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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 legalized reform in German spelling, which takes effect throughout the empire from the first of April of this year, was brought about finally by the influence of a large publishing house, Messrs. Breitkopf and Hartel. They obtained the concurrence of two hundred other publishers in different parts of Germany; and on the strength of this proceeding Herr von Puttkamer, the Prussian Minister of Education, adopted a scheme prepared by a Commission headed by Dr. Wilmanns, which is now obligatory in all the public schools. It consists chiefly in the suppression of superfluous, double, and silent letters, and substitutes for ph, and already gives such satisfaction that a more thorough reform is largely petitioned for. The reform went through the phase there many years ago, which it presents here now, Jacob Grimm and others doing what our Profs. March, Whitney, Haldeman, and others have been doing for it here. Before Germany was united under the Emperor Wilhelm, the different States had adopted schemes which were not quite alike. These are now unified.

The Jesuit schools in France, which were allowed grace until the last of August—the usual vacation season,—to finally close, were all quietly given up. Most of them will reopen under other directors submissive to governmental inspection, but often with the same teachers as before. The late municipal elections throughout France proved to the Jesuits and their partisans that there was no hope for them in further resistance, or in any attempt at elusion.

But the other communities, who are not expelled absolutely like the Jesuits, but are allowed to continue on condition of submission to governmental authority and inspection, have endeavored to induce the ministry to spare them the indignity of submission and accept their declaration and promise that they will not teach anything antagonistic to the actual government of France. The Premier, M. de Freycinet, was inclined to grant them further grace, but the other ministers considered it bad policy, and on this M. de Freycinet resigned, and Jules Ferry, former minister of Public Instruction, and author of the famous "Article VII" is now at the head of the Cabinet under the President.

Serious evils require severe or extraordinary remedies, and France was threatened with a real danger, penetrating and consuming as a cancer. Republican institutions could not be safe or permanent with anti-republican teaching prevailing in the principal schools. It was not the Jesuits that were feared individually, says Le Monde, but the youth whom they train in hatred of the republic as Anti-christ, and little better than Communism.

It being charged that the governmental interference with these is an attack upon individual liberty, it is replied that the teachers are, or should be, acting functionaries in the service of the state, and so amenable to the state for direction, and that if they find the regulations distasteful they can avoid submission by resigning.

These communities have never shown a disposition to accord liberty to others, and should not complain if others in return refuse them entire independence, as an imperium in imperio. The action of the government is not aggressive but defensive.

It is stated that some of the Jesuits retired into Alsace, but were immediately expelled by the German government, and it is believed they will next seek refuge in Austria.

"He has been interviewed and found to be a worker in the lyceum and Sabbath school. We thank our Board of Directors for requiring these pledges of the new teacher."

Well, we are glad to see a board of directors receive thanks for once, for it is seldom they receive so much as that for what they do. But the above clipping from the local correspondent of a county paper suggests some other thoughts.

What right have the Board of Directors (do not fail to capitalize) to require any such pledges? What law lays upon them the burden of employing a man for any other purpose than to teach school? We should rebel at the thought of a school board's asking us to pledge even to school work any more than the usual time, however much more we might expect to give of our own accord. Much more does it seem an aggression for these potential authorities after taking all of our time which they want for themselves to proceed to draw again on our scanty leisure and present to others the proceeds of their robbery.

Now we believe the school teacher is as likely a man for Sunday school work as can be found, and that he will probably be an effective lyceum worker, but we do not think an official body should make these outside considerations a sine qua non. There is a wrong impression abroad in the land that the teacher is under some special obligation to put his best strength in every social and public enterprise. Most committees that are organized for such work feel that the teacher is their property and they may harness him as they please, and drive him whither they will, Teachers should do something to get this idea out of mind. We have known some good teachers who are accustomed to do much in all public enterprises, but who refuse to remain as applicants for a school when the board piles them with irrelevant questions. Let the members of the board entertain such individual prefer-
ences as they please about how much work a man should do in the community, but let them as an official authority simply pass on a man's moral character and his fitness for the work of teacher.

On the other hand let the teacher engage in the enterprises of the community, just as every man should, with all the time and strength and energy he can spare; but let both himself and the community have that respect for himself which comes of knowing that his attending Sunday school and praying and prayer-meeting is no part of his salaried labor. He ought to attend church and Sunday school just where his tastes lead him, and is under no greater obligation to patronize all the churches of his village than is any other citizen. For him as for every other it is a duty to hinder no good work, to help on some good work with all his strength. He will stand higher in the respect of his community if he puts all his strength in a few good enterprises than if he attempts to appear engaged in everything.

There is no organization in this country from which more may be expected in the line of educational progress, than from the "International Society for investigating and promoting the Science of Teaching." It was organized in August 1879, and its second session was held in Thousand Island Park, St. Lawrence River, August 16-21, 1880. Among the more prominent names connected with this movement, may be mentioned those of M. McVicar, Principal elect of the Michigan Normal School; James Hughes, Inspector of public schools, Toronto; J. H. Hoose, Principal of the Cortland (N.Y.) Normal School; D. H. McVicar, Principal of Presbyterian College, Montreal; Thomas Hunter, Principal of Normal College, New York; Dr. W. T. Harris, St. Louis; C. W. Bardeen, Syracuse, N. Y.; Dr. C. W. Bennett, Syracuse University.

"The National Council of Education," recently organized at Chautauqua, has yet to justify its existence. In its purpose, it is a kind of educational Senate, a select body of educators chosen to deliberate on the great questions which annually come up for discussion before The National Teachers' Association, but which do not receive any adequate treatment. Our educational associations, great and small, present endless variations of the story of Sisyphus. With great ado the burden is rolled up the hill, but only to fall again to the bottom. And so the endless task is ever renewed, but never finished. We have hope that these distinguished specialists will settle at least a few of the more important questions that demand solution; or that they will determine the data of these problems so that plain people can discuss them intelligently. Our fear is that by reason of its large membership, the business of this organization will be conducted in the old superficial way.

Mr. T. W. Bicknell of Boston was largely instrumental in organizing this new society and was very properly made its first president. Of the 51 members of this Council, the states of the northwest are honored with the following: Ohio,—Messrs. Andrews, Hancock, Henkle, Peaselee, Rickoff, Tappan; Indiana,—Messrs. Moss, Smart, Tarbell, E. E. White; Illinois,—Messrs. Bateman, Gregory, Hewett; Minnesota,—Messrs. Folwell, Phelps; Michigan,—E. Olney; Wisconsin,—A. L. Chapin.

In his Education, Herbert Spencer says, "No rational plea can be put forward for leaving the art of education out of our curriculum. Whether as bearing upon the happiness of parents themselves, or whether as affecting the characters and lives of their children and remote descendants, we must admit that a knowledge of the right methods of juvenile culture, physical, intellectual, and moral, is a knowledge second to none in importance. This topic should occupy the highest and best place in the course of instruction passed through by each man and woman. * * * The subject which involves all other subjects, and therefore the subject in which the education of every one should culminate, is the Theory and Practice of Education."

This plea for making the theory and practice of education a university study is wholly independent of any professional bearing. The knowledge thus communicated is valuable in the same sense that history and literature and science are valuable, and so has a legitimate place in the university curriculum. In this country, the progress of education is impeded by the almost universal ignorance of people as to the nature, aims, and methods of the educating art. In many instances, teachers are not permitted to do their best work by reason of the inertia of public opinion. An intelligent and liberally educated man who is a member of a school board, can frequently do more for the cause of popular education than the professional teacher. With such men in places of authority, schools may be easily conducted toward high ideals; but when this intelligence is wanting, the schools either languish or retrograde. The general diffusion of sound educational doctrines is the need of the hour, but this is possible only through our higher institutions of learning.

The study of education in universities as a means of professional instruction has been very conclusively urged by Mr. C. F. Adams in his lecture entitled "The New Departure in the Common Schools of Quincy." He says:

"In this matter our institutions of higher education would seem to owe a debt of recognition to the cause of general education which they have been somewhat slow to recognize. There is a missing link here, and, in what would seem to be an American specialty, we seem to be behind other countries. The apparent attitude as yet taken by our universities towards our common schools is, either that those who direct and develop the latter sauce, like poets, be born, and cannot even be improved, or that any one is equal to so simple a work. Certainly, training their graduates for every other path in life, they make no effort to train them for this. And yet, taking into view the vast field of our common-school system and its intimate connection with the mass of the people, it would not be easy to conceive any position in which a competent teacher, a man believing in his mission, could exercise a wider and larger influence over the future of this country, than in the chair of pedagogy of the post-graduate course of one of our great universities."

This question was brought before the National Association at Chautauqua in the discussion which followed Miss Bibb's paper; and it is but fair to state that on this great question there was absolute unanimity of opinion as far as it was publicly expressed. The venerable Dr. McCosh stated that he greatly desired the establishment of a chair of education in Princeton, and that he hoped some benefactor of the college would make an endowment for this purpose. This new and general movement is one of the most significant signs of the times and very clearly indicates the direction in which educational effort is tending. The doctrine that teachers should be specially educated for their art is very thoroughly incorporated into the national belief; but that this education should be scientific in character, based on the history and the philosophy of education, is a phase of thought essentially new to this country, but is now rapidly gaining ground among those who give to educational questions their serious thought. There are men in this country who, like Mr. Lowe in England, will try to keep back the tide with their little brooms, but this reformation in thought will go on here as it has gone on there.

—King, Thesaur of Burnmah, has become insolent and threatens to attack the British with upwards of 2,000 troops.
A CRITICISM OF A CRITICISM.

To the Editor of the Weekly:

In the New England Journal of Education for Sept. 23, there is an article entitled "School Nature and Human Nature" which deserves some notice from the followers of Frebel.

In the first paragraph we are comforted with: "Unhappily for the peace of mind of the kindergarten," which seems to me ambiguous, and it is a matter of some doubt whether it wear a kindergarten, whose "mistress" needed instruction from her patrons concerning reading being used as one of the "gifts." A superficial reader of kindergarten literature might have called reading an "occupation" of the kindergarten! In the second paragraph we find a sentence which needs explanation: "Weekly turning its steps to symbolic watches of song, taking gift by gift," etc. this may be some of Mark Twain's German, learned in two weeks, translated into English by the Americans of America, but as it is incomprehensibly "symbolic," we can not discover its application to the subject.

Three years ago, a follower of Frebel had occasion to defend the "elaborate and difficult manipulations" of the German method, and hoped the New England Journal would discuss methods, but it seems to be reduced to the last resort of the ill-natured — calling names. We hope it will not make any faces at us.

We accept the title of "Grand daughter to Grand-father Frebel!" in behalf of the kindergarten, and if there are any little apppellations which are suggestive of our relation to Pestalozzi or Richter we will take them also, with true filial pride, having enough of the old-fashioned principles left not to be ashamed of our grand-parents.

Since the Journal is forced to admit that "Pestalozzi and Frebel have done a mighty work," why not accord to their reverent disciples in the study of child life, a little professional courtesy, if they have no professional sympathy with them?

There is no argument to answer in the article under criticism, and this response is to call attention to that fact, and to ask a second reading of the article, as well as to beseech the sympathy of all pedagogists from Maine to Oregon, for the dyspeptic parent of that "golden-haired," "chain-lightning," "hot-blooded," "deep-thinking" child.

COUDE.

Notes.

St. Louis will probably be given another opportunity to raise her census returns. It is conceded that there were frauds in the returns of 1870, making the population of the city appear to be about 60,000 more than it really was.

The corner stone of the obelisk was laid in Central Park, New York, October 9.

The Chicago Literary Society gave a banquet and reception to Thomas Hughes, M. P. The next day the directors of the Chicago Public Library tendered Mr. Hughes a formal reception. This tribute was significant, inasmuch as Mr. Hughes was the originator of the institution. After the great fire of 1871, which destroyed the book collections of many years, the University of Oxford made the magnificent donation of 7,000 volumes to the city, to assist in starting a new public library. In this action Mr. Hughes was the prime mover.

October 8 a proclamation was issued declaring Galway and County Mayo, Ireland, in a state of disturbance requiring additional police.

The succession to the Rumanian throne has been definitely settled upon Prince Charles Antony, third son of Prince Leopold Hohenzollern.

One of the murderers of Dr. Paramo, the American missionary, has been condemned to death, and two others to fifteen year penal servitude.

The war between China and Peru still continues, though Minister Christianity is endeavoring to effect a cessation of hostilities.

"The Eastern Question" still remains unsolved. The latest information is that the Sultan has agreed to the unconditional surrender of Dulegno.

A great insurrection of Mohammedans in Kashgar against the Chinese is reported from Vienna.

Henry and Jane Wallace have entered Wesleyan University at Middletown, Conn., as "freshmen," though Jane is only Henry's wife.

A railroad accident by which twenty-four persons lost their lives occurred in Pittsburg, Pa., Oct. 9. The signal lights necessary to prevent a collision were not visible to the engineer of a following train and his engine ran at full speed into the rear car of an advance train loaded with passengers.

Professor Bell, of telephone celebrity, has been made a member of the faculty of Johns Hopkins University.

Supt. W. F. Ihebes, of Winona, Minn., is off in Idaho on a tour of inspection for parties interested in mines in that country. He will be absent four weeks.

Professor Benjamin Pierce, of Harvard College, died on Thursday, from Bright's disease, after an illness of three months. His father was a professor in the faculty before him, and the mantle of the family drops upon his son, who is now professor of mathematics in the same institution. Another son is professor of mathematics in Johns Hopkins University at Baltimore. Professor Pierce was one of the most famous and industrious of our mathematicians.

A new telephone company has been organized in Washington which threatens to give serious trouble to the Bell Telephone Company. It is claimed that the telephone was invented in 1869 by a man named Drawbaugh, eight years before the Bell, Gray, and Edison patents were taken out. The new company is promised to be more simple, cheap, and perfect than the existing ones.

Wide Awake, published by D. Lothrop & Co., Boston, is one of the best magazines for little folks that we ever saw. When we look at the beautiful pictures, and read the delightful stories in prose and rhyme, it makes us feel as though we had been born twenty years too soon, and we are half inclined to envy the children. These enterprising publishers also issue the "Little Folks Reader." This little book ought to have a place in every primary school in our estimation. It could not fail to beget an interest in reading, for it is going to tell something. Reading, as generally taught, is almost useless, until a child teaches himself the use of it. A teacher should find some way to reach this result earlier.

George F. Bowell & Co., advertising agents of New York, have long been known to the public as a prominent firm in their chosen line of business. They were the first to publish a "Directory" of the newspapers published in this country, and have yearly issued a volume of great value to advertisers, publishers, and subscription agents. It is the only volume published which contains full statistics relating to newspapers, and for that reason is regarded as indispensable by many. The volume for 1880, which has been at hand for several weeks, is in some respects superior to any former issue. As a volume for reference it furnishes to a business office information which can not be found in any other published work. It is edited and published in the very best manner. Price by mail, five dollars.

Mention of the new bi-monthly magazine Education has been unintentionally delayed. It arrived promptly at the time promised, and has been a delight to the eyes of editors and teachers about this office for several weeks. A recent event has more encouraged those laboring to advance the cause of education in this country and secure for it a recognition and a place among the best writers and leading actors of the land than the appearance of this noble magazine. Its coming marks an era; its influence will be recognized, and henceforth we may speak of education without a blush of timidity, lest we be thought pedagogic or narrow-minded. Henceforth the teacher may say he has a place, and that his claims are represented and defended by a strong and vigorous journal. Education is a science, and hereafter we may insist upon it. The contents of this first number are all that we could ask: Professor Wm. T. Harris discusses "Text-books and their Uses," in a way which should open the eyes of every teacher to the opportunity for variety and originality, which may be exercised by a proper use of the school text-book. Other articles have "History in Systems of Education," by James McCosh, D.D.; "Education and Progress in the United States during the last Fifty Years," by Barnas Sears, D.D. LL.D.; "Renaissance and its Influence on Education," by Rev. R. H. Quick, A.M.; "University Examinations for Women," by Miss E. F. T. Lauder; "A Southern View of Education," by Prof. S. Edward Jones; "President Hayes' Addression Education," by Rev. A. D. Mayo; "Perservere," a poem by Mrs. Louisa R. Hopkins; and editorials on "Reasons for the New Educational Magazine;" "The Mundella Educational Bill;" "The Concord School of Philosophy;" "State Education a Help or Hindrance," with notes on recent publications. The price of the magazine is $4 per year. In club with the Weekly we will furnish both for five dollars.

Oct. 14, 1880]
DISCIPLINE

If scholars are kept busy the discipline to a great extent takes care of itself. If you have a scholar who is persistently idle and inattentive, don't spend your whole time with him, and lose that and your patience altogether, but put him somewhere where he will not annoy you or others, and let him remain until he is ready to do what is required. Be careful that the place of his retirement is one which shall be very uninteresting to him.

In no instance have I asked for assistance from parents in disciplining unruly pupils, but what it has been granted with the utmost cheerfulness, and proved the means of a decided improvement, and usually resulted in an interested visit to the parent.

I have often derived as much benefit from not appearing to notice an error as from exercising discipline upon all occasions.

I do not object to my pupils seeing and realizing fully that I can be filled with righteous indignation at some kind of thing. I have found that it's my exhibition of annoyance at trifles which weakens my influence.

I come to understand more fully every day, that when I can thoroughly interest my scholars in their studies the subjects of good order and good lessons will take care of themselves.

"When you consent, consent cordially; when you refuse, refuse finally; when you punish, punish good-naturedly; commend often, never scold." I am truly thankful for the uniform kindness shown to me by parents, in the management of their children.

I know of nothing that pays better than visiting the parents of the pupils. Often I neglect it, because at night I am tired, and because I dread to meet strangers, but when I do go, I resolve to do more of it. I wish I might know the home life of every pupil in my room. Several times this term I have visited the home of a troublesome pupil and told his father or mother just how he was doing, and in nearly every case they have said something like this: "We are greatly obliged to you for this call. We want our boy to do right. We have thought something was wrong, for he has not been happy lately, but we did not know just how to find out about it. We will try to do something for him." And in every case the improved conduct of the child shows that the parents have kept their word.

A teacher says because of the insolence of a pupil she was angry; she had to whip him then and there or she could not have taught any more that day; the result was a fight in the presence of the pupils, in which the teacher came off second best.

I have had one serious experience. A boy liked his former teacher well—better than I ever could another, he thought; but he hated school and school work always. I gave him his work made his head ache. I think from the first of the term to the last he never did one straight day's work, and never did any one lesson without a scene of some kind. As long as I would let him play, he was all right; but just as soon as he was asked to work, he would storm. I tried every punishment except whipping and banishment, the first the parents did, and the second suited him too well, I coaxed, pleaded, shook, stormed, and was even so kind to him that I wonder he did not melt under my gentleness. Nothing did any good. He would make faces at me by the hour, and the more attention I paid to the better it suited. He fell behind by being out frequently and I put him back two classes; for I thought he might be induced to work a little, and thereby lead the class and so have his pride raised. It was all in vain. But now comes the curious part. He one day did something that angered the janitor who drove him away, and the same the next day. I knew about it only what the children said; that night I went to see his mother, and heard the story. He was cowardly or it would not have happened. I made him promise to come to school and I would take his part. He did come, and from that day was like a willing slave. He would anticipate my wishes. He worked and led his class.

I told a little boy after school to-day, how pleased I was with his attention, and quiet orderly conduct in school. He said "I used to be real bad, but mother has took to training me lately, and now I can be quiet."

Make your pupils think that they govern themselves, your part being only to give hints and suggestions which they are to carry out.

That boy had deliberately set about annoying me. I smothered my indignation to deal severally with him, and smilingly asked him to take my pencil out and sharpen it. He is now studying as pleasantly as can be. Asking a favor of a pupil will sometimes secure several hours of good behavior.

When I get noisy in the school room, my school is not slow in following my example.

I think a teacher cannot be too careful of her language, motions, positions of body, in the school room. Children are unconscious imitators, copying what they see and hear from those they respect, admire, or love.

Much has been said upon the certainty of punishment being more effective than severity. I have found that the uncertainty and suddenness of a punishment is often very effective. If children learn to expect a certain punishment for any misdemeanor, as detention after school, they become hardened to it. But the feeling that they don't know just how and when, they are to be punished, often holds them in check.

The First Grade teacher should talk every day about cleanliness.

Water pails in the school room are an annoyance. Children can be taught to wet their sponges before coming into school.

Why will teachers send pupils home when they are dissatisfied with them, thereby getting us all into trouble? The excuse is, "I got so mad I could think of nothing else to do." Is it a good one?

I think it is always a good plan to see the parents, if possible, in regard to their children. Often they seem to care nothing about and even excuse and uphold their children's conduct; but one visit successfully made is worth the annoyance of a dozen unsatisfactory ones.

Grube's Method for teaching number is the best I have ever seen, the more I use it the better I like it. The pupils that I have received by transfer this year have not been taught the work in Division as Grube suggests.

Children in the First Grade should be taught to do the slate work neatly and in order.

Each time after giving the children a task in writing the teacher should examine the slates. It takes but a few moments to do this and it pays. The pupils who have performed the task neatly should receive a word of commendation.

All little children love to work with pencils. If they are not busy all the time—school hours, it is the teacher's fault.

Each child in the First Grade should be taught to wash it every day.

Received the following note to-day, "Will you please let A-- have the examples that she has for examination, to work at home this evening as she is very anxious to pass well."

A pupil conditioned on grade examination should prove his ability to do the new grade work within two or three months after the beginning of the year. If he is unable to do this, he should be dropped then, and never later than the Christmas holidays.

In lieu of grade examination on general exercises, would a written outline of the work done, made from week to week, hold the interest of the pupils, and produce more definite results than the present lax method of simple oral work?

I am making a special point this year of requiring my pupils to re-state as accurately as possible, in their own language, the facts taught them. It is easy to fall into the way of reciting by rote the words of the text book, and without attaching any idea to the words. I have often asked a pupil to recite a topic in his own words, and he could not, but would insist on beginning in the orthodox way; then I would stop him short in the middle of the topic and ask what such and such a statement meant, and what he knew about it outside of the book; often difficult pupils find themselves before they are aware of it telling their own thoughts in an easy and natural way.

I wonder if Superintendent and Principal know how their kind, helpful words sometimes save from utter discouragement and failure? I shall never forget.

I find it good drill to allow each pupil to prepare an original "story example" in arithmetic to give to the class occasionally. They like it; it leads them to think, and gives drill in language.

We have finished the Little Folk's Reader. How my little people have enjoyed it! I never before saw them so excited, so ready to think and talk.
I believe we could finish the grade work as soon and much better if we should use the Little Folk's Reader every Friday.

The sentence "Samuel Sewell fell in love" occurring in the language lesson, a pupil attempted to parse the word love as a verb. Being asked by the teacher what kind of a verb was, a promising boy answered, "a fine-night verb!"

How rarely children understand the commonest words and expressions—How original and astonishing their ideas! Sarah Blank, 10 years old, said to-day, "Miss B., my feet are cold—may I stand by the janitor?" John and Cyrus were comparing report cards (why do so many even in Third and Fourth Grades call them "deport cards"). John says, "I am higher than you in everything." "No, you ain't," says Cyrus, "we are exactly alike in average of class!"

A bright class were reading in the First Reader the story of the Rat and the Bell. "But how is he to get rid of the bell? He gave a pull and a tug with his feet, and wore the skin off his neck, but all in vain." I asked, "what does all in vain mean?" One of the more thoughtful replied, "It means that he wore the skin and everything off from his neck, and nothing was left but the veins!"

It seems almost an impossibility to select a declamation for each pupil and assist in practical work of the Fifth Grade.

A. M. Kelley.

HOW A LADY TEACHER IN HANOVER, MICH., HAS SUCCEEDED IN INSPIRING ENTHUSIASM ON THE SUBJECT OF SPELLING.

By A. M. Kelley.

According to promise, I send you a copy of my method of teaching spelling. First, I use Webb's sentence method. While pupils are going through the first time, I teach them to print the words; when they review, I teach them to write them; when they begin Model Reader No. 2, I first require them to learn to name the words at the beginning of each lesson rapidly, at sight. This having been accomplished, I place upon the board from eight to twelve words for a writing lesson; this they copy on their slates and also at the next recitation.

In the first lesson in Webb's No. 2 we find some words ending in ing. This syllable I require them to commit to memory, telling them it will occur frequently. Then I assign one-half of the words for a spelling lesson, which must be brought to class written upon their slates, and then read from them, after which they spell them orally. I do not begin with the member at the head of the class, but with any member whom I may choose; and I pass the words around the class until each member has spelled every word in the lesson. Ed being the next suffix that occurs, I require the pupil to learn this in the same manner as they learned ing. Next they learn er, est, ed, tion, ion, in, ful, etc. When I place upon the board a word containing a syllable or syllables which they have learned, I do not apprise them of this, but let them make the discovery for themselves. This is work they love; in fact, the whole process of learning the spelling lesson they accomplish as if it were a work of enjoyment rather than a task.

After having learned the syllables in, er, est, and ed, they will spell the word interested the first time they see it, being the only part of the word that is new. We call the syllables which we have not learned, "new," those which we have learned, "old."

The class will spell any word preceding page 90, in the Model Second Reader, whether long or short.

The average age of the class pursuing this method is seven years. The writing the words in three styles keeps the little fingers employed, teaches habits of industry, makes expert penmen, and teaches neatness; for, if written on dirty slates, or in a slovenly manner, the work must be erased and re-written. It also saves many a case of discipline; for if little fingers are not usually employed, they will be sure to find mischief. In addition to this, it teaches the habits of observation in discovering the old and the new parts composing words put on the board for the first time. Very little folks tell the numbers of the parts in each word, but not the names of the parts, until they are older. They should never remain idle during the hours of school, but their employment must be changed at least once in twenty minutes. Then they will have no desire to remain idle.

I neglected to mention that the pupils pursuing my method of spelling entered school for the first time last spring term. We have none of the old practice of students remaining after regular hours to study the spelling lesson; but pupils love their spelling lessons, and love their school. They will cry and raise a storm at home if their parents wish them to remain from school in inclement weather.

On the whole, I think I have fifty-four of the nicest little folks in the State of Michigan, or even in the United States. Sickness and removals are the only causes which prevent the average attendance of our school from being perfect, or, in school phrase, 100. This method of spelling works so well that I wish it could be practiced in every primary school in the country.—Exchange.

THE RECESS.

—Teacher—"Suppose that you have two sticks of candy, and your big brother gives you two more, how many have you got then?" Little boy (shaking his head)—"You don't know him; he ain't that kind of a boy."

—"It requires about as long to get a girl well out of her 20th year as for a horse to get beyond '18 years old this spring."

—A class of little children were busily engaged in their reading lesson. They read in order: "The hat is in the box." "The man is in the box." "The cat is in the box." Suddenly up came a little chubby hand, the signal for permission to speak. "Well, what is it, Matie?" said the teacher. "I should think a box 'ould be full after a while."

—A faithful brother in a Fairfield (Iowa) church recently prayed for the absent members who were "prostrate on beds of sickness and chairs of weakness."

—She who Mrs. to change from Miss, Has Mr. chance of married bliss,

—"I have weighed the two pounds of butter you sent us this morning," said an irate customer to a dealer in the above-mentioned article, "and am surprised to find that it is short weight just three ounces. If that is your way of dealing I must buy my butter somewhere else." The butter merchant looked surprised, but, without declaring his innocence, replied: "Well, that is very strange, because I put the two pounds of sugar I bought of you in the scales and gave you the full weight in butter."

Be indifferent to nothing which has any relation to the welfare of men. Be not afraid of diminishing your own happiness by seeking that of others. Devise liberal things, and let not avairy shut up your hand from giving to him that needeth, and to promote the cause of piety and humanity.
A STATE SYSTEM OF SCHOOLS.

[At the meeting of the Department of Superintendence of the National Educational Association held at Washington, D. C., last February, Hon. J. H. Smart, of Indiana, submitted a report prepared by him on the "Best System of Schools for a State." We give below a synopsis of the system as contained in this report. It will be studied with interest by all engaged in the work of the public schools.]

I. Territorial divisions: (a) State, (b) county, (c) township, town, or city, (d) school district.

II. Officers: (a) State superintendent, (b) State board of education, (c) county superintendents, (d) county board of education, (e) trustees of township, towns, or cities, (f) director or moderator of districts in townships.

III. Institutions, general: (a) City and town graded schools, (b) city training schools, (c) ungraded districts schools in townships, (d) graded schools for townships, (e) professional associations:

1. County institutes, (2) county institutes for teachers, under supervision of county superintendent, (3) township and town institutes for teachers under supervision of county superintendent.

IV. Higher and special institutions: (a) State university, (b) State normal schools, (c) agricultural and industrial schools, (d) special schools: (1) School for the blind, (2) school for the deaf and dumb, (3) school for the idiotic, (4) school for orphans, (5) reformatory schools.

1. Territorial division.

A. State: (1) Should compel the establishment of schools; (2) should provide for a uniform system; (3) should fix the minimum length of the school year; (4) should fix certain prescribed subjects of study; (5) should exercise general superintendence; (6) should levy a general tax; (7) should provide for the proper management of the school funds; (8) should provide for the professional education of teachers; (9) should establish reformatory and benevolent schools; (10) may establish universities and professional schools.

B. County: (1) Should exercise a limited general superintendence over its schools; (2) should appoint a county superintendent; (3) should have a county board of education; (4) may secure uniformity in text books.

C. City, town, or township: (1) Should be left to the local control of its schools; (2) should select its officers; (3) should build its own houses; (4) should select its own teachers from among those that have been duly qualified under the laws of the state; (5) should be permitted to levy local taxes for the building of houses, etc.; (6) should be permitted to levy local taxes for the continuance of the schools beyond the minimum period fixed by the state; (7) should be permitted to levy local taxes for the maintenance of schools of an advanced grade.

D. Districts: (1) Districts should be formed for the purpose of localizing the patrons of the school; (2) should have an advisory power in the selection of teachers and the erection, removal, or repair of school-houses; (3) districts in cities and towns should not be formed by any provision of the general statute, but their formation should be left to the discretion of the school boards of cities and towns.

II. Officers.

A. State superintendent: (1) Should be a constitutional officer; (2) should be appointed by the governor or by the state board of education, or be elected by the people; (3) should serve for a period of not less than four years; (4) should have the general superintendence of the schools; (5) should supervise the management of the school funds and revenues; (6) should make reports to the governor or to the legislature; (7) should receive necessary reports from subordinate officers and prepare blank forms; (8) should construe the school law; (9) should hear appeals in certain cases; (10) should visit county institutes; (11) should have authority to call school officers together in various localities; (12) should be a member of the state board of education; (13) should have some supervisory control over institutions for the professional education of teachers; (14) should exercise some supervisory control over the state, benevolent and reformatory institutions.

B. State board of education: (1) Should hold office by virtue of some official educational position; (2) should constitute an advisory council to the state superintendent; (3) should examine teachers for state certificates; (4) should examine and license candidates for the office of county superintendent; (5) should prepare questions for the use of county superintendents in the examination of teachers; (6) should have power to instruct county superintendents in regard to the examination of teachers and to the management of institutes.

C. County superintendent: (1) Should be a teacher of recognized ability; (2) should be appointed by the county board of education or elected by the people; (3) should be required to hold a license from the state board of education; (4) should hold office for a period of not less than four years; (5) should have a general supervision of schools, except in certain cities and towns employing a city or town superintendent; (6) should visit the schools in the county, except in such cities and towns; (7) should examine and license teachers under the authority of the state board of education, except for such cities and towns; (8) should have power to revoke licenses for cause; (9) should conduct county and township institutes for the instruction of the teachers under his supervision; (10) should carry out the instructions of the state board of education; (11) should be the executive officer of the county board of education; (12) should receive reports from subordinate school officers; (13) should transmit reports to the state superintendent of public instruction; (14) should be a medium of communication between the state superintendent and the state board and subordinate school officers; (15) should hear appeals from decisions of local officers in respect to certain local affairs.

D. County board of education: (1) Should be composed of the school trustees of corporations which are under the supervision of the county superintendent; (2) should consider the general needs and wants of the schools under its charge; (3) should seek to unify the school work; (4) should arrange a course of study; (5) should make general rules and regulations in regard to the employment of teachers, time of commencing schools, the government of the schools, and the conduct of the teacher and pupils, etc.; (6) may adopt text books.

E. Trustees of townships, towns, and cities (first, trustees of townships and towns): (1) Should be three for each corporation; (2) should be appointed by some competent local authority or elected by the people; (3) should serve for three years, one retiring annually; (4) should receive school revenues; (5) should have power to levy local taxes, within specified limitations, for grounds, buildings, furniture, repairs, supplies, apparatus, etc., and for library purposes and for additional tuition purposes; (6) should be compelled to locate, establish, and maintain a sufficient number of schools for a certain number of months in each year; (7) should have power to abolish old school districts, create new ones, build and remove houses; (8) should be compelled to make provision for instruction in certain prescribed branches; (9) should
have power to establish township or town graded schools; 10, should have power to provide instruction in branches additional to those prescribed by law; 11, should employ and contract with teachers, being restricted in their selection to those who have been duly licensed by competent authority; 12, should properly account to proper officers for all school revenues that come into their hands; 13, should receive reports from teachers and should transmit reports to the county superintendent and other county officers; 14, should have authority to dismiss refractory pupils from school; 15, should be prohibited from contracting debt; 16, should carry out the orders of the county board of education in respect to course of study and text books.

(Second, trustees of cities and towns of a certain class) appointment, powers, and duties same as other trustees, except:
1, The number of trustees may be increased; 2, they should provide for the examination of their own teachers by a suitable constituted committee; 3, may appoint a town or city superintendent; 4, should make their own course of study; 5, should make their rules and regulations; 6, should select their own textbooks; 7, should grade their schools and provide for promotion of pupils from grade to grade; 8, should be exempt from the control of the county board and the supervision of the county superintendent; 9, but they may be compelled to make certain reports to the county superintendent, as are other trustees; 10, may establish city or town training schools for the instruction of teachers.

F. Directors or moderators of districts in townships: 1, Should be appointed annually by voters at school meetings; 2, should preside at the school meetings and record their proceedings, and should communicate the wishes of the patrons to the trustees.

CHICAGO NOTES.

The October meeting of the Principals' Association was held at the rooms of the Board of Education on Saturday, Oct. 9. The members of the Association were surprised and delighted to notice that the meeting room of the Association had been changed. The pleasant, airy, and well-lighted assembly room of the Board was substituted for the dungeon-like little committee-room that had been formerly used.

Under the head of remarks of Superintendent, Mr. Howland reported that he had completed his first round of visits and was generally pleased with the amount of quiet earnest work which he had found. He thought that in a few instances he had observed a painful constraint in the manner of holding books and also that the book was held too close to the eyes. Principals were advised to call the attention of teachers to these things and to suggest that a desirable uniformity need not produce ungraceful and unhealthy constraint. Caution was given against partiality to particular dealers in books and school material on the part of particular teachers. The statement was made that the rule in reference to optional studies had not been changed. The request was made that resignations and returns from leave of absence be reported a few days previous to their occurrence at the office. Applications for transfer should be made at the office and previous notice should be given of the formation or opening of double divisions. Teachers were advised to have no altercations with angry parents.

Assistant Superintendent Delano suggested among other things that programs should be placed upon blackboards in all rooms having sufficient spare blackboard surface for that purpose. He advised that hereafter the Analytical Third Reader be not used in any but the third grade; that the reading in fourth grade be confined to the first 118 pages of the Analytical Intermediate Reader; that the balance of the book be studied in fifth grade; and that sixth grade reading be confined to certain named poetical and prose selections in the Analytical, Fourth Reader.

The teachers' institute will hereafter be confined to cadets and first and second grade teachers appointed since and during September 1879, and such institute will be held at the West Division High School building on the second Saturday of each school month.

The special teachers of music and drawing will be found at their office on Wednesday P.M. of each week from 4 to 5 o'clock.

Mr. Howland reported that the accounts of the Teachers' Aid Fund had been examined and found correct, and that there was a balance of about $35 on hand and that some $350 had been expended.

The next item on the program was an address by Mr. Merriman, of the Hayes School. Mr. Merriman is the senior principal of the city, and gave the association a fatherly address of half an hour in length. He congratulated the association on several events that have recently taken place—the election of Mr. Howland to the Superintendency, the abolition of corporal punishment, and the complete secularization of the schools among other things. Mr. Merriman referred to the slowness of the growth of reforms especially among teachers. The object of the address was to advise and persuade teachers to communicate their successful plans and methods to each other and to receive the same with earnestness, patience, friendliness, and thankfulness.

Miss Randall, principal of the Clark School, followed Mr. Merriman with an essay on the subject of School Discipline. Miss Randall's paper was well written and exceedingly well read. Its spirit was in the direction of a reasonable and flexible discipline which would recognize the peculiarities and weaknesses of the child's nature.

The next meeting will be held on the morning of Oct. 30, at 9:30 A.M., on which occasion there will be an essay by Mr. Dawson, principal of the Washington School, and a discussion of the Relative Claims of Language Lessons and Technical Grammar will be opened by Mr. Bright and Miss Little.

A meeting of the Cook County Teachers' Association was held in the audience room of the Methodist Church Block, corner of Clark and Washington Streets, at 2 P.M., Saturday, Oct. 9. The program embraced an address by the President, W. W. Carter, of Englewood; a paper by Miss Helen R. Monfort, of the County Normal School; and an Address by Hon. W. H. Wells, ex-superintendent of schools of Chicago.

Mr. Carter's inaugural address was a modest, thoughtful, and practical statement of the objects, advantages, and aims of the association, and how they were to be best accomplished. The subject of Miss Monfort's paper was "First Lessons in Inventive Drawing," and the reading of it resulted in Superintendent Lane's promising that Miss Monfort would give some illustrative lessons at future meetings.

The subject of Mr. Wells' Address was "Educational Reminiscences." It abounded in interesting and inspiring things which Mr. Wells had seen and known of the leading educational lights of a former generation. The moral of the history, biography, anecdote, and philosophy of this very informal address was the advantage and necessity of association, and the faithful study of pedagogy.

At the close of the address Mr. Lane distributed among those present copies of the recent course of instruction prepared by a committee of which he and State Superintendent Slade are members. The distribution was preceded by a few appropriate words by which Mr. Lane paid a merited compliment to Mr. Well's work and influence in the matter of Courses of Instruction and called attention to the condition of the country schools in reference to that topic.

An effort is to be made to secure Fairbank Hall, Corner State and Randolph Streets, for future meetings.

Young men from all parts of the United States go to H. B. Bryan's Commercial College. Its claims are always large and full of interest.

The noisy tenor of their way—the smooth, easy writing pens of the Esterbrook Steel Pen Co., whose make has become unquestionably the most popular in America. No Stationer's stock is complete without them.

HOFSTORP'S ACID PHOSPHATE produces most excellent results in the prostration and nervous derangement consequent upon sunstroke.

Any one who will send two dollars to W. D. Hanke, Salem, Ohio, will receive by mail prepaid the volume of Proceedings of the National Educational Association meeting held at Chautauqua, N. Y., July 13, 14, 15, 16, 1880. This volume is now going through the press. Those who remain before the printing of the names of members in the latter part of the volume will be enrolled as members for 1880.

Bogus Certificates.

It is no vile drugged stuff, pretending to be made of wonderful foreign roots, barks, etc., and pulped up by long bogus certificates of pretended miraculous cures, but a simple, pure, effective medicine, made of well known valuable remedies, that furnishes its own certificates by its cures. We refer to Hop Bitters, the purest and best of medicines. See another column.—Not publican.
THE HOME.

THE SCHOOL TEACHER’S SOLILOQUY.

—BY A SCHOOL MA’AM.—

To teach, or not to teach, that is the question:
Whether 'tis better in the school to suffer
The noise and bother of four dozen youngsters,
Or to take up arms against a sea of troubles,
And, by marrying, end them?—to love—to marry—
No more; and by marrying to say we end
The heart-ache, and thousand petty troubles
That teachers are heir to:—to a combination
Devoutly to be wished;—to love—marry—
To marry!—perchance to be miserable; ay, there’s the rub;
For in that state of wedlock what troubles may come,
When we have shuffled off our happy girlhood,
And must give us pause; there’s the respect,
To marry—to teach, that is the question:
No more; and by marrying to say we end
The insolence of them all in dozen.

“Will you naTQe ‘the bones
When we have shuffled off our happy girlhood,
And by marrying? Who would all this bear,
The insolence of them all in dozen?
They know not,
Nor do they fear to teach, that is the question:
No more; and by marrying to say we end
The insolence of them all in dozen.

So, in that state of wedlock what troubles may come,
When we have shuffled off our happy girlhood,
And must give us pause; there’s the respect,
To marry—to teach, that is the question:
No more; and by marrying to say we end
The insolence of them all in dozen.

THE SCHOOLMASTER’S CONQUEST.

Bronson Alcott, of Boston, told Joseph Cook, and Joseph Cook
told everybody he met, that he made a regulation in his school
that if a pupil violated a rule, “the master should substitute his
own voluntary sacrificial chastisement for that pupil’s punishment;
and this regulation almost Christianized his school.” One day,
Mr. Alcott said, “I called up before me a pupil who had violated
an important rule. I put the ruler into the offender’s hand;
I extended my own

Now, this is very affecting and reasonable and striking. No
one can read the incident and very readily forget it; and it
contains a lesson that every school teacher can certainly read
with profit. The incident came to the knowledge of Willis K.
Stoddard, who for years past has been teaching a district school
in Flint river township, in Iowa. He read this extract from one
of Joseph Cook’s lectures, and never forgot the great moral
lesson it conveyed. Young Mr. Stoddard had some pretty hard
boys in his school. They were big and noisy and rough and
turbulent. He had reasoned with them; he had expostulated;
he had begged and wept. He had whipped them until his arms
ached, and the directors had threatened to dismiss him.

Nor did he dare to part like you,
Nor did he dare to part like you,
Nor did he dare to part like you,
Nor did he dare to part like you,
Nor did he dare to part like you,
Nor did he dare to part like you,
Nor did he dare to part like you,
The teacher softly told him he might do so if he wished, and Samuel Johnson went out and was gone ten minutes. When he returned, the school smiled. He carried in his hand a switch that looked like a Russian peace commissioner. It was about seven feet long, an inch and three-quarters thick at the butt, and was limber and twisted, and had knots and knobs clear down to the point. The boy’s face shone with a bright glow of consciencious satisfaction as he balanced this switch and drew it through his hard muscular hands.

Mr. Stoddard stood up and folded his arms. Then he said, with a sad, sweet look at the culprit, “Now strike me.”

Samuel Johnson did not act in greedy and unseemly haste. He conducted himself like a boy who has a painful duty to perform, but is impelled by conscientious motives to perform it thoroughly. He pulled off his jacket; he rolled up his sleeves; he spat in his hands; and took a two-handed grasp on the switch. Twice he changed the position of his feet to get a better brace. Then he drew a long, deep breath, raised his arms, and the switch just shrieked through the air like a wild, mad, living thing.

Old Mr. Hargis, the senior director, who lives only a mile and a half away from the schoolhouse, says he was out in his field plowing, and when Mr. Stoddard left off his first yell the old man’s first impression was that the schoolhouse had been struck by lightning. The next time the teacher shouted the director was convinced that a steamboat had gone astray and was whistling for a landing somewhere up the creek. While he was trying to hold his terrified horses, another volley of sound came sweeping over the land like a vocal cyclone; and old Mr. Nosengale, who had been deaf twenty-three years, came running over saying he believed they were fighting down the quarries. By this time they were joined by the rest of the neighbors, and the excited population went thronging on toward the schoolhouse.

In accepting Mr. Stoddard’s resignation, the directors considerably altered his pay for the full term, and in a series of complimentary resolutions spoke of his efficiency in the highest terms, although it transpired that the board was privately agreed after all the facts had been laid before it, that he was too much of a “nat’ral-born fool” to suit a practical locality. Mr. Stoddard is not teaching anywhere this summer. He told his landlady that he needed rest, and the good hearted old investigating committee was amazed to discover that Mr. Stoddard rested or even went to bed, by leaning up, face foremost against the mantelpiece in his room.—Selected.

THE LIBRARY.

NEW BOOKS RECEIVED.


SUPPLEMENTARY READING FOR PRIMARY SCHOOLS. By F. W. Parker and Louis H. Marvel. Boston; Robert S. Davis & Co. Two books.


FIRST TWENTY HOURS IN MUSIC; Being intended as the first twenty lessons for a Beginner on the Piano or Parlor Organ. Practically and Progressively Arranged by Robert Challoner. Cincinnati, Ohio: George D. Newhall & Co. Price, 75 cents.


REPORTS AND PAMPHLETS RECEIVED.


Annual Catalog of Natches Seminary, Natches, Miss., 1879-80. A Normal and Theological School. One of the eight institutions founded and sustained by the American Baptist Home Mission Society for the Education of Teachers and Teachers for the Colored People of the South. Rev. Charles Ayer, principal.

TEACHER’S HAND BOOK. Public Schools, Denver, Colorado. 1880. By Aaron Gore, Superintendent.

The Education of the Negro; its Rise and Progress and Present Status: Being an Address Delivered before the National Educational Association at its late Meeting at Chautauqua, N. Y., by Hon. Gustavus J. Orr, LL. D., State School Commissioner of Georgia.

Manual of the Public Schools of Tippecanoe County, Indiana. Published by the County Board of Education, Sept. 1880. W. H. Calkins, County Superintendent.

The Protective System. What it costs the American Farmer. By Graham McAdam. Published by the New York Free Trade Club. 1880.


Ninth Annual Report of the Kansas City Public Schools, Kansas City, Mo. For the year 1879-80. J. M. Greenwood, Superintendent.

The Hair: Its Growth, Care, Diseases, and Treatment. By C. Henri Leonhard, A. M., M. D. Detroit: C. Henri Leonhard, Medical Book Publisher.

This book of more than 300 pages, is written rather for the general public than for the profession, and the author has avoided as far as possible the use of technical terms.

Its general scope is indicated by the title, and includes the anatomy and physiology of the hair, its color, excess of growth, why it curls, baldness, length, uses, sudden blanching, dyeing, classification of races by the hair, etc., besides numerous prescriptions. It is illustrated by 116 engravings and is elegantly printed on heavy paper. This is a valuable book, not only entertaining for casual reading, but useful, as well as a book of reference and worthy even of careful study.


This book can by no means claim to be taken as an Elementary Grammar. The good points in it are its small size, its clear comprehension of the subject, its introduction of some improvements in grammatical doctrine, and its excellent suggestions to teachers. It does not give a potential mode, but potential forms; it draws distinction, as Whitney does, and all scientific gramarians, between verbs and the infinitive and participial forms connected with verbs. It is a condensation of much that is valuable in grammar.

On the other hand it has the usual defect of abstract definition, much of which is incorrect or vague. Can a grammar tell the
truth? We find, for instance: "Q. When is a noun or pronoun of
the first person? A. When it represents a person as speaking.
Q. When is a noun or pronoun of the second person? A. When it
represents an object as spoken to. Q. When is a noun or pronoun
of the third person? A. When it represents an object as spoken
of." Very well: "Sam spoke to Tom about me;" here,
by definition, Sam is of the first person (because he is represented
as speaking); Tom (spoken to), of the second; and me (spoken of),
of the 3d. "A verb is a word which asserts." Then might
have been loved, had been loving, will love, etc., are not verbs,
because each of these forms is not a (that is one) word. Mr. Vickroy
says he has not given any general definitions; but we find not a
few, some of which are very philosophical, but difficult of appre­
hension by pupils. Thus (p. 21) a Transitive Verb is "A verb
which asserts the act of one object as producing, affecting, or
cognizing another object." It takes thought above elementary
grades to grasp that.

This book has no fair claim to be considered an "Elementary
Grammar," except that it is in the form of a catechism, which is,
unfortunately, the best form for making children learn what they
do not comprehend. Is it Elementary to divide conjunctions
into two classes and these into eight subordinate kinds? If we
were writing an extended criticism, we should point out many
excellent definitions, and show the absurdities of a score of oth­
ers, as well as the error of some practical directions.

A Treatise on the Law of Public Schools. By Finley Burke, Counsellor-at
Price, $1.00.

The value of such a work as this can be appreciated by two
classes of people—the practitioner and the teacher. The prac­
titioner has to deal not only with sentiment, or theory, or probabili­
ties, but with the facts of the law. It is desirable for him to
have at hand a compendium of facts which may be accepted as
law; he has to consider all educational questions in their legal
aspect, and to carefully discriminate between the decisions of the
courts and those of the county or state superintendent.

The crude condition in which our public school system still
exists in most states has left the lawyer without any safe or satis­
factory compend of general school law, and it has not un­
fortunately happened that cases of importance have been imperfectly
prosecuted because of the difficulty of obtaining the facts of law
which bear upon them.

The aim of our author has been two-fold—to serve the teacher
and the lawyer,—to present in a concise form the common law
of public schools as determined by judicial decisions in the vari­
ous states, so that it may be made familiar to the school officer
or teacher, and at the same time guide the counsellor in his
practice.

The need of such a work will be conceded by all. Of all the
subjects of which teachers are expected to exhibit a passable de­
gree of knowledge, few are of more vital importance than that
which pertains to the practical performance of their duties as
public servants. How few teachers know the law respecting
school taxation, contracts, employment of teachers, authority of
teachers, rules and regulations, rights of pupils, powers of oth­
ers, liabilities of teachers and directors, use of school property,
etc.; and this is just what Mr. Burke has undertaken to present
in the volume before us. The accuracy of the work cannot be
questioned, as it is only the law, as established by judicial de­
cisions, and supported by full and copious quotations and refer­
ces, which the author has presumed to include in his volume,

Sup't Boyes, of Dubuque county, now receives a salary of about $1,500 a year. The supervisors of that county appreciate the services of a competent and intelligent superintendent.

The East Des Moines school board has published a resolution in the city papers declaring Apprentices Readers the same kind of a "failure" as Webster's Dictionary and other books which they regard as the best for their use. "Iowa" is a word of Indian origin. It has been handed down through French explorers and travelers from the first discovery of Indians in this region. In some old documents it is spelled "Ioway," but it has finally taken the classic ending, like "America," and is pronounced with the accent on the first syllable or letter. And so it has become a very classic appellation for a state, a river, and a county, as well as a town. The original name given to the old capital was "the city of Iowa," which has been contracted into "Iowa City." So much for the origin of the word, first applied to the French by a tribe of Indians, then to the river, and subsequently by actual settlers and the government to the state and its first capital. "Iowa" means "this is the spot."—Iowa City Republican.

WISCONSIN.—An election of county superintendent will be held in the West District of Dane county to fill the vacancy caused by the resignation of M. S. Frawley.

Wisconsin teachers are giving our agent, Mr. Alfred Thomas, a very cordial greeting wherever he goes. Mr. Thomas has been well known among the best teachers of the state for several years, and his success as principal follows him in his present work. Large lists of subscribers are sent in by him every week.

The Berlin high school opened with about 50 pupils; at the end of the fourth week the number had increased to 61. A half hour is spent in morning in all lectures or reading upon some interesting subject. Ten minutes of each half day is spent in singing.

Carroll College, at Waukesha, has been for the present discontinued, the attendance this term not justifying its continuance. Principal Reed is engaged in teaching at the Boys' Industrial School.

The normal school at Platteville is full of students. The new addition will be under roof by the latter part of November.

The high school at River Falls will be opened as soon as the new building is completed. It is said to surpass any other school building in the state in the item of convenience. Hosea Barnes, of Kenosha, is the principal, a gentleman well and favorably known among the best teachers.

Beloit College has entered upon the new scholastic year under most favorable auspices. The freshman class is larger than was anticipated and there have been some additions to higher classes. The chemical Laboratory has been moved into South College, which is to be exclusively used for that purpose. The old chemical lecture room has been fitted up beautifully for the Department of Natural History under the charge of Prof. Chamberlain. The literary societies seem to be imbued with new and vigorous life and are in eager rivalry to see which can furnish their fine new rooms most handsomely.

Everything bespeaks a pleasant and profitable session.—Brookside Independent.

INDIANA.—Sup't DuShane, of South Bend, reports an enrollment of 122 in the high school, and a total of 1,631 in all the schools.

MINNESOTA.—H. S. Baker, formerly superintendent of schools for Pierce county, Win, has taken the principalship of the Franklin school at St. Paul, at a salary of $1,200 per year.

ILLINOIS.—The Paris high school enrolls 90 pupils—900 in all departments. The construction of a $25,000 high school building is well under way. Principal Harvey is a man of influence in educational matters and the school interests in that locality are well cared for.

Mr. H. F. Folley is traveling through northern Illinois in the interests of the Weekly. We bespeak for him a hearty welcome and a generous contribution to his subscription list.

The thirty-sixth term of the Illinois Institution for the Education of the Deaf and Dumb, at Jacksonville, began September 15. Deaf mutes residing in an Illinois who are of a school-attending age are received and furnished tuition, board, etc., free of charge. Phillip G. Gillett, Superintendent.

Champaign University is not yet fully at peace with its college government. It seems that the government is not self-supporting and it is a question who should make up the deficits of the exchequer. We suggest that if the pupils have become so exemplary that not enough fines can be levied to pay expenses the government is no longer needed, and if the reason of failure is that the government no longer collects fines for offenses then it ought to be allowed to starve by its own ineffectiveness. We hope to learn that all difficulties in the college government may be removed and this plan of self-control may go on to complete success. We expect the university to send a larger delegation of students to escort their orator, Mr. Allen, to the contest of the Illinois College Association at Galesburg. The Illini contains much college news and some very good articles on subjects of interest to students. C. H. Dennis is editor-in-chief and J. H. Morse business manager.—Prof. Prentice has just returned from Maryland where he spent the summer's vacation. Sickness made his return later than he had intended.—J. P. Sheldon of England inspected the various departments of the university recently and expressed himself as well pleased.—Sergeant S. A. Welsh is the regular detailed by the U. S. government to take charge of Champaign signal station.—Prof. Roos has been away this summer doing some new drawing. He drew a wife.—The university building for this year comprises four companies of about forty men each.—Prof. Scovel is now professor indeed, instead of simply assistant in agricultural chemistry. Mrs. Nancy Davis Scovel is in charge of the calistenic department.—Prof. J. C. Feilslans of Springfield School of Elocution and Oratory has been engaged to give lessons during the winter term in his department of work. The State Agricultural Farm at Gridley has had its first harvest. Eighty pounds of corn, thirty bushels of oats, and forty bushels of soy beans were raised. The average weight of these products is double what it was six years ago. The new Ninth Ward building of the Illinois College Association at Galesburg is now a candidate for clerk of Pope county. He was a student at the Normal some years ago.

Miscellaneous,—The executive committee of the state teacher's association propose to advertise thoroughly the holiday meeting. Hotels and railroads unite in doing the generous thing and a large attendance is expected. Unless he changed his plans, Dr. Bateman sailed for Europe on Oct. 10. Whitewater schools have been closed on account of scarlet fever.—G. W. Smith, county superintendent of Clay county, advertises an institute at Flora on Oct. 16. The Knox County Principals' Meeting occurred Oct. 1. The had several interesting discussions. They agreed to send their reports for publication in Miss West's "Department." —S. S. Mounts, excelled in spelling at the Macon institute for Oct. and took as a prize, "Pilgrim's Progress."

Rossville school house will cost ten thousand dollars. The new Ninth Ward Building, Peoria, is the best building in the city. It begins business with an enrollment of nearly five hundred. The Wesleyan at Bloomington enrolls two hundred and fifty students. This is more than it has had before within the past three years.—Decatur teachers have caused a memorial tablet to be placed in the High School Building in honor of Mr. Durfee, a faithful member of the board of education. His death occurred during the past year.—Supt. Lamb of Woodford county has had an episcopal lift with one Pool of Secor. We do not know the merits of the case but we doubt whether either party has gained anything by the open litigation and exchange. Here are some more new principals: Theodore Harvey, Arthur, other Hobbs, Kenney; Mr. Muffy, Piper City; Abel H. Standhove, Elsah; Mr. Allen, Otterville, S. C. Ramon, Gibson, Theo Aline, Wataga; T. B. Greenlaw, Salem; H. B. Cost, Algonquin; Mr. Colloway, Bethany; T. J. Vance, Mackinaw; Mr. Edwards, Georgetown; Mr. Osbury, Erie.
THE SCHOOL-ROOM.

ABOUT GRAMMAR.—II.

GRAMMAR is not well taught in the country schools for several reasons, chief among which are: the irregular or partial attendance of pupils at school, badly arranged text-books, and a mistaken idea on the part of the teacher of the object of the science. The average farmer's or mechanic's boy who is old enough to study technical grammar attends school but four months or less in a year. During that period he is kept at the task of learning definitions, declensions, conjugations, and to him meaningless rules of syntax. Just as the exercise of analysis and parsing is about to be taken up, he is withdrawn from school to assist in "making fence" or in the workshop. When the next December comes he has forgotten his rules and definitions, and is ready to repeat the experience of the preceding year. Here we have the explanation of his reply, "We never got that far, sir."

Very frequently this condition of things is due to badly arranged text-books. In many of these, "parsing" is placed near the close of the work, to be pursued only after the preceding portion has been learned. When this order is followed by the inexperienced teacher a mistake is made. Pupils upon commencing this exercise of parsing should learn the definitions of noun, gender, person, number, and case. Familiar talks and exercises should next be had upon these forms. One week is sufficient for this work. Parsing, which may be defined as the practical application of definitions and rules to words and sentences, requiring thought on the part of the pupil, can now be taken up with advantage and the subject at once becomes invested with interest to the learner. A similar course should be adopted for the other parts of speech. Abundance of written work should accompany the study of grammar, as indeed all school studies.

Again, we should not fail to comprehend the great object of the science. It is not parsing, nor analysis, nor knowledge of definitions, nor familiarity with rules, but the acquisition of the ability to promptly apply its principles to the formation and correction of the sentence. A faulty sentence is like a diseased patient; both need to be healed. To cure the patient the physician must be able to administer a remedy quickly. He may understand materia medica and anatomy thoroughly and yet fail. The student too often analyzes and parses well but persists in muttering the English language.

It is of the utmost necessity that teachers, especially those in country schools, bear in mind the following points: that a very large majority of children in the public schools quit their attendance before technical grammar is studied by them; that only a small proportion of those who do study it attend school regularly or for more than three months in the year; that it is far more important that they may be able to correct such sentences as: "Them horses is a fine team," and "Who did he marry?" than to be able to name the plural of focus or criterion. Teachers, correct errors in speech and in written exercises continually, hasten on to essentials, omitting non-essentials, forget not the needs of your pupils.

DICTEE.

WHATEVER the French make they make well, finishing up with a completeness and neatness which excite admiration and induce sales everywhere. They carry the same skill and ingenuity into their school work.

One reason why French writers excel in grace of expression is the very early training in language which their schools give. Instead of wasting time over rows of isolated words in spelling books, which convey no sense, and show no example of use, the learners employ the words from the first, by writing them as actually used in sentences; and thus they learn how to put the letters (to spell) as they learn how to put the words. And they learn to spell in this way with hand and eye much more pleasantly, and much sooner, besides learning sentence structure (composition) at the same time. Orthography is the chief branch in French schools; more so even than it is with us; for their spelling is hard to acquire, and ability to spell correctly is made the chief criterion when a youth's primary education comes to be put to the test, or when application is made for any situation where an ability to read and write is a condition. There is not such trouble with vowel variation in that language as in ours; but clusters of silent letters are used, which change bewilderingly in different tenses of verbs, etc.

In this writing of sentences, punctuation, of course, comes in. But before the stops, capitals, and other accessories can be rightly placed, there must be a right appreciation of the rhetorical sense, and of the elocutionary delivery which fits conveys it. So that little children writing little lines about their dolls or their dogs in the simple words of their early vocabulary, are really practicing what we designate by the formidable names "grammar," "orthography," "rhetoric," and "eloquence." But they don't hear these hard names, and are unaware that they are at any thing higher than a playful sort of imitation of their seniors by way of doing a pleasant school duty. It is all much more sensible, more satisfying to the child's natural desire to learn, and more educative than the senseless oral spelling which our schools continue because it is an old procedure, inherited from former schools, invented in the dark cells of some of the old monks when they alone knew any thing about the arts of reading and writing. The matter dictated to a class to be thus written out as an exercise in orthography is called a dictée. The French commission sent to the Philadelphia Exposition, after detailing and illustrating in their report much that they found to admire of the American exhibits, a deficiency which greatly surprised them.

Excellent as dictée exercises are, there have been two difficulties in its use which have only lately been obviated. (1) If the learner is given the dictée to be merely copied, (as is always done during the first year) the copying at length becomes merely mechanical, and the eye takes no particular note of what letters compose a given word, nor takes any particular pains to fix them in the eye so as to be remembered. And, (2), if the teacher dictates the whole, it occupies an inordinate amount of his time; for he must necessarily go slow enough for the slowest, and at the best, all are more or less embarrassed by the strokes of the interrupting voice, and have little or no time for cool re-inspection or correction of a written word. Other pupils, meantime, are deprived of the teacher.

Both these difficulties are completely obviated and extra ad-
vantages are gained by a method which entirely frees the teacher, and gives the pupils ample and undisturbed time to write, inspect, re-write if necessary, or refer to a dictionary if needful, and correct until the eye is satisfied that all is reproduced just as it was seen in the Reader. This is done by visual dictation; that is, by showing the exact and full pronunciation of the words of the sentence by means of simple homographic signs. This is what is called in this country dictée, or more fully, homographic dictée. Signs are used, because if letters were used, the proper letters would show the spelling, and the eye would have no motive to exercise in recalling it, while if other letters than the proper ones are given (as shoe for shoe) the false spelling would sink into the memory and cause confusion by the eye recalling two different forms for one word. These signs have the further advantages of affording exercise to the voice by securing a full enunciation of every sound in each word, as the pupil determines the word by tacitly repeating its sounds as shown by the signs. They also afford an excellent variety of pencil-practice, bettering the common writing, and imparting a facility in drawing.

In Appleton's Reader, now so much pressed upon schools, there is some pictorial dictée. A sentence is given to be written, and while most of the words are to be merely copied, others are indicated by a picture or intimated by a dash. This is a step in a good direction, but is not to be compared with the homographic method, which indicates every word, at the same time showing its complete pronunciation.

**MATHEMATICAL DEPARTMENT.**

**DAVID KIRK**, Editor, Jackson, Minn.

**MISCELLANEOUS.**

Olcney's University Algebra has some good things in it, that are not usually found in works on Algebra. The terms function and variable are discussed with considerable fulness; and a fair idea of the differential calculus can be obtained from the section on infinitesimal analysis.

The chapter on loci of equations also paves the way for the study of analytical geometry.

While it would be improper to anticipate these subjects in an elementary work on algebra, it is well to devote some space to them in a treatise designed for college students.

The extraction of the $n^{th}$ root of a given number $N$, is the same as the solution of an equation of the form $x^n - N = 0$, and can be done by Horner's method in the same way that numerical equations are solved. Will some one who has time be so kind as to elucidate this for our department by the solution of an example?

What has become of the rule of "position"? Our arithmetics, except one or two, ignore it, and even the algebras say nothing about it.

Double position is called an exploded rule, but a rule that can be applied to the solution of exponential equations, and the extraction of roots of a high degree, should not be regarded and treated as obsolete.

The 95th example of the miscellaneous examples in Robinson's Practical Arithmetic seems to be a blemish in an otherwise good book; not that the example is wrong per se, but because it involves principles that appear not to have been previously discussed in said book. We judge from the number of letters that we get asking solutions of this problem that something is wrong, but we may be mistaken.

To find how $3,000 can be be paid in five equal annual installments, money being worth seven per cent, requires an application of the principles of certain annuities, which in turn involve a knowledge of compound interest, and geometrical progression.

Suppose the annual payment to be one dollar a year.

The present worth of the first payment is $\frac{1}{1.07}$; the present worth of the second payment is $\frac{1}{(1.07)^2} = \frac{1}{1.1449}$; the present worth of the third payment is $\frac{1}{(1.07)^3} = 0.810$. If we actually perform these five indicated divisions, and adding the quotas we get $4.1002$ nearly. Now since $\frac{4.1002}{1.07}$ will produce a payment of $\frac{4.1002}{1.07}$ a year for five years, $3000$ will produce as many dollars a year as $\frac{4.1002}{1.07}$ is contained times in $3000$.

Of course the easiest way to find the sum of the above series of quotients is by geometrical progression as follows:

$$1 \times 1 = 1 \quad 0.07 \times 1.07 = 1.002 \quad 0.0008 \times 1.07 \times 1.07 \times 1.07 = 1.002 \times 1.07 \times 1.07 \times 1.07$$

**OUR EXCHANGES.**

There are the Pennsylvania School Journal and the Ohio Educational Monthly—probably twins, as each claims to be older than the other. They are staunch and true; the former is the larger and more valuable, but the latter is more newy and scholarly.

The Indiana School Journal—

"In sober state,
Through the sequestered vale of rural life,
The venerable patriarch guileless holds
The tenor of his way."

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The Wisconsin Journal of Education is a specimen of the old-time journal. It is the organ of the State Department and that is why it keeps up a respectable circulation. Wisconsin teachers generally subscribe for some other paper, though many of the principals take the Wisconsin Journal because of its organic character.

One of the most widely circulated of the monthlies is Barnev Educational Monthly, which was launched as the National Teachers' Monthly. While Mahony edited it teachers everywhere read it, and a goodly number paid for it. During the last year the publishers felt the need of more subscribers and so offered their journal at one third the subscription price. Quite a large number were bought by the bait, for some people will buy things if they are supposed to be very cheap, simply because they are cheap. Now the time for renewal has come, and the country is full of cheap teachers trying to get Barnev Educational Monthly at the same price they paid last year. If they can't they won't take it at all, and we don't blame them. The journal is well edited by Professor Jerome Allen of the State Normal School at Genesee, N. Y., but such dallying will soon destroy the influence of his paper and he will be found casting pebbles before swing.
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