The Educational Weekly.

THE WEEKLY.

Price of the "Weekly" from this date till January 1, 1881, $1.04; to new subscribers, 80 cents.
Renewals with the cash, if sent before January 1, will be entitled to a binder FREE. Always mention it in your order.

We trust the announcement is true that Dr. McVicar has accepted the principalship of the Michigan Normal School. This appointment is in every way creditable to the State Board of Education. The position is one of extreme importance, and we may add, of extreme difficulty, but we have absolute confidence in Dr. McVicar’s ability not only to maintain his own high standing among the best educators of the country, but to add very largely to the usefulness and reputation of the institution whose management he will assume.

Dr. McVicar has one rare and invaluable qualification for the principalship of a normal school,—he is a student of educational science. If the normal school has any significance, any special value whatever, it is because it is a professional school. But the very basis of professional instruction is a body of doctrine to be communicated and learned. Such a body of educational doctrine, in turn, presupposes a man who possesses it and is capable of teaching it. And so we think it fair to assume that the principal of a normal school ought at least to be a believer in educational science.

We think the coming of Dr. McVicar into the north-west is a noteworthy event in the history of normal instruction; and we are sure that the teachers of Michigan will give him a hearty welcome.

Last week we called attention to Mr. Dickinson’s “Premium Essay” on Oral Teaching, and we now enter upon the critical examination of it that was promised. The purpose of the essay is to define “oral teaching,” to contrast it with the “written method,” and to make it appear that object teaching, accompanied by the voice of the living teacher, is the only legitimate method of instruction. In his statement of preliminaries, the writer occupies safe and familiar ground. His definitions of idea, thought, knowledge, culture, teaching, etc., are open to criticism on the ground of inaccuracy and obscurity; but as our purpose is mainly to examine the educational doctrines of the essay, we shall pass at once to those topics which merit special attention. For the present, we will accept Mr. Dickinson’s definitions of the two methods which he places in contrast, and will then proceed to examine the claims which he sets up for oral instruction.

“There are two methods that may be employed in attempting to teach. One consists in actually bringing into the presence of the learner whatever object or subject he is required to study and to know. If the object belongs to the external world, or is an objective-object, it is presented to the mind through the medium of the senses. If it belongs to the internal world, or is subjective, then it is presented by leading the mind of the learner to produce it, through the activity of his own representative and reflective powers. In addition to presenting the object of study to the mind of the student for his consideration, the teacher directs him, by the use of language, to thinking those thoughts that are required to be produced. Language is used, not for the purpose of pouring knowledge into the learner’s mind, but simply to bring the object of his thoughts properly into his presence; to direct him in study, and to save him from groping for the ends he would attain. As this method deals primarily with the true objects of the knowledge to be obtained, it is called the objective method of teaching. As language is employed to direct the learner in his investigation, it is sometimes called the oral objective method. Let it be called the ‘oral method.’

“There is another method. This consists in presenting to the mind of the learner a written or oral description of the object of knowledge, in place of the object itself. This teaching is practiced when lessons are assigned to be learned from books, or when one communicates his thoughts by lectures. This method may be named the written method.”

Here are the essayist’s criteria for testing the validity of the two contrasted methods:

“Three results may be produced by the right application of the oral method of teaching: (1) It will establish those relations between the pupil and the object of his thoughts as will enable him to acquire a knowledge of that object; (2) It will occasion such activity of the pupil’s mind as will produce mental culture; and (3) It will communicate a good method of acquiring knowledge and of applying it in the affairs of life. This method, combined with the culture derived in learning it, will give to the student all the control of himself, and over the world without himself, that his powers have the capacity to possess.

“Not one of these three results was ever secured by written teaching; for as has been shown, language is not the original source of knowledge represented by it, nor is it the direct occasion of that activity which trains the active powers, and so cannot lead the mind into the possession of a good method of acting, nor a good state of existence.”

We presume that Mr. Dickinson will admit that he is a public teacher, that his purpose in this essay is to instruct the great body of American teachers on a topic of extreme importance. His “Premium Essay,” especially as reprinted in pamphlet form, is a very text-book for normal instruction, and will no doubt be studied by thousands, as we have studied it, to learn the “proper limits and methods” of oral teaching.

Of another thing there can be no reasonable doubt,—in this attempt at teaching, Mr. Dickinson follows the “written method,” for as he himself declares, “this teaching is practiced when lessons are assigned to be learned from books.” We therefore take this “Premium Essay” as a fair example of the “written method,” and proceed to test it by the author’s own criteria. Surely, nothing can be fairer than to test Mr. Dickinson’s theory by his practice.

On his own principles, the method of teaching in embodie
the "Premium Essay" is invalid in the following particulars:

1. "It does not establish those relations between the pupil and his thoughts as (sic) will enable him to acquire a knowledge of that object."

2. "It does not occasion such activity of the pupil's mind as will produce mental culture."

3. "It does not communicate a good method of acquiring knowledge."

We think the absurdity of Mr. Dickinson's condemnation of the "written method" will appear to him, when he reflects on the sorry predicament in which his own words and his own works have placed him. If this method really has the three fatal defects which he ascribes to it, why has he employed it in his own teaching? Let the reader observe the essayist's dilemma: He proves with great deliberation that the written method of teaching never can accomplish certain ends, and at the same time he uses this very method to accomplish these very ends! We dwell very lightly on this aspect of the case, for we are unwilling to add to the humiliation which must be experienced by the spectacle of this logical suicide.

A simple appeal to experience, to fact, is sufficient to show how baseless is Mr. Dickinson's impeachment of the written method. How amazing is the statement that a book "never established those relations between a reader and the object of his thoughts which enabled him to acquire a knowledge of that object!" We all know that books do "occasion such activity of the mind as will produce mental culture"; and it is a platitude to say that the reading of books is "a good method of acquiring knowledge". In what other way can we overcome the limitations imposed on us by time and place? When a pupil's school days are over, and he can no longer depend on the living teacher for help, how is he to keep abreast of the growing knowledge of his time? Manifestly by the use of books. We know our modern educational reformers of the Quincy type do not like to hear anything said of the inestimable value of books; but men will continue to write books, (even for the purpose of proving that books are useless!) and the whole world will continue to read. If our essayist should make another attempt to prove the utter futility of the "written method", we hope he will resort to "the right application of the oral method of teaching," and thus be consistent with his own philosophy.

Possibly Mr. Dickinson would say in his own vindication, that his essay was written for men and not for children; but this mode of escape will not avail him unless he determines the dividing line between childhood and maturity.

CARING FOR THE LITTLE ONES.

At the recent session of the Illinois Society of School Principals the President's address suggested that the legislature allow the establishment of public schools for children under the present minimum school age. It was asserted that some school boards have already taken the responsibility of opening such schools and others hesitate only because they doubt their legal right to expend school funds in this manner. Upon vote of the society Messrs. Boltwood, Andrews, and Dougherty were appointed as committee upon this subject and the following report from them was adopted:

Your committee, to whom was referred so much of the President's address as pertains to the establishment of schools for children under the legal age beg leave to report the following resolution:

Resolved, that in consideration of the evil influences to which young children are necessarily exposed in our cities and towns we earnestly recommend that the school law shall be so amended that it may be legal for Boards of Education and school directors at option, or for any school district by vote, to establish and maintain schools for children under the age of six.

The only objections urged against the report were the conservative cry "go slow" and the caution that an attempt to legalize the opening of kindergartens might allow parents to turn troublesome infants loose upon primary teachers now overworked in primary departments already too full.

It was argued in favor of action, that delay now means delay for two or three years, and that the great need of the measure would not admit of delay. Dr. Gregory asked leave to speak not as a member of the society, but as a citizen of the state and to entreat that nothing might hinder action on so important a matter. A very large majority of the meeting felt that the children under six in towns and cities should as soon as possible be taken from the school of the street, that the kindergarten is too successful to be left to mere private enterprise.

We suggest to the executive committee of the state association that it take this matter in hand now. If it is left at its present stage by the teachers the legislature will never hear of it unless some one who seeks to make his reputation by tinkering the school law should have the courage to ask a teacher for some measure to introduce. Let the teachers' association put this subject on its program for the meeting next holidays, and let it, if possible, have an influential member of the legislature address the teachers on the subject. If the meeting be held at Springfield perhaps quite a number of our newly elected legislators might deign to visit us and may drop their canvass for speaker long enough to exchange thoughts with us on the subject.

We do not wish to carry these suggestions further, but we wish to see bodies of teachers get over their childish habit of quickly forgetting the things they cry for. If we earnestly think the little ones should have public care let us not rest until it is offered to them.

As an example of the work required of English magistrates in support of universal school attendance, the following out of many cases reported in a provincial (Hereford) paper, may serve:

The defendant said that his boy was over 10 years old, and he thought he needed to go but half-time. The clerk to the school-attendance Committee said that the rules had been advertised. The 5th says "A child between the ages of 10 and 15, shown to be beneficially and necessarily employed, shall not be required to attend school for more than 150 attendances in each year if it has received a certificate from the Inspector, showing that it has reached the third standard." Formerly the result of examinations was reported to local clerks, but as this gave the teachers a great deal of work the rule was amended and the clerks have now to apply to the teachers for needed information. He did not press for a punishment in this case, (of absence without having a certificate) but hoped the Press would give publicity to it as a caution.

The Chairman (to defendant) You have heard what has been said. The child must either attend or get a certificate. The case is dismissed.

Other cases of truancy were fined 2s 6d, to 5s. Where the father was idle, wasteful, or negligent the heavier fine was imposed. Where the mother seemed to have either no control or ill influence, the child was sent to the Industrial school, or is to be sent on next complaint.

The temperance question is one of extreme importance in beer bedrenched Britain. It is likely to be left to local option. Let us hope that the increase of prosperity, and reduction of expenses which will attend a determination to do without strong drinks in some localities, will soon induce others to take similar action.
THE LIBRARY.

REPORTS AND PAMPHLETS RECEIVED.

Fortieth Anniversary of the Chicago Bible Society, and Reports for the years 1878 and 1879. Presented Sunday evening, April 18, 1880. Depository and office, 150 Madison street.


The Ann Arbor School of Music, under the Direction of Calvin B. Cady, Instructor in Music in the University. General Announcement.


Course of Study in the Public Schools of the City and County of San Francisco.

NEW BOOKS RECEIVED.


If our author had called her little book the Treatment of Children in Sickness, it would have been less apt to mislead the anxious mother or primary teacher who is seeking to learn the true philosophy of child management—in health. What is aimed at in this volume is—not to teach mothers how to manage healthy children, but chiefly how to treat sick babies. As a book for the nursery, and yet to lie on the shelf with the pills and the peppermint, it is good. The author is a woman, and writes like a woman, her recommendations of remedies following sometimes as fast as those of the ordinary nurse or interested aunt. For this reason it will often be found difficult to sift any positive advice or directions from a chapter to apply in specific cases. For instance, on page 51 she says: "Infants should be weaned when from nine to twelve months old," but on page 99 she says: "The period for weaning should be fixed between twelve and twenty months." Again, p. 13, "If anything other than sweetened water is given, it may be a very weak oatmeal or barley water, with a pinch of sugar and a teaspoonful of cream to the ounce. Cow's milk, however diluted, is wholly unsuitable;" p. 49, "Boil a teaspoonful of powdered barley and a gill of water, with a little salt, for fifteen minutes; strain it, and mix with it half as much milk and a lump of white sugar.... For babies five or six months old, a larger proportion of milk may be given—half milk and half boiling water. For still older children more milk in proportion." p. 51, "Goat's milk is sometimes used, but it is doubtful if it has any advantage over cow's milk properly prepared." In the following also there is the authority of our author against that of nearly all nurses and physicians: p. 51, "It is safer to use the milk from a large herd than from one cow." On page 49 also it is recommended under certain circumstances that the child be given "a tablespoonful of gumara-...
LITERARY NOTES.

-Lee & Shepard will publish a collection of Speeches by Wendell Phillips.
-S. C. Griggs & Co. have nearly ready "A Manual of Classical Literature," by Charles Morris, for the use of schools and private students. They have also in press another volume by another Morris—"British Thought and Thinkers; Critical, Biographical, and Philosophical"—by Prof. George S. Morris, of Johns Hopkins University. Also a new series of Prof. Mathews' works, popular edition, at $1.50 per volume. Over 90,000 volumes of these books have been sold in the United States, besides numerous editions which have been published in Europe.


-Barnard's American Journal of Education dated July 15, 1880, contains a fine steel portrait of Dr. Wm. T. Harris. This journal, by the way, should be purchased or subscribed for by every teacher of higher grade. It is issued quarterly, contains upwards of 200 pages. Single numbers, $1.00 per year, $4.00, in advance. Address Henry Barnard, Hartford, Conn.

-Students of science will be interested in subscribing for The Scientific Man, a weekly journal of science, with occasional illustrations. Each number contains a popular lecture by an eminent scientist, besides current notes and news of science. Subscription price, $1 per year, in advance. Published by Aza K. Butts, 9 Dey street, New York.

-The Literary Review comes from Omaha, Vol. I., No. 1. In character it resembles The Literary News, of New York, though it lacks the age and consequent finish which renders that magazine so attractive. It is published quarterly, at fifty cents a year. A very appropriate teacher's gift book is promised by G. P. Putnam's Sons.

-There have been two systems of educational doctrine which have been replaced by the goddess "Nature." The evidences of this apotheosis appear on almost every page written by the more prominent educational reformers. Joseph Payne, one of the foremost educators of this century, sees in this pure fiction the teacher's ideal. He asks, "How does Nature teach?" and he replies, "She furnishes knowledge by object lessons." "She teaches quietly." "She does not continually interrupt her pupil." "She does not anxiously intervene to prevent the consequences of his blunders," etc., etc.

There are two grave objections to the use of this fiction. 1. It inculcates notions that are either exaggerated or false. This "Nature" is not a benevolent, infallible guide; but in many phases, as in pestilence, famine, tempest, and fire, is heartless, cruel, and even brutal. 2. This apotheosis is the very negation of the scientific method. "Nature abhors a vacuum" and "Nature furnishes knowledge by object-lessons" typify similar stages of intellectual progress. What we need in educational inquiries is to get down to plain, positive statements of fact, without the intervention of childish fictions. We should speak in straightforward prose, and should abandon both mythology and poetry.

The relation of art to nature in the process of education is very justly expressed in the following quotation from the Encyclopaedia Methodique: "There is a close analogy between the culture of plants and the education of children. In each case nature must supply the basis of operations." The laws of vegetable growth are simply facts in the existing order of things (nature); but human skill may direct and control these conditions of growth in such a way as to determine the mode and quality of growth. Unassisted nature is as powerless to produce a rare ripe peach as to produce a chronometer. Through the might of his intellect, man has a transforming, almost re-creative power over nature; and in general, the value of objects is determined by the degree to which they have been raised from "the state of nature" by the mediation of human art. Rousseau's apothegm should be made to read thus: "Most things are raised in value by passing through man's hands; and the things of most value degenerate when they revert to their natural state."

The mind is an organism which has its predetermined laws of growth; but here again human skill may so control the conditions of growth as to determine the quality of the mental product. So far as education is a spontaneous growth, it is a natural process; but so far as this growth is modified by the intervention of human skill, it is an artificial process. The value of man to himself and to society is determined by the degree to which his original nature has been transformed by human culture.

The office of the teacher is to determine the mode and the quality of mental growth through the process of instruction. A child is instructed when there is taking place in his mind an in-building of knowledge; and this process is perfect when the mind of the pupil has been brought into the same state as the mind of

"Everything is good as it comes from the hands of the Author of nature; everything degenerates in the hands of man."—Emile.

THE DOMAIN OF NATURE AND OF ART IN THE PROCESS OF EDUCATION.

[Abstract of a paper read before the National Teachers' Association at Chautauqua, July 14, 1880, by William H. Payne, Professor of the Science and Art of Teaching in the University of Michigan.]

THE thesis maintained is this: Education is neither the work of art alone nor of nature alone; but is a process based on nature and requiring the resources of human art in the way of supplement and direction.

There have been two systems of educational doctrine which may be called respectively the old and the new. Broadly speaking, the old education reached down to the Reformation, and the new began with Luther. The old was at its maximum of influence in the middle ages; the new is apparently at its maximum now. As transition is a law of human progress, the newer conception has been insensibly replacing the older one; while in practical education there is a commingling of these two distinct orders of thought.

The contrast between the old education and the new may be briefly expressed thus: according to the earlier conception, education was a process of manufacture; according to the latter, it is a process of growth. The first taxes the resources of human art and ascribes almost unlimited influence to the teacher; the second remits the child to the laws of natural development and reduces the teacher's office to little more than non-interference. The old education was based on authority; the new is based upon spontaneity. The earlier effort was toward re-creation; the latter toward self-creation.

Under the domination of the development of hypothesis, the existing system of things has been personified, or has suffered a sort of apotheosis; and the divinities of the old mythology have been replaced by the goddess "Nature." The evidences of this apotheosis appear on almost every page written by the more prominent educational reformers. Joseph Payne, one of the foremost educators of this century, sees in this pure fiction the teacher's ideal. He asks, "How does Nature teach?" and he replies, "She furnishes knowledge by object lessons." "She teaches quietly." "She does not continually interrupt her pupil." "She does not anxiously intervene to prevent the consequences of his blunders," etc., etc.

There are two grave objections to the use of this fiction. 1. It inculcates notions that are either exaggerated or false. This "Nature" is not a benevolent, infallible guide; but in many phases, as in pestilence, famine, tempest, and fire, is heartless, cruel, and even brutal. 2. This apotheosis is the very negation of the scientific method. "Nature abhors a vacuum" and "Nature furnishes knowledge by object-lessons" typify similar stages of intellectual progress. What we need in educational inquiries is to get down to plain, positive statements of fact, without the intervention of childish fictions. We should speak in straightforward prose, and should abandon both mythology and poetry.

The relation of art to nature in the process of education is very justly expressed in the following quotation from the Encyclopaedia Methodique: "There is a close analogy between the culture of plants and the education of children. In each case nature must supply the basis of operations." The laws of vegetable growth are simply facts in the existing order of things (nature); but human skill may direct and control these conditions of growth in such a way as to determine the mode and quality of growth. Unassisted nature is as powerless to produce a rare ripe peach as to produce a chronometer. Through the might of his intellect, man has a transforming, almost re-creative power over nature; and in general, the value of objects is determined by the degree to which they have been raised from "the state of nature" by the mediation of human art. Rousseau's apothegm should be made to read thus: "Most things are raised in value by passing through man's hands; and the things of most value degenerate when they revert to their natural state."

The mind is an organism which has its predetermined laws of growth; but here again human skill may so control the conditions of growth as to determine the quality of the mental product. So far as education is a spontaneous growth, it is a natural process; but so far as this growth is modified by the intervention of human skill, it is an artificial process. The value of man to himself and to society is determined by the degree to which his original nature has been transformed by human culture.

The office of the teacher is to determine the mode and the quality of mental growth through the process of instruction. A child is instructed when there is taking place in his mind an in-building of knowledge; and this process is perfect when the mind of the pupil has been brought into the same state as the mind of

"Everything is good as it comes from the hands of the Author of nature; everything degenerates in the hands of man."—Emile.
the instructor. The teacher’s art will be employed at the following points: 1—in the selection of the subjects of the child’s thinking; 2—in determining the form in which subjects shall be presented; 3—in stimulating and guiding the mental energies as they react on the subjects brought within the sphere of the mind’s action.

We follow nature, when, for the express purpose of bringing human beings nearer to the perfection of their natures, we act in the line of those uniformities which govern human development; and to be highly successful in realizing the divine idea of man, (which is the purpose of education,) is the highest and most difficult of human arts.

**SOME MORE SCHOOL SUPERINTENDENTS.**

Y. S. D., in his article on “Some School Superintendents” in Number 166 of the WEEKLY, stated facts that are indeed not drawn from fancy, but which, as many an assistant teacher will say, (mentally at least,) hit the nail squarely on the head. Each point is well taken and the climax particularly appropriate. Should some superintendents at the beginning of the new school term, read that article once over more, see themselves as others see them, and then apply the proper moral, it would accomplish much good, besides creating that true mutual regard which can not otherwise exist in reality, no matter how outward appearances seem.

As one cause why matters between superintendents and subordinates are not what they should be, Y. S. D. says: “They, (the Superintendents) are not the ideas, in following the law, are and are reproducing it in a way that is widely different from the original one. Should some superintendents at the beginning of the new school term, read that article once over more, see themselves as others see them, and then apply the proper moral, it would accomplish much good, besides creating that true mutual regard which can not otherwise exist in reality, no matter how outward appearances seem.

It is a fact that superintendents often change places. Now what is usually the first thing some of them do in taking charge of a new position? To renounce the then existing course of study and substitute one of their own. Nor is this all, they never forget at every occasion, yes, and even court such occasions, to asperse the former management, course of study, and its author. This manner of action of superintendents, together with their injudicious selection of models, might not concern the assistants much, nor cut any figure in public opinion, but when these Egos prepare a Course of Study, Didactical Rules, a set of Regulations, a complicated system of Reports, besides issuing orders ad libitum in reference to management, and then are the first to neglect, most grossly misuse, and even break them while they insist upon strict enforcement by their subordinates, it is any wonder that the latter, to put it mildly, are unfavorably impressed by such caprice and inconsistency, and do not feel at their ease?

Every one knows “that education is a process of growth and time an essential element therein.” Still these potentates expect all pupils be up to the mark in all studies, (an utter impossibility) or to be fully prepared for technical work for certain occasions, such as state or county comparative examinations, some hobby of the county superintendent of schools, an exhibition or entertainment, in a posterovent short space of time. Even in the regular work they seem to have no fixed aim toward which they work with untiring zeal and unswerving determination, but they leave the path charmed by all sorts of diversions along the way-side. Somebody whispers into the superintendent’s ear that a certain point in this or that branch has not been reached and requires attention, or that some neighboring school that has no better if not inferior facilities is in the advance. This perhaps gets him on the qui vive, yet he is at a loss how to remedy the difficulty, when, happy coincidence! he hears or reads of a new book, manual, or pamphlet just issued, and best of all it is offered for exchange or introduction on ever so favorable terms. The superintendent knows well enough that the patrons of his school grumble about the everlasting changing and introduction of new books and that the directors do not like to see it, still by some hook or crook the thing is done. When this is persistently repeated, is it any wonder that all hands can hardly help entertaining the suspicion that the superintendents (most likely the plain title principal is too insignificant for such egotists) might also be book agents?

Again, some one out of malice, though under a different pretext of course, volunteers information about one of the teachers; one of the assistants out of envy or spite puts in a word derogatory toward her colleague; the superintendent notices that the work of some of his teachers might be improved upon, or is not in exact accordance with his ideal, yet at the time says nothing for fear of having to meet an able argument; or when the least disagreement does occur makes it the subject of public gossip, taking care that facts are misrepresented, motives misconstrued, and influence disparaged; is it any wonder that assistants, after these things come out, as they invariably will, are shocked? After the spirit has been wounded in this way the bits of praise and other little extra attentions will not efface the impressions received.

In one word, patrons expect superintendents to be normal examples in every item they require from their subordinates, and it may be almost set down as an axiom that though they have chosen their models injudiciously, if they will conscientiously carry out the duties they themselves impose, their assistants will cheerfully do their part and the result be harmonious, cheerful action.

I. S. D.

—The question of teaching swimming is occupying the attention of the school board of Plymouth, England. Only two objections have been made to providing a bath and a swimming instructor—or an instructor of swimming; first, it was contended that there were already ample facilities for all who wished to learn to swim in Plymouth, the town council having done something toward that end; second, it was claimed that the board could not legally spend money for such purposes. The question is still pending, inasmuch as the president of the board claimed that the London school board taught swimming, and he presumed the money was taken from the school funds. If swimming, why not running, and shooting, and climbing, and sneaking, and everything?

—The Vermont teachers have organized an association called “The Vermont College of Teachers,” to which only educators of proved ability and experience will be admitted. Its chief objects are to raise the standard of qualification among teachers, and to improve the course of study and methods of instruction in all grades, from the primary to the completion of the high school or academic course.
FACES.

OUTLINES OF A NEW SYSTEM OF PHYSIOGNOMY.

By Frank B. Scott, Artist.

Section II.

THE MOUTH A STARTING POINT.

In our first article we said that "a mouth is not only first in the order of the organs of sense; it is the first point of departure in morphology, in the advance from the simple to the complex; a mouth is the center from which the first limbs radiate; a mouth is the point of conjunction in a monogram of the highest and lowest vertebrates; a mouth is the point where the first distinctly traced nerves have their origin, and a mouth is the true starting point in forming the higher estimates of facial expression." We wish to illustrate these propositions in detail.

The simplest animal forms have no special organs, not even a mouth to receive the food, but it is taken in at any part of the body. The body is apparently structureless and of a nearly similar substance to the white of an egg. In nearly every instance these simple forms are microscopic and composed of a single cell. In some instances a number of individuals are assembled in one compound mass which may attain considerable size, but it will not have any very definite form, nor will there be any special organs.

The first attempt in the animal kingdom towards any special organ is to form a mouth, and this is not a permanent organ; in the Amoeba (Fig. 2, a) when food is received a mouth is extemporized for the occasion, and it again subsides into the original indefinite shaped mass of vitalized jelly.

A little higher in the scale, in the Paramaecium (Fig. 3, a) there is a permanent mouth. From this forward, a mouth is a general characteristic. Certain internal parasites—an apparent exception—are provided for by the mouth of their host.

EXTENSIONS AND MODIFICATIONS.

A stomach is a mouth extended and modified into a digestive cavity. The intestinal canal is a continuation of the same cavity. The simplest stomachs are cul-de-sacs—they have only one opening. Higher in the scale the digestive cavity is distinct from the body cavity, and by the intestinal canal the opening is continued through the body.

SUPERADDITIONS.

The advance from the simple to the complex is marked by a series of superadditions, having their beginning in the modifications of the original oral cavity, in the following order of progression:

1st.—NO BODY CAVITY.—The body is little more than a minute mass of vitalized jelly or protoplasm.  
2nd.—A SINGLE CAVITY.—The oral cavity is extended into a simple digestive cavity.  
3rd.—A DOUBLE CAVITY.—The digestive cavity is contained in a distinct body cavity.  
4th.—A SINGLE SKELETON.—The walls of the body cavity are supported by an external annular hæmal skeleton.  
5th.—A DOUBLE SKELETON.—A special neural skeleton is superimposed on the annular skeleton, forming a bi-annular skeleton.  

MORPHOLOGICAL PROGRESSION.

Morphology in the animal kingdom relates to the great primary divisions in the system of classification. These divisions are not founded on the relationship of subordinate parts but on the structure of the body as a whole.

Although there is an almost infinite variety of forms and special adaptations in the animal kingdom, they can all be arranged, according to their general plan of structure, under five grand divisions, generally called Sub-kingdoms, as follows:—Protzoa, Ccelenterata, (including the greater part of what was formerly called Radiata), Mollusca, Articulata, and Vertebrata.

On examination these sub-kingdoms will be seen to represent the five stages of progression of which we have given the outline:

PROTOZOA,—no cavity.  
CEELENTERATA,—a single cavity.  
MOLLUSCA,—a double cavity.  
ARTICULATA,—a single skeleton.  
VERTEBRATA,—a double skeleton.

In this progression the first parts are retained and carried through all the series, as illustrated in the following diagrams, representing longitudinal and transverse sections:

PROTOZOA,—(the higher only), mouth, a.

CEELENTERATA,—mouth, a; single cavity, b.

MOLLUSCA,—mouth, a; digestive cavity, b; body cavity, c.

ARTICULATA,—mouth, a; digestive cavity, b; body cavity, c; hæmal cavity skeleton, d.

VERTEBRATA,—mouth, a; digestive cavity, b; body cavity, c; hæmal cavity skeleton, d; neural cavity skeleton, e.

In the Vertebrata the walls of the abdomen resemble the muscular sac of the Mollusca, and the segmental arrangement of the ribs with the intercostal muscles resemble the annular segments and internal muscles of the Articulata.

These resemblances will be further carried out in the next section.

—The Secretary of War has granted Cadet Whitaker a furlough in order to enable him to prepare for a court martial, in case the President grants him one.  
—The latest issue of the "Enchanted Library for Young Folks" by the Authors' Publishing Company is A Visit to El-Fay Goo-Land, by Mrs. M. M. Sanford. It contains seven full page illustrations.  
—It is proposed by nine New England colleges—Harvard, Yale, Brown, Amherst, Williams, Trinity, Boston University, Tufts, and Dartmouth—to modify the method of examinations, so that instead of each college holding its own, they may have a uniform examination on the same day for all the colleges.
EDUCATIONAL CIRCULAR.

To the People present at the Annual School Meeting:

GENTLEMEN:—The time has again rolled around for us to determine what we are to do for the children under our charge for the coming year, and again I offer a few suggestions for your consideration during the meeting.

SCHOOL OFFICERS.

The best men or women in the district are not too good to fill the district offices. Much of the success of the school depends on the intelligence of its officers, and yet it is not uncommon for very inferior persons to be elected to these offices every year. Liberal, intelligent, interested persons, persons without prejudice, and persons without an "ax to grind," should be elected to these offices. School officers should know something about heating, ventilation, seating, etc. They should also know something about school books, and their supply, the law with reference to attendance of children at school, and the necessary material for the proper instruction of the children, and above all they should be willing to do the best they know.

SCHOOL HOUSE AND SURROUNDINGS.

The best arrangements for the school room as they are constructed is to have the stove near the door, the teacher's desk at the opposite end of the room, the windows on the sides, and the blackboard between the windows and across the end near the teacher's desk. There should be a recitation seat facing the blackboard, and pupils reciting should stand with their backs to the school.

The school should be supplied with comfortable seats. Much of the confusion in school and much of the restlessness is not unfrequently caused by uncomfortable seats. Pupils should be able to place their feet flat on the floor when sitting on their seats, or they will become restless, and long continuance on such seats may be very injurious to the health of the pupil. What the child learns through the eye is much more readily learned and longer retained than when taught through the ear; for this reason every school room should have a plentiful supply of blackboard and that is good. At least there should be a sufficient amount of board to extend across one end of the school room. There should be some decisive work done with reference to school grounds and out-houses. The grounds should be cleared off, enclosed, and otherwise improved. It will cost much less to improve the yard than it now costs for repairs, and it is a well-established fact that pupils and the public will protect and respect any property that is kept in proper condition, whereas the old and dilapidated receives a stone from nearly every passer-by. Common decency would say that every school house should have out-houses. Quite a large number are still unprovided with out-houses, others are poor, some have but one, and sometimes we find two under one roof. If you expect your children to be decent and modest furnish them with proper surroundings.

SCHOOL BOOKS.

Several districts in the county appropriate money and purchase their books at wholesale of the publishers. Every district should do this as it saves money and time by securing enough books of the same kind, ready for use at the commencement of the school. As it is, but few districts have enough books, scarcely any have a uniformity, and in almost every school we find pupils in books that are far beyond their comprehension. Those districts that supply books cannot be persuaded to return to the old method of purchasing books. Try it and save money and greatly increase the benefit to be derived.

SCHOOL TERMS.

The three months' winter term and the three months' summer term is not an intelligent division of the school year. There should be a vacation of one or two weeks at Christmas, as school does but little good during the holidays; and there should certainly be no school during July and August, as it is impossible to maintain interest during such hot weather, and it is really injurious to the pupils to compel them to sit and study during the heat of those months. Those districts, (and there are quite a large number of them,) that have adopted the plan of a full term running to the holidays, then a winter term of three months, followed by a short vacation, and then a spring term, are well satisfied with the change from the old method, and well they might be, as their schools are in the best condition and are much more advanced than other districts.

TEACHERS.

Make your appropriation sufficient to get a good teacher. Don't limit the board with reference to the amount to be paid. If you employ a good teacher at good wages it will pay, but if you employ an inferior one at any wages you will be the loser. Employ the teacher by the year if you know you have a good one, or from term to term if you have a person that has not been tested; but by all means hold on to a good teacher as long as possible and get rid of a poor one as soon as possible. It is possible for a school to be worthless and a school of that character should be closed immediately. Try to get a faithful, energetic, competent teacher and then keep him. It is unwise for the meeting to say the board shall employ a male or female teacher. Some of our best teachers are females, and they can manage the winter schools much better than many of the male teachers, and at the same time, many of the male teachers can teach the children in the summer much better than many of the females. Elect intelligent officers and leave it with them. Employ only those that are capable of passing a thorough examination. Others may keep school but none others can really teach thoroughly. Those that have a good education may fail, those of an inferior education must certainly do inferior work. There is progress in teaching as there ought to be, therefore employ the progressive teacher. Those that attend no institutes nor teachers' meetings, take no educational journals, etc., are after the money that you most liberally give them and care nothing for the advancement of your children. The examination may not exclude such but it is certainly the duty and privilege of the board to exclude such.

SUGGESTIVE QUESTIONS.

Are the windows tight so as not to produce cold currents of air? Can they be closed so as to admit pure air? Is the floor good and can it be kept warm so as to protect your children? Have you a recitation seat? Are the desks and seats of the pupils comfortable? Is your blackboard sufficient and good? Is the school supplied with a pail, dipper, broom, shovel, ash-pail, teacher's stand, dictionary, county and state map? I trust your deliberations will be candid, earnest, and harmonious.

Very Respectfully,

D. D. PARSONS, County Supt.

RICHLAND CENTER, August 18, 1880.

ITEMS.

—There are 20 academies and 21 graded schools in Vermont.
—Supt. A. P. Marble, of Worcester, Mass., was honored by the degree of Ph. D., from Bowdoin College at the last commencement.
—Prof. Jerome Allen, of the Genesee State Normal School, New York, and editor of Barnes's Educational Monthly, was chosen by the State Teachers' Association to be its president the coming year. A good choice.
—The Rev. Samuel Gilman Brown, D. D., has resigned the Presidency of Hamilton College, which he has held for the last fourteen years.
—The Weekly has a neatly printed invitation to the semi-centennial celebration of the opening of Springfield Academy Sept. 1 and 2, 1880, but unfortunately we did not remember where Springfield is, and were not sure whether we should start east or west.
—Prof. J. B. Reynolds, late principal of the Girls' High School in New Albany, Ind., has taken charge of the Liberty Female College at Glasgow, Ky.
—Rev. Wm. Adams, LL. D., President of Union Theological Seminary, died Aug. 31.
—Jesse Newlin was elected president of the Pennsylvania State Teachers' Association held at York during vacation.
—Gov. Head, of New Hampshire, has appointed Hon. John W. Patterson successor of Mr. Downs as State Superintendent of public schools. The selection is approved by the best educators of the state.
—Prof. E. B. Andrews, who died at Lancaster, Ohio, a few weeks since, was one of the principals in organizing and conducting the geological survey of that state; the survey now to open and develop the coal fields of Ohio than any other agency.
—Major James B. Burbank, Third United States Artillery, has been detailed anew as Military Instructor at Cornell University, the position which he has filled for the past three years.
—It is proposed by the leading teachers in New York to publish a program of instruction and course of study for the home use of country teachers. Such a course would aid many teachers who can not attend the normal schools or county institutes, and tend to inspire them to further study and reading.
—The presidency of the Vermont Teachers' Association was given to J. S. Cilley, Esq., principal of the Brandon school, and state editor of the N. E. Journal of Education. Mr. C. C. Boynton, principal of Townsend Academy, succeeds Mr. Cilley as state editor.
IOWA.—The dead lock in the Council Bluffs School board was happily broken by the election of George L. Farmahn, of New York State, who is now at work in his new field. Mr. Farmahn was treasurer of the New York State Teachers' Association for several years.

A. N. Fellows goes from Knoxville to Laramie as principal of high school.

ILLINOIS.—Here are some of the new locations of Illinois teachers. Walter Lowry, La Moille; Mr. Jenkins, Mineral; W. R. Green, Neponset; A. C. Butler, Virginia; M. Moore, Champaign; A. D. Sizer, Mahomet; N. J. Betzer, Rantoul; A. L. Starr, Sidney; J. W. Hall, Mattoon (E. O.); G. L. Talbot, Stabbona; F. A. E. Starr, Arcola; Mr. Devoore, Camargo; D. S. Chilcoat, Vandalia; Mr. Coomes, Washburn; Walter M. Fay, Avon; Otto McGeary, Minoka; E. C. Rossetter, and J. Williams, Kewanee; M. L. Fries, Shelton; Geo. M. Cummings, Watseka; H. H. Kimball, Mr. Carlson; Miss Julia Purdy, Grand Tower; E. A. Bebee, Momence; Charles F. Diehl, Abingdon; D. W. Gamble, Tonica; S. B. Barthurst, Ottawa (3d Ward); E. Carl Webster, Ottawa (1st Ass't H. S.); T. B. Swartz, Chatsworth; Rudolph Reeder, Rutland; T. L. Evans, Decatur, (1st Ward); Samuel McBride, Blue Mound; C. R. Vandervort, Wenona; W. H. Williams, Havana; T. L. McGirr, Prairie City; J. R. Fisk, Richmond; Albert M. Scott, Normal; A. B. Stevens, Arrowsmith; Mr. Andrews, Petersburg; Samuel Wolfe, Viola; Allen S. Stuits, Lovington; H. C. Forbes, Polo; Mr. Greenman, Creston; Jesse F. Hannah, Adeline; M. L. Crow, Brimfield; M. Sahl, Chiliicothe; Charles Both, Morrisville; G. M. Savage, Mansfield; Joshua Thorp, Cerro Gordo; B. L. Spear, Golconda; S. S. Kemble, Rock P'd (H. S.); A. Luse, Napley; A. B. Lemmon, Manchester; James Trentchard, Mr. Hall, Wyoming (3d Side); Mr. Abbott, Bradford; Miss. P. C. Capen, O'Fallon; C. I. Gruey, Delavan; Mr. Hyde, Cambridge; W. H. Chamberlain, Ridge Farm; C. H. Rew, Wilmington; D. H. Darling, Joliet; Mr. Briggs, Lockport; C. F. Kimball, Elgin; E. C. Hill, Marion; Mr. Moore, Leland; Mrs. Grace Whitney, Magnolia; J. O. Denning, Metamora; W. W. Stetson, West Rockford.

The most favorable of reports comes to us from Carlinville institute. Messrs. Chamberlin and Keebler were engaged before the close of the session to work at the same place again next year.

Supt. Rossetter of Kewanee sends us a neat pamphlet of rules and regulations.

Thomas W. Catlin and John X. Wilson have taken schools in Montana. Peoria schools have deferred their opening to Oct. 1. Cause—scarlet fever.

The Stephenson institute published a daily paper. The enrollment of pupils ran up to 160.

The old university building at Champaign is thought to be unsafe and the trustees will no longer allow its use as a dormitory.

Thomas Edwards, of Freedom, La Salle county, takes charge of a select school at Triumph.

The summer institute at Macomb was taught by W. H. Smith and others.

Peoria school inspectors have the neatest school-board head-quarters in the state. They occupy two rooms in the post-office building, both of which are neatly carpeted and painted. One is used as an office; the other is the place of meeting. Each of the nineteen members has a handsome desk to which he carries a key, and the president from a large table and a cushioned chair on the platform decides points of order for the honorable senators from Peoria's nine states.

A competitive examination was held at Paris, Illinois, recently to choose one for the appointment to West Point. Messrs. Harvey and Hurty, of Paris, Mr. Kilburn, of Marshall, and Mr. Mann, of Ellingham were the examiners, and Austin H. Brown was the successful applicant.

A card from Supt. Ward informs us that fifty teachers enrolled in their institute the first week.

Moline opened its public night schools this year Sept. 1. Every such manufacturing town as Moline should have such opportunities for the shop boys.

R. A. Haste, last year's principal at Chatsworth, is now located at Concordia, Kansas.

Peoria employs eight men in her schools or about one to nine of the other sex.

One of our agents took the liberty at a certain institute to offer our paper at less than the regular price. Since the subscriptions he took were given in good faith we send the paper, but we mention it here that all may understand we do not make a business of dickering in prices. We make the paper very cheap to all and know of no reason for partiality to any.

D. H. Darling becomes superintendent of the public schools of Joliet, the action of the board of education having been confirmed by the Council. The people of Joliet are to be congratulated.

The chair of geology at the Wesleyan University, Bloomington, is to be taken by Lucien M. Underwood, an enthusiastic scientist who, a year ago, received from Syracuse University the degree of Ph. D., in recognition of original investigations into the geology of a part of New York. Prof. Mossof the Wesleyan has received from Syracuse the degree A. M. pro merito for work done in Greek literature.

The West Rockford school board dismissed Principal Blodgett in a summary manner and at their next meeting passed resolutions expressing "Rockford's deep indebtedness to him," their "testimony to his excellent character," etc. In strong terms they commend him as "an educator of high rank," "skilful in communicating knowledge, and a man of accurate and varied information." After specially commending his practical teaching, they conclude by saying: "Through all these years Prof. Blodgett has borne an unblemished reputation and made a wide circle of friends. He goes from us now with general regret and the highest Christian character. We but voice the universal feeling when we express our deep sympathy with him and his estimable wife in their sore family afflictions, and we earnestly hope that a happy issue from them may be speedily experienced."

To this Mr. Blodgett responds through the press, in a dignified style declaring such insincere testimonials. He says:

"The resolution leaves a false impression so far as it gives any information. It suggests the sorrowful scene of a reluctant board and a mourning community submitting to the providence which has led the principal to go away for the health of his family." "Now, I have asked the board for no testimonials. After fifteen years of such service as these gentlemen volunteer to say I have rendered, I do not need certificates that rest on hearsay. The citizens who tell the board that I save money for the city, can give me something better. The community has no interest in me now as a public officer, but I have a new freedom in dealing with misrepresentation."

J. H. Freeman has been re-elected superintendent at West Aurora.

John T. Hall, of Flora, has accepted the principalship of the Mattoon schools east side. The graduates from this school are admitted to the State University at Champaign without examination.

Miss Annie Granger, for the past two years teacher in the Woodstock high school, has accepted a position at Ottumwa, Iowa, at a salary of $1,000. Miss Granger had a successful experience in Michigan and Wisconsin before coming to Illinois. She is a graduate of the University of Michigan, classical course.

OHIO.—Supt. T. J. Mitchell seems to have closed an unusually prosperous school year at Mt. Gilead. From his Annual Report, we learn that the entire enrollment was 42 per cent greater than the previous year, and what is certainly more gratifying still, there has been an increase of pupils in the high school of 90 per cent. Prof. Mitchell has in our opinion very few equals as an accomplished manager of schools. In talents, learning, executive force, and especially in kindly spirit and gentlemanly bearing, he is admirably fitted for that important position. If he has the hearty cooperation of his teachers and the continued support of the entire Board of Education, he will build up a system of schools of which Mt. Gilead will be proud.

MICHIGAN.—Chelsea Union School is under the charge of Rev. Mr. Parker, formerly of Quincy, salary $800; preceptress, Miss Foot, a recent graduate of Albion College, salary $280. Four intermediate teachers receive $230 each.

W. D. Clebe is principal at Birmingham.

The Lansing school census by Superintendent Sanford shows 2,721 children between 5 and 20 years of age. Last year there were 2,553; in 1878, 2,111; in 1877, 2,013; in 1876, 2,090; in 1875, 2,048.

Students who have pursued the courses in the science and art of teaching in Michigan University have received appointments as follows: Miss M. E. Allen, Riverside, Ill.; Mr. A. E. Barnes, Supt. of Schools, Midland City, Mich.; J. I. Bates, Canadian Literary Institute, Woodstock, Ontario; Mr. A. W. Burnet, Mt. Morris College, Ill.; Miss H. M. Coller, High School, East Saginaw, Mich.; Miss K. E. Coman, Welsley College, Mass.; Mr. C. H. Duba, Laingsburgh, Mich.; J. T. Ewing, Commercial College, Ionita, Mich.; Miss M. H. Graham, Lincoln Univ., St. Louis, Mo.; Mr. N. W. Haire, Supt. of Schools, Rockland, Mich.; Mr. J. E. Hunt, Prin. of High School, Leeper, Mich.; Mr. J. B. Lang, Supt. of Schools, Flushing, Mich.; Mr. L. E. Norton, Supt. of Schools, Vassar, Mich.; Miss C. E. Parish, High School, Pontiac, Mich.; Mr. A. B. Pond, High School, Ann Arbor, Mich.
Mr. A. J. Potter, High School, Washington, Ohio; Mr. O. C. Seelye, Sup't of Schools, Owosso, Mich.; Mr. J. W. Smith, Sup't of Schools, Monroe, Mich.; Mr. J. R. Thomas, High School, Kendallville, Ind.; Mr. C. W. Tufts, Sheboygan, Wis.; Miss Van Hoosen, High School, East Saginaw, Mich.; Miss Ida Van Hoosen, Middletown, N. Y.

The school board of Manistee, by a majority of sixty, decided last Monday night to discontinue the reading of the Bible in the public schools.

Principal McVicar, of the State Normal and Training School Potsdam, N. Y., has accepted the principalship of the State Normal School at Ypsilanti.

He will enter upon his duties November 1.

Saginaw County.—Professor T. D. Brown, a graduate of the Toronto Normal School, is the new principal of the Chasing school.—A County Teachers' Association has just been formed, with Albert M. Fisher as President.—Mr. J. W. Manning will have charge of the Byron public school for the current year.

Bay County.—A County Teachers' Association was organized at the close of the Teachers' Institute, August 20, with Mr. A. L. Williams, of Sterling, as President.

The School Board of Mt. Pleasant have engaged a full corps of teachers for the ensuing year—all Normal School graduates. They intend to erect the ensuing year a new union school building. The people of Isabella county are alive to the interests of education.

M. E. Behr, for six years principal of the Midland City public school, is practicing medicine at Farwell.

Mr. Ed. Brigham, who was so successful in his late trip to South America to collect specimens of natural history for the Battle Creek high school museum, has been engaged by the Albion, Olivet, and Advent Colleges to do similar work. He expects to leave on his second trip to the West Indies and South America about the first of October.

Four hundred and fifty dollars are to be expended in the purchase of books for the Battle Creek high school library this fall.

Prin. N. H. Walbridge takes the Newsagoy school this year. This insure success. Mr. Walbridge was last year in charge at Cedar Springs, and came pretty near falling into the hands of the Buckeyes. Newaygo saved him.

Supt. A. J. Daniels was relected at Grand Rapids though against some opposition. Growlers will arise even where the schools are most wisely managed.

Supt. E. G. Crowell from Owosso takes charge at Wayne. He is a good worker and the schools at Wayne are sure of good management.

Prin. W. S. Webster has his salary increased $100 at Ovid. The high school is very prosperous. There were seven graduates last year.

Prof. J. N. Foster will continue to superintendent the Ludington schools.

He will have fourteen assistant teachers. The new school building will be occupied at the opening of the term.

H. R. Gass remains principal at Jansenville.

Supt. W. J. Cocker, Adrian; H. N. French, Kalamazoo; and A. G. Owen, Lapeer, remain in their old positions at the head of the schools.

Robert S. Grant takes the school at Lowell; J. Warnick Jr., at Spring Lake.

The state board of education at its recent meeting in Lansing granted certificates of the first grade to V. B. Cochran, superintendent of the Greenville schools, Miss J. A. King, superintendent of the Charlotte schools, and Mrs. L. S. Selfridge, presgress of the Jackson city school.

The Port Huron Guardian says: "The generosity of the present board of education is simply beautiful. At their last meeting they hired teachers and increased their salaries $1 per month. A majority of them now receive the enormous sum of 85 cents per day. Very few attempt to pass an examination to get a position as a teacher in our schools until they have graduated from high school, and even then there is no certainty of their passing the teacher's examination. They spend years preparing themselves for teachers, and then get barely enough to board themselves. If the necessities of the city really demand such disgraceful city high school teachers, the people should turn the high school into an establishment for teaching young ladies the dressmaking business, as there is not a dressmaker in Michigan who understands her business, but what can make from $1.00 to $1.25 per hour, and board, the whole year round?"

How different this view of the benefit of our public schools, taken from the Ypsilanti, from that expressed by some of our Kalamazoo friends: "Can Ypsilanti not trace her loss of inhabitants to the beiriting of her public schools? We will not pretend to say, but we desire to call the attention of our citizens to the fact that during the greatest prosperity of the seminary, and while the school's reputation stood highest in the state, Ypsilanti was looked upon as a growing place. In 1875 the last large class was graduated. At that time Ann Arbor was much weaker than now. This year Ypsilanti graduates five, and Ann Arbor over fifty. Ypsilanti has lost nearly 500 in population, while Ann Arbor has gained 1,000. This in the face of the fact that manufacturing employs dollars here to cents there. Let our citizens make a note of it."

—Ann Arbor Courier.

Principal C. A. Cook has charge of the Dexter public schools the coming year. He will be assisted by Miss Julia Ward, preceptress; Miss E. Palmer grammar department; Miss L. Guerin, primary department; Miss J. C. Fox teacher in ward school.

The study of music will hereafter receive special attention in Ann Arbor. By action of the Board of University Regents last June, Prof. C. B. Cady, a student from Leipzig and later a teacher at the Oberlin Conservatory of Music, was appointed Instructor in Music at the University. Prof. Cady has prepared and issued an Announcement of the Courses of Study in Music in the University, and also an announcement of the organization of a School of Music in Ann Arbor, outside of the University but in accordance with the recommendation of the Faculty of Literature, Science, and the Arts, for instruction in Vocal and Instrumental Music. The school will open Sept. 14.

The annual report of the Saugatuck schools, made by Principal W. E. Bellows contains many interesting statistics, which we have not room to publish. The board adopted resolutions of thanks to him and his teachers for faithful performance of duties and their valuable report to the board.

MINNESOTA.—Prof. Clarence M. Bouteille and Miss Fannie C. Kimber, both of the Winona Normal School faculty, were married in Newton, I. T., July 22.

The faculties of the State Normal Schools, as far as elected are as follows: Winona—Irwin Shepard, M. A., principal and instructor in mental science, school economy, and Latin—$2,000.

Clarence M. Bouteille; physical sciences and higher mathematics—$1,200.

Miss Fannie C. Kimber; methods and supervision of practical teaching—$200.

Miss Martha Brechbill; geography, physiology, and natural history—$1,000.

Miss Louie M. Benney; English language and literature—$750.

Mrs. Blanch D. McKeen; vocal music, voice culture, and elocution—$600.

Miss Jennie Ellis; history, civil government, and preparatory studies—$500.

Miss Anna G. Balder; $600, L. D. B. Partridge—$600, and Alice H. Bingham—$600, critic teachers in the model school.

The salary of the teacher of drawing, penmanship, and accounts was placed at $500, but the teachership was left vacant.

Manhaha—Edward Seaving; principal and instructor in Latin, mental science, and didactics—$2,000.

Miss Helen Phillips; English literature and mathematics—$1,200.

Mrs. A. D. Swann; drawing, and theory and practice of teaching—$1,000.

Mr. J. H. Dunn; natural science, and penmanship—$1,000.

Miss A. McCutcheon, grammar and geography—$800.

The teachers in the model school were not appointed, the salaries being fixed at $500, and the teachership of vocal music was also left vacant without the stipend being vacated.

St. Cloud—Mr. D. L. Kielhe; principal and instructor in Latin, mental science and didactics—$3,200.

Mr. J. T. Gray; natural science—$1,200.

Miss Isabel Lawrence; methods and practice, and superintendent of model school—$1,000.

Miss H. Celia Higgins; Latin, history, and mathematics—$750.

Miss Ada A. Warner; geography, drawing, and mathematics—$750.

Miss Mary L. Gilman; teacher in model school—$450.

Miss Flore M. Truman; teacher in preparatory school—$400.

A teacher of music, penmanship, and accounts was not named, the stipend being placed at $1,000. The janitorship was left vacant, with the salary fixed at $400.

Charles S. Bryant, Secretary of the State High School Board, writes to the Pioneer-Press recommending that the high schools of the state use a uniform record showing the standing of pupils in the various studies. The suggestion is an excellent one and should receive attention from the State Educational Association.

Miss Sarah M. Boyd, of Nashua, N. H., who also taught for some time in Boston, and has lately been teaching in the Normal School of the Argentine Confederation, has been elected assistant teacher in the Winona high school.

John H. Phillips, a graduate of Yale, has been engaged as principal of the Duluth schools at a salary of $1,000.

New furnaces from the Flint Furnace Company have been put into the Winona high school building.


Prof. Baker, of the University at Des Moines, has been chosen principal of the Minnesota Academy at Owatonna.
The Educational Weekly.

TROUBLE AT THE CORTLAND STATE NORMAL SCHOOL.

EARLY IN THE SUMMER STATE SUP'T GILMOUR, BY VIRTUE OF THE AUTHORITY WHICH HE SUPPOSED THE LAW PLACED IN HIS HANDS, ASKED PRINCIPAL J. H. HOOSE OF THE CORTLAND STATE NORMAL SCHOOL TO TENDER HIS RESIGNATION OF THE POSITION HELD BY HIM. NOT WISHING TO ACT IN A MATTER OF SO MUCH IMPORTANCE WITHOUT BEING FULLY INFORMED OF THE REASONS FOR THE SUPERINTENDENT'S REQUEST, AFTER CONSULTATION WITH THE BOARD OF DIRECTORS, HE MIGHT GILMOUR WAS INVITED TO STATE THE GROUNDS FOR SO Authoritative and Impetuous a Demand. THIS HE REFUSED TO DO, BUT WITHOUT FURTHER CEREMONIES DECLARED THE OFFICE OF PRINCIPAL VACANT.

Prin. Hoose then wrote the Superintendent a long letter in which he stated the reasons why he felt impelled to decline to recognize the Superintendent's authority to remove him from office so peremptorily, and signed his purpose to retain the position, being sustained in his views and purpose by the majority of the local board. Mr. Gilmour then condescended to reply at considerable length, giving his reasons for demanding Prof. Hoose's resignation, and insisting upon a vacancy in the principalship.

After more correspondence between Sup't Gilmour and the local board, the Superintendent notified the board and teachers that he had appointed Prof. J. M. Cassety, of Fredonia, acting principal, at a salary of $2,500, and instructed Professor Cassety to assume the duties of principal at once and demand the books, papers, and documents which should be in the possession of the principal. The local board promptly resolved not to recognize Professor Cassety as principal. Propositions for temporary settlement of the difficulty were made both by the local board and Mr. Gilmour, but no agreement was arrived at.

For two years past he had been principal of the Tenth District School, and his full corps of teachers was as follows: E. Dewey, principal, Miss Ellen Sturtevant, assistant; Miss Nellie Stevens, principal of grammar department, Miss Addie Barnes, assistant; Miss Nellie Barlow, principal of intermediate department, Miss Ella Van Dyke, assistant; Miss Nettie Johnson, 1st primary; Mrs. Bella Goodrich, and primary; Miss Mary Cahill, teacher of Branch school.

Principal Allen and his full corps of teachers were reappointed at Geneva Lake. Miss Burton not desiring to teach, Miss Frankie Williams has been engaged to take her place in the primary department.

Prof. Emery will continue to serve as principal at Fort Atkinson.

Prof. O. N. Wagle and his assistant, Miss Ada Dann, remain at Needah. J. W. Congdon has been chosen principal of the South side school at Hartford.

Prof. F. H. King was married at the beginning of vacation to a lady in Berlin. They have spent several weeks at Beaufort, N. C.

The Normal faculty at Whitewater is re-enforced this year by Miss Ellen J. Couch in the primary department; Ellen J. Clothier in the preparatory department, with Ellen A. Persons as assistant; and Mary L. Avery, a teacher of English in the normal department. Miss Couch is a graduate of Westfield Normal School, in Massachusetts, and studied Primary methods at Quincy. Miss Clothier is a teacher of seven years' experience, a graduate of Fredonia Normal School, in New York, and also of Michigan University.

Miss Avery is a graduate of Vassar College, and for some years has been teacher of Rhetoric in that institution.

Professor W. H. DeMotte has accepted the position of superintendent of the Kansas Deaf and Dumb Institute, at Olathe, Kansas, declining a similar position in Iowa.

Princ. Albert Hardy, of Milwaukee high school, goes to La Crosse, at a salary of $1,500. Sup't J. J. Mapel, of McGregor, Iowa, succeeds him at $2,000. Mr. Mapel is a graduate of the University of Michigan and has taught for four or five years at McGregor with the best of success. He will bring the Milwaukee high school to a high standard of scholarship and discipline.

WISCONSIN.—Chester Smith is principal at Winneconne—east side. He is assisted by Jennie Allan. The west side schools opened this week. O. A. Parks is principal, assisted by Miss Emma Cheney and Miss Clara Summer. Prin. H. A. Hobart of Neenah has been spending the summer visiting in Vermont and the eastern cities.

Principal P. L. Green, of Stevens Point, spent the vacation with relatives in New York state.

Miss Mary Bradbury, who has for some time been assistant principal of the west side school in New London, is attending the Normal School at Oshkosh.

Professor Robert Graham conducted the institute at Omro the last week in August. Nearly sixty teachers were enrolled, of fine appearance and good education. All were in a cheerful mood throughout the session. Mr. Kimball rendered valuable assistance in giving instruction. Professor Graham's remarks on school organization and management were highly appreciated by the teachers. Last week the same conductors were working in the institute at Neenah.

Much needed improvements have been made in the high school building at Omro.

The school officers of Elkhorn have decided to have the fall term commence Monday after the fair. Heretofore some pupils have made the fair an excuse to stay out of school the first two weeks, and the board propose to accommodate them this year so that they can commence with the term.

The Elkhorn Independent speaks as follows of the teachers' institute held there:

"The Institute closed last week. The attendance steadily increased throughout the two weeks, which is indicative of the interest and satisfaction of those who attended. Professor Emery is peculiarly adapted to this kind of work. He puts forth his best energies, is kind and considerate with those in his charge, leading carefully the timid, shrinking teachers, convincing the self-assured that they have still something to learn,—in short he appreciates the different natures he has to deal with as a true instructor needs to. Mr. Emery has been ably assisted by Sup't. Taylor, Prof. Sherman, Mr. Lee, and Miss Taylor; also by the hearty co-operation of members of the Institute, who understand and appreciate the difference between teaching and crowd beating. May the Board of Regents send Walworth county as good conductors hereafter as Prof. Emery. The people ask nothing more."

The Normal and primary departments at Oshkosh Normal are crowded to their fullest capacity. There are about twenty pupils in the Kindergarten.

The other grades are comfortably full.

The Delavan teachers this year are as follows: E. Dewey, principal, Miss Helen Sturtevant, assistant; Miss Nellie Stevens, principal of grammar department, Miss Addie Barnes, assistant; Miss Nellie Barlow, principal of intermediate department, Miss Ella Van Dyke, assistant; Miss Nettie Johnson, 1st primary; Mrs. Bella Goodrich, and primary; Miss Mary Cahill, teacher of Branch school.

Principal Allen and his full corps of teachers were reappointed at Geneva Lake. Miss Burton not desiring to teach, Miss Frankie Williams has been engaged to take her place in the primary department.

Prof. Emery will continue to serve as principal at Fort Atkinson.

Prin. O. N. Wagle and his assistant, Miss Ada Dann, remain at Needah. J. W. Congdon has been chosen principal of the South side school at Hartford. For two years past he has been principal of the Tenth District School, Milwaukee.

Prof. F. H. King was married at the beginning of vacation to a lady in Berlin. They have spent several weeks at Beaufort, N. C.

The Normal faculty at Whitewater is re-enforced this year by Miss Ellen J. Couch in the primary department; Ellen J. Clothier in the preparatory department, with Ellen A. Persons as assistant; and Mary L. Avery, a teacher of English in the normal department. Miss Couch is a graduate of Westfield Normal School, in Massachusetts, and studied Primary methods at Quincy. Miss Clothier is a teacher of seven years' experience, a graduate of Fredonia Normal School, in New York, and also of Michigan University. Miss Avery is a graduate of Vassar College, and for some years has been teacher of Rhetoric in that institution.

Professor W. H. DeMotte has accepted the position of superintendent of the Kansas Deaf and Dumb Institute, at Olathe, Kansas, declining a similar position in Iowa.

Princ. Albert Hardy, of Milwaukee high school, goes to La Crosse, at a salary of $1,500. Sup't J. J. Mapel, of McGregor, Iowa, succeeds him at $2,000. Mr. Mapel is a graduate of the University of Michigan and has taught for four or five years at McGregor with the best of success. He will bring the Milwaukee high school to a high standard of scholarship and discipline.
In the meantime all the new students who entered had been handed the following circular:

**NOTICE TO STUDENTS.**

1. Former students will proceed immediately to fill out the "Office memorandum," and go to their old seats.

2. New students will go at once to room No. 85, west hall, and enter upon their examinations.

The text book library will be open at 3:30 P.M., in order to give out books to all students who have secured "permits to draw" by this hour.

WEDNESDAY, SEPT. 1, 1880.

J. H. HOUSE, Principal.

H. N. CHAMBERLAIN, Secretary.

The students were sent at once to a room up stairs where they were out of the confusion. The old students had the usefulness in directing these new comers, and in keeping everything quiet.

Meantime, Prof. Cassety and his friends were getting uneasy. Their dramatic scene was to occur in the chapel. It was almost time for the exercises and preparations were made for it. One of them slipped up the stairs and found this paper pinned on the door:

"No Chapel! Exercises To-day."

He came back in consternation. Their little plan had been cleverly and quietly check mated.

But at 8.45 Dr. Hyde wrapped on the desk, and asked for attention.

"The Local Board," he announced, "to whom the State has entrusted the management of this school and the care of this building, hearewith declare the following:

That the present and the coming school is no place for the "Chapel," that it is a disturbance of the quiet and work of the school, and that the Board refuses to recognize such disturbances as "rightful." The Board further declare that they will not permit the "Chapel" exercises to be held in the school, and that all disturbances of the school will be punished as "infraction of the rules.""

At this point Prof. Milne gave the signal to dismiss, and the crowd dispersed.

**The Geography Class.**

Two leaders are chosen, who each select in turn all the playersares taken, and are formed in two lines facing each other, a chair for each being placed behind him. The leader on one side calls out some letter, and says "sea," or mentions some other body of water. The leader on the other side immediately one beginning with the letter, and each one on his side gives another in rapid succession. If there is a pause, the leader of side No. 1 counts ten rapidly, and calls "next," the player who calls answers, and the one who guesses takes his seat. If a mistake is made by giving a wrong name to the piece of water called for, as by calling a river by the name of a sea or isle, or by giving the wrong letter as its first one, and it is not corrected by some member of the same side before the leader of the opposite side calls out "miss," then all of side No. 2 must take their seats, which counts two for side No. 1.

The leader of side No. 2 requests all his side to again stand in line, with the exception of those who missed, and calls out some piece of land, as mountain, state, county, etc., and a letter, which the opposite side answers in the same way, and if every one succeeds in answering to the call, and each one gives a correct reply, without mistake, they score three for their own side.

The game is won by the side that first scores ten; and as all who have missed must keep their seats until the end of the play, they have abundant opportunity for laughing at the mistakes which are made by their friends. If it should happen that the leader of one side has no one to call upon to stand in line, he is obliged to answer alone; and if he also fails, the victory belongs to the other, even if they have not scored ten.

Another game of geography is played by each person taking pencil and paper, and in turn saying: "I want you to locate this piece of land," and the player who can do it first scores a point; or if he cannot do it he will lose a point; or if he cannot do it, he will lose a point. If he can answer the question before the other player, he scores three points. The same method is followed in answering to the call: "I want you to locate this piece of land," and the player who can first answer scores three for his own side, and the other player scores nothing.

In the meantime all the new students who entered had been handed a circular which said: "You will be given the following:

1. New students will go at once to room No. 85, and the hall, and the church.

2. No Chapel! Exercises To-day."

The door was opened and the students entered, and the hall was filled with the sound of their voices. The room was filled with the sound of their voices. The room was filled with the sound of their voices. The room was filled with the sound of their voices. The room was filled with the sound of their voices.

"We've got 'em."

In number 166 you ask: Do not western teachers want a western journal of Education? Ought not the West to have a live, well-conducted and independent educational weekly?

Being a subscriber since the very first number of the WEEKLY allow me to say, that as long as you continue to publish such practical articles as the above mentioned number contains, viz.: A. P. Marble's "Educational Kearnism," "Some School Superintendents," to say nothing of the full state news and other matter, we may safely say, Mr. Editor, that we've already got 'em.

EDWARDVILLE, Ill., Aug. 24, 1860.

H. K.

The grandma of a little four-year-old had been telling her one day not to say that people lied, but rather that they were mistaken. Her grandma to amuse him, told him a bear story, which was a tough one to believe. After she had finished, the little girl looked up into his face and exclaimed, "Grandma, that is the biggest mistake I ever heard."

George Ripley, I.L.D., for thirty-one years literary editor of the N. Y. Tribune, and associate editor with Charles A. Dana of Appleton's Cyclopaedia, died July 4. Dr. Ripley was president of the Tribune Association. He was born in 1822, and graduated at Harvard in 1843. He has been for many years chief literary adviser of the firm of Harper & Bros., and was prominent in literary circles in America and Europe.

- Prof. C. A. Young, a trustee of Mt. Holyoke Seminary, has received $10,000 to be used for the construction of an observatory for the institution.
THE WORLD.

NEWS RECORD CLOSING MONDAY, SEPT. 6.

The meeting of the American Association for the Advancement of Science, held in Boston the last day of August, was the last largely attended session ever held by that body. There were about 1,000 members present, and 417 new members were enrolled at this meeting.

The troubles with Turkey continue to grow more and more threatening. An iraide was issued Sep. 3, authorizing the immediate surrender of the town of Dulcigno to Montenegro. The Montenegrins have already occupied some minor points in the ceded district, but the Albanians are determined not to yield, and are becoming greatly excited. The naval demonstration has been positively decided upon, but it is believed the powers will have to land troops in order to effect the cession.

Chief Sapovonari was selected at the Grand Council of the Utes to be Ouray’s successor, as was expected. The treaty with the Utes has been signed, and they will receive the lands in northwestern Colorado in exchange for those they now occupy.

The arrival of General Roberts at Candahar was the signal for a complete triumph of the English arms, and the utter rout of Ayoob Kahn’s forces.

An iraide was issued to William T. Harris, LL. D., in grateful recognition of his services as a scholar and an elder to the church, on his retirement from the superintendency of the city schools.

On his retirement from the superintendency of the city schools.

The College of St. Louis to William T. Harris, LL. D., in grateful recognition of his services as a scholar and an elder to the church, on his retirement from the superintendency of the city schools.

For a distance of a hundred miles.

The troubles with Turkey continue to grow more and more threatening. An iraide was issued Sep. 3, authorizing the immediate surrender of the town of Dulcigno to Montenegro. The Montenegrins have already occupied some minor points in the ceded district, but the Albanians are determined not to yield, and are becoming greatly excited. The naval demonstration has been positively decided upon, but it is believed the powers will have to land troops in order to effect the cession.

Chief Sapovonari was selected at the Grand Council of the Utes to be Ouray’s successor, as was expected. The treaty with the Utes has been signed, and they will receive the lands in northwestern Colorado in exchange for those they now occupy.

The arrival of General Roberts at Candahar was the signal for a complete triumph of the English arms, and the utter rout of Ayoob Kahn’s forces.

An iraide was issued to William T. Harris, LL. D., in grateful recognition of his services as a scholar and an elder to the church, on his retirement from the superintendency of the city schools.

On his retirement from the superintendency of the city schools.

The College of St. Louis to William T. Harris, LL. D., in grateful recognition of his services as a scholar and an elder to the church, on his retirement from the superintendency of the city schools.
NOTES AND QUERIES.

To CORRESPONDENTS.—Make queries and answers short as possible, and clear. Do not write them on the same paper with other matters, but always on separate slips, and on last page of the paper. Put but one subject in a query or in an answer. Refer to previous queries by number and page.

[Editor's note: The text contains various queries and responses, including:

- **No. 20.** "Who is the fat contributor?" J. P. B.
  - Ans. A. Miner Griswold.
  - Dr. WILLARD.

- **No. 21.** Why does the mercury fall in a barometer as it is carried up a mountain? So they text-books say; but I should think it would rise.
  - O. B. K.
  - Ans. It appears from the above query and from the accompanying letter that O. B. K. does not understand the construction and operation of the barometer. Suppose an open tube shaped like a capital U, with arms over 34 inches long, and a little more than half full of liquid. Let suction be applied to one arm until mercury has risen in it almost to the top of that arm, say to 30 inches from the bend. Why did the mercury rise in that arm; not because suction pulled it up; but because the air in the arm in which we live and move premediately open the arm as fast as air was drawn out of the other arm, and push the mercury before it. Now if the fullest arm can be closed in such a way as to have no air above the mercury, the pressure of the air in the other arm will keep the fluid metal still push up into the closed arm, and this, or any continuous plan, is a barometer.

- **More Michigan Items.**
  - Principals engaged: O. C. Seelye, class of ’80, University, at Owosso; D. Hall at Caseville, C. Stanford at Holly, G. W. Davis at Benton Harbor, J. B. Glasgow in district 17, city of Jackson, A. C. Martin at Lawton, M. D. Ormes at Capac, Albert Jennings at Schoolcraft, H. C. Rankin at Leslie, and C. K. Perrine at Vassar.
  - Certain parties at Saline called a special school meeting to censure the school board for re-engaging the present superintendent, who has filled the position for the past two years. After working hard for so many days they persuaded nine voters out of 260 to say that the board might have done better just before adjourning, however, a unanimous vote of thanks was tendered the board for their impartial action in engaging the corps of teachers, closing with cheers for the superintendent.—Detroit Evening News.
  - S. G. Burked will superintend the Traverse City schools next year.
  - C. L. Houseman will remain as superintendent at Muskegon next year, at a salary of $1,350.
  - J. W. Ewing has been engaged as superintendent of the Ionia city schools for another year, at a salary of $1,400.
  - W. D. Washburn, late principal of the Three Rivers school, will serve as principal of the Muskegon high school the ensuing year, his salary being $500.
  - J. M. McGrath, for a number of years the efficient superintendent of the Corunna schools, has resigned, and will abandon the profession of teaching to enter upon that of the law.


- Interest in the Norse language and literature is greatly increasing, both in Europe and America. Kristofer Janson is one of the most earnest and successful of Norway's poets, novelists and public speakers, whose labors are devoted to the establishment of an independent national language in his native land. He has written a short and simple romance, based upon facts in the life of a poor Norwegian peasant whose natural powers to play the fiddle were second only to Ole Bull. The facts on which the story is based are presented by Professor Anderson in an extended Introduction, as well as several thrilling anecdotes, showing how lavishly the peasants of Norway are endowed with musical talent.

- The part which Ole Bull is made to play in the story, with the facts set forth respecting him by Professor Anderson, will increase the interest with which those who have heard the great master of the violin will read the book.

- **Publishers Notes.**
  - I consider the Educational Weekly the best educational paper I get.—Supt. S. A. Calwell, Pulaski county, Ill.
  - Have taken your paper for several years, and find it a source of great help.—Clarence, Iowa.
  - I like your paper very much, and as long as I teach I do not intend to be without it.—Quincy, Ill. [You ought not to stop the paper when you stop teaching.]

- Your paper is very useful to me, not because so many superintendents and principals approve it, but its pages are so sprinkled with hints, suggestions, rules, laws, etc., etc., to assist a teacher,—not while in some city school next year, but in our country schools, out on the prairie, now.—Concord, Iowa.

- The Educational Weekly, published by S. R. Winchell & Co., Chicago, Ill., is one of our most valuable exchanges. It comes to us this week full of excellent ideas on educational matters.—The Educator.

- I have used Wedgewood's Topical Analysis the past five months in my school with success. I know that I shall continue to use it in my school next year. It can not be otherwise than a success where used.—T. J. Breant, Ester, Iowa.

- The Noyes Dictionary Holder has been greatly improved in appearance, and also made firmer, by the use of tinned wire. The manufacturer has recently contracted for a large amount of the best steel wire known to manufacturers, to be made expressly for the Holder.

- Samples of the Acme Paper and Pads, with price list, will be mailed on receipt of a three cent stamp. These papers are now largely used in all parts of the United States. The pads are the most convenient for institute use. They are sold only at wholesale prices. Orders should be sent in early.

- I have had several occasions this summer to recommend Soldan's Grub's Method as clear and to the point, and as satisfactory as his own work would be.—Prof. J. B. DeMotte, Indiana Asbury University.

- The practical printer who penned a penny to the press must have had on his mind one of Exeter's Preface pens, the most popular in use. Horsford's Acid Phosphate makes a delicious drink with water and sugar only, and is superior to lime juice or lemons for making "lemonade" or alcoholic drinks.

- Extra copies of this paper will be furnished to agents and others who wish to present specimen copies at teachers' institutes. Send to us for terms to agents. Only first-class teachers are wanted to represent this paper, as our subscribers come only from that class, and we give only first-class commissions, to those who pay.

- The Publishers of the Educational Weekly offer no club rates. All subscribers, at institutes or other places, pay the same price. No agent is authorized to receive subscriptions for less than the prices named in this paper. The prices are low enough, and as low as any one with self-respect will want to pay. But some people—without self-respect—will want a discount from any price. If you should offer the paper free, they would want a premium thrown in. We never catch that kind on our list.

- **The Common-School Question Book.** Revised and enlarged. A general review of Common-School Studies. By Asa H. Craig. Price, $1.50. Teachers who have not seen and examined this book should lose no time in securing a copy. There is no place that does not contain matter of value and interest. The various topics treated of are as follows: 1. United States History; 2. Geography; 3. Grammar; 4. Arithmetic; 5. Reading; 6. Orthography, Rules of Spelling, Derivation of Words, etc.; 7. Penmanship; 8. Participles and Infinitives made easy; 9. Civil Government; 10. Parliamentary Laws and Usages; 11. Physiology and Anatomy; 12. Physical Geography. Each department of questions is followed by a department of answers to said questions, the answers being numbered to correspond with the questions. The present revised edition contains nearly sixty pages more than former editions, departments having been added on the subjects of Penmanship, Parliamentary Rules and Usages, and Participles and Infinitives. The fact that six large editions of this book were called for last year, shows the estimation in which it is held by teachers. We cordially commend it.—The Teacher.
THE MASON PROBLEMS IN ARITHMETIC.

500 Problems on 500 Slips of Card Board, with Key, Price of Box $1.75 Postpaid.

From Prist A. E. Busch, Woodstock, Ill.

"I think that this is the finest Book of Problems I have ever seen." From Priz A. W. Tew, Sayre, Pa.

"We have tried them and we are satisfied." From Priz J. W. Chase, Tonawanda, N. Y.

"I think they are fully worth all you claim for them." From Priz W. W. Jones, Lincoln, Neb.

"They are a great help in the class room." From Priz W. G. Lattan, Utica, N. Y.

"They are convenient for use in topical examinations." From Priz C. E. M. White, New Haven, Conn.

"When I taught that subject I bought briskly and wrote the topic. I was vexed to think that I did not have yours for so much nicer and cheaper, and better." From Priz C. W. timer, Lincoln, Neb.

POINTS.
1. The colors are graded according to the difficulty of the subject.
2. They may be used day after day with the same class of pupils.
3. There is no better or quicker way to review, rehearse, and revise.
4. These problems have been sold in seventeen different states.
5. They are intelligently printed and readily understood.
6. They are practical.
7. They are not designed as puzzles for high school pupils, and yet they may be used for such pupils. Samples of five colors will be sent in response to a request.

S. R. WINCHELL & CO., Chicago, Ill.

ST. MARY'S SCHOOL, Knoxville, Illinois. A Boarding and Day School for Young Women. Established in 1874. Fifty miles from Northwestern University, the nearest college. The College course of study. For M. D., Normal, teacher-training, there is the best preparation. For the Christian home, with the best advantages of education. The English Dept. opens wide opportunities for young women preparing for business, or young ladies desiring a thorough course in domestic science. For further information address Dr. E. J. Janes, M. D., Normal, Ill.

HIGH SCHOOL DEPARTMENT of State Normal University. Special attention is paid to finding young men for College. For years in graduate with Harvard and other first-class colleges, without conditions. The English Dept. opens wide opportunities for young men preparing for business, or young lad. desiring a thorough course in domestic science. For further information address Dr. E. J. Janes, M. D., Normal, Ill.

OHIO CENTRAL NORMAL, and Kindergarten Training School. Recognized with full faculty. English Dept. opens wide opportunities for young men preparing for business, or young ladies desiring a thorough course in domestic science. For further information address Dr. E. J. Janes, M. D., Normal, Ill.

ILLINOIS STATE NORMAL UNIVERSITY, Normal, IL., the only State Normal School in Illinois. The College course of study requires three years. Tuition free to those who pledge to teach in the state, to others $25 per year. High School Department offers the best advantages for young men and young ladies desiring a thorough course in domestic science. For further information address Dr. E. J. Janes, M. D., Normal, Ill.

GEOGRAPHY.

LITERATURE.
Hudson's Shakespeare.
Sprague's Irving, Paradise Lost and Lycidas. Also handy school editions of Burke, Webster, Bacon (20 copies), Winthrop, Colledge, Burns, Addison and Goldsmith.
Cleveland's Shakespeare. "Parliament of Fools" and "English of XIV Century." INTELLIGENT TEACHERS everywhere need not remain Chaucer until they are in College and colleges use exclusively Allen and Green's Latin Course.
Goodrich & White's Greek Course.
Mason's National Music Course.
Send for full catalogue.

GINN & HEATH, 50 State Street, Chicago.

INTERESTING ANNOUNCEMENT To Teachers, Students, Clerks, and Others.
You can have thorough instruction by mail in any branch within the Common and High School Courses, including bookkeeping and sales. This offer is not intended for those who can attend good school but are cut off from these privileges and obliged to climb alone.

THE Chicago & Northwestern RAILWAY.

Is the Oldest BEST CONSTRUCTED! BEST EQUIPMENT and builds.

Leading Railway of the West and Northwest.
It embraces under one management.

2,380 MILES OF ROAD, and forms the following Trunk Lines:
Chicago, Council Bluffs & California Line,
Chicago, Sioux City & Yankton Line,
Chicago, Clifton, Tonawanda & Detroit Line,
Chicago, Freeport & Dubuque Line,
Chicago, La Crosse, Winona & Minnesota Line,
Chicago, St. Paul & Minneapolis Line,
Chicago, Milwaukee & Lake Superior Line,
Chicago, Green Bay & Lake Superior Line.

Council Bluffs, Denver and California Line.
Is the Best Route between Chicago and all points in IOWA, DAKOTA, NEBRASKA, WYOMING, COLORADO, MONTANA, NEVADA, MICHIGAN, and MINNESOTA, and for all points in ROCKY MOUNTAIN STATES, DULUTH, and all points in the Great Northwest. Its

St. Paul and Minneapolis Line.
Is the Best Line between CICAGO and all points in NORTHWESTERN WISCONSIN and MINNESOTA, and for all points in ROCKY MOUNTAIN STATES, DULUTH, and all points in the Great Northwest. Its

La Crosse and Minnesota Line.
Is the Best Route between Chicago and LA CROSSE, JINONA, ROCHESTER, OWATONNA, MANKATO, ST. PETER, NEW ULM, and all points in CENTRAL MINNESOTA and DAKOTA. Its

Green Bay and Marquette Line.
Is the Only Line between Chicago and JAMESVILLE, LA CROSSE, MINNEAPOLIS, ST. PAUL, MINNEAPOLIS, SAVANNAH, GREEN BAY, MARQUETTE, MICHIGAN, OHIO, and the LAKE SUPERIOR COUNTRY. Its

Freepoint and Dubuque Line.
Is the Only Route between CHICAGO and ELGIN, BOCKSTADT, FREEPORT, and all points via Freeport, Its

Chicago and Milwaukee Line.
Is the old Lake Shore Route between CHICAGO and HIGHLAND PARK, WAUKESHA, RACINE, KENOSHA and MILWAUKEE, and the ROCHESTER, OREGON, OHIO, CHINA, JAPAN and AUSTRALIA. Its

Chicago and Milwaukee Line.
Is the old Lake Shore Route between CHICAGO and HIGHLAND PARK, WAUKESHA, RACINE, KENOSHA and MILWAUKEE, and the ROCHESTER, OREGON, OHIO, CHINA, JAPAN and AUSTRALIA. Its


PIMPLES, FURCLES AND BLACK HEADS.
Dr. Geo. N. Shoel, 101, 2524 N. 10th St., Buffalo, N. Y., for 50 cents in stamps, mails "Medicated Cream," an absolutely sure and harmless cure. It removes every case 14 days, leaving face spotless. Money returned if it fails. It can also be used after a bad case of acne has been cured.

290 SUPERB CARDS neatly printed, 20c. Agents Wanted. Order 100 details. Price 20c. lowest prices. 50c. 600 Varieties. Low prices and Largest and Best Quality. Send to day.
C. A. VICK, 9th St., Aralba, Mich.
BOOK KEEPING.

The attention of teachers is requested to a new edition of FULTON & EASTMAN'S SINGLE AND DOUBLE ENTRY BOOK KEEPING.

For twenty years no agency work has been used to assist in the sale of this book, and the remarkable tenacity which it has retained its popularity, while rival works have been either entirely or energetically pushed through agencies, attests the hold Fulton & Eastman's Book-keeping has upon the good opinion of educators.

Over 250,000 have been sold, and the demand continues.

Single copies for examination, with a view to introduction, will be sent by mail, postpaid, upon receipt of 60 cents, or a full set of blanks upon receipt of 41 cents. The price of the Book-Keep, one dollar, and six blanks, 75 cents.

H. B. NIMS & CO., Troy, New York.

TEACHERS:

THE Common-School Question Book.

A Valuable Book for every Teacher and Student. 1879. 216 pages in beautiful style.

The attention of teachers is requested to an examination of the following twelve different branches of study as used in our Common and High Schools: U. S. History, Geography, Chemistry, Reading, Orthography, Geography, History, Reading, Grammar, Arithmetic, Reading, Orthography, and Physic. (The departments in italics are the additional ones.)

Sample copy sent to any address on receipt of price. A Grand Work for Reviews in Schools.

Chat Books for Teachers.

AGENTS WANTED.

S. E. WINCHELL & CO., Publishers, Chicago, Ill.

NEW HYGIENIC AND SCIENTIFIC BOOKS.

Bible Hygiene, or Health Hints. By a Physician. 200 pp., cloth. Price, $1.50.


Water Analysis, for Sanitary Purposes. 75 mo., cloth. Price, $1.50.

PRESLEY BLAKISTON, Publisher, Bookseller and Importer, 1012, Walnut St. Philadelphia.

FIRST YEARS IN SONG-LAND, FOR Day Schools and Juvenile Classes. By GEORGE F. ROOT. A well ordered, interesting and carefully graded course of elementary lessons, and a generous supply of good attractive SONGS:

Forotation, Study of Notation, Religion, Literature, Speech, Special Occasions.

IN EVERY DEPARTMENT

"First Years in Song-Land." It is far in advance of any of its predecessors, and outruns all competitors, in style and quality.

"Be sure to examine "FIRST YEARS IN SONG-LAND" before you select a book for the fall and winter session.

Price per doz. by mail, $2.00 per doz. by express. Special price $1.75 per doz. now ready and sent free on application.

JOHN CHURCH & CO., 66 West Fourth St., Cincinnati, Ohio, New York.

BOOKKEEPING AT A GLANCE.

Just out. Teachers double entry throughout in the largest houses. Mailed for 50 cents.

E. LEIBERT & CO., 17 Marion St. New York City.

IOWA COLLEGE, Grinnell, Iowa. For catalogue, etc., address the President, Geo. F. Magoon, D.D. (City.

SPECIAL LIST.


Kellogg's Educational Agency.

No. 98 E. 14th Street, N. Y. City.

FIRST-CLASS TEACHERS CAN ALWAYS BE SUPPLIED BY US.

IT WILL PAY EVERY PRINCIPAL WHO SENDS A REALLY GOOD TEACHER TO WRITE TO US AT ONCE.

State the kind of school, number of pupils, salary. Whether lady or gentleman. The studies to be taught and all other needed information. Enclose stamp for reply.

S. E. WINCHELL & CO.

THE Normal Question Book

Sells in spite of everything. Is said to have no equal. By many is pronounced the best. Is used in every state. Is said to have no equal. By many is pronounced the best. Beats all others in copies sold. Costs only $1.50 by mail. Will be sent promptly.

S. E. WINCHELL & CO., Educational Publishers, Booksellers, and Printers, 66 & 65 Washington St., Chicago, Ill.

SCHOOL EXERCISE BOOKS.

Made of best Manila Writing Paper, bound in heavy rope paper covers, with wire staples, and in all respects superior to any of the cheap books in the market, and sold at the following low prices:

<table>
<thead>
<tr>
<th>No.</th>
<th>Size</th>
<th>No. P. ges.</th>
<th>List per 100 Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 x 5 1/2</td>
<td>200</td>
<td>$5.00</td>
</tr>
<tr>
<td>2</td>
<td>8 x 5 1/2</td>
<td>400</td>
<td>10.00</td>
</tr>
<tr>
<td>3</td>
<td>8 x 5 1/2</td>
<td>600</td>
<td>15.00</td>
</tr>
<tr>
<td>4</td>
<td>8 x 5 1/2</td>
<td>800</td>
<td>20.00</td>
</tr>
<tr>
<td>5</td>
<td>8 x 5 1/2</td>
<td>1000</td>
<td>25.00</td>
</tr>
</tbody>
</table>

S. R. WINCHELL & CO., Chicago.

LIBERAL DISCOUNT ON LARGE ORDERS.

Nervous Debility
Cured Without Medicines.

Our Special Galvanic Apparatus reach at once the seat of disease, and their Electric-Galvanic action is upon the point of the NERVOUS, MUSCULAR, and GENERATIVE SYSTEMS.

VITAL FORCES, LOST MANHO D.

And curing the worst cases of Seminal Weakness. Exhaustion, Impotency, and all Diseases and Weakness of the Urogenital organs. YOUNG MEN suffering from early indiscretion, lack nerve force and fail to attain strength. MIDDLE-AGED MEN often lack vigor. While OLD MEN attribute their loss of energy and virility to that natural progress of age and decay. To one and all we can say that nature merely wants aid, natural aid, which our appliances give without DRUGGING THE STOMACH. We guarantee a cure in every case short of structural degeneration. Special illustrated packet sent in sealed envelope on receipt of 50 cents postage. Consultation free.

Office hours, 9 A.M. to 5 P.M.

AMERICAN GALVANIC CO.

134 Madison St., Chicago, Ill., Rooms 1 & 2

KIDNEY WORT. The Only Remedy

That Acts at the Same Time on The Liver, The Bowels and The Kidneys

This combined action gives it wonderful power to cure all diseases.

Why Are We Sick?

Because we allow those good organs to become clogged or crowded, and poisonous substances to be absorbed into the blood that should be expelled naturally.

KIDNEY WORT CURES Biliolemon, Piles, Constipation, Kidney Dropsy and Diseases of the Liver.

KIDNEY WORT CURES Piles.

We offer a new treatment of piles and are guaranteed to cure all organic and restoring their power to throw off disease. Why Suffer Hillary pains and aches if you are troubled with piles? Why torment with piles? Constipation? By % SMARTED OVER THE KIDNEY WORT 12. Why endure nervous or slack headache? Why have sleepless nights? The KIDNEY WORT acts and restores you to health. It's a dry, vegetable compound and contains every organ of the body that was necessary to the health of the body that was necessary to the health of this body.

WELLS, COMBINATION & CO., Proprietors.

Traveling Salesmen, Burlington, Vt.

MUSICAL KNOWLEDGE MADE EASY. Prof. B. Rice's Magical Instant Music teaching Piano, Organ, and Guitar Chords, etc., etc. Most rapid, correct system on earth. Agents wanted. Save the Ad and send for Free music and terms to our office, Chicago, Ill. Special offer and free lecture to earnest teachers, etc.

For Sale or Exchange? A large Magic Lantern.

Cost $100. CHAS. J. WARD, Horseheads, Chemung Co., New York.
THE ONLY GENUINE.
BRYAN’S
ELECTRIC BELT
FOR
SELF CURE.
A MARVELOUS REMEDY, EFFECTING CURVES WHEN MEDICINES FAIL.
Approved and recommended by the Most Eminent Authority, and endorsed
by Convincing Testimony of those who have used them.
It is the only reliable remedy for the
CURE OF NERVOUS DEBILITY,
Dyspepsia, Paralysis, Sciatica, Rheumatism, Kidney Complaints, Impotency,
Epilepsy, Spermatorrhoea, Hysteria, Liver Complaints, Nervousness, General
Ill Health, Wasting Away or Decline, Urinary Diseases, Lumbago, Neuralgia,
Costiveness, Organic Weakness, Spinal Troubles, Female Disorders, Heart
Disease, Lung Disease, Physical Incapacity, and Prostration, Melancholia
and Brain Troubles, Muscular Weakness, Loss of Power, and Premature
Decay. They have also been successful in removing ovarian and
Abdominal Tumors, Dyspepsia, and Barrenness.
It does not require vinegar, acids, or other preparations, but its action is continuous.
The current is evolved by aid of the heat and moisture of the body. It gives Health
and Strength to the waning, and New Life to those suffering from Premature
Decay. It will rejuvenate the system when injured by impudence, excesses, sickness,
or old age.

READ THE TESTIMONY:

Dwight King, Esq., Albany, N. Y., says: "I feel that it has saved my life."
Geo. W. Poston, Binghamton, N. Y., says: "It has stopped the principal trouble.
" Edward Williams, Esq., Newark, N. J., says: "It acted soothingly, and removed the debility.
" Wm. F. Gilchrist, Esq., Union, N. Y., says: "It has made a new man of me."
" Wm. S. Smith, Esq., Toronto, says: "It has had a good effect already.
" Francis Warren, Esq., Quebec, says: "It has done me more good than medicine.
" E. MacCloud, Esq., Halifax, says: "I shall recommend it to my friends.
" Wm. S. Smith, Esq., New York City, says: "I have gained eight pounds of flesh, and my dyspepsia is removed.

CIRCULARS AND FURTHER PARTICULARS SENT ON APPLICATION.

Principle Depot, 2 Bond Street, New York City.

HOW TO TEACH ELEMENTARY ARITHMETIC.
GRUBE’S METHOD.

Of Teaching Arithmetic explained, with a large number of Practical Hints and Illustrations, by Prof. Louis Soldan, Professor and Head of the Department of Mathematics, Normal School, to which was also added a new edition of Prof. J. H. Graham’s Elements of Mental Science, with directions for teaching by the use of cards.

The words illustrated are cut to order from the best wood type, and are printed in red ink. They are put in each box, to form words, or sentences, but of common use.

I Arise to Say.

"COMMON SENSE ROCKER" is, we all want it. They suit all sizes, from the two-year-old baby to the champion member of the
Pat. Men’s Club.
Every chair made upon honor and Warranted Perfect.
Prices range from 75 cents to $5 each.
10 per cent discount to Clergymen and Hotels. Send for Catalogue.
Manufactured by
F. A. SINCLEB, MONTVILLE, N. J.

Rock River Paper Co.,
138 and 140 Lake St., Chicago,
Manufacturers and dealers in

VASSAR COLLEGE,
POUGHKEEPSIE, N. Y.
FOR THE LIBERAL EDUCATION OF WOMEN.
Examinations for entrance, Sept. 17th. Applications solvent on application to
W. L. DRENN, Registrar.

WEBB’S DISSECTED CARDS.

Consist of a frame, 8 by 11 inches, and a Box of Cards, Letters, Figures, etc., on wood and the blocks are used separately. The type used are cut to order, in large, neat, and beautiful, and can be readily seen across any ordinary room. The Blocks, Figures, etc., are printed directly on the wood blocks and the blocks then varnished, making them durable and elegant. The Frame is so arranged that the words can be placed in it so as to form any sentences desired. A front of Letters is put in each box, to form words on the blocks, and to teach spelling.

WEBB’S WORD-METHOD.

WHAT IS THE “WORD-METHOD.”

It is that system of teaching Reading which begins with words, and not with letters. It teaches printed words as we teach spoken words—and teach things and their names.

THORNDIKE NOUSE.

Successor to
E. B. SMITH & CO.

DETON, Mich.

63 & 65 Washington Street.
CHICAGO, ILL.

THORNDIKE NOUSE, N. Y.

FOR THE LIBERAL EDUCATION OF WOMEN.
Examinations for entrance, Sept. 17th. Catalogues sent on application to
W. L. DRENN, Registrar.

WEBB’S DISSECTED CARDS,
YOUR CHILDREN CAN BE
Taught to Read.

In LESS TIME than is usually allotted to
TEACHING THE ALPHABET.

Price of Dissected Cards, Including Copy of Word-Method, $12.00.
On receipt of price we will forward [to any point in the United States. Address

E. B. SMITH & CO.