management of the Cedar Falls schools. The closing exercises of these schools must have been eminently creditable and satisfactory, if we may judge from the flattering reports which have come to us.

The University of Des Moines held its sixth annual commencement exercise last week. Three students received diplomas. The Register gave excellent synopses of the orations.

We are glad to learn that Prin. R. D. Jones is making a complete success of the Guthrie county high school, at Panora. A fine class graduated from this institution recently.

"The Scruggs Family"—Bro. Shoup's masterpiece—will be copyrighted soon.

The Normal School Examining Board is now hard at work. The following is the list of examiners: State Supt. von Coelln, Des Moines; R. Sanderson, Burlington; R. W. Ewart, Manchester; W. W. Speer, Marshalltown. Commencement exercises take place June 20 to 24.

PUBLISHER'S NOTES.

The Methodist Book Concern at Cincinnati and Chicago, is now managed by Walden & Stowe, instead of Hitchcock & Walden. Their Chicago office is three doors from that of the WEEKLY.

ANNOUNCEMENT of the Courses of Instruction in the Science and the Art of Teaching, in the UNIVERSITY of MICHIGAN, sent on application.—H. D. BENNETT, Steward.

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PUBLISHERS' NOTES.

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Mich.

—The Teachers' Guide is one of the best of educational monthlies. It
is fresh, vigorous, and progressive. Published by Holcomb & Co., Mallet
Creek, 0., at only 30 cents per annum. Send for sample copy.

—Horsford's Acid Phosphates has been used with excellent success for
seasickness. It causes the violent symptoms to yield and give way to a health-
ful action of the functions impaired.

—As this is the last edition of the Weekly until after vacation, an extra
large edition has been printed, that specimen copies may be sent to the institu-
tes during July and August. A few extra advertisements have been admit-
ted on that account, and we take pleasure in calling the attention of our
readers to them. Our first issue after vacation—Sept. 2—will also be an
extra large edition, particularly valuable to school-book publishers for adver-
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—The full-page advertisement of D. Appleton & Co. will attract attention,
from its containing so fine a list of new and interesting books. The Apple-
ton series of Readers continues to win favor. We learn from Mr. Lane, who
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have recently been adopted in whole or in part are Chicago, Indianapolis,
Oconto, Wis., Logansport, Mishawaka, Elkhart, Greenfield, Monroeville,
Mankato, Minn., Red Wing, St. Joseph county, Ind., and other smaller towns.

The adoption of Appleton's Fifth Reader in Chicago a few weeks ago was a
marked compliment to that book, the majority being eleven to one, on the
final vote.

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of Longfellow, Whittier, Bryant, Holmes, Lowell, Emerson, Hawthorne, Irving,
Thoreau, and other writers of high rank. They are peculiarly the cream
of what may almost be termed American classics.
not be read a public nuisance? The people who most thoroughly reject this kind of "sectarianism" are largely found inside jail limits. When Abraham Lincoln was told, just after the capture of Vicksburg, that General Grant, drank too much whiskey, he said: "If you can tell me what brand he drinks I'll send a barrel to each of my generals; perhaps, with the help of that particular stimulant, they may gain victories like General Grant." The peculiarity this country needs, just now, is the brand of public and private morality that bears the seal of the Ten Commandments, the Sermon on the Mount, the Lord's Prayer, and the Golden Rule.—London Schoolmaster.

THE HOME.

The society begins in the home. When two young people love each other and marry, they restore the picture of the apostolic church. They are of one heart and one soul. Neither do they say that anything they possess is their own, but they have all things in common. Their mutual trust in each other, their entire confidence in each other, draws out all that is best in both. Love is the angel who rolls away the stone from the grave in which we bury our better nature, and it comes forth. Love makes all things new; makes a new heaven and a new earth; makes all cares light, all pain easy. It is the one enchantment of human life which realizes Fortunio's purse and Aladdin's palace, and turns the "Arabian Nights" into mere prose in comparison. Think how this old story of love is repeated forever in all the novels and romances and poems, and how we never tire of reading about it; and how if there is to be a wedding in a church all mankind go, just to have one look at two persons who are supposed, at least, to be in love, and so supremely happy. But this, also, is not perfect society. It is too narrow, too exclusive. It shows the power of devotion, trust, self-surrender, that there is in the human heart; and it is a prophecy of something larger that is to come. But it is at least a home, and before real society can come, true homes must come. As in a sheltered nook in the midst of the great sea of ice which rolls down from the summit of Mont Blanc is found a little green spot full of tender flowers, so, in the shelter of home, in the warm atmosphere of household love, spring up the pure affections of parent and child; father, mother, son, daughter; of teachers and pupils; brothers and sisters. Whatever makes this insecure, and divorce frequent, makes of marriage not a union for life, but an experiment which may be tried as often as we choose, and abandoned when we like. And this cuts us by the roots all the dear affections of home, leaves children orphaned, destroys fatherly and motherly love, and is a virtual dissolution of society. I know the great difficulties of this question, and how much wisdom is required to solve them. But whatever weakens the permanence of marriage tends to dissolve society; for permanent homes are to the social state what the little cells are to the body. They are the commencement of organic life, the centers from which all organization proceeds.—Rev. James Freeman Clarke.

GROWTH OF BOYS AND GIRLS.—The results of a systematic measurement of the pupils in the public schools of Boston show some of the interesting facts that the growth of children takes place in such a way that until the age of eleven or twelve years, boys are both taller and heavier than girls of the same age; at this period of life girls begin to grow very rapidly, and for the next two or three years surpass boys of the same age both in height and weight; boys then acquire and retain a size superior to that of girls, who have completed their growth. Again, the children of American born parents were found to be taller and heavier than those of foreign born—a superiority seemingly dependent partly on the greater average comfort in which such children live and grow up, and partly upon differences of race or stock. Pupils of American parentage at the public Latin school and the Institute of Technology showed—apparently for the same reasons—superior height and weight to the generalty of boys of American parentage attending the public schools; and pupils of the same selected schools were also taller and heavier than English boys of the non-laboring classes attending public schools.

—Mrs. Partington is reading the health officer's weekly report and thinks "total" must be an awfully malignant disease, since as many die of it as all the rest put together.

—When shall I call you in the morning, sir? asked a hotel waiter of a Hungarian one night. He replied, seriously, "I'll ring the bell when I wish to be up."—Mr. Nightingale.

—Will you name the bones of the head? said a teacher to one of his class at a medical college. "I've got'em all in my head, teacher," replied the pupil, "but I can't give'em."
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We quote below from the many unsolicited testimonials from eminent authorities who have investigated for themselves and are glad to let others profit by their experience with our novel organization.

Editorial from Zion's Herald, the Great Methodist Weekly of Boston, December 4, 1879.

A business very interesting to all literary men has grown up in our city within a short period to remarkable proportions. A company of librarians, superintendents, with Mr. Melvil Dewey, the accomplished editor of the Library Journal, at their head, formed an "Economy Club," for the discussion of all suggested appliances for the use of librarians. This grew into the consideration of all the aids and helps for professional writers, and the enlargement of the club to secure the largest possible number of suggestions. The result has been the formation of the Readers and Writers Economy Co., with a fine exhibition and salesroom on Franklin St. It is astonishing to see how large, within a short period, is the collection of labor-saving, ease-securing, economy-securing instruments and appliances, which has already been made. The great advantage of the new movement is that every new invention is thoroughly examined, and if it is worthless, is thrown aside; if susceptible of improvement, it is made a careful study of by experts, and is offered at the lowest possible price.

You can find at once the real value of any new claimant to attention in the writing or self-printing line, and can secure any of these implements at a great reduction from ordinary prices. Here are all kinds of book-stands, scrap books, portable bookcases, study-chairs, writing desks, pens, ink, indexes, eye-shades, etc., etc. Our ministers will be pleased to step into the establishment at 27 Franklin Street, and examine for themselves.

READERS AND WRITERS ECONOMY COMPANY.

Editorial from the N. Y. Independent, May, 1880.

This company, representing a large sum of money, has been formed with the intention of devoting its entire capital and energy to manufacturing and selling "improved devices for desk, study, and library, to save time, money and labor." The head-quarters of the company are in Boston. They have also a large and elegant store at 4 Bond St. in this city, and at 69 State St., Chicago, Ill. Any one of these establishments will well repay a visit, and a literary or professional man who will take that trouble will not fail to find some new, novel, and helpful device which he will wish to add to his library. An illustrated catalog and price-list of over 500 articles is sent free on application; and, as only such articles are put on this list as have had a thorough trial, any buyer, though at a distance, may be sure of getting something useful and a full equivalent for his money. The gentlemen of the Company are well known to us, and we are willing to indorse not only their enterprise, but the character of the men who are engaged in it. We hope that our readers will, for their own benefit, visit one of these stores, or send for a catalog, and prove that what we say is true, and by their liberal patronage help to support a laudable enterprise.

Hundreds of similar endorsements are on file in our offices, proving that no one who reads or writes can afford not to know about our various devices, many of them giving the best at the price of the cheapest.

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