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THE WEEKLY.

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New subscribers sending $2.00 will receive the "Weekly" till January 1, 1881, FREE.

The conviction has become very general that the five or six books of the ordinary reading series do not furnish matter enough for the first eight years of school life. It is observed that, by the continuous perusal of one book for a year or more, there is a gradual decay of interest in the reading exercise so that it becomes a spiritless and profitless mechanism. When several grades are seated in one room, this difficulty is intensified, from the fact that a lower class will, from mere listening, become acquainted with the matter read by an upper class, and so will take up the advanced reader with an abated interest.

It has been proposed, in many quarters, to remedy this assumed evil, by making newspapers and magazines the sources of the pupils' reading matter. It is claimed that the supply of new matter thus made possible will sustain a continuous interest in the reading exercise, and will besides cultivate the ability to read at sight; that the range of the pupil's information will be greatly extended and great additions thus made to the stock of useful knowledge.

We think it true beyond question, that our reading books do not contain matter enough, especially the lower books of the series, where the effort must be to entertain rather than to instruct, while children are making the transition from spoken to written language. But we are not convinced that this evil is as great as it is usually assumed to be; we are quite sure that if reading were intelligently taught, the interest of the pupils in a given series of lessons might be maintained for an almost indefinite period of time. Where reading is made a truly intellectual exercise, frequent perusal of the same matter has obvious and signal advantages; for in this way the style and matter of the selection becomes part and parcel of the pupil's mental furniture. There are many persons who can trace the formation of their literary taste to a continuous re-reading of the selections contained in their school readers.

At any rate, we do not believe that a remedy for this evil should be sought in the newspaper; we think it unfit for use in the schools as a substitute for reading books. The newspaper and the book represent two essentially different types of intellectual effort. The reading of a real book is a serious occupation; it demands a concentration of mental effort that is always laborious and sometimes painful. Here the purpose of reading is to enrich the understanding, to clarify the judgment, and to cultivate the literary taste. For this, time, attention, and reflection are necessary; and much must be permanently lodged in the memory. But we read the newspaper for different ends and in a different manner. We do not read to remember, but to be entertained for the passing hour; we do not weigh words and sentences with thoughtfull care, but skim over paragraphs and columns in an eager hunt after what has only a passing interest. So far as the ends of culture are concerned, the newspaper is a dissipation, if not an evil. The evil exists in the fact that we grow into the habit of reading books just as we read the newspaper. We can tolerate a thin volume that makes but slight demands upon our attention; but it has become an almost insupportable burden to read books upon topics which require laborious thinking, especially if the volumes are large or many. It now requires rare heroism to attack and conquer a work in five volumes. The call for abridgements, "primers," "half-hour" series, etc., sufficiently indicates the effect of newspaper reading upon the popular taste; and the introduction of the newspaper into the public school would intensify an evil which we think threatens to corrupt the liberal habit.

Teaching ought to be an intellectual occupation. Teachers should maintain the highest type of the intellectual life. To teach should be to inspire; but an inspiration, to be communicated, must first be felt by him who would occasion it. The teacher, Fontenelle says, should labor to render himself useful. He should awaken the intellectual life in his pupils, should for a time foster it, but should finally abandon the learner to his self-activities. An eager desire to know is always a mark of good teaching ability; and this craving for knowledge is always associated with a love for good books. The real teacher will be a reader of good books; and he will buy books for the same reason that he buys flour and meat. Aliment is as essential for the maintenance of intellectual life and health, as of the physical. And the teacher should feel it as humiliating to depend on borrowed books as upon borrowed garments.

The real teacher will have a library. It need not be large; and, to be really helpful, perhaps it ought not to be large. Every teacher may buy five books a year, and if these be wisely selected, even a few years will bring him all the really valuable books of the purely professional type. Of course such books should form only one section of a teacher's library. The teacher must first be a student, a scholar; and to this end, he must have books in the several departments of literature. But even here, the really helpful and essential books are few, and they are within the reach of all teachers who really desire them. The important point is to begin to buy the best books very early, and then to continue buying them at proper intervals. If a teacher is conscious of a...
lack of zeal in intellectual pursuits, let him buy a good book for the express purpose of being aroused from his mental torpor. If he is already a zealous student, let him continue to buy books for the purpose of sustaining his intellectual progress.

Requests not infrequently come to us for lists of books suitable for teachers' libraries; and we have promised to communicate some information on this subject through the columns of the Weekly. On this occasion we have in view the needs of the ordinary teacher, and particularly of those who are just beginning to collect books relating to their special art. The ten books mentioned below will of themselves constitute an invaluable teachers' library. Doubtless the whole set may be bought for $14.00; probably for less. Our advice to the individual teacher is to buy only one or two at a time, as number 1; 4 and 9; 2 and 7; 5 and 8; 3 and 10. Possibly this list may commend itself more fully to our readers if we state the fact that it has been made up from more than two hundred titles of the choicest books on education.

1. The Cyclopedia of Education. E. Steiger & Co.: New York, 1877—$5.00. To teachers, this book is second in importance only to the dictionary. It is a true dictionary of all the most important topics relating to education. (And now, if it please the reader, I will, oppressed with sadness, tell you from conscription...

2. Laurie's Primary Instruction. London, 1874—$1.50. This book is to be the best book on elementary instruction, in the English language. But its full value will be revealed only to those who are willing to do vigorous thinking. It is to be studied rather than read.

3. Quick's Educational Reformers. Robert Clark & Co.: Cincinnati, 1879—$2.00. As an introduction to one of the chief phases of educational history, this book is of the very highest interest and value. In its judgments it is impartial, candid, and trustworthy. Its most important articles are: Ascham, Montaigne, Racine; Comenius; Locke; Rousseau; Basedow; Pestalozzi; Jacobot; Herbert Spencer.

4. Page's Theory and Practice of Teaching. A. S. Barnes & Co.: New York—$1.50. In its treatment of subjects, this book is purely empirical; but there is probably no better book for those who come to the work of teaching without any special preparation, and need the plain precepts and counsels of an incomparable guide. David P. Page is one of the foremost names in American pedagogy.

5. Currie's Common School Education. London—$2.50. This book covers the whole field of ordinary practical school work. It occupies a middle ground between the purely theoretical and purely practical treatises on education.

6. Donaldson's Lectures on Education. Edinburgh, 1875—$1.40. This is an interesting and trustworthy resume of modern educational progress. The topics are as follows: Education in Prussia; Education in England; Aim of Primary Education; Relation of Universities to the working Classes; The Science of Education.

7. Bardeen's Common School Law. Syracuse, N. Y.—$0.50. This little book sets forth the teacher's rights and powers as defined by common school law. The intrinsic importance of the subject is very great, and information of great value is given in a very accessible form.

8. Calkins' Primary Object Lessons. Harper & Bros.: New York—$1.17. Of the almost numberless books on object teaching, we think this the best. The primary teacher will derive much valuable instruction from this manual.


10. Huntington's Unconscious Tuition. Syracuse, N. Y.—$1.15. This is an essay of incomparable value. It is a true educational classic, and its doctrines should be pondered by every thoughtful teacher.

We have quoted prices from the educational catalogue of Robert Clark & Co., Cincinnati, Ohio; and we assume that our readers may obtain these books of the above named publishers at catalog rates.

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THE DEAD LANGUAGES LIVING.

When a mansion receives new furniture, some of the most unserviceable of the old stock (which was good and useful in its day) must be stowed away in the garrets to make room for the better. In our schools something like this is taking place. The old ways of teaching reading through spelling, and spelling through oral naming of the letters, instead of writing, and the teaching of dead languages to the neglect of living ones, are being changed rapidly, and with immense increase of the efficiency of the schools. A writer in a French paper gives, in sprightly French style, a mock-lament over the disuse of Latin, and the substitution of the Vernacular, in the inaugural addresses by newly-elected members of the University of Letters—an institution, by the way, which English speaking nations should establish—if only to deal intelligently and authoritatively with the looming question of Spelling Reform.

The Frenchman begins with a line of the old Latin, "Et nunc, volente lectoris, maure confectus, mortem infandam celebrabo." (And now, if it please the reader, I will, oppressed with sadness, tell of a shocking death). "I would drop one tear, in the language of Cicero itself, over this decease of the poor Latin discourse, although we cannot call it premature. It has been suffering long. It is now gone at a gasp, coux. It has followed the Latin verses to the tomb. They went some time ago. Once they took the first honors. It was so in our own University days. Then they exempted you from conscription, and doubtless there are some men yet treading the pavements of Paris, whose lives escaped a risk through their having learned Latin. It's all over now. Next they will abolish the dead-language harangue which an unlucky professor has to deliver at the University examinations.

"But I must take back that phrase 'unlucky professor.' For he was sure of the bravos, and just because he was using Latin. People want to appear as if they understood this; and so they cheer. I remember hearing a mamma saying one day to her husband at an examination, 'Eugene doesn't cheer. Is it worth while to pay two hundred francs for him?"

"Hereafter it will require some nicety to determine when and where to put in a bravo. They used to be regulated by mere intervals, clock wise. The orators will have a better chance now, however, at the questions of the day. It was not so easy to handle them in Latin. I remember, being at the distribution at the Sorbonne one day, when Abd el-Kader was there, and the orator worked in an allusion pretty well. Abd-el-Kader, heri hostis, nunc hopes, etc. If it were not for this abolition of the Latin discourse we might have heard this year, very probably, something like 'Nordenskioldus, qua non stetit ubi deficiat orbitis,' etc., who did not stand where the globe slopes off—at the slipping off place.

I feel regretful for Nordenskioldus."
Mr. Ogden, a teacher of much experience and sagacity, here sums up, in a philosophical form, the results of his experience and thought. The book is well-planned, with synoptic diagrams to aid the reader in reviewing and remembering the substance of the chapters; and though such diagrams are often artificial and more formal than rational, we do not find these such. Young teachers especially will find this little book suggestive and useful.

Carlyle says somewhere that the errors of a wise man are more instructive than the correctness of a fool. Locke was a wise man; and if any one thinks it strange that a book first issued in 1693 should reappear in 1880 with introduction, notes, and index (we always specially thank an author for a good index), let him take up this beautifully printed little book and open Locke's Essay at random, and read; he will almost surely hit at once upon some pithy, pregnant sentence, some practical direction, whose quaint English will make it all the more piquant.

Locke was orphaned of his mother at an early age, and had no sister; he never married; he lived in the profligate and superficial times of Charles II., James II., and William III. Hence his estimate of women does not suit modern and American society. He had little knowledge of children except such as his keen observation of schools and of his friends' families and his reflections upon human nature could give him. But he produced a valuable discussion in this Essay, which none can read without benefit. He exaggerated the power of education, almost regarding the human mind as a blank sheet upon which parent and teacher may write what they will. His book is entirely about the education of boys into English gentlemen. Later experience shows that his methods of teaching Latin, which were a speculation and not an experience, are not successful. But take it all in all, this, the first great treatise in the English tongue, on education, may be profitably read to-day. Hallam, to whose extended criticism (Liter. Europe, Pt. IV., ch. iv.) we refer our readers, says, "It would be to transcribe half this treatise were we to mention all the judicious and minute observations on the management of children it contains." The editor must be thanked for his work.

THE EDUCATIONAL WEEKLY.

M. M. FISHER, Missouri University.

[The following reply to Dr. Haldeman's criticism, published in The Educational Weekly Feb. 19, 1880, was prepared some weeks ago. Since that time the distinguished and lamented author of the criticism has passed away. He and myself were on terms of personal friendship. Our discussions were not personal but related wholly to matters of scholarship. While, with multitudes of others I feel deeply the loss of such a man, I cherish the hope that it may not be deemed improper to publish a reply to his 'remarks,' which have had a wide circulation.]

THE EDUCATIONAL WEEKLY, in its issue of February 19, contains "some remarks" by Professor Haldeman in reference to my recent work, The Three Pronunciations of Latin. In speaking of the book, he says: "Its errors begin with the first page and end with the last." He very kindly, too, points out as specimens the first error, and also the last. Here they are: "On page 1, the Continental method is said to include 'ti in hat, 'ti in tub, 'eu in fed;' on the last page (152) results of linguistic science, and their bearing on English etymology, are referred to as 'unrecognized individualisms' and 'empirical novelties.' Such assertions ought to have very firm foundations. Let us see.

I re-affirm my statements and bring the proof. The question is simply one of fact. I affirm that the Continental mode, as usually taught in this country, includes the sounds of a in hat, a in tub, eu in fed. Professor Haldeman denies.


Again: u = u in tub (Andrews and Stoddard, p. 11; Silber's Latin Course, p. 14; Bullions' Grammar, p. 5; Bullions and Morris, p. 6; King's Latin Pronunciation, pp. 12, 13.)

Again: eu = eu in fed (or feudal). See Bullions', Bullions and Morris', Andrews and Stoddard's, Bingham's Grammars, also Silber's Latin Course and King's Pronunciation.

In my book, I quote substantially from Bullions and Morris' Grammar, and give the proper credit. Any other statement than the one Professor Haldeman attacks as an "error" would have been neither true nor honest, as applied to the Continental mode of America. The so-called Continental mode of America "differed from every other variety of that system on the globe." See Three Pronunciations, p. 15. Now, on which side does the "error" lie? A relic-vender in Italy offered for sale the sword that Balaam had. When told that Balaam had no sword, but only wished for one, he replied: "This is the one he wished he had." Perhaps Professor Haldeman does not speak of what is, but what ought to be, in his own estimation.

Little honor is acquired by this reviewer in his chosen field of Comparative Philology when he attempts to act the specialist and "blunders" so egregiously in matters of exact knowledge. The "error" found, as he asserts, on my first page, proves to be an egregious "error" on his first page. When a critic, in his first "remark," commits such an "error," one is at no loss what weight to attach to the rest of his "remarks." "Ali uno disce omnes."

Professor Haldeman finds what he alleges to be the last "error" in a letter written by Dr. Laws, the distinguished and learned President of the University of Missouri, and published at the close of the book. Here Professor H. is equally unfortunate in his facts and in his logic. His second "error," as charged, is found in these words (I quote from Professor H.): "On the last page (152) results of linguistic science and their bearing on English etymology, are referred to as 'unrecognized individualisms' and 'empirical novelties.'"
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In this instance where is the "error?" In The Three Pronunciations, pp. 72-3, in speaking of the so-called Roman mode, I say: "Ever since Professor Haldeman wrote his "Latin Pronunciation," in 1851, down to Professor Twining's review in 'The Western,' in 1878, every Roman Latinist, who has written at any length on the subject, has felt impelled to make known his individualisms, to make it clear that he has views of his own in the matter of how the ancients pronounced Latin. They defer to no common standard. Every man is a 'law unto himself.' Any science taught in American institutions to-day, that was marred by so many individualisms, would lose caste, and run the risk of being put at once in the 'Index Expurgatorius.'"

To show the perplexing diversity in theory and practice among those favoring the Restored Method, I refer to an article read by Professor H. himself, before the Philological Association in 1873 (see minutes), in which he undertakes to show that every writer, for some years prior to 1873, who had set forth in detail his views on Roman Orthoepy, was in some respects wrong.

The writers criticised were all on Professor H.'s side, and as he was the pioneer in this new pronunciation, his purpose was to whip his followers into line.

In view of this acknowledged diversity of theory and practice among the resurrectionists, Dr. Laws said: "I will venture to express the opinion that professors are not at liberty to teach their unrecognized individualisms as a part of a system. Those youth are exceedingly unfortunate who are made the subject of classroom experimentation, in the interest of empirical novelities. Individual opinions are not properly taught as a part of science; for, when they become a part of science by virtue of the recognition of the great body of specialists or experts, they cease to be individualisms." What scholar does not indorse this position?

Dr. Laws refers to the diversity of opinion, touching the so-called Roman mode, to the well known and confessed fact that the advocates of that method claim the right to publish (and do publish) and reduce to practice in the classroom their own individual opinions, as to what that system is. Are all these diverse opinions "results of linguistic science?" Are these individualisms that thrust themselves into every Grammar, and speak in the school room, legitimate "results of linguistic science?" Dr. Haldeman would have us think so. Is this new pronunciation such a chameleon as to take its color from every independent notion that springs from the brain of every writer the world over? If Dr. H. does not think so, then he is wrong and Dr. Laws is right, for the latter affirms that "unrecognized individualisms" are not a part of a system, and have no allusion to the established "results of linguistic science."

A step further. Is the present so-called Roman mode, in its discordant state, marked by conflicting opinions and want of harmony, in theory and practice, the prey of every daring explorer who dares to stitch on the purple patch of his own individualism, a result of linguistic science? If so, it is the only instance of the kind on record. Does Professor H. deny that these conflicting opinions exist? If he does, then I quote Haldeman against Haldeman. His own hand put the fatal writing on the wall.

Is a system founded largely on mere theory—a system whose imperfections are confessed by all its ablest friends, a system rejected by nearly all the world outside of America, a result, as it now stands, of "linguistic science?" Does Dr. H.' himself think so? If Dr. Laws had taken the position that the so-called Latin mode, as a whole, is not the "result—a fixed and unanimously conceded 'result'—of linguistic science," would he not have been right? Scholars in England, where the new system is tottering to its fall, and its total failure is confessed by its friends, seem to think so. Bare assertion is a poor weapon against stubborn facts, and we note a second "error" for Professor Haldeman.

Professor Haldeman dwells with peculiar emphasis and pleasure on the name of Sardanapalus in Greek capitals in the quotation I make from the North American Review, 'C' initial and final being the Greek form of the rounded Sigma. In another sentence he is pleased to honor me with the name of a "Sardanapalian" wasting my time "mouging" for Latin Caya among Greek Sigmas. On the same page as the preface in Three Pronunciations of Latin is a slip containing these words: "The author does not indorse, in every particular, the quotations on pp. 46-53." The chivalrous courtesy due from one scholar to another deserves some attention at the hands of the reviewer. A moment's time given to that slip would have detracted nothing from his scholarly bearing, but would have prevented his attempting to display his own knowledge at the expense of the supposed ignorance of others. Was this an oversight? I hope so. It is at least an "error." "Mousing" for truth would often save a writer "the mortification of having his mere assertions crushed to atoms by the inexorable logic of facts.

Chapter III. of The Three Pronunciations shows the want of harmony among the advocates of the so-called Roman mode to be so great as to discredit the evidence on which the system rests and render uniformity of practice impossible. Professor Haldeman undertakes to meet this grave charge; but how does he do it? He says: "The want of harmony is great due to the absence of phonetic knowledge and to a vernacular influence that warps the judgment in reading the ancient grammarians." He confesses the fatal charge against the resurrected method, and sets to work to account for it. "Habet; habet." Professor Haldeman can demonstrate, sooner than any man living, that no two writers on the globe are in the views as to the restored method. This modern Sampson—while his locks are sometimes shorn, as seen above—never fails to bring down the house on the Philistines, lords and all, including himself, when he gets his shoulders to the pillars erected by these discordant reformers of Latin pronunciation. Let attention be riveted on this confession of want of harmony among the followers of the new Roman, a confession true, unexpected, and magnanimous, and one that goes far towards atoning for defects and "errors" in other parts of the article. Professor Haldeman may adopt Webster's words: "There is no amounts to, but by suicide, and suicide is confession." Verily, confessing what Dr. Haldeman has done is suicide with the so-called Roman pronunciation.

On page 11 of his pamphlet Professor Haldeman says: "Institutions adopting the empiric English system, or even some Continental one, are, under the circumstances, entitled to no consideration in the study of English, which has long since past the John Walker stage." According to Professor Haldeman, therefore, many of the oldest and most illustrious institutions in America "are entitled to no consideration." And most unfortunately for England, she has hardly a single school now "entitled to consideration." Cambridge is not; Oxford is not, though they have stood like twin peaks of the English Parnassus for nearly a thousand years, and have girdled the earth with the strength, beauty, glory, and power of the English tongue. Alias for Rugby, and Eton, and Harrow, and St. Peter's, and Shrewsbury, and others—grand old training-schools for the giants!
Alas for them all! Professor Haldeman has written "Ichabod" over their portals. But why have the mighty fallen, and that so suddenly, too? England's universities and schools and many of the greatest and best of America's schools are "entitled to no consideration" because they do not choose to adopt the Haldeman mode of pronouncing Latin. It is, perhaps, forgotten that Harvard's glory was all won when the English mode prevailed.

Jex-Blake, of Rugby, says: "I think that reformed Latin pronunciation is a mere waste of time, and, if done on a fictitious, professor-made plan, absurd." Edwin Palmer, ex-Professor of Latin at Oxford, says: "The old or English method still reigns unquestioned at the universities." In speaking further of the new pronunciation, he says, "I consider our enterprise a coup marqué." See letters from various British scholars in Chapter VI. of The Three Pronunciations. "Entitled to no consideration," indeed! The new pronunciation has fallen still-born in England. The twelve reasons given in The Three Pronunciations of Latin for the use of the English method among English speaking people have called forth the highest commendation from able scholars in both Europe and America. Professor Haldeman undertakes an answer to but one, and in that answer furnishes a most apt illustration of special pleading. Why didn't he, to use his own words: "go over the ground relentlessly, skewering the fallacies" in all these reasons, if fallacies there be? There are other forts to be stormed in The Three Pronunciations, and there was no reason why Dr. Haldeman, who seems "to stand on the picket line," should avoid the main issue and "waste his time" on three quotations contained in the work. Perhaps the idea was that assailing quotations would be less likely to provoke an answer.

Professor Haldeman's article was published first in the Chicago WEEKLY, February 19; it was published a second time, in May, in Stoddart's Review; and still a third time, in July, in pamphlet form, perhaps on the war policy that when arms are small, the more of them the better. After all, the pleasure was not afforded me of receiving a copy of or having the least intimation of the existence of either edition. It was my rare good fortune, however, to meet a genuine "copi" on the floor of the American Philological Association at its recent meeting in Philadelphia, at which time the author was distributing his pamphlet among the members of that learned body. This was five months after the "remarks" were first made. Was this in accordance with the eternal fitness of things? Was it an oversight? Perhaps so, for oversights and "errors," and a magnanimous confession are about the only things "entitled to consideration" in Professor Haldeman's "remarks."

Whatever in this rejoinder seems cautious finds its explanation in the animus of that paper already thrice published.

COLUMBIA, MISSOURI, AUGUST 26, 1880.

During a recent examination of a class of youngsters in one of our public schools, the teacher asked, "What is a monarchy?" and was immediately answered by an eight-year-old boy, "A country governed by a king." "Who would rule if the king should die?" "The queen." "And if the queen should die?" "The jack."

"Boston is the literary capital of America. We all feel proud of Boston. And Boston glory in its own greatness. Last Friday Boston celebrated the 250th Anniversary of its existence. And a great time the Bostonians had of it. And so did all New England. None of the nice people were too nice to participate in the procession, the concert in the Common, or the literary exercises. All honor to Boston, and the culture of her citizens, America could not be America without her. Even England recognizes her glory. There is a Boston in Lincolnshire, where John Cotton was for twenty years Vicar. The bells of the parish church of this British Boston were also rung in honor of the 250th anniversary of our Boston. Vive la Boston!"

THE SCHOOL-ROOM.

ABOUT GRAMMAR, I.

Go into the average school-room and ask the students what study they dislike the most, and the reply will be "Grammar." Nine-tenths of the applicants for admission into our high schools know actually nothing of this subject. If one of these be asked what a noun is, the answer will be, "A noun is a name," as an expression of mingled triumph and happiness creeps over his countenance. But follow this with, "Name the nouns in 'Paul had never risen from his little bed,'" and after several vain attempts, he exclaims, "We never got that far, sir."

Grammar is the worst taught subject in the schools. Outside of the graded schools too much time is spent upon arithmetic. It is arithmetic, arithmetic, from six to twenty. The height of the schoolboy's ambition is to "cipher" through the arithmetic three times. The anxious father says: "I do want my boy good in arithmetic," and so he graduates from the school in possession of this Summum bonum, perhaps, but unable to speak or write a sentence accurately.

Grammar has been correctly defined as "the art of speaking and writing accurately." It may also be described as the art of forming sentences accurately and rapidly. In both of the processes, speaking and writing, correct sentences may be said to be embryonic and perfected. A thought in the speaker's mind is hurriedly and, perhaps, awkwardly and inaccurately clothed in words, and, ere the lips can alter them, it is the province of grammar to apply its corrections almost instantaneously, prune the sentence of its clumsiness and inaccuracies, and send it forth to please, not offend, the cultured ear. This is the high calling and great purpose of grammar. Let teachers in the school-room keep this thought constantly before them and their instruction in this subject will be a success.

HOW TO SECURE ATTENDANCE IN THE COUNTRY SCHOOLS.

DÉCORATION.

One of the numerous problems which vex the mind of every live, earnest teacher is, "How can I increase my average attendance?"

Now I propose giving a few methods for attaining this much-desired object. Not that I wish to set myself up as an example for my fellow-laborers to follow, but simply to give some of the methods of myself and others which I have adopted with success; and here let me remark that success here is a first requisite for success in the entire work of the school.

Who has not an image of the average rural "temple of learning" in his mind—a dim, barren, and cheerless place indeed? This will not interest nor attract your pupils; therefore as your first step you must decorate.

"I can't, for it would be too expensive," murmurs some Mr. Faintheart, who deserves to stick in the slough of despond.

Evergreens go a long way in the good work. Explain to your pupils that this is their house, erected for their special benefit, and you desire them to bring some evergreens to make it more pleasant, and next morning they will come laden with branches of fir, pine, and cedar.

Don't undertake to do this alone, but call in the children to
aid you. This is of prime importance. You must have them interested in the work. Call their attention to the fresh appearance imparted to the room, and the grateful, spicy odor pervading the apartment. So far, so good; but this is not enough. In these days of cheap pictures every teacher should own two or three good large chromos. They will last you many terms of school, and if judiciously chosen will brighten the dull old room wonderfully, and at the same time will develop the natural latent love of art and the beautiful in your pupils. Ask each family represented to loan at least one nice picture for the term. Simple wood-cuts, cheaply framed, produce a very pleasing effect if nestled above the cluster of evergreen over your windows. Colored crayons cost but a trifle, and your program nicely sketched on two sheets of unprinted newspaper and hung on one of either side of the desk are nice. They will last if bound by pasting strips of muslin around the edges.

Of course map drawing is taught in your school. Offer to place some extra nice piece of work on the wall as a decoration, and then notice the increase in excellence of your pupil's work in this branch. (In parenthesis we will say that we do wish the elements of general drawing were also taught in all our schools.)

But those horrid windows! The fly specks, the grim spiderwebs they disclose, and the unmitigated glare of sunshine they pour in. No wonder pupils attend irregularly. I would not desire to attend school were I compelled to sit and study in such a blinding sun. By all means wash off that horrid dirt, shut out that superfluous sunshine and then notice the increase in excellence of your pupil's work. To be sure this is not all. Many things will suggest themselves to your mind for the good work when once begun. I have not spoken before (because I almost considered it unnecessary) of cleanliness. Your stove will be polished, your floor always swept clean, your desks neatly dusted, and stray cobwebs brushed away at all times.

In the work which I have thus rudely sketched you must secure the aid and co-operation of your pupils. They must be made to look upon it as their own.

True teaching consists not in mere text-book recitations, but in developing all the better qualities of human nature; and how much better done when you are setting a constant example of beauty, neatness, and adaptation of means to ends before your pupils! "Labor for the beautiful and the good," was the motto of an excellent instructor whom I once knew, and I wish all our teachers were impelled by the same motive.

The children will talk of your work at home you may be sure, and, drawn perhaps by curiosity, the parents will "drop in," and thus you will overcome another drawback to regular attendance. A teacher following this course will leave his mark in the homes and door-yards of his "district" for years. He has not educated the children only, but the fathers and mothers as well. And let me whisper this to you: It pays—pays financially. In company with others I was once visiting a very nice little district school house. Noting the neatness of the room, an old farmer said that they had a nice house, and intended getting teachers who would keep it nice.

Teachers, decorate your rooms; interest your pupils in your work, and children will flock to you, and stay with you. —Canada School Journal.

AN EXCISE IN PRONUNCIATION.

ADVERSE to my casement in my parents' house, in an oasis in the green environs, stands an alcove or balcony of an hospital. I contemplate there often a plothetic, peremptory, splenetic, invalid inmate, who seems thoroughly acclimated, whose figure might indicate him to be the patron or confessor of Magdalen or Caius College. He, according to the legend, is an expert and an aspirant for the fame of a conjurer. He holds in his hand a vase, illustrated by a distich from a Latin satire, the contents whereof are a patent, economical almond cement, with which he tries to envelop and cement a certain schedule into an envelope. This object is never perfected from irremediable discrepancies in the sizes of the objects. As the wind soughs, his apron, which is an accessory, often and again falls into the sewer below, from which it is haled by his nephew, who rushes after it with the speed of a winged Mercury.

WHAT IS A WORD—Great is the influence of a teacher's mistakes. Pupils do not seem to remember the words we pronounce correctly, but if we teach a wrong pronunciation, they seem to cling to that with wondrous tenacity. The teacher does not always think how important it is that he make sure of having all his words correct. His letting a word go wrong once may fix in many minds a wrong pronunciation that will last for life. We know a teacher who taught two boys to pronounce collier köl yér in a song which they gave at a school exhibition. The song proved popular and the town caught up the words and the error. We are very sure that if the pronunciation of collier were left to the vote of that village the result would go against the dictionaries. Let us remember, fellow teachers, how important is our pronunciation of every word.

WHAT IS THE USE?—This is a good question for the teacher apply to all the routine of the school room. There are many useless things we do because we have seen somebody else perform them when he had reason for doing so. Let every one of our regulations be called to pass this test of utility and we shall be surprised to see how many could be abolished.

—The "puzzle of fifteen" is attracting the attention of scientific men in Europe. Prof. Tait has sent a note upon it to the Royal Society of Edinburgh, in which he has given a rule for ascertaining whether a particular arrangement admits of a solution or not. The French scientific journal, La Nature, gives two illustrations of it, and discusses the subject of magic squares in general in connection with it. Another French scientific journal, La Recherche Scientifique, devotes a long article to the discussion of the "ring puzzle," in which many curious mathematical properties are brought out.

The preliminary excavation for the proposed tunnel under the English Channel are being actively pushed forward at Sanguette, near Calais, and borings have been begun on the English side. The chalk of which the cliffs and the bottom of the Channel are composed is believed to present a substance excellently adapted for the perforation of the tunnel. The shafts at Sanguette are already nearly two hundred feet deep, or one hundred and thirty feet below high-water mark, and intended to be pushed to a depth of three hundred feet, when a gallery will be turned toward England. So far the progress of the work and the indications have been very satisfactory.
There are about fifty experienced teachers now attending Iowa City Academy, taking normal training and other work. The interchange of ideas, and discussion of methods by so large a number of teachers from different parts of the state makes the work especially interesting and profitable.

The enrollment in the Keosauqua schools this fall began with 221, being 40 more than the first day last year.

Clinton employs 28 teachers and has an enrollment of 1,264 pupils.

Rev. J. D. Ewing, formerly of Kittanning, Pa., was inaugurated President of Parsons College, at Fairfield, week before last.

One hundred and twenty-four teachers were examined recently in Taylor counties, and of this number reached 100 per cent in arithmetic, and only fifty-five were required to pass.

Sac county will hold her normal institute at Odessa, beginning Sept. 27, and continuing two weeks.

There were twenty-six candidates for the West Point cadetship in the 4th district.

Paul Davison, of Waterloo, was the best qualified, and will be recommended for appointment.

Floyd county gets $1,256.46 from the permanent school fund of the state. Chickasaw county gets $1,309.20.

Dubuque's school census shows 9,476 children between the ages of 5 and 21.

Stuart has a total enrollment of 410 pupils.

Mr. Fairchild, of Wisconsin, is principal of the Mechanicville schools, which opened recently with an excellent corps of teachers in charge.

Mr. A. C. Bell, principal of the Delta city schools, tells the Independent that all the seats in the upper room are occupied, and nearly all the others are.

The Celious county institute enrolled 54. Instructors: Prof. J. Wernli, Sup't Calhoun, and Mrs. A. B. Billington, of Marion.

The institute at Glidden, Carroll county, had an enrollment of 105. The instructors were Sup't Watern, Professor Wernli, and Mrs. A. B. Billington. Lectures were given by Prof. E. B. Page and Professor Wernli. The institute lasted two weeks. We are glad to learn that Mrs. Billington is employed in so many institutes. Her success as a student in history and geography is beyond dispute, and we believe that at least one lady should be employed in every institute.

Emmetsburg, Palo Alto Co., Iowa, Sept. 27, 1880.—Normal Institute opens here to-day, for a two weeks session. Co. Supt. Henry Perkins feels confident of an attendance of fifty or sixty live teachers. Prof. J. Wernli, of LeMars, is to act as Conductor, with Mrs. A. B. Billington, of Marion, as Assistant Conductor.

Sup't. Speer, of Marshall county, offers to give one dollar to every county district in his county which raises ten dollars to be expended for the purpose of establishing a district library. Sup't. Speer's educational column in the Marshalltown Republican is one of the best which come to the office of the Weekly.

The Hampton public schools opened auspiciously under their new principal, Mr. O. H. Braunard. He is supported by a very efficient corps of assistants, and the people are expecting great things of them this year.

The Iowa City Weekly Republican is a grand paper. It contains twelve pages, is well printed on good paper, and is well edited in its various departments.

IOWA.—The Johnson County Teachers' Association was organized during the last county Institute. The following officers were elected: President, Mr. J. C. Armstrong; First Vice President, Miss Lydia McKay; Second Vice President, Miss M. L. Slaght; Third Vice President, Miss Nellie Cleman; Recording Secretary, Mr. J. F. Wicks; Corresponding Secretary, Mr. Ed. S. Lloyd; Treasurer, Miss Allie Hazen. The following persons constitute an Executive Committee: Miss Iowa Brooks, Miss Gembal, C. F. Fry, and F. O'Connor, together with President, First Vice President, and Recording Secretary. The first meeting of the Association was held Saturday, Oct. 2, at the Hiatt's Academic, Iowa City. The object of the Association is to raise the standard of education in the country schools, and it hopes to accomplish this by bringing the teachers together to talk over the best methods and means of making their schools successful by having the teachers become acquainted with each other's work, thus helping to make teaching throughout the county more uniform.

The Bellevue Teachers' Association meets the 16th inst. Music by Rosa Benton, and F. A. Woods Address by the President. Essay by O. Steiniger; Discussion: "What can we do to improve the Association?"

The Tipton Advertiser gives this excellent advice to teachers: "Without intending to trench on the prerogatives of the 'Educational Column,' and with the best of feelings and intentions toward our city teachers, we desire to suggest that they should visit the scenes of the best education, and, if the best attainable facilities for work in the school-room leading into demands upon the parents which, to the latter, seem unreasonable. It is no small burden for some parents to provide the absolutely necessary textbooks for two, three, or four of our future Fathers and Mothers; and when Augustus Caesar, George Washington, Marie Antoinette, and Victoria Victoriae coming running home to insist that each and every one of them must have a University dictionary, a blank book, a to sharpen pencils, a drawing outfit of prescribed kind, a noiseless slate, state purchased, every kind of paper for penmanship, etc. — teacher says so—it is not very singular if at least the first impulse in the parental mind is to desire to 'sac'that teacher.'"

The Atlantic Telegraph says: "Extra's school house is nearly completed and the directors have secured the services of Prof. A. E. Clarendon of Council Bluffs, as principal. Now, we think, the citizens of Extra can truthfully say they have got the best school in Audubon county or western Iowa."

The salaries of the teachers of Marshall county are better than in any other county in central Iowa. There are many persons who desire the better salaries but are unwilling to pay the necessary taxes, and some who feel that every aspiring incompetent given a certificate, Marshall county would soon have few competent aspirants. The leaders of the children must be earnest and progressive. — Marshalltown Times-Republican.

According to the auditor of the state, the apportionment of the interest of the permanent school fund for Putawatami county is as follows: No. of youth, 10,533; amount of interest, $2,573.69; in Mills county the number is 4,953, amount $1,191.12; Montgomery county, 4,349, $1,163.76; Page, 6,547, $1,571.28; Ringgold, 4,200, $1,086.36; Shelby, 3,583, $575.52; Taylor, 5,549, $1,331.04; Tama, 5,171, $1,224.24; Green, 4,084, $808.16; Fremont, 6,025, $1,169.29; Crawford, 3,767, $804.48; Carroll, 3,669, $806.16; Audubon, 1,887, $455.28; Adams, 4,137, $92.98.

Mr. E. R. Page, of Council Bluffs, received a telegram from Mr. Fulton, president of the Electrical society, fixing the date of his lecture before that body for Oct. 18. Mr. Page will take for his subject the "Possibilities of Electricity." The meeting is to be held in the parlors of the Grand Pacific Hotel in Chicago. Prof. Tyndall is expected to lecture before the society later in the season.

Iowa has over 4,000 school districts, 10,000 schools, 81,000 teachers, 265,000 students in average attendance, and a school fund of over $3,500,000.

The Davenport Democrat says: "The State University has drawn pretty heavily upon outside schools this year—seventy-four in all, thus far representing twenty-eight cities, and probably covering about five hundred and fifty students. This is a very great point in the increasing popularity of the University."

Kokomo gets that Library enterprise in shape by authorizing her building committee to contract for a two story brick building, of size sufficient to afford three good store rooms for rental underneath. The second floor will contain ample room for library and museum.

An afternoon's visit to our school last week showed that our new principal, Prof. A. N. Fellows, has made a splendid start. He is one of the most enthusiastic of teachers, and the decorum and industry noticeable in every department showed that his assistants and pupils are imbued with the same spirit of zeal that animates him. It is safe to say the school never was in better working order than now. — LeMars Standard.

Prof. Collins, a talented young musician of Johnson county, has secured a situation as teacher in the Conservatory of Music, Boston, and will leave for that city soon. — West Branch Record.
Hammond. — M. C. Johnson has changed his mind, and will teach, if he can get a school. Jesse M. Kerr is similarly inclined. — Miss Ida Curtis will teach the Ridge school, two miles northwest of Milmine, for five months, beginning October 11. — Miss Allie Dilow has contracted for the Ridge school, east of Monticello, for eight months, beginning the 4th of October.

The Kennedy school, under W. F. Zinger's management, has made a vigorous beginning, with an attendance of thirty-six. — Miss Lizzie Runyan will teach at the Center school on the county line, northwest of LaPlace. She taught near Galesville last winter. — The Bement high school received, last Saturday, from Washington, D. C., twenty-one volumes of public documents, for their library. — The enrollment of the Monticello school, at the close of the second week, was 40; an increase of 16. The number of tardinesses was 33, against 39 for the week previous; a gain of fifteen per cent, though the aggregate amount of time lost by tardiness was greater than during the first week. The time thus lost is astonishingly large.


Knox County. — Sixty schools were represented in the educational exhibit at the last county meeting; they gave below some of the awards, giving the names of the various judges with their departments. Judge Jones of Knox awarded the Seminary prizes in drawing to Miss Grant's school (country) and Miss Costes' room, Galesburg high school. She makes favorable mention of work done in Knoxville Primary under Miss Grimes. Mr. Martin of the business college awards writing premiums to Miss Grant's school and Miss Bacon's room, Oneida. Mr. Parker awards premiums in composition to Cherry Grove and St. Augustine schools. He makes honorable mention of Miss Parminter's room, Knoxville, H. S. Kelly's country school, and Cherry Grove and Thrill schools receive premiums on language work by the award of the same judge. Prof. Staudt as judge of the work in botany awards the first premium to Miss Grant's school and the second to Miss Goldquist's room, Galesburg. We judge from the report that a large number of premiums were given on exhibition work in various studies. Miss Josie Payne, Miss Emma Everett, and Mr. J. T. Dickinson being additional judges employed on this work. One or more prizes on this work were awarded to many of the schools named above, and to Centre School, Yates City Schools, Miss Evans' (country) school, St. Augustine, Galesburg, Knox, Sparta, and the country schools of Miss Newland and Mr. Ferrie. A great improvement in the first exhibit of four years ago is very apparent. As many as twenty schools present better work now than the best presented then. With hardly an exception, the schools taking premiums are those that have retained the same teacher for a long period of time. The strike for the unbridled offered as premium for discourteous work was very sharp and exciting. Miss Latimer's (country) school was successful though very closely rivaled by Miss Grimes' primary school. A collection of 106 of the wild flower of Knox county with their scientific description in the plant record was presented by Miss Anna Jungstrom, of Bush Creek school. Mr. F. R. Jelliff presented a geologic exhibit of Knox, the most complete now to be found in the county. Mr. McClenahan of Knoxville made a fine display of home made scientific apparatus. The Witness hopes to have short articles occasionally form Mr. M. suggesting to teachers what may be done in that line. — President' Hard of Knox College recently gave a chapel talk on the use of tobacco. He advised the students not to use the article at all, but if they did use it to smoke it in cigar holders or long stemmed meerschaum pipes. They resolved to adopt the latter part of his advice. — Miss Addie Holsen, for many years teacher in Wataga schools, was married September 23 to the Rev. H. S. Humes, the M. E. pastor at that place. — Miss West pays a high tribute to the memory of Misses MacAulay and Lockwood, two of Galesburg's recently deceased teachers. The latter had been teaching nearly twenty years and was never known to shirk a day nor to shun the hard tasks of her profession.

—We know of no county in the state where more is undertaken to enlist and unite the teachers in their profession. Everything is done that can be done to keep the good teachers in the county and their work is made so prominent as to inspire the poorer teachers to make greater attainments. All the denominational seminaries and colleges of Knox county report a promising opening of the year's work.

The Rockford Daily News furnishes a long and interesting report of the educational exhibit made at the fair grounds through the efforts of Mrs. Carpenter, county Superintendent. Of Mrs. Carpenter's indefatigable efforts in behalf of the public schools of the county the paper speaks in very commendatory terms. Entries on high school work were made by Lake View, Mendota, Moline, South Belvidere, Peoria, and Rochelle. Some fine work was exhibited from Henry, South Rockford had on exhibition a book containing samples of work from all the grades commencing with the lowest. The partnership of the books from South Rockford and Moline was particularly admired. Moline sent eight books of high school work and seven of primary work. Lake View had on exhibition seventy volumes, including nearly all high school branches, the school record showing their system of recording the standing of pupils, the school paper, edited by pupils, the diploma awarded by trustees to graduates, graduates' essays, annual reports, in fact everything to show the condition and history of the school. Lake View and Moline sent very fine herbaria, the work of pupils of the high school department. In class A, which includes the high schools, the premiums were awarded as follows: 1st premium, Virgil, Lake View; 1st premium, geometry, Lake View; 1st premium, literature, Lake View; 1st premium, botany, Rochester; 2nd premium, botany, Moline. Class B, village graded schools: 1st premium, arithmetic, Pecatonica; 1st premium, algebra, Parmenio; 2nd premium, physical geography, Pecatonica; 3rd premium, primary work, Rockford. Mrs. Carpenter pays a high tribute to her daughter, Mrs. Curtiss, for her enterprise in putting on the program. Fannie Martin, Rockford, took the prize for passing the best examination again for Winnebago county certificate in common school branches. We have no space to give the report of other premiums in Class C.

J. H. Moore is principal of the Walnut school. Mr. Moore holds a state certificate and is starting off well in his new work at Walnut. He is assisted in the grammar department by Mrs. J. W. Mercer, who has held her position for two years. Miss S. J. E. Armstrong, of Galesburg, has the intermediate department, and Mrs. Kellogg the primary.

Normal Notes. — The students are taking quite an interest in politics. About a hundred of the boys marched in a recent torchlight procession. — B. E. Reeder visited school September 30 while he was at home to attend the wedding of his sister. Rutland school board has recently adopted a course of study prepared by him. — Oscar L. McMurry is teaching near Armitage, Tazewell County. Albert P. Lemmon reports his work as principal of schools at Manchester, Scott County to be progressing pleasantly.

The Normal faculty had a picnic Sept. 23, newspaper reporters not allowed on the ground. — Mrs. Harper is dangerously sick during the last week of September, but was better at last accounts. — Prof. James attended the fair as one of the judges of high school work. — L. E. Brown took a rest of two weeks during September in the neighborhood of Chautauqua Lake, New York. This vacation was greatly needed, as through all the afflictions during the summer he has kept up his work as state secretary of the Illinois Y. M. C. A. — E. H. Rielke of Lena has returned to his work as teacher in the Baptist Normal School (colored), Selma, Alabama. The school is prospering and now employs six teachers. Mr. Rielke graduated in the Normal class of '78. He was married the last day of last August to Ella Middlekauff who was a Normal student in 1875-7. — E. H. Boyer has raised by subscription quite a library for his school at Afton. — Miss Addie Woods returns to her position in the schools of Leland, La Salle County.

Miss Lenore Franklin, class of '78, paid a visit a few days ago while on her way to a position in the schools of Pueblo. — D. G. Peterka, class of '76, is principal of schools at Nibley, Nebraska. — I. M. Harper starts off well in his work at Gardner, Grundy County. His three assistants, Misses Baumgardner, Crawford, and Ota are all former Normalites. — Ninnie Brooks gave up her position in the Mendota schools on account of ill health. She will spend the winter in Normal. — Morton P. Metcalfe teaches near Minier, Tazewell County. — Misses Dunn, Anderson and Johnson work again this year in the Bloomington High School.

Mary E. Woods is at Ocoya, Livingston County. — Frank McMurry is teaching at Empire, McLean County. — L. P. Brigham, of Tanner City, had to dismiss his school after the first two days of the year, to attend the funeral, of his sister. He began work again Sept. 13. Mary J. Gillan is teaching with him. — The Normal School is still increasing in numbers. In the normal department are 228 ladies and 111 gentlemen; the high school enrols 84 and the other departments 147. — The union society sociable Saturday evening Sept. 11 was largely attended. A Shakespearean reading from Merchant of Venice and some eloquent exercises by Virgil A.
Pinckley were given in the large hall. Each society enrolls about 75 paying members already. F. A. Tyrrell is Philadelphia president and Elmer E. Brown the Wrightonian. The latter society is busy devising ways and means to pay off its $200 of debt. It costs literary societies something to keep house properly.

The State Fair was held at Springfield the last week of September. In the high school department the first premium was awarded to Lake View and the second to Springfield. In the Grammar and Primary school work Springfield Field won three prizes, Second Ward one, Third Ward four, Fourth Ward one. Of the second prizes Springfield took three and Belleville one. The exhibit of country school work was quite full. Will's county's show was considered the best, with Peoria pressing close after. Winnebago had six school country schools represented. Knox county did not send so large an exhibit as formerly but it was good enough to take five of the ten first premiums.

Miscellaneous. — The September meeting of Whiteside county teachers was held at Morrison and was not very largely attended. Its future was attributed to its being the opening meeting of the year. The October session is to be held at the Second Ward building, Sterling.

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Pres. McGilpumph, of Lincoln University, has been sued for two thousand dollars damages. An irate landlady claims that he owes her this for speaking of her boarding house in such a way that the students did not resort thither to any great extent.

We mention that the teachers most know what is a correct value to place on their recommendations.

All Carl County schools the coming year are required to pass examination for a certificate whether they have been in the schools before or not. We could name cities where the old teachers would make a great ado over such a thing. — The public schools of Morris were closed the last two weeks of September on account of the prevalence of diphtheria. — E. T. Lockard, former principal of the east side school at Joliet, has entered on a three years' course in the Union Theological Seminary, New York. — Pres. Blanchard of Wheaton College has gone to Scotland.

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Tom Finn of Decatur won the fifty cents offered by Piatt county Teachers' Association to the best speaker at their September session. The standings ranged between 45 and 95. — The teachers of Piatt are doubtless whether they should hold all their meetings at Monticello or should alternate between that place and Bement. We hope their striving in this matter will not destroy any of the usual good feeling among the teachers of this county. — Bureau county fair gave Thursday of their exhibition to the public schools.

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Dr. Anderson of Quincy and Dr. Edwards of Princeton delivered addresses at Morrison and was not very largely attended. Its failure was attributed to the University of Michigan well represented in this far western country, by Dr. Van Velsor and Dr. Franklin, of Vankon; Gen. Beadle, formerly Surveyor General of Dakota, and now Superintendent of Public Instruction of Dakota Territory; Dr. Draper, Esq., Dr. D. R. Remmey, and S. Bay, attorney at law in this city.

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Dr. Tappan wrote from Basel, Switzerland, a short time ago, that a university like the University of Michigan would transform a rude population in a few years into thinking, philosophical men. — About 30 applicants for admission to the freshmen class failed to pass their examinations.

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The courses in music appear to be well received, as about 40 students have elected the first course and 15 the second. — A member of the Faculty is to write a series of letters to the Post and Tribune, on the inside routine work of the University, of which the general public knows nothing. The first article will be a reply to the recent attack on the institution published in the Popular Science Monthly.

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The State Teachers' Institute for Livingston County will meet at Brighton, October 18.

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R. F. Kedzie and F. A. Gulley, graduates of the Michigan Agricultural College at that place. Gulley takes the chair of practical agriculture and Kedzie that of chemistry.

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Prof. Putnam is discharging the duties of principal of the Normal School until the arrival of Dr. McElvas. The attendance is larger than ever before.

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The Somerville school, which is to open soon in its new buildings, St. Clair, will have for instructors: Mrs. Caroline L. Balentine, superintendent; Miss Emma M. Farrand, University class '77, principal of literary department; Mrs. Pauline Widermann, matron and teacher of German; Miss Pauline Widermann, teacher of vocal and instrumental music; Miss Sarah Prescott, superintendent of industrial department.

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Grand Rapids has voted $62,500 for school purposes for the coming year.

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The Central school building, Battle Creek, is equipped with a complete fire apparatus and a fire brigade properly officered. In two minutes after a given signal a stream of water can be playing in each story, and two large streams in the basement.

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Vocal music is now an established study in the public schools of Detroit, Grand Rapids, East Saginaw, Bay City, Saginaw City, Flint, Ann Arbor, Jackson, Marquette, Calumet, Ontonagon, Lake Linden, Houghton, Tecumseh, Kalamazoo, Alpena, and Greenbriar.

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We desire to endorse the following words of the Wolverine Citizen, Sept. 25: "There is no more wide spread and common need, political, social, religious, or of any sort, than the need of improvement in the organization, management, work, and results of our country schools. We cannot, we must not go on contentedly letting other states and Canada ostracize us, as they are doing. The remedy is with the people. Elevate the standard of requirements."
THE PUBLIC SCHOOL EXHIBIT AT THE ILLINOIS STATE FAIR.

The third school exhibit at the State Fair was well placed in the Flora Hall, and had plenty of room. There were nearly five hundred entries, and much of the work was of a high grade.

The people who attend the State Fair are chiefly concerned with other things, but the school work was looked at with interest by a large number, and some examined it with care. Among the visitors was Hon. L. B. Wing, of Newark, Ohio, President of the Ohio State Board of Agriculture. He says they must add a school exhibit to their State Fair in Ohio.

Sup't Blade is asking exhibitors to allow the work entered to remain at his office until after the next meeting of the State Teachers' Association, so that it may be seen by teachers at that time. The premiums were given as follows:

### HIGH SCHOOL EXHIBIT.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>Prize</th>
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</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Best German, Lake View High School</td>
<td>$5 00</td>
</tr>
<tr>
<td></td>
<td>Best Math, Springfield</td>
<td>$5 00</td>
</tr>
<tr>
<td></td>
<td>Best Latin, Lakeview</td>
<td>$5 00</td>
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<tr>
<td></td>
<td>Best Spanish, Springfield</td>
<td>$5 00</td>
</tr>
<tr>
<td></td>
<td>Best Greek, Lakeview</td>
<td>$5 00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Best Algebra, Lakeview</td>
<td>$5 00</td>
</tr>
<tr>
<td></td>
<td>Best Botany, Springfield</td>
<td>$5 00</td>
</tr>
<tr>
<td></td>
<td>Best Chemistry, Lakeview</td>
<td>$5 00</td>
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<tr>
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<td>Best Botany, Springfield</td>
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<tr>
<td></td>
<td>Best Botany, Lakeview</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Best Latin, Lakeview</td>
<td>$5 00</td>
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<td></td>
<td>Best Latin, Springfield</td>
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### GRADED SCHOOL EXHIBIT.

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<th>Grade</th>
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<tr>
<td>First grade</td>
<td>Best First year work, Springfield</td>
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<tr>
<td></td>
<td>Second best, George Kahler, Peoria Co.</td>
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</tr>
<tr>
<td></td>
<td>Third best, Peoria Co.</td>
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<tr>
<td></td>
<td>Fourth best, Peoria Co.</td>
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<tr>
<td></td>
<td>Fifth best, Peoria Co.</td>
<td>$5 00</td>
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<tr>
<td></td>
<td>Sixth best, Peoria Co.</td>
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<tr>
<td></td>
<td>Seventh best, Peoria Co.</td>
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### SWEETSTAKES.

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<tr>
<td>First grade</td>
<td>Best High School exhibit, Lake View</td>
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<tr>
<td></td>
<td>Highest, Springfield</td>
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### COUNTRY SCHOOL EXHIBIT.

<table>
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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Geography</td>
<td>Best Geography, Jennie Grant, Knox Co.</td>
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</tr>
<tr>
<td></td>
<td>Best Geography, Knox Co.</td>
<td>$5 00</td>
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<tr>
<td></td>
<td>Best Zoology, L. E. Clarke, Knox Co.</td>
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### COUNTRY SWEETSTAKES.

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<tr>
<th>Category</th>
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<tr>
<td>First grade</td>
<td>Best Country School exhibit, Jennie Grant, Knox Co.</td>
<td>$5 00</td>
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### SWEETSTAKES FOR ALL PUBLIC SCHOOLS.

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<tr>
<td>First grade</td>
<td>Best high school exhibit, Lake View</td>
<td>$5 00</td>
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<td>Highest, Springfield</td>
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### COUNTRY SWEETSTAKES.

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### EDUCATION.

WISCONSIN.—Supt. J. T. McCleary, of Pierce county, has issued a neat address to the school officers of his county, which contains many useful suggestions. It is the result of considerable experience as a teacher, accompanied by an observing mind and a careful devotion to his work.

The public schools of Broodhead have opened auspiciously. Extra room had to be provided for the Primary department, and Miss Jennie Taft was put in charge of it. The teachers now employed in the school are the following: E. A. Charlton, Principal, Miss Celia Salisbury, assistant in high school, Miss Weilza Troy, 6th room, Miss Mary Harley, 3rd room, Miss Kate Sheehan, 4th room, Miss Carrie Thompson, 6th room, Miss Belle Gasing, 2d room, and Miss Jennie Taft, 1st room, Miss Helen Halbur, South Side Primary.

Supt' J. T. McCleary, of Pierce county, has adopted a scheme for grading the public schools of the county. Its two main features are: 1. A definite course of study; 2. An honorable graduation of those who complete the course. Those pupils in the several schools of a town who are recommended for graduation by their respective teachers are to be examined by the county superintendent, assisted by two competent persons. To those found qualified the Common School Diploma will be granted. An examination will take place annually in each town, except that in certain cases the pupils from two towns may be examined together.

The school census of Milwaukee shows 98,144 children, of whom 13,897 attend public schools, and 7,292 attend private schools.

The school census of Oshkosh is 5,974, and of Racine, 5,833.

Oshkosh may well be proud of her school privileges. The city is well supplied with good, comfortable school houses, some of which are costly, ornamental buildings. The number of teachers in proportion to the number of pupils is greater than in most places. Each teacher has, on the average, about forty pupils. This insures thorough work. This is all commendatory to the enterprise of the citizens. The people of Oshkosh believe in education, and are willing to make the necessary sacrifice to obtain it. Good teachers are employed, and good work is being done in all grades. Prof. E. Barton Wood is principal of schools.

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### CORRECTION AND EXPLANATION.

The problem recently published in THE EDUCATIONAL WEEKLY by J. M. Porter, as given in Olney's University Algebra, page 120, gives the distance a body falls during the first second as $16\frac{1}{2}$ feet; being as given by Sillman and other standard authors: this number should have been published in the example and its solution instead of $16\frac{1}{2}$ as given in No. 169, page 113. Also

$$T = \sqrt{\frac{v_m}{v_m - 1}}$$

$$v_m = \sqrt{\frac{169(v_m - 1)}{v_m - 1}}$$

If Mr. Porter desires on the supposition that a ball drops $16\frac{1}{2}$ feet the first second: From $T = \sqrt{\frac{v_m}{v_m - 1}}$, we have $\frac{169(v_m - 1)}{v_m - 1}$ = $10.1498$ sec. Ans.

D. H. DAVISON.
The Educational Weekly.

The West Virginia Journal of Education was a good paper, weekly, but it tired out and now rides in Brother Bicknell's ambulance.

The Missouri Journal of Education we assume to have suspended, for no copy has been seen here for six months past. It was a beautiful and well-edited journal. We hope it will be revived.

The Educational News-Gleaner, after leaving the rich harvest-field's of Minnesota for the stubble of Chicago, soon succumbed to the inevitable and has not been seen or heard from for four or five months. It was too ambitious and counted too confidently on the great professional enthusiasm of teachers to support so magnificent an enterprise. May its history be a warning to others. We have searched all through this city in the customary haunts of the tall Gleaner from Minnesota, but find no trace of him or his paper. We are told he has accepted a "call" to a distant suburb of Chicago, and that it is barely possible his paper is printed in fields to the south of us—the proper place for " gleaners."

One of Iowa's tripping has certainly left us also—the Inter-State. The name killed that. Warned by its sad fate the two remaining journals have united—without using a subscription. One subscription is good for both, but if a fellow doesn't happen to know it he may pay fifteen cents more and get the "organ," or by paying less and get the "ten-spot."

The Student was one of those live southern paper or paper which always had something worth reading in it. It was published at South Carolina, Ky., and at the age of four years joined the numerous family of the Weekly, and its subscribers are now enjoying this epistle.

The Eclectic Teacher entered upon its fifth volume with the September issue. Previous to that date it was published at Cartile, Ky., but its editors having been appointed to a chair in the new State College at Lexington, it has removed the office of publication to that place. It has always been at good journal and its editor an energetic worker. For two years past he has assisted to some extent by Prof. George A. Chase, of Louisville, but at the meeting of the Kentuck Teacher's Association in August last Prof. Chase requested that body to take the journal as its own property and appoint its editors. The request was left in the hands of the executive committee, subscription price, one dollar per year.

The Journal of Education, of Virginia, is good but not good enough. "This is an organ." Organ journals are usually poor things. The only excuse for their existence is that their editors may draw a few hundred dollars from the State Treasury to pay for sending their "official stuff" to district clerks who have not enough intelligence to get along without it. It is a fat deal for an educational journal when its editor gets a spart appropriation for its support. The last issue of the Virginia Journal of Education is the best we have seen.

Substantially the same may be said of the Maryland School Journal, which has not been received at this office for several months.

The Common School Teacher, of Bedford, Ind., is hopeful. It has never been before as well edited and published as within the last two months. It has grown with its years and is not easily discouraged.

The Missouri Teacher claims to be a "permanently." It is published by J. U. Barnard, Kansasville, Mo., at fifty cents a year. 16 pp.

The Southern Educational Monthly is a journal which deserves encouragement. It is published in Charleston, S. C., at fifty cents per year. It contains eight pages, about the size of the Weekly. It is edited by L. B. Haynes, assisted by Rev. T. J. Beck. It has just out sent the third number of the second volume.

The Educational Weekly heads the list. When it was born it was by the fatal travail of seven valiant and well-beloved monthlies. (See prospectus, which will be sent on application.)

Next after the Weekly comes our genial rival, the New England Journal of Education, or as some prefer to call it who don't like New England, the National Journal, etc. If it did not have to carry such a name it would probably "get on" faster, but it does very well in spite of that and its unfortu-nate location—away down in Boston, Mass. Bicknell, its publisher, is an am-butiful man. He has started two other journals—the Primary Teacher and Good Times—since he became manager of the Journal, and now he announces another, more pretentious than any of the rest. He will undoubtedly give us in Education all he promises—a magazine of high rank and inval-uable to thinking men and women engaged in educational work.

A. M. Kellogg of the New York School Journal, another journal that was the first weekly, and his success inspired the rest of us to labor and to do it. We were, however, consoled by the increasing prosperity of his paper. His Journal also has a "twins offpring"—the Scholar's Companion and the Teacher's Institute. The School Journal contains twelve pages; price, two dollars per year. If you want to get the kind of magazine that will be sent on application.

The style of the School Journal is similar to that of the American Journal of Education, St. Louis, edited and published by Major J. B. Merwin. He deals sledge-hammer blows, and they are felt across the continent. Anna Merwin, his wife, has given more than one number of his Journal. Major Merwin claims to have as great a passion for "state editions" as the Weekly has, but though one of them is said to be published right here in Chicago, we have never yet been able to find it or any one else who has. We are still looking.

Publishes Notes.

Read the advertisement of The Voice. It is a good paper, and well worth the price charged for it.

Bond's Staff-Ruled Writing Books have been recommended by Committee on Course of Study of St. Louis Board of Education.

The Magazine of Art.

The proprietors of the Magazine of Art have much pleasure in announcing that its success is so continuous and gratifying as to justify them in developing its Magazine, which has n ot only been maintained but has been so far improved as to make it higher than ever before. The increased price (40 cents at which it will be published, has been paid by many of the Proprietors. The last number of the Magazine is to be sent on application.

We have received from the Esterbrook Steel Pen Co., a copy of the Penman's Art Journal for September, containing a remarkably fine specimen of artistic work executed with steel pens of the Esterbrook manufacture. In the body of the plate are a few lines, which are executed with a No. 128, Extra Fine Elastic Pen, which is sold by all general dealers in stationery, and at the Esterbrook Office. The price of this pen is 50 cents. The plate is executed with a No. 128, Extra Fine Elastic Pen, and is sold by all general dealers in stationery, and at the Esterbrook Office. The price of this pen is 50 cents.

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Dr. A. S. Carpenter, of Kenne, N. H., says: "It is a valuable medicine. I have taken it myself and prescribed it for my patients for induction or improvement of the digestive organs, and always with satisfactory results.

We have used the questions (Masons' Problems) somewhat, and found them a great help.—John Crow, Elmwood, Ill.

Your paper is of the highest value to me, and I cannot afford to be without it,—Supt Calvin Moon, St. Joseph County, Ind.

Of all the papers that are brought weekly to my desk, I regard yours with the most favor. I only wish that every teacher in the country would read THE EDUCATIONAL WEEKLY. * * * Though I have labored to put out our state school paper" in the hand of every teacher in the county, I think yours is broader and better—more comprehensive in its scope and varied in its contents.—County Superintendent.

Andrews' Bazaar for October appears as usual, sparkling with good things admirably adapted to the season. If we are competent to judge, the new fall styles are very handsome. The proprietor of this favorite lady's paper is active and uniting in bringing out new fashions; the Beauvais, its splendid creation, is really wonderful, when we consider the low price, only one dollar per year, at which the Bazar is furnished. In short, business energy of the right kind is brought to bear in its management. Ladies should send 10 cents for a sample copy.—W. R. Andrews.

The Standard Business College.

Young men should know that the largest and best organized business college in the country is located in Chicago.

H. B. Bryant's Chicago Business College is the model training school for a thousand prospective business men. The classes are well and handsomely equipped, and experienced teachers, has the best discipline of any school, has the most extensive and most elegant rooms, has more students than any other school of its kind, has all the modern improvements and conveniences of a first-class institution, has one of the finest musician and dramatic in Chicago as a means of communication with the different states, has a patronage far beyond other any other five business schools, has low tuition rates, has excellent boarding facilities for students from the country at reasonable prices, has large circulars and catalogues giving full information that will be sent on application, free of charge, by Miss Pres. H. B. Bryant & Son, 77, 79, and 81 State St., Chicago, Ill.
THE "INTERNATIONAL SOCIETY."

E. A. Barnes, Supt. of Schools, Midland City Mich.

The first Industrial Meeting of the teachers of the States and
Canadas was held at Thousand Island Park, St. Lawrence
river, during the week commencing Aug. 6. While the meeting
was not a large one, it was representative of the highest type of
thought in educational science.

Dr. Hoose, of the Cortland Normal, N. Y., President of the
Association, presented a very exhaustive paper upon School Gov-
ernment. He considered it necessarily a pure despotism in which
however the teacher must be influenced by the prevailing opinions
in the community. The Doctor laid himself open to criticism
by failing to assume the fact that educational science takes its
starting point from the established facts of other sciences. The
esayist occupied more than one-half the time allowed to the dis-
cussion in preliminary definitions and a treatise on government
in general. Taken as a whole, the paper was a very able one, a
real addition to the literature of the subject.

One of the most interesting subjects before the Association was
Primary Reading, a paper presented by "Inspector" Hughes of
Toronto. The Inspector favored the phonetic method, as being
the only one which placed in the hands of the learner the inde-
pendent means of his own advancement. It was objected that
ours was not a phonetic language, and that the great variety of
sounds for the same combination rendered it impracticable. The
Inspector replied that a primary reading book had been prepared
in Ontario which effectually demolished the objection. No words
were admitted which were inconsistent with a phonetic method.

The paper was severely criticised by Dr. McVicar, of Potsdam,
N. Y., (Principal elect of Michigan State Normal) who defended
the word method upon psychological grounds. The mind grasps
things as wholes; first the ideas contained in sentences; next
the notions suggested by the words; finally the words are ana-
lyzed into their component representatives of sound. The Doc-
tor did not object to the phonetic analysis of words, as forming
a part of the system. He was of the opinion that much more
was dependent upon the teacher than upon method. The power
to rivet the attention was a personal gift, possessed in very dif-
ferent degrees by different individuals.

In all the discussions, the clear and logical habit of thinking
of Dr. McVicar was apparent to every one. Every time he rose
to make a point, he stood an intellectual giant, conscious of his
own strength, and most ably defended himself from any attack
upon his position. Michigan especially and the entire North-
west are to be congratulated upon his accession to the ranks of its
educators.

The object of the meeting was to assist in the formation of a
body of educational doctrine. Each essayist presented a printed
synopsis of the leading points of his paper to assist those who de-
sired to take part in the discussions. By the By-laws of the
Association the essayists were subject to interruption at every
point of presentation. Each paper was therefore severely criti-
cised that it might present not simply the views of the essayist,
but of the Association. The printed report of the proceedings
may be obtained from Dr. Hoose, of Cortland, N. Y.

The selection of Thousand Island Park for an International
Association is a most admirable one. Far removed from dust,
and even in most sultry weather tempered by the majestic river,
it furnishes everything in the way of physical comfort. Wellesy.
Island, upon which the Park is situated, is fitted up in much the
same style as the camping grounds at Chautauqua Lake. Tast-
eful cottages line the southwestern extremity of the island and a
large pavilion at the end of one of the avenues is nicely fitted
for the scientific and religious exercises.

THE WORLD.

NEWS RECORD CLOSING MONDAY, OCTOBER 4, 1880.

—A Chinaman has entered the freshman class at Harvard University.
—The journalists of St. Petersburn have been warned against any further
discussion of the proposition for a national constitution.
—A government commissioner, sent to Bruges, Belgium, to carry out the
school law, was attacked by peasants, who were in turn fired on by the mili-
tary.
—Mexico shows unmistakable signs of prosperity. The customs receipts at
Vera Cruz for eleven months show an increase of $1,000,000 over the eleven
corresponding months of the previous year. This is an excellent showing.
—A disease is prevailing among the horses of eastern cities resembling the
epizootic of eight years ago. Only one case has yet been detected in Chicago.
—A submarine volcano has been discovered by Commander Huntington,
of the United States steamers Alert, in the Pacific ocean, south of Fortaleza
and Bovin Islands, near the island of San Alessandro.
—According to the Richmond Daily Dispatch, the official census returns of
Virginia give that state a population of 1,599,315, being an increase over the
population in 1870, of 254,172, or about 23 per cent.
—Cable dispatches report that the Russian press is filled with reports of
destitution and death in all parts of the interior of the empire, and that the
granaries at Taganrog are being rapidly emptied to supply the suffering dis-
tricts.

—Mr. Parnell was entertained by his Cork constituents, Sunday. A grand
banquet was given in his honor, and speeches, toasts, music, banners, etc.,
were some of the features of the occasion. He addressed a mass meeting in
the afternoon, and reviewed a procession of Land Leaguers.

—"Tom Hughes at Rugby" was literally exemplified Oct. 5, by the formal
inauguration of the enterprise for planting a colony at Rugby, East Tennes-
see, on the line of the Cincinnati Southern Railway, 220 miles south of Cin-
cinnati. Mr. Hughes, who has organized and executed the plans for this
colony, made an address of much general interest.

—Duleigne is still Duleigne, though reports once had it destroyed by the
Albanians. And it is still in the hands of the Albanians, though the Porte
now promises to use his influence to induce them to surrender. Many other
promises have also been made by the Porte, conditioned upon the
abandonment of the naval demonstration, but the Powers will not be likely to regard
them.

—Ex-Queen Isabella, who has for several years been an exile from Spain,
but who has recently returned to that country in order to participate in the
festivities attendant on the christening of the Royal baby, will probably re-
main there. Her children are anxious that she shall do so, and it is supposed
that she has no serious objections to comply with their wishes.

—The ceremony of unveiling the statue of Robert Burns took place at Central
Park, Saturday afternoon. Several Caledonian societies from New York,
Philadelphia, Boston, Brooklyn, and Hudson county, New Jersey, were
present. George William Curtis delivered a feeling and graceful oration,
which moved many listeners to tears. The music consisted of Scottish airs,
and the ceremonies were appropriately ended by the whole company singing
"Auld Lang Syne." The statue of the Ayrshire Plowman is placed directly
opposite that of Sir Walter Scott.

—Mr. O. P. Kinsey, of Lebanon, Ohio, has purchased a half interest in the
educational institution located at Valparaiso, Ind., and called the Northern
Indiana Normal School. This school was organized in September, 1873,
with 35 students in attendance. Three teachers were employed. The total
enrollment the first term was 61 ; the second term, 91 ; the third term, 172.
The second year opened with about 290 students in attendance. At the close
of the year the enrollment was over 600. New buildings have been erected
from time to time to keep up with the increasing attendance. At the opening
of the third year the attendance was upwards of 400, and by the close of the
year the enrollment had reached 1,000. Twenty-three teachers are now em-
ployed; there are fifteen different departments, and more than 100 daily
recitations.
THE COLLEGES.

WOOSTER UNIVERSITY.—The Rev. Dr. Thomas S. Childs, of Hartford, Conn., has accepted a Professorship in the Presbyterian University at Wooster, O. Dr. Childs takes the Chair of Mental and Moral Science.

CARLETON COLLEGE.—H. C. Houghton, publisher, of Boston, Mass., has donated Carleton College a fine collection of the works of Carlyle, Bryant, Longfellow, Joseph Cook, and others.

NAPA COLLEGE, CAL., opened with a larger number of students of a higher average grade, than in any preceding year. The last number of students at New Orleans University opened Sept. 20. Prof. Fairfax remains in charge. Two additional competent instructors have been added to the faculty. Prof. T. W. Lincoln, who for some time has taught in Willey University, has been selected to take charge of the Theological Department, and Miss Martha Kilgrove, of New Orleans, has been chosen Preceptress.

AMESBURY COLLEGE.—Amherst opened Sept. 9, with a smaller number of students than usual.

—The Rev. Dr. E. Cook has been re-elected President of Colby University, South Carolina, for a term of five years. He is doing a grand work.

—It has just been ascertained that the name of the Cleveland gentleman who will give $500,000 to the Western Reserve College, if moved to Cleveland, is Amanda Strong. At a meeting of the trustees the other day it was practically decided to move the institution there, and to change the name to the Western Reserve University.

Mr. Sney essays offers $50,000 more to Wesleyan University, Middletown, if the friends of the institution will raise $100,000 by the next commencement.

COMMON SENSE IN TEACHING.—School committees would summarily dismiss the teacher who should have the good sense and courage to spend three days of each week, with her pupils, in the fields and woods, teaching them the names, peculiarities, and uses of rocks, trees, plants, and flowers, and the beautiful story of the animals, birds, and insects, which fill the world with life and beauty. They will applaud her for continuing to perpetrate that undefended and indefensible outrage upon the laws of physical and intellectual life, which keeps a little child sitting in silence, in a vain attempt to hold his mind to the words of a printed page for six hours in a day. Herod was merciful, for he finished his slaughter of the innocents in one day; but this practice kills by the savagery of slow torture. And what is the child directed to study? Besides the mass of words and sentences which he is compelled to memorize, not one syllable of which he understands, at eight or ten years of age he is set to work on English Grammar—one of the most complex, intricate, and metaphysical of studies, requiring ten years of age he is set to work on meaningless words. It asks for bread, and we give it a stone. It is to me a food is scarce. Greater numbers of them are therefore maintained than of his race, who shall teach us how to manage rightly the first years of a child's education.—Gen. Garfield.

—"I say, ma'am," said a man on a country road, "did you see a bicycle pass here just now?" "No, I didn't see no kind of sacle, mister; but just now I seed a wagon-wheel runnin' away with a man." You kin believe it or not. I wouldn't if I hadn't seed it myself."—Minister from New York, after listening to the fine singing of a hymn, is reported to have said: "Now that the choir have had their little fun, we will commence the worship of God by singing the 91st hymn."

—A Massachusetts boy about as high as the counter recently came into a confectionery store and asked for a "book for ten cents with a murderer in it."—Rev. Dr. Duryea, of Boston, has been tendered the presidency of Williams College.

—F. W. Wilson, principal of the Chillicothe, Mo. high school, died Thursday, Sept. 23, of Typhus. He was a noble man, a superior teacher, and a Christian.

—M. Jules Ferry has just appointed a woman, Mlle. Juliette Dodu, who received the medal of the Legion of Honor for noble conduct during the late war, to the inspectorship of all the schools of France which have children under six years of age.

—Prof. C. A. Young, of Princeton, a trustee of Mt. Holyoke Seminary, has had $10,000,000 placed in his hands by a liberal gentleman, for the purpose of building an observatory with all modern improvements for the latter institution.

—Prof. W. T. Harris, whose name has become so familiar in connection with the Concord School of Philosophy, has been appointed by President Hayes to represent this country at the coming International Eeollectic Congress in Europe. Mr. F. B. Sanborn declining the appointment. Mr. Harris, who is to make Concord his home, did a remarkable educational work in St. Louis as superintendent of schools.

—President Angell, of Michigan University, United States Minister to China, is on his return to this country. Messrs. Swift and Prescott, the two commissioners who accompanied him there to negotiate a treaty, have remained. The causes of President Angell's return are confidential, and are supposed to relate to difficulties that have prevented the consummation of the treaty.

—Prof. Simon Newcomb, of the committee from the Association for the Advancement of Science, to argue the practicability of transferring the Signal Service to the coast survey, or the Smithsonian Institute, or at least placing a scientific man instead of a soldier at its head, has prepared an elaborate argument on the subject, which will be presented to President Hayes upon his return from California.

—Prof. F. L. Patton, of the Presbyterian Theological Seminary at Chicago, pastor of the Jefferson Park Presbyterian Church, and assistant editor of the Interior, has accepted the tender of a professorship in Princeton Theological Seminary. Professor Patton is one of the foremost of American theologians, and is steadily growing in power and influence, both at home and abroad.

—Prof. Forbes, of the Natural History Laboratory at Normal, has lately been engaged in an entirely novel kind of research—that of determining the food of certain insects of especial interest, by examining the contents of their stomachs and intestines. Several kinds of predacious insects, which have hitherto been supposed to live entirely upon other insects, have thus been discovered to live principally upon vegetable food. The various kinds of "clady-bugs," for example, he finds eating a few plant lice, the fragments of which are still recognizable in the stomach of the beetle, but feeding chiefly upon pollen and even upon the vegetable molds (fungi) which cover decaying substances. Many of the predacious ground beetles feed on the flowers, podlets, and other soft parts of grass and other plants. The damage done by these beetles in this way is trifling, and Mr. Forbes considers this vegetable-eating habit of great advantage to these very useful insects, and consequently of value to man, as it enables these predacious beetles to live when animal food is scarce. Greater numbers of them are therefore maintained than would be possible if they lived on animal food alone. Among the curiosities of this investigation are the parasites of insects taken from their intestines, of which Mr. Forbes recently showed us several microscopic slides.—Bloomington Pantagraph.

—Mr. T. C. Evans, of Boston, has for several years sent to the WEEKLY occasional advertisements of a first-class character. For a score or more of years he has made it his business to place respectable advertisements in first-class papers, and his long experience has eminently qualified him to do the very best of service for his patrons. From Boston papers we learn that Mr. Evans has recently removed his office from 52 Washington street to the new Tremont Temple, where his facilities for doing an extensive business are greatly enlarged and much improved. Being in the center of business he is now prepared to prosecute promptly and satisfactorily all departments of his increasing business to the entire satisfaction of his patrons.

—The Penmanship Gauge advertised in the WEEKLY by Prof. L. D. Harvey, of Sheboygan, Wis., is said to be a valuable help in teaching penmanship. It is so inexpensive that it will pay to order a dozen at least.

—The new book—A Treatise on the Law of Public Schools—an advertisement of which appears this week, will receive editorial notice next week. It is a book to be welcomed everywhere.
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