THE WEEKLY.

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"The whole of every science," says William Thomson, "can be made the subject of teaching"; and in speaking of the method by which the art of Logic is to be taught, he remarks: "It seems that all we can do is to lay down the principles of the science and leave each student to form for himself his own art, to teach himself how to employ these principles in practice."

We believe that this is sound doctrine. Liberal arts like medicine, law, and teaching, are best taught implicitly or potentially, by teaching the principles which are involved in these various arts. In fact, medicine and law are so taught. The medical schools do not teach an art, but rather its correlative science; and out of this science each student is to evolve his own art according to the measure of his opportunities and of his versatility and intelligence.

There is doubtless a lower plane of intelligence where the principles of a science will lie inert; there is not mental force and insight sufficient to recognize the cases that fall under a general law, or to apply a principle to the solution of specific problems. But then, the men who have such minds are predestined to be artisans, and not artists; they can not work with their brains and so must work with their hands; whatever art they learn they must learn by imitation, by sheer practice.

The art of teaching may be learned empirically; doubtless it must be so learned by multitudes who teach. But such teaching is an industrial, not a liberal, art; such teachers are artisans, not artists. The teacher by rule differs from him whose teaching is inspired and guided by the previsions of law, as widely as the workman who carries brick and mortar differs from the architect.

The higher professional instruction of teachers must assume that clearly conceived ideas have a vitality which impels them to embody themselves in outward acts; that such ideas are also laws, and that these laws will regulate our modes of activity at the same time that they determine the end or purpose of our acts.

We believe that a liberally educated man or woman, of a fair degree of intelligence, can be best taught the educating art by being instructed in the science of education; and that when the science of teaching has been learned under these circumstances, the student will almost inevitably evolve out of it an art of teaching, and into this art he will throw his own personality and thus make it an object of his own creation. When it becomes apparent that teaching thus offers a field for the exercise of one's best intellectual gifts, it will attract men and women of genius and culture, who will see in it the promise of a career.

In support of the general doctrine here advocated, we quote the following from an eminent French writer:

"In the genesis of the moral sense and in the history of its developments the chief fault of the English school of philosophy is, in my opinion, in having insisted too much upon the action of nature and of external conditions as made manifest in us by sensation, by passive pleasure or pain, and in not having sufficiently noticed the reaction of the intelligence and of ideas taking place within, by means of which man succeeds in creating for himself a higher ideal of conduct, a motive and a moving force superior to sensation."

"Man does not act solely under the impulsion of pleasure; he acts also by his intelligence, and without having need of any other moving power than intelligence, because the latter is already a force and carries within itself its own incentive. There is no motive purely abstract and inert like those which the ordinary psychology supposes. Every motive is at the same time a moving force; every idea is a tendency, and, virtually, an action.

"There is no idea which does not produce a cerebral movement, and which does not tend to express itself in our members, in our external movements, in our conduct. Sometimes the representation of an object is so vivid as to impress upon our body a visible movement. Sometimes it is opposed, weakened, thwarted in its development, and then it produces only an insensible molecular movement. At bottom, the idea is only an action begun, thrown back upon itself by the obstacles which it meets in the other ideas which are tending, like itself, to express themselves in act, and thus taking cognizance of itself."

"The time is past for conceiving science and its verities as pure abstractions needing a foreign force for realizing them; in the end, they realize themselves according to the measure of their truth. A true idea is a fact, present, past, or to come. Let us add that, inversely, a fact is only a visible idea; for a fact is but the meeting point of a multitude of laws which intersect each other, and laws can be traced back to ideas. What is the movement of a projectile, through space? It is mechanics realizing itself. What is the formation of a crystal in the bosom of the earth? It is but geometry made visible to the eyes. Instead of manifesting themselves externally, science and its laws manifest themselves within our intelligence and in our actions, but it is always the same force which is displayed. When we act under the domination of a geometrical, mechanical, or of a physical truth, we may say that it is geometry that walks."

"When we thus act under the influence of purely scientific notions, the theorems and the laws of science do but continue themselves in our thoughts and our acts; it is, as it were, a mathematical or mechanical current which traverses us, and, in traversing us, makes us move. Practice, then, is only theory in action; and if the theory is exact, the practice will be."

"Thus, what has been the means of realizing in society a geometry and a mechanics more and more perfect, for example, of bringing exterior objects under our control, of permitting us to traverse space with rapidity, of giving us new organs through a new industry? Practice has issued from science, of..."
which it is a mere prolongation. To make an efficient use of geometry, human society needs merely to learn geometry. The true enchanter, who transforms all things by a natural magic, and ends by transforming itself, by enchanting itself, is science. In all these actions which are reducible to the application of some scientific truth, clear or obscure, we have no need of supposing a will distinct from the intelligence, as a slave ready to execute the mandate of his master. Here, the mandate executes itself; the man thinks, then feels, and the act follows.

Legibility is the highest quality of writing. We write, only that ourselves or some one else may read what we have written. The first demand is for the words and sense. If we attempt to render the words and the sense, by means of words, to appear unmistakably distinct. Experiments areominable. Only intimates that the writer must be familiar to everyone. A paraph under the name is all man society needs merely to transform, then feels, and the act follows.

The Roman alphabet is, of 'the Esop puts into the mouth of the Butterfly contemptuously sneering at the industrious Ant. Having never been taught the first lessons of industry or frugality, they consider themselves “born to eat the corn,” and that there will always be some of these super-serviceable friends around to supply them. Painstaking, economy, and faithfulness to duty may be all very well for those not born with a silver spoon in the mouth, but they are ridiculous old virtues for them to have any thing to do with. What a miserable conviction and prospect, when these mis-directed unhappiest find their summer over!

An anecdote of the late Robert Chambers, founder of the great Edinburg publishing house, is related in the Phonetic Jour-

nal, which shows in strong relief the advantage of faithfulness in little things, and of resolute thoroughness in all. When he had commenced business, still in a small way, dealing in part in second hand books, some gentleman who had wanted to supply a “Trades Library” in the town of Dysart, called to see what books of suitable sort and price he could furnish them with. They selected among others a copy of Muir’s Travels in Italy, but it was discovered that four leaves were missing in the centre of the book. Chambers, in order to secure its sale, told the gentleman that if they would take it he would make it complete. He did this so neatly, that the book now has a high value as a memorial of the energy, skill, and indomitable perseverance of the brothers who sold it in 1824 from their then humble store. He unbound the book, wrote the eight pages with a crow quill in type-form letters, and rebound it. The printing thus done is as easily read as the rest of the text.

THE DEAD LANGUAGES.

C. W. TUTTS, A. M., Principal of City Schools, Sheboygan, Wis.

A WRITER in the Weekly of Oct. 7 asserts that the Dead Languages are dying out in our schools. The only ground of proof for such a statement, to be found in the article, is a quotation from a French paper, to the effect that Latin verses are no longer written by Latin students. He might as well assert that the pyramids of Egypt are soon to pass away, because they are no longer covered with marble plates as in the time of the Ptolemies.

There have been changes in the methods of studying the classics, it is true; but no more than in the methods of studying other subjects. These changes have tended only to do away with whatever is superfluous, and to learn only the practical, useful part. We no longer set a pupil to learn a grammar by rote, from cover to cover, as a preliminary to the study of Latin, yet the student of to-day gets as much out of his Latin as he did of a hundred years ago. Ask any classical graduate which has been of the most real, practical use to him since he left college, the classics or the infinitesimal calculus, and if he is not a specialist, his answer will never be the calculus. And why? Because the classics are now studied as a means to an end, and not as the end itself. To the literati of the Elizabethan Era, Latin was the summan bonum. No work could hope to be permanent unless written in Latin. To them, English was but a transitory dialect in the world of speech. All this has changed. The English has become more fixed, is spoken by more people outside of England than in, and bids fair to become the universal tongue. In its increased importance it becomes more necessary to understand the English, and as a means of understanding it, we study Latin. The number of words in the language has become so great that some such means is necessary. An ordinary man, in a lifetime, obtains a vocabulary scarcely amounting to one twentieth part of the English words, and he must have some key to unlock the rest. This key is found in the classics.

When the Latin student spends a half-hour in learning the parts of regere, facere, and ferre, he does not realize that he is gaining that which will, in after life, give him an instantaneous clue to over a thousand English words, but it is true. In half an hour he has learned one fourth as many words as the rest of the text. Such being the value of Latin, as a means of saving labor, it
The next oral appendages are tubular tentacles in the Coelenterata. They are continuations of the ectoderm and endoderm of the body. They are used in prehension but not in locomotion. Between the ectoderm and the endoderm there are contractile filaments resembling muscle, and there are some indistinct traces of a nervous system. The tentacles are not provided with sucking discs, but are generally armed with numerous thread cells which give a stinging sensation and assist in capturing the prey.

The next oral appendages in order are the muscular arms of the Mollusca. They take their most distinct form in the Cephalopods, where they are used in locomotion as well as prehension; the animal walking head downwards on the bottom of the ocean in search of its prey. The arms are in nearly every instance provided with numerous sucking discs which assist in prehension. There are generally eight of such arms, with two of a peculiar construction, said by some to assist in reproduction. The arms are not jointed. There are no jointed limbs where there is no skeleton. The shell of a Mollusk is no skeleton, and gives no idea of the form of the animal which inhabits it. Most of the Cephalopods are without a shell.

After muscular arms, the next oral appendages are jointed limbs in the Articulata. Like the body, the limbs are encased in an external skeleton, having internal muscle (an endo-skeleton). In the order Merostomata these jointed limbs surround the mouth, and while the extremities are furnished with nippers for prehension, the basal joints act as jaws in mastication. The limbs therefore partake somewhat of the character of jaws and can be called jaw-limbs. The King crab is the only living representative of this order, and the ancient Euripeterus,—of which numerous fossil remains are found in our water-lime group,—was an allied species.

The next oral appendages and last in order are the lower jaws of the Vertebrata. They are jointed and have external muscle (an endo-skeleton). Though anatomically they partake of the character of limbs, they are only used in prehension and mastication; never in locomotion. Limbs proper are never oral appendages in the Vertebrata. The more exclusively they are used for locomotion, the further they are removed from the head to the body. In man—the highest Vertebrate, the posterior limbs are exclusively devoted to locomotion, and are carried from the head, and extended in a line with the spinal column the greatest possible distance from the body. The feet are furthest from the brain, and the hands are liberated from locomotion and made to serve the brain. The human brain and the human hand govern the world.

As the limbs in the Articulata, which partook of the character of jaws, were called jaw-limbs; so in the Vertebrata, as the jaws partake somewhat of the character of limbs, they can be called Limb-jaws.

We have then the oral appendages presented in the following progressive order, corresponding to the morphological progression exhibited in the five sub-kingdoms:

**ORAL APPENDAGES IN MORPHOLOGICAL PROGRESSION.**

Typical selections. (a, mouth; b, appendages.)

**PROTOZOA,—** Vibratile cilia. Not used in prehension; in some instances in locomotion. Ex. Bell Animalula.
Notes.

The report of the State Superintendent of Vermont shows that last year Appleton's Readers were adopted by one hundred and thirteen towns, Reed and Kellogg's Graded English by one hundred and sixty-seven towns, Anderson's United States Histories by one hundred and seven towns, Guyot's Geographies by one hundred and nine towns, and Greenleaf's Arithmetic by one hundred and eighty-six towns.

Prof. S. S. Hamill sends the Weekly greeting from Denver, nearly two thousand miles westward and more than five thousand feet heavenward. The poor fellow went there for rest and recreation after his fearful siege of ten weeks, fourteen hours per day, in Chicago, but before he was in Denver two weeks he had organized twenty classes and had more than two hundred pupils. He is now resting by teaching twelve hours per day. Engagements have been formed in several other towns and cities of the state. He finds the people there as anxious to study the science and art of expression as they were "back in the states," and he is looking for a place where there is no interest taken in the subject of elocution. He will go from Colorado to California, and if he finds no rest there will move on to Australia; and if there people still insist on knowing more of the excellence of expression he will go to China.

We have been much interested in examining Printed List No. 1, issued by the Church Library Association of Cambridge, Mass., for the benefit of Sunday school and parish libraries. The association was organized about a year and a half ago, by several embers of the Episcopal Church for the examination of books with reference to their fitness for such libraries. It consists of about thirty members, who are divided into reading committees of not less than twelve members each. A book, to be passed upon, is placed in one of these committees, and read in turn by the several members. It must be approved by a majority of the committee before it can be further considered; it is then openly discussed at a meeting of all the readers, and finally presented for decision at a regular monthly meeting of the entire association, when a three-fourths vote of all the members present is necessary before the book can be placed upon the approved list.

It will be seen that great precaution is exercised against unworthy books, and it will undoubtedly happen that many books which are unobjectionable will not be included in any list, because the judgment of the readers does not approve them for the Sunday-school or parish library. The list before us specially favors the publications of E. P. Dutton & Co., perhaps because, being the first, it includes many of those already on the shelves.

—E. P. Dutton & Co. being Episcopalian publishers. The effort, and the results as shown in this Printed List, are to be highly commended. Such intelligent and systematic supervision of the reading which is furnished young people will improve not only their morals, but their literary taste as well, and will help to weed out the numerous worthless and injurious books which have become so common in Sunday-school libraries everywhere. Copies may be had by addressing the Secretary of the Church Library Association, Cambridge, Mass.

—The New England Journal of Education acknowledges discretion the better part of valor, and withdraws the reformed spelling from its "New England Department," to appear hereafter only in the articles of special contributors and by special request. Adopting Pope's couplet:

"Be not the first by whom the new is tried,
Nor yet the last to lay the old aside,"

it refers its readers who are admirers of the new spelling to those organs which are specially devoted to the advocacy of the so-called reform. This is an act both wise and prudent. There is no standard journal in this country which can afford to adopt a spelling which is "an offense to the eye, the taste, and the scholarship of a large number of its readers." The so-called reformed spelling is a thing talked of, imagined, and by many hoped for, but it is not yet a fact, and it is doubtful if it ever becomes such. The most that can be done by publishers of general journals is to permit a liberal discussion of its claims in their columns, and to illustrate it for special contributors as far as their types will permit. To this extent the Weekly has not hesitated to go, and has even used the briefer spelling of program and catalog in all departments; but while generously granting every aid within its power to the friends of the cause, it must not be considered as an advocate or supporter of what is urged by the special organs and officers of the Spelling Reform Association. A language cannot be made in a day, or unmade by a series of resolutions.

—Professor Youmans in the Popular Science Monthly continues to vent his spleen against the public schools. A persistence in such insane editing of an otherwise excellent journal will ere long alienate many of its most valuable supporters. In the November issue he says, in reference to President Hayes' speech at Canton, in which he said that "in our own country, as everywhere else, it will be found that in the long run ignorant voters are powder and ball for demagogues": "The common schools teach just enough to turn out 'powder and ball for demagogues.' Our 'machine politics' is the bright consummate flower of American demagogism, but it never could have had so vigorous a grow
if the ignorance of American voters had not been duly cultivated. The more ignorant and stupid men are the greater is their fealty to party, and the more easily they can be counted on; but, as they begin to think, the demagogue is thrown upon his resources, so that the effect of the schools is to cause him to perfect his methods."

—The Phonetic Journal of Oct. 9 gives specimens of 27 proposed schemes of Orthographic reform, part of nearly 50 of which are under consideration by the English Spelling Reform Association, and out of which a limited number, most promising of practicability and effect, will be selected for closer investigation and trial. Several of these are of American origin and will naturally require a proper proportion of representatives from this side of the water before any full decision can be taken. There are as many using English in North America as in the British Islands—perhaps more. They are the best of people for submission to fair voting, but the worst to submit to any one-sided decision. No. 9 of the specimens is the most curious. It is a Southern scheme by H. Sweet, Broad Romic, and is intended to represent "educated Southern pronunciation." The letters are grouped, not by words, but by elocutionary impulses, and the degree of stress is marked by prefixed points. The following sentence is given as an example of the grouping.

Thig zekynitka mitoloi lekt such methodzez thay may think ri kwie longgori'la strayshon.

The turned e r presents a rather slighted or obscured u. The turned period shows where, in two places, an extra stress is laid on. The use use of ig for the first syllable of "executive," and of al for "will," of az for as, and the cutting off of the final r resonance from "require" and "longer," softening it into a mere a little more than a sigh, are odd examples of refined pronunciation.

Poets and painters are so fond of the picturesque as to prefer such spelling as "ladye" to "lady," and a gnarled old tree or a dislocated fence to anything that is neat and regular. Yet we see England's Poet Laureate, Alfred Tennyson, among the distinguished names of scholars, teachers, and statesmen who are official representatives of the Spelling Reform Association.

THE PRESS.

School Government.—Teachers are hired to give instruction, and, within certain limits, to govern, but they should not be required to waste their energies in governing unruly pupils, and in consequence neglect the proper work of the school-room. It is poor economy to hire teachers merely to govern a school. Pupils who cannot be governed by the ordinary methods of the school-room should be handed over to their parents for correction. If the parents fail, let the school board take the matter in hand. The scholars in this county who would defy a united school board can be counted on the fingers of one hand, but the number, who would worry and annoy their teachers, with the trustees as passive lookers-on, is very numerous. Of course, the school board cannot treat every case of disobedience as it arises, nor is it necessary that they should, but they should most emphatically declare their determination to compel order in the school room, and their willingness to stand by the teacher in all reasonable efforts of his to secure good discipline.—Jackson, Tenn., Republic.

Science in the Public Schools.—In the report of the four professors to the A. A. S. on Science in Public Schools, the failure of scientific method is largely attributed to the graded system now established in the country. As well might the failure of a campaign be ascribed to the organization of the defeated army in companies, or the demoralization of a neighborhood to the life of the people in families! School-grading is simply the most obvious first step out of educational chaos. If individual isolation were essential to the true education, the Creator, who certainly is "scientific," would have dispersed the race, each man "under his own vine and fig tree," instead "setting them in families" and making association the primal law of humanity. Of course, all association, including school-grading, is open to the peril of mechanism in method and the despotism of the majority. But there is no safeguard so complete against pedagogic bulldozing as a sharp class free to question, wherever mind uses its right of reviewing its fellow. And of all instances of the overlaying of a noble mind by a powerful intellect, run by a stubborn will, the most painful is John Stuart Mill, trying for twenty years, like a Sampson in chains, to break out of the prison-house of his father's system of isolated, individual instruction.—N. E. Journal of Education.

Keep Yourself Good-Natured.—There is one fault in a teacher which every superintendent ought to be on the guard against, in the selection or retention of his helper; and that is, a liability to get provoked with his scholars, and show ill-nature at their pranks or restlessness. There are teachers who lose their temper in their classes on the slightest provocation. Their scholars know it, and take a wicked delight in teasing them. The teacher who cannot control himself can never control his class. He is at a disadvantage at every turn. Mr. Spurgeon says that "nothing is improved by anger unless it be the arch of a cat's back."—Sunday School Times.

How to Teach.—If an educated man wants to learn a foreign language he begins, as soon as he can read at all, with something that he expects to find interesting. He reads a novel, unless he has a distaste for novels, and then he reads poetry or some author whom he has hitherto known only by repute or by a translation. The motive is the same in all three cases. He wants to have the necessary drudgery of mastering a foreign language lightened, and he chooses books which he thinks will lighten it. Precisely the same course should be taken with children in elementary schools.—Lo den Saturday Review.

Teachers' Salaries.

The total number of teachers employed in public schools in the United States and Territories of the Union (Georgia and Idaho only, not reported) is 249,283. Most of the states and territories furnish full and accurate statistics; but Arkansas, while giving the total number of teachers, cannot tell how many are male and how many are female, nor their pay. Florida gives the number of teachers, male and female, but can give the pay of neither. The same is true of Kentucky, New York, and the territories of Dakota, New Mexico, and Wyoming. Texas estimates the number of teachers and gives their pay.

The United States Commissioner of Education presents a statement of the monthly compensation to teachers in public schools, with the remark that "any one who would examine the column of the average salaries paid would not, from the nature of the case, expect the compensation of teachers to be the first point of attack in the effort to retrench public expense." The District of Columbia pays the highest salary to male teachers, $120 per month. Arizona pays the highest salary to female teachers, $90 per month. In the District of Columbia, in Nevada, and in Arizona the average pay of male teachers is over.
$1 per month. In California it is $85; in Massachusetts, $84.78; in Rhode Island, $87.49; in Montana, $75; in Connecticut, New Jersey, Indiana, Colorado, and Ohio it ranges from $60 to $67; in Utah, it is $54; in Texas, $53; in Michigan, Illinois, Iowa, Oregon, Wisconsin, New Hampshire, and Maryland it ranges from $41 to $48; in Mississippi, Pennsylvania, Vermont, Nebraska, Maine, Virginia, West Virginia, Minnesota, Kansas, Tennessee, Louisiana, Delaware, South Carolina, Missouri, and North Carolina, from $30 to $40, and in Alabama it is $22.

Next to Arizona, Nevada pays its female teachers the highest average monthly salary, $50; the District of Columbia stands next, $49; California, $48.16; Montana, $47; Rhode Island, Indiana, Colorado, and Maryland, $41.40 to $48; Connecticut, Massachusetts, New Jersey, Ohio, Illinois, Oregon, Pennsylvania, Nebraska, Virginia, West Virginia, Tennessee, and Louisiana, $30 to $37; Utah, Michigan, Iowa, Wisconsin, New Hampshire, Vermont, Minnesota, Kansas, South Carolina, North Carolina and Alabama, $22 to $29, and Maine, $17.04. Alabama, Delaware, Mississippi, Missouri, and Texas do not report the pay of male and female teachers separately. It would have added to the interest and usefulness of these statistics if the commissioners who compiled them had also stated the cost of living in each state. It may be that the teacher in Kansas with $30 per month is better off than the teacher in California with $85. From other sources it appears that New York City pays an average of $814.17, and Philadelphia an average of $486.10. Boston comes first in the table of average salaries to principals of grammar schools, $3,200 to male teachers and $2,000 to female. San Francisco pays $2,466 to male and $2,200 to female. But in the high schools principals are paid $4,000 in San Francisco and $3,780 in Boston.

Primary teachers are also best paid in San Francisco, receiving an average salary of $1,500. Chicago ranks next with $1,080, while Boston pays only $800 and New York $800, with Cleveland last in the list at $546. Teachers in music get $3,500 in Boston, and those in drawing the same, while in San Francisco $1,950 is paid the one and $2,100 the other. Cincinnati pays $1,800 to both, and Chicago the same. A female teacher in drawing was engaged at Milwaukee recently for $1,200, and one of the commissioners explained that "impossible to secure the services of a gentleman." —Boston Transcript.

SCIENCE AT THE MICHIGAN UNIVERSITY.

The hasty and ill-natured criticism of Princeton College and Michigan University which appeared in a late number of the Popular Science Monthly has been justly rebuked by President McCosh for Princeton, and Prof. C. K. Adams for Michigan University, in correspondence addressed to the editor of that magazine. The letter of Professor Adams is so interesting and valuable as information for the general public that we take the liberty of republishing it entire. It speaks well for the natural science in that institution, but that was the purpose for which it was written. Doubtless Professor Adams would himself resent an implication that the University is a whit behind other "great institutions," if he himself were not "maintained from the first by public taxations." A few sentences, by the way, may be added in parenthesis.

In the first place, you are in error in assuming that Bishop Harris spoke as the representative of the University. Would it have been fair to assume that Yale College was represented by President White's famous address on the "Warfare of Science?" Each of these gentlemen was invited to deliver a commencement address, each chose his own subject, each treated his subject in his own way, and each was alone responsible for what he said. One sentence in the Bishop's address may have misled you. I refer to that in which he expressed his gratitude that classical studies will maintain their prominence in this university. But it is certain that the Bishop either meant simply to express his satisfaction that so large a number of students still continue to pursue classical studies, notwithstanding the inducements held out by the scientific courses, or, what is perhaps quite as likely, he himself was not fully aware of the extent to which the University has been quite comprehended. In one instance, at least, the Bishop ran squarely athwart all the traditions and usages of the University. The orator indicated certain studies which he wuld not permit the student to pursue. The University, on the contrary, has long held up its idea of liberal learning and that of the Middle Ages studies are still in the ascendant. The sciences are taught there, but the classical course is the one encouraged by the whole weight of the University influence.

I think a few facts will be enough to show you that this assertion is totally unfounded and comprehensively inaccurate.

1. As many as twenty-eight years ago the University of Michigan was the pioneer in the work of raising scientific studies to a footing of absolute equality with the old classical curriculum. At that moment there was not a single college or university in the country that had a scientific course of four years. Such a four years' course was then established here; it has ever since been maintained, and the requisites for admission to it have been raised as rapidly as the condition of the preparatory schools would permit.

2. "This work, that once barely touched, has now become so extensive as to be almost impossible to secure the services of a gentleman of means in the various professional degrees in engineering, the college of letters, and in the liberal art of teaching." Each of these studies is the one encouraged by the whole weight of the University. Our own professorships are required for the first of these degrees only; and even for A. B. the amount of Latin and Greek required aggregates scarcely less, and the amount of science the student may elect in addition aggregates in the work of one term. In one instance, at least, the University has been able to compete with the most illustrious university of the country.

3. The number of courses in instruction in Latin and Greek offered the student in the present semester is twelve (12), while the number of courses offered in the sciences is forty-four (44). The number of teachers employed to give instruction in Latin and Greek fifteen years ago was four; last year the number was four; fifteen years ago the number of teachers in the sciences was two; last year the number was twenty-four.

4. The means of illustration in the classical courses have remained almost stationary; while the appliances for the pursuit of scientific studies have spread out in every direction. The physical laboratory after the addition of the apparatus for the encouragement of scientific studies has been added to a considerable number of original investigators. The botanical laboratory is daily occupied by a crowd of students pursuing advanced microscopic researches. The physiological laboratory is positively overrun with students from the beginning to the end of the year. There are scientific courses to be had, last year, in the University of Michigan, 46; the number of teachers employed to give instruction in them in the past fifteen years, six; the number of students attending them last year, a total of 1,200. Other universities have reared grand dormitories and memorial halls; but, if any other institution in the country has done more for the direct encouragement of scientific study and research within the past fifteen years than the University of Michigan, I have yet to learn which one it is. If you will point us to a better record than that indicated in the above facts, we will endeavor to emulate its superior.

As your facts were at fault, of course it is not necessary to point out the error of your conclusion. I trust that the facts given are sufficient to justify you in modifying your intimation that the institution "deserves to be suppressed as a public nuisance."

I ought perhaps to correct one or two further errors of your article. But I cannot blame myself with saying that the University has not been "maintained from the first by public taxations"; that it was not until after it had already acquired strength, and renown even, that the first dollar was levied in its behalf; nay, that the first taxes were not levied for it until long after a fundamental law had been passed prohibiting the same. In 1834, Genesee was the condition of admission to the full privileges of the University.

You conclude your paper by comparing the University of Michigan with Cornell and pointing out the difference, as evidenced in the contrast between Bishop Harris's address and the address of a Cornell student on the same institution. I conclude mine by saying that, if you will favor the University of Michigan with a visit, the Librarian, I doubt not, will take great pains in showing you a card-index of theses of the very kind you so justly admire. Very respectfully yours.

C. K. ADAMS.

UNIVERSITY OF MICHIGAN.

Ann Arbor, September 15, 1880."

Theresa Tus, of Tunia, a girl of thirteen, bore off the first prize as a violinist, at the Paris conservatory, last year. She has been offered $40,000 for a five-years' tour through the United States. Her parents decline to accept.
OUR EDUCATIONAL EXCHANGES.

The Kindergarten Messenger and The New Education is a union of the two journals composing the name, edited by W. N. Hailmann, and published by Dorringer Book and Publishing Co., Milwaukee, at $1.00 per year. It appears monthly, containing eight pages of reading, size of the Weekly. It is the organ of the American Froebel Union. Teachers interested in kinder
garten culture will find it of service.

Occasionally a copy of the Scholar's Companion comes to our desk. This is an excellent journal, octavo, for the scholar. It will supplement his school work by many pleasant lessons on men and things. It is published monthly at fifty ' cents a year, by E. L. Kellogg.

The Teacher, Philadelphia, is the handsomest school journal among our exchanges. It is published by the popular house of Eldredge & Brother, at one dollar per year. The front and paper are of the very best kind, and the editing of each number is to that of most school journals. Its selections are good, but it has a bad habit of omitting the credit due to exchanges.

Among the cheaper monthlyes may be mentioned The Teacher's Guide, published by J. R. Holcomb & Co., Mallet Creek, Ohio, at fifty cents a year. It usually contains four pages, and manifests considerable energy and ability on the part of its manager, Mr. J. D. Holcomb. In the September issue he makes a list of three "Special Prize Questions," and hopes to arouse an interest in them in a manner similar to that adopted by the Literary News, of New York.

The Normal Educator is published bi-weekly at Valparaiso, Ind. There is a huge "normal school" at that place, and this is the organ of the students. B. E. Shawhan is editor. But in his issue of September 25 he announces a proposed change in form, and only monthly issues. Subscription price, $1.10. Nothing will be gained by the proposed change in form, but it may suit the students better. What is a "normal educator," anyhow?

The Buffalo School Journal has gone the way of all the world. It lived nobly and gave up its work honorably, by uniting with the New England Journal of Education. So they go; we have only to say, "which next?" and the answer comes promptly. There seems to be one passion common to all teachers—to get their names in print, to "edit" something, and, if only slightly encouraged, to begin the publication of a regular periodical for their fellow teachers. Poor, deluded mortals! Better never touch the quill. There is danger in it. No man ever yet made it pay to publish an educational journal, and no man ever will, if dollars and cents are the commodity with which he is to be paid. It's fun, but the business becomes monotonous after all the time.

We counsel all to "touch not, labour of love" or "labor of love" or purely for the good of the cause. If you have anything else to do, don't be come sponsor for an educational journal.

The Common School Teacher for September appears in a new dress, one half in usual size, and under the new management of Mr. John V. Smith. William B. Christler remains editor, with Walter S. Smith corresponding editor. It is a good journal for the country teacher, has done a good service, and hopes yet to do still better.

A modest and yet a very good paper of local interest comes to us from Terre Haute, Ind., called the State Normal News. S. B. Parr, editor and publisher.

Literary Notes is published in Kearney, Nebraska, by Rev. L. B. Fifield. It is newy, original, and instructive. It has steadily gained in circulation and merit since its first issue two or three years ago. It is published in 16 numbers a year, at $1.25 per year.

The San Francisco Public School Record, weekly, announces that after the first of November that journal will be issued monthly, in a magazine form. One of its leading features will be a Teachers' Department. It is not stated whether or not the publisher intends to continue the publication of the California School Record, which is a monthly of recent establishment, or to combine it with the present weekly paper.

A Wise Deacon.

"Deacon Wilder, I want you to tell me how you kept yourself and family well the past season when all the rest of us have been sick so much, and have had the doctors visiting us so often."

Brother Taylor, the answer is very easy. I used Hop Bitters in time; kept my family well and saved the doctor bills. Three dollars worth of it kept us well and able to work all the time. I'll warrant it has cost you and the neighbors one to two hundred dollars apiece to keep sick the same time."

"Deacon, I'll use your medicine hereafter."

CHICAGO NOTES.

The evening schools of Chicago will probably open on Monday evening Nov. 8. It is expected that schools will be opened in the buildings which were formerly occupied for that purpose, to wit: The High, Kinzie, Newbery, Jones, Ward, Scammon, Foster, Wells, and Sangamon-Schools. It is hoped that the postponement of the opening until after the Country shall have been saved by the November election will enable the patriotic Young America to devote his whole time and attention to the demands of these schools while they are in session.

The prospect now is that teachers will be paid in scrip for the months of October and November, and quite possibly December. There is a melancholy sort of advantage in having the December pay in scrip. If the cash in the hands of the Board be held for the teachers until after the first of January, it can then be paid on account of salaries of 1881, and 1880 scrip will sell better than 1881 scrip. So that a respectable percentage of at least one month's pay will be saved by the proposed scheme.

The number of pupils provided with but a half day's accommodation on the last day of the school month of September was 5,954. That is to say, as at present organized there are 2,977 pupils without seats. There were, however, in fact, seats for all the pupils enrolled in September except 1,758. There were 741 seats in the city in excess of the average membership, and 2,880 seats in excess of the average daily attendance. It will be seen that many of our too greatly concerned friends will soon be in the position of the old lady who had suddenly acquired a second pair of spectacles—"What will I worry about now?"

At a recent meeting of the Board Supt. Howland presented the following interesting comparative figures:

<table>
<thead>
<tr>
<th></th>
<th>For Sept. 1871</th>
<th>Sept. 1880</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Seats</td>
<td>45431</td>
<td>49326</td>
<td>3905</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>870</td>
<td>920</td>
<td>50</td>
</tr>
<tr>
<td>Number Pupils Enrolled</td>
<td>46457</td>
<td>50584</td>
<td>4127</td>
</tr>
<tr>
<td>Av. Daily Membership</td>
<td>46183</td>
<td>48285</td>
<td>2102</td>
</tr>
<tr>
<td>Av. Daily Attendance</td>
<td>43991</td>
<td>46146</td>
<td>2155</td>
</tr>
</tbody>
</table>

There is an organization in Chicago called The Citizens' Association. Its object seems to be the study of the important political, social, and economic questions from time to time disturb the equality of the Municipality. The results of this study are embodied in reports of greater or less length which are published periodically for the education of students in sociology and political economy. They sometimes provoke the proud scorn of irreverent newspaper reporters, but they generally conduces to the edification of thoughtful citizens. A report by the president, who is also a member of the Board of Education, intimates that a committee of the association is incubating a report on the schools of the city. In view of the general charac
ter of school reports by non-experts, and indeed by many self-esteemed experts, we venture to reproduce a story perpetrated by the philosopher of the Detroit Free Press. It is promised, Messieurs Citizens' Committee, that there are some lines of parallelism between the school question and the horse question: Yesterday a horse which had been looked over by the Fire Department and rejected on account of size, was tied to a post on Griswold street. He was as sound as a dollar, not even showing a wind-puff. Pretty soon along came two lawyers, and one of them remarked:

"Pity such a nice animal as that is founded."  

"Yes, and I can see that he is wind broken to boot," was the ready response.  

Then the lawyer of a bank bailed and took a look at the horse's teeth. He was going away, when a mail-carrier asked:

"How old do you call him?"

"Some men might buy him for 12, but they couldn't fool me. That horse will never see 16 again."

The best judges had called him 6, and his owner had proofs that he wasn't a month older. The mail-carrier felt of the animal's ribs, rubbed his spine, and observed:

"He's got the bots, or I'm no judge of horses."

Then a merchant halted and surveyed the horse's legs, lifted his front feet, pinched his knees, and feelingly said:

"He's got a pretty good step in his day, but he's gone to the cows now."  

The next man was a bookkeeper. It took him about five minutes to make up his mind that sweetly was the leading alliment, although poll-silly, heaves, and glanders were present in a bad form.

"This is sweety!" quoth an innocent bootblack who had made up his mind that the horse had liver complaint.  

"Sweenee?" repeated the bookkeeper—"look at the way he carries his tail and learn what sweeny is."  

"Oh, you," put in another—"sweeney affects the eyes."  

"I guess not," said an insurance man; "I guess sweeney affects the lungs."  

"Lungs?" cried a broker,—"you mean the stomach!"

And they were jangling over it when the owner of the horse came and led him away.
And now there is more trouble brewing. Inspector Keith has given notice that he will propose an amendment to the Board of Education providing that hereafter no person shall be elected to a principalship who has not passed a principal’s examination and received a principal’s certificate. The proposed amendment is a blow at the special privileges enjoyed by the female teachers of Chicago. Heretofore the Board has chosen its lady principals from the great body of teachers and thereby stimulated many dormant ambitions. The amendment, if adopted, will narrow the circle from which future choices will be made.

As to the merits, they seem to be decidedly in favor with Mr. Keith’s proposition. While it may be true as it is of teachers that a rigid examination will sometimes exclude a competent principal, it is much safer on the whole, and healthier to limit the number of candidates and stimulate a better preparation.

The normal school at Emporia is very successful; there are now the southern portion of the state. An anti-Greek society has been organized; its members are called the Demosthenes Club, in honor of the great orator. It is a literary society, and was formed to counteract the influence of the Greek system of education. The society has three officers: a president, a vice-president, and a secretary. The president is currently occupied with the administration of the society, while the vice-president is responsible for the financial affairs, and the secretary is charged with the maintenance of the records.

**THE STATES.**

**MICHIGAN.**—A very successful institute was that held at Negau. All the graded schools in the county, except that at Michigamme, were closed for the week, and every teacher attended the institute, besides a large number from the nine schools, and the districts adjoining. Professor McLouth was the conductor; he was well assisted by Messrs. Oelew, Kelsey, Cochran, and Northmore. Nearly a hundred names were enrolled. Mrs. Davenport, of Marquette, gave an interesting talk on principal in primary schools. Mr. McLouth lectured one evening on the Mammoth Cave, and Mr. Kelsey on History. Mrs. Kelsey gave an eloquent and entertaining evening on education.

Olivet College has a new hall for natural science. The catalog for 1880-81 will show an attendance in all departments of 950. The freshman class consists of 46, of whom 24 are ladies.

The Walker Smith system of drawing has been introduced into the public schools of Grand Rapids. The *Wolverine Citizen* quotes the editorial of the *Weekly* criticizing Mr. Dickinson’s Premium Essay in full.

The new high school building at East Saginaw is about completed. Principal Beatty expects to move into it soon.

Prof. Ernest Eggers, of Grand Rapids, has been appointed State visitor to the German Lutheran Academy at Detroit.

Prof. C. F. R. Bellows, of Ypsilanti; Hon. W. M. Harford, of Muskegon; and Supt. Z. C. Spencer, of Battle Creek, have been appointed State visitors to Battle Creek College.

Principal E. A. Wilson, Mt. Pleasant, is doing nicely in that place. Mr. Wilson rendered efficient service at the Institute held at Mt. Pleasant in August.

The second building at St. Clair is now entirely enclosed and presents a fine appearance from its elevated position.

The following named amounts for the first seven months of the year are to be raised by state taxation: University aid, $1,725; University museum, $20,000; University general and other expenses, $17,125; Normal School, current expenses, $17,800; State Public School, $43,050; State Reform School, $33,500; Def. Dumb, and Blind Aylum, $40,100; Agricultural College, building, $12,010; Reform School for Girls, building, $10,000; School for the Blind, building, $10,000.

A friend at Ovid writes: “Our school has opened with most encouraging prospects. Our building has been repaired and newly calcimined and new furnaces replace old ones. The teachers are: Principal, W. S. Webster; Grammar department, Ella M. Nethaway; Second Intermediate, Emma D. Webster; First Intermediate, Minnie E. Bennett; Second primary, Anna Bowlby; First primary, Rubie H. White.

There are 153 pupils in the Battle Creek high school, 70 of whom are non-residents.

The University.—Prof. J. W. Langley, of the University, gave an exhibition of his Electric light on Thursday evening at Ailes’ Foundry. The exhibition was very successful in all respects. Four separate lights were furnished, three of them from one machine running on four horse power, and the lights were remarkably steady. Prof. Langley having invented a lamp in means of which he is enabled to control and very largely prevent the flickering, which is one of the principal drawbacks of other electric lights. Several of Prof. Langley’s machines are in use in this and other states. The cost of the light is only about two or three cents per hour for each lamp. Prof. Langley’s light promises to be cheaper and better than any other now in use. **Ann Arbor Register.**

**Physiology and Pathology** has just been published by the Ann Arbor Printing and Publishing Company. The work has been highly commended by many scientific men. The November number of the *Popular Science Monthly* contains an answer from Prof. Adams to the attack upon the University in a recent issue of that periodical. — The Palmer gave his lecture to Foreign medical students. He said that everywhere abroad the tendency is to ignore practical medicine.

**OHIO.**—J. C. Hartler, superintendent of schools at Newark, writes: “We are controlling nineteen hundred pupils without any corporal punishment. It was abolished four years ago, and we don’t wish to return to it.”

**KANSAS.**—The normal school at Emporia is very successful; there are now about 250 students enrolled.

**IOWA.**—A. C. Bell edits an educational department in the Delta Independent. Mr. Bell is principal of the Delta schools.

Supt. D. W. Lewis, of Washington, reports an enrollment of 619 Oct. 15; the per cent of attendance is 98.2.

The clipping from the Davenport Democrat in this column last week does not fairly present the truth in regard to the acceptance of Miss White’s services in that city. We are informed by Supt. Young that her visit is very much enjoyed, and the schools are deriving much profit therefrom. The new books will be used as soon as an adjustment can be made.

Supt. Sper, in his “col’s,” retails the intimation that teachers should be paid by school boards for time spent in attendance at institutes, the same as if teaching, and that they should be given their board by citizens. “If teachers do not receive enough to place them beyond the necessity of asking alms, they had better bid good bye to the profession, and seek employment elsewhere. The public good does not demand that the children of this commonwealth be instructed by mendicants.”

**The Pilot of Emmetsburg reports the institute at that place as the “most successful one for many years.” The instructors never appeared to be more imbued with the greatness and grandness of their duties.** Prof. Wernli was instructor, and Mrs. A. B. Billington, of Marion, acted as assistant, teaching history and geography. County Superintendent Henry Perkins also assisted. The institute lasted two weeks.

Mrs. A. E. Thomas, former principal of Beacon and New Sharon schools, and now of the Casey, Iowa, schools, had the misfortune lately to lose by death her only daughter, the young wife of Mr. Pierce Ratchlief of New Sharon. Her acquaintances and friends deeply sympathize with her in her affliction.

Prof. J. W. Woody, former President of Penn College, latterly of the Oskaloosa Bar, has left Iowa to take charge of Friend’s Boarding School, at New Garden, N. C. His many friends wish him success.

Oskaloosa College and Penn College are both running “in full blast,” each having the largest enrollment for the time of year, that they have had for several years. Presidents Carpenter and Trueblood are managing these institutions successfully. May it always continue.

A. C. Bell is the new principal at Delta; Z. W. Thomas at Searshor; J. D. Yocum at New Sharon; and Geo. H. Zane at Fourth Ward, Oskaloosa, all of Oskaloosa and all are doing good work in their respective places.

J. W. Johnson, former County Superintendent of Mhaska Co., latterly City Superintendent of Knoxville schools, has returned to Oskaloosa and is again numbered among her citizens.

Miss Ida Enos, of the Oskaloosa schools, has resigned on account of sickness, and Miss Bell Kizer is thus added to the Oskaloosa corps.

**INDIANA.**—The Indiana State University has recently received a visit from a committee appointed to make a careful examination of the workings of the University and to report to the citizens of the state. This committee, consisting of state Supt. J. H. Smart, Supt. elect J. M. Bloss, and Rev. Mr. Mabie, has completed its observations and expresses great satisfaction in the condition and management of the institution. The University, on account of its location, does not receive the patronage from the northern portion of the state that it merits. The students, nearly all from the southern portion of the state, are all doing good work in their respective places.

J. W. Johnson, former County Superintendent of Mhaska Co., latterly City Superintendent of Knoxville schools, has returned to Oskaloosa and is again numbered among her citizens.

Miss Ida Enos, of the Oskaloosa schools, has resigned on account of sickness, and Miss Bell Kizer is thus added to the Oskaloosa corps.
The result of the first count of population according the schedules returned to the Census office by the enumerators gives Chicago 593,065.

Normal Notes.—Mrs. Marietta Hayes Smith, an old-time Normalite, visited her acquaintances here recently. Her husband, Rev. Harry A. Smith, has built up a flourishing Baptist church at Tampico, Ill., but has lately resigned his pastorate with a view of locating elsewhere.—Charles E. Blake is principal of schools at Rock City, Stephenson county. He has been doing good work as local agent for the WEEKLY.—John W. Farrill, formerly a teacher in Mt. Morris Seminary, is now a student in Chicago Theological Seminary.—B. W. Baker, formerly principal of the grammar school, is now pastor of the M. E. church at Sheldon, Iroquois county.—George Blount is doing his second year's work as superintendent of schools at Macomb. We bear the most favorable reports of his work.—Z. F. Larrick, of this place, takes a country school near Danvers, McLean county. —J. F. Yoder still has charge of the village schools at Danvers.—S. E. Gilbert takes a school in West township, McLean.—Samuel W. Garman is still engaged in scientific work in connection with Harvard.

Campbell sent a delegation of about sixty to accompany her orator to the Galesburg contest. The school uniform contributes much to the appearance of a band of students thus going abroad.—Dr. Gregory addressed a political meeting at Clinton lately and made a model campaign speech, free from uncoath expressions, interesting, and logical. John F. Barrill, a brother of the professor, was killed Oct. 15 by the running away of his team.—The officers of the veterans are not elected by the company as heretofore, but receive their places by appointment.—The university mourns the recent death of two former students, J. W. Lamson, and G. H. Stevens.—Prof. Don Carlos Taft was recently called to East Lynn, Vermillion county, to inspect the mastodon skeleton found there. The animal must have had a girth of eighteen feet.

The professor made the discovery the text for a geological lecture to the citizens in the evening.

Mulheire county institute for October met at Sullivan. Pres. Colloway is principal of schools at Bethany. Exercises were given by Messrs. Colowen, Rose, and Stearns. The next session will be at Bethany, Nov. 20. Mr. Sanders, Messrs. Bost and Sharp are program committee. John A. Shorts teaches this winter at Owasco school house.

Knox county will have its regular annual institute at the Thanksgiving time.—Galesburg schools enrolled 1,632 during the month of September.

Miss West has settled seventeen cases of disputed elections during the past year and has answered twenty-five hundred official letters.—Professor Churchill of the college has been on the sick list for a while. The students are making preparations to give Dr. Bateman a rousing reception when he returns.—The Galesburg school board have employed Prof. Martin, of the business college, at a salary of $45 per month to give writing lessons in the high school and the highest grade of the grammar schools.—Miss West does a good thing to mention what improvements the various school boards make in the matter of school premises, apparatus, etc. If directors would more generally get credit for what they do, they would more generally do something.

Maroa county teachers have a column in the Decatur papers as often as they choose to furnish the matter for it, which is about twice a month, once when they want to announce what is to occur at the institute, again when they want to announce what has occurred. Maroa school girls are greatly excited politically. October 9 the Garfield girls had a procession and a pole raising, a week later the Hancock ladies retaliated with a similar performance. No violence has yet been reported.—Decatur enrolled in September 1,647 pupils. The city institute for October met on the 16th. Lessons on Chaucer, Falling Bodies, and Dictionary Work were conducted by Messrs. Gastman, Henderson, and Wilkinson respectively. A discussion on the uses and abuses of the marking system was led by Mrs. Montgomery and Mrs. Evans, and participated in by the teachers generally.

Miscellaneous.—The enrollment of Highland schools is 450. The board have just issued their first annual report. It contains also the superintendent's report and the course of study. Miss Hallie Todd, a former Highland teacher, was married October 4, to Louis A. Roberts a former Normalite.

The schools of Louisville, Clay county, have an unusually large attendance, and will probably find it necessary to employ another teacher.—John is not to have a new high school as she thought. Those of the board who approve building say we will meet up obstacles to throw in the way. After the contract was let and the site chosen the astounding objection was made that the title to the land is not good.—The Patron Collegiate Institute em...

[Concluded on page 199.]
THE HOME.

[Written for The Educational Weekly.]

SOME MORNING ROSES.

By TARLEY STARR, Virginia.

Ye must have dropped down here last night from the sky; Though I can't see your little sky-wings, For there's not one look of this world In your eyes.

You Beautiful Things!

Not a look of its weariness, troubles, or cares, Not a hint of its earth-smell ye yield, But perfume, like incense of Angels' Wafted over God's field.

This luminous white has the pearly-gate glow, And thys the golden streets see, This red is the sky-blush bloomed out On the bough.

Of some paradise tree, Then dip in the river that quivers with light. Till the drops crystal down, — every one Into diamonds that flash in their white.

From some Angel's crown. Perhaps some good Angels, last night, in their sport Leaning over "The Wall" there, could see Us out in the dark, and, "Poor children!" they thought.

"How sad they must be!"

"Some hearts there are desolate, weary, and lone; Let's throw this 'Good morning' of hope!" So over the sky-wall these roses drop down, To make us look up.

THE LIBRARY.

REPORTS AND PAMPHLETS RECEIVED.


First Annual Report of the Board of Education of the City of Yanktown, Dakota Territory, together with an Appendix containing the School Regulations, revised to date. For the year ending August 31, 1880. William M. Britto, Secretary.

NEW BOOKS RECEIVED.


THE PHYSIOLOGY OF WOMAN. Embracing Girihhood, Maternity, and Mature Age, with Essays on Coeducation of the Sexes in Medicine, the Physiological Basis of Education, Temperance from a Physician's Point of View, and a plea for Moderation. By Sarah Hacket Stevenson, M. D., Adjunct Professor of Obstetrics, and late Professor of Physiology in the Woman's Medical College of Chicago. Chicago: Cushing, Thomas & Co. 1880.

THE ITALIAN PRINCIPIA—PART I. A First Italian Course containing a Grammar, Delectus, and Exercise Book with Vocabulary, on the plan of Dr. William Smith's "Principia Latina." Harper & Brothers, Franklin Square. 1880.


FRANKLIN SQUARE LIBRARY.

A Memoir of Rev. Sydney Smith. By his Daughter, Lady Holland, with a Selection from his Letters, edited by Mrs. Austin. (Abridged and rearranged.)

A Sailor's Sweetheart. An account of the Wreck of the Sailing Ship 'Walderstall,' from the Narrative of Mr. William Lee, Second Mate. By W. Clark Russell.

Just as I am. A Novel. By Miss M. E. Bradton.

Cast up by the Sea. By Sir Samuel W. Baker, M. a., F. R. G. S.


All published by Harper & Brothers, New York, at 15 cents each.


These two books constitute what is called Seymour's Arithmetical Series. An examination of their contents leads us to the discovery of nothing essentially different from the contents of scores of other arithmetics already before a long suffering public. It need not be said that we do not expect marvelous originality in a work on so common a branch of science as Arithmetic, but we do believe it reasonable to expect modern bookmakers to cease promulgating the false definitions and awkward expressions of the arithmetics of the past century. "Multiplication consists in repeating any number a given number of times;" "Multiply each figure," etc.; "A Divisor of a number is a number that will exactly divide it;" "A multiple of any number is a number which will exactly contain it;" are only specimens of numerous expressions indicative of the fact that the books are mere transcriptions from various sources. They will doubtless be somewhat used if discreetly and vigorously pushed.


The genial, modest way in which Professor Fox has presented this volume to the public in his preface is winning at the outset. A man who writes in that style must have the notions of a student's volume which will enable him to put the right kind of matter together in just the right way. "I have endeavored, as a plain man, in a plain way, to put the thoughts of Shakespeare at the command of every ordinary English reader." Such a task, if well accomplished, is creditable to any man, whether plain or professional. Shakespeare is a favorite author, yet his works are so voluminous that the ordinary student is bewildered in undertaking to become acquainted with them. Not one person in a thousand has a concordance, and the aim of our compiler has been so to group and classify the thoughts of the great author that the ordinary student may easily find any quotation desired. His plan is to present in alphabetical order such a series of headings and sub-headings as will serve to open the door to any volume or work of the great author—like keys to a thesaurus of knowledge. The volume contains 625 large octavo pages, and
to fill so large a space with the selected sentiments of Shakespeare arranged under arbitrarily chosen headings requires something more than the accomplishments of a compiler—there must be the learning of the commentator, and the erudition of the critic, though these qualities may be disclaimed by the author.

No one capable of appreciating Shakespeare can fail to prize such a volume as this. It is a treasure to every lover of fine thoughts finely expressed. It gives us Shakespeare to read, or it reinforces our reading and thinking in other directions by the best and choicest quotations from the classic Bard of Avon.

**LITERARY NOTES.**

—Send to D. Lothrop & Co., Boston, for specimens and prospectuses of their charming periodicals for children. Four illustrated serials are promised for *Wide Awake* in 1881. Only $2.00 a year.


—Most boys and girls have a limited acquaintance with the use of the brush and water color paints. For such as wish to cultivate the art beyond what is usually done, Messrs. D. Lothrop & Co. have published a little book called *Nursery Tiles, or the Boys’ and Girls’ Painting Book*. It contains a beautiful decorative picture for each mouth, with a collection of rhymes illustrated in outlines which may be colored so as greatly to interest the children. Suggestions and examples are furnished at the beginning of the book. This will make a good Christmas present.

—*Lippincott’s Magazine* will enter upon a new series with the year 1881. A marked change in the magazine is announced to take place then. First, the price will be reduced to three dollars per annum, or twenty-five cents per number. Second, new and attractive features will be added rendering the magazine somewhat lighter in character than hitherto, though maintaining the same high literary standard as in the past. Special prominence will be given to topics “that concern actual life, its interests, social aspects, and various phases, pathetic and amusing, presented in vivid pictures and graphic sketches. The list of writers will include many new contributors, fresh editorial departments will be added, and illustrations, carefully extended, will continue to hold a place.”

—*Lippincott’s Magazine* was not once a favorite with us, but since it has become a regular visitor to the editorial sanctum we have become more familiar with its distinctive features, and have come to regard it as one of the most interesting magazines published. It furnishes the absorbing story that brings rest to the weary mind, the instructive essay not too profound for the ordinary thinker, poetry that is enjoyable, while the “Monthly Gossip”, and “Literature of the Day” is very suggestive and useful. The October number is not behind its predecessors. There are several articles in this number that might be made useful in the school-room. A chapter of American Exploration describes the perilous journey of Major Powell and his party through the wonderful Cañons of Colorado. It is very finely illustrated and could be made very effective in awakening interest in Geography classes. “Seven Weeks a Missionary” relates some curious experiences in the Island of Hawaii. This is very interesting, and would enable the class to realize that people really lived there and were worth hearing about. As Geography is too often taught, it is merely memorizing certain locations, that are forgotten as soon as recited. “Glimpses of Portugal and the Portuguese” is another well written article, that could be made use of in the same way. “A Natural Barometer” would be interesting in the Natural History class, “Old Companion of Napoleon III.” in History. “Findelkind of Martinswand,” by Ouida, would interest the little ones, when story day comes round. The poems in this number are good, and the serial story reaches an exciting crisis. Decidedly, *Lippincott’s Magazine* is worth having.

**THE WORLD.**

**NEWS RECORD CLOSING MONDAY, OCTOBER 25, 1880.**

—The Indian chief Victoria, with the most of his band, has been killed by General Terepas, a Mexican officer.

—Negotiations were held at Rjeka, October 17, with reference to the surrender of Dulcigno, at which time the Sultan stated the conditions upon which he would consent to the surrender. These conditions were regarded as a mere pretext for delay, and were not accepted. He then ordered Riza Pasha to surrender Dulcigno within five days under any circumstances, and the main object of the Montenegrins were thus withdrawn. Meanwhile Germany made propositions to Austria and France for a speedy and pacific settlement of the question. England is disturbed at the reluctance of the Powers to exert a more decisive pressure upon the Sultan, and the Greeks are “spoilings for a fight” with Turkey to get possession of what they claim rightfully belongs to them by the terms of the Berlin treaty. The prospect is that Dulcigno will be surrendered very soon, and that a little patience on the part of Greece will prevent a most serious complication of affairs, which would in all probability throw all Europe again into war.

—The miners throughout Belgium are on a strike.

—U.S. Minister Christiany submitted a proposition to Chili and Peru looking to a conference with a view to the adoption of terms of peace between those nations. The proposition was accepted but the effort proved fruitless, and the war continues.

—Matters of a political nature seem to be comparatively quiet in France, but there is evidently fire beneath the surface. The Chambers has been convoked for the ninth of November. The dangerous question is that of enforcing the decrees against unauthorized religious congregations. These religious houses are barricading their doors to keep out the enemy.

—England considers the most serious of her troubles in India at an end and has ordered home large bodies of her troops.

—The Car of Russia is dangerously ill.

—The disturbances in Ireland continue to increase, and have now assumed a serious aspect. Additional police have been sent to County Kerry and County Galway. Gladstone is denounced as doing harm to Ireland by the pursuit of his policy in the East. The leaders of the Land League are to be indicted, among them James Redpath, the special correspondent of the *Inter Ocean*. They will be taken to England for trial. Fears of an outbreak are entertained, as excitement is at the highest pitch. Troops have been ordered to County Mayo and Galway.

—A youth refused to take a pill. His crathy mother thereupon placed the pill in a preserved peach and gave it to him. Presently she asked, “Tom, have you eaten the peach?” He replied, “Yes, mother, all but the seed.”

—Next to silence comes brevity—the wise man’s strength and the fool’s refuge.

—A mosquito always settles before he presents his bill.

—The tree keeps its trunk in the school-room.

—The tree keeps its trunk in the school-room.
There are two interesting schools in the neighborhood of Tolono met at that place October 23, to organize a permanent meeting of this year, October 15. The average daily attendance for the same month, 280. Quincy has not yet settled the question of negroes in schools. "How long, etc.?"-Wilmington teachers held their third regular meeting of this year, October 15. They had classes in Arithmetic and Geography a select reading, an essay, a phonetic drill, and a discussion of "How to improve the language of school children."-Supt. Mann, of Kane county, sends throughout his county a neat little plan of work for the schools. We wish all our superintendents would continue to demand systematic work in the country schools.-The teachers of eight townships in the neighborhood of Tolono met at that place October 23, to organize a permanent meeting of their teachers. They put out the year's work, and Springfield had a very interesting meeting of her teachers. Oct. 15, President Hannon occupied the chair, and Principal Felthams conducted the devotional exercises. Miss Sell gave an evening on writing. Supt. Brooks then created no little pleasantry by announcing that he had something from Mr. Hancock which he wished to present to the teachers. He read from the report of Supt. John Hancock of Dayton, the school causes of myopia. The session closed with the study of Chaucer, Mr. Felthams leading in the lesson.

Bureau County had an institute at Buda, October 20. On the program were exercises by W.B. Green of Neponset, J. O. Leslie of Princeton, W. H. Robinson of Arlington, S. G. Paddock, and Supt. Harrington.-Miss M. Frydenger, a Cerro Gordo teacher, drove across the Wabash to Champaign and spoke at the teachers' institutes there.

The Educational Weekly.

Number 175

[ilinois school news, from page 337.]

[Four columns of text, discussing school news, including institutes, meetings, and school causes of myopia.]

"The Illinois State Teacher's Association will be held at Springfield, Illinois, December 27 and 28. Program.-First session-Monday evening, 7:30. General Discussion: How to Make School Visitation Profitable; to be led by Mary Allen West, Galesburg; Second session-Tuesday A. M., 9:00. Discussion: What Amendments, if any, are desirable to the School Law? to be led by J. T. Lee, Charleston. 11:00. How to Secure Increased Efficiency on the Part of School Directors. Robert W. Orr, Taylorville; H. C. Paddock, Kankakee; P. J. Rourke, Springfield; Third session-Tuesday P.M. 2:30. Teachers' Institutes, James E. Pillsbury, Poria. 3:00. General Discussion: Hindrances and How Best to Overcome Them; to be led by Hon. James P. Slade; A. G. Lane, Chicago; J. F. Perry, Joliet; A. R. Sabin, R. Williams, Mary T. Axe, Executive Committee.

The Illinois says something that will apply to other literary societies as well:

"There is a well-known, unpleasant, and insane custom which has grown to be one of the leading features of all our society meetings. We mean the applauding which follows each production, no matter what its nature or what the rendering of it may be. Now applause of this kind expresses nothing, and is not applause at all. If applause had anything to do with it, its only possible effect would be to make good and bad productions, for all are received with like favor. Surely no one is ever gratified when after having read a carefully prepared article, or delivered a well-studied oration, he receives a heartless broadside of applause which is so badly executed. Nor do the so-called dramatic declamation follow the hollering declamation of that fellow Jones, although he broke down an innumerable number of times during its delivery? To receive applause of this undiscriminating kind is not a pleasure, but is rather an annoyance. Then if it means nothing, why not dispense with it and with the bodily toll which it imposes? A sedate silence is much more becoming than the mobish clamor of striking palms. The dinned ears of timid visitors doubtless suffer acutely during a long session of admiring explanation points of sound. Does it not look to them as if all the members were saying by their applause, "We are a set of remarkably brilliant fellows, and we all deserve praise'? We don't know positively whether they look at it in that way or not, but if they do, doubtless they are highly disgusted."
THE SCHOOL-GIRL.

BY W. H. VENABLE.

From some sweet home the morning train
Brings to the city,
Five days a week, in sun or rain,—
Returning like a song's refrain,—
A school-girl pretty.
A wild-flower's unaffected grace
Is dainty miss's;
Yet in her shy, expressive face
The touch of urban arts I trace, And I, in admiration.

No one but she and heaven knows
Of what she's thinking!
It may be either books or beaux,
Fine scholarship, or stylish clothes,
Per cents, or pinking.

How happy must the household be
This morn, who kissed her!
Not every one can make so free,
Who sees her, laly wishes she
Were his own sister.

How favored is the book she cons,
The slate she uses.
The hat she lightly doffs and dons,
The orient sun shade that she owns,
The desk she chooses.

Is miss familiar with the wars
Of Julius Caesar?
Do crocodile and Leyden jars,
And French and earth and sun and stars, And Euclid, please her?

She studies music, I opine;
O day of knowledge!
And all the other sacred divine,
Of imitation and design;
Taught in the college.

A charm attends her everywhere,—
A sense of beauty;
Care smiles to her too, free of care;
The hard heart loves her unaware;
Age pays her duly.

She is protected by the sky; Good spirits tend her;
Her innocence is panoply; God's curse upon the miscreant lie,
God's curse upon the miscreant lie, Who dares offend her!—

—N. E. "Jour. of Ed.

AN EXPLANATION.

LOCKPORT, ILL., 1850—10-22.

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