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The Educational Weekly.

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THE WEEKLY.

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It is only under special circumstances that teachers can communicate to their pupils their best thoughts, the truths which lie nearest their hearts, and which seem to them incapable of communication save under peculiar and fitting conditions. In our households we have certain things that all may see and use; other things which we hold in greater reserve; and a few things which we exhibit only to the elect of our hearts. It is said that Plato had some doctrines which he communicated to all who would hear; and certain other doctrines which he reserved for the select few who could comprehend and appreciate them; and all who apprehend the scope and purpose of the teaching office doubtless have a feeling akin to this.

We have lectured before audiences of teachers where we have not dared to deliver the messages which seemed to us the most worth hearing; it would have been to speak in an unknown tongue, and our words, instead of penetrating the minds of our hearers, would have rebounded to obstruct the utterance. The first effort of the teacher must be to establish a current of thought similar to his own; his efforts will thus be assisted, not opposed, and when these currents of thought involve the deeper activities of the soul, teaching becomes a fine art, and the teacher a very artist.

From what has preceded a conception may be formed of the nature of real teaching. The only hope for better teaching is the rise of a new spirit among teachers. The remedy for poor teaching must be constitutional, not local. In some way there must be a new and a higher conception of the processes by which one human mind is to control and direct the development of other human minds. Among the elements of this new conception may be mentioned the following:

1. Teaching takes place under the domain of law,—it involves the play of cause and effect, and the adaptation of means to ends. The mind has predetermined modes of activity which are as uniform and invariable as the laws of gravity or of chemical affinity. Psychology is a science as positive and real as the science of astronomy; for we are as sure that we have minds as that there are stars.

2. As the teacher deals with mind, he can deal with it intelligently only by knowing the laws which control and determine the mind’s activities. It is as clearly the duty of teachers to be well grounded in the principles of psychology, as for physicians to have an intimate knowledge of physiology and astronomy.

3. Teachers should be men of science in the same sense that physicians and engineers are men of science. In all they do, so far as it is possible, they should make use of the previsions of science as the only rational way of adapting means to ends. The ceaseless effort of the teacher should be to bring his methods into conformity with law; and he should count it a disgrace to rely upon tradition, precedent, or chance, for the processes he employs. He should be well grounded in doctrines, and his methods should be the natural and inevitable outgrowths of these doctrines.

The thing to be desired above everything else in a course of normal instruction, is that teachers should gain a deeper insight into the nature of the teaching powers, and that they should prosecute their work in the light of the conceptions just stated. Teachers should learn this new habit of thinking about the purposes and methods of teaching. This thought should be uppermost in their minds: What principle underlies this method? What law can we call to our aid in solving this problem in teaching?

Those who are engaged in normal instruction should gain inspiration from the thought that they are assisting in the education of a new school of teachers, and are giving currency to certain educational doctrines which will be instrumental in molding the education of the future. It is of but little consequence that they teach geography; but of vast consequence that they teach
the means of estimating the educational value of geography, and the rational method by which it is to be taught.

It is not to be expected that the pupils of normal schools are to enter upon their work as accomplished teachers and educators; but it is reasonable to expect, that if their instruction has been what it ought to be, they will steadily and surely grow into such teachers and educators. The habit of deep and methodical thinking on educational questions is a fair exponent of a teacher's promise. The truce with mere authority must be broken; dogmas, unsupported by reason, must be discredited; and many educational questions must be thought out or thought over anew. Normal schools will accomplish their highest function if they will infuse the coming generation of teachers with the spirit and the love of inquiry, and will furnish the data for solving some of the great problems in educational science.

MANUSCRIPT WORK.

An abundance of manuscript work in the school-room is attended with most satisfactory results. The student who can place his thoughts on paper accurately and rapidly possesses an invaluable aid for the successful performance of the duties of life. It is not enough for the student to know that sentences should begin and close in an appropriate manner. To know how to shove the carpenter's plane is knowledge; to shove it is knowledge supplemented by skill. The student must also construct sentences.

There are other methods of teaching manuscript work than by the much dreaded practice of composition writing, as commonly taught. Nothing perhaps is better calculated to render the average school-boy thoroughly wretched than to ask him to write a composition entirely original, subject and all. The poor woman's brains seem to be perverse. It will be necessary for him to refer to cyclopedias and dictionaries, for many strange and unheard of queries will be propounded. The form of the letter being criticised, punctuation corrected, and the answers thought out, the teacher will devote a half-hour to reading and answering the letters aloud in the presence of the school. The names of the writers may be omitted if thought desirable.

This plan combines the two features alluded to above, pleasantness, and absence of great difficulty. When properly conducted, it is attended with interest and much valuable information is drawn out.

Students enter it with some spirit, for they do not dislike it.

One of the wisest of English educators has said: "Before a boy can throw energy into study, he must find that study interesting in itself or in its results."

Notes.

Gail Hamilton has once more demonstrated her incapacity to speak on matters of importance by writing a letter to the Boston Advertiser in defense of the great "Ladies' Deposit" swindle of that city. She does not admit that it was a swindle, and takes occasion as usual to abuse the sex to which she providentially does not belong for sometimes being guilty of similar swindles. The poor woman's brains seem to be perverse. She hates men; she writes against civil service reform; she deprecates the public disposition to provide for a free education above the three R's, and now sets up a defense of an acknowledged and patent fraud of the very worst kind—simply because a woman was the defrauder. Poor woman, we say again; if she had not before demonstrated her irresponsibility we could not excuse her for such apparent perversity.

The new steel engraving of Dr. Barnas Sears, late Agent of the Peabody Fund, is now ready for delivery by the New England Publishing Company, Boston. It is the latest of their fine series of "Art Union" portraits, and may be obtained for one dollar.

The best way to enlarge the influence of the Weekly and at the same time assist its publishers in their effort to furnish a valuable paper, is to ask at least one person to subscribe for it. If every one of our readers would procure one new subscriber, it would greatly help us in our efforts to improve the paper for those we now have.

Our exchanges will do us a favor by seeing that their wrappers are addressed simply to The Educational Weekly, Chicago. We lose a great many because of imperfect or incorrect address. No street or number is needed. Do not write "Educational Monthly," or "Educational Review," or Educational Journal," or anything else but "Educational Weekly."

Mr. J. B. Ryan, of Columbus, Ohio, has a complete set of the Geological survey of Ohio, consisting of seven vols. (five on Geology and two on Paleontology) with two sets of small maps and one large one, which he would like to exchange for some other kind of books—history or general literature. His books are in good order, and the first three volumes can not be obtained without a great deal of cost.

The results of the recent storm on the lakes can now be summed up more satisfactorily. It is now certain that sixty-six of the 100 vessels reported ashore were damaged more or less seriously, and that seventeen of these are total wrecks, involving a loss of $135,000. Ninety-three persons perished with the vessels lost, and the total damage to vessels and cargoes is estimated at $500,000.—Broadstreet.
WITH intelligent observers, the language a man uses stamps him more than any other acquirement he may have, for whatever else he may know, if communicated at all, must be through this medium. The prime importance of its habitually correct use cannot be over-estimated—and this in speaking as well as in writing.

The primary school is the beginning and the end of the education of the great majority of our pupils, and, so far as schools are concerned, of our citizens. This being the case, the importance of this primary work being so laid out and performed as to produce the best results in a given time, cannot be too carefully impressed upon those who are responsible for the instruction given. I shall consider this subject apart from Reading and Penmanship, and I would place it next in importance to those two, for our primary school work.

A pupil who leaves school with an imperfect knowledge of arithmetic will acquire in that branch whatever his business may call for. This is the rule, not the exception.

The same pupil will retain his slovenly habits in the use of the English language to the end of his days without change.

Any great improvement in its use among mechanics or business men is the exception, not the rule, for the simple reason that they can make themselves understood without speaking correctly.

Whether one position or another as to the relative importance of this branch is correct or not, is of no account, so far as this discussion is concerned. Let us candidly see what we are doing and what not, and imagine if there is a way to teach the correct use of the English language to our pupils. No one will deny that our present efforts are lamentable failures. Whether from the feebleness of the efforts or their misdirection, or both combined, it behooves us carefully and patiently to study and remedy.

First then, what are we doing?

I find in the Graded Course given for our direction:

1st Grade—Construction of sentences containing one or more words of the grade.

Complete sentences in answer to questions.

Use of period and interrogation mark.

2nd Grade—In addition to the above, abbreviations of months, days, and titles in the reader, and use of comma in a series of words.

3d Grade—Writing paragraphs instead of sentences and use of diacritical marks.

4th Grade—Compositions of ten lines once or twice a week. Diacritical marks extended and emphasized.

So far as the primary grades are concerned this is all. It may be enough; but taken as a whole it is altogether indefinite. Nothing, so far as the ground work of the whole subject is concerned, is even mentioned. It may be inferred, but teachers do not like to work from inferences, and will not work well nor effectively. As a general thing teachers do no more in instruction than the requirements, and there is much excuse for them. There is assigned to each of them a task that no living being can properly perform, the instruction of sixty children—often more—seldom less.

So far as arithmetic is concerned, they have an itemized statement of topics to be taught, and a liberal volume of instruction.

They know just what to do with the spelling and reading. The geography is definitely stated in the text-book.

Still the constant request of the teachers is not for help in teaching arithmetic, but in teaching language, and the lethargy with which this request is met is certainly remarkable, especially in view of the results which we obtain.

To nine-tenths of the first grade teachers the instructions of the grade book mean simply the writing of such sentences as any child knows how to form. Hence any instruction in language is omitted until the child can write. Then just before examination the whole energy of the teacher is bent upon the capital, period, and question mark, and the thing is done.

A second grade teacher from the west side was asked the other day, "What time do you give each day to Language?" "Time," she replied, "not any." "How do you manage?" "O, I let it go until a month before examination and then bring 'em up."

And a bright teacher can do it, in view of the ridiculous examinations given in the lowest grades. A favorite form of question is: Write a statement about a cat. Write a question about the horse.

And the sentences: I have a cat. Have you a horse? or even Have you got a horse? with proper capitals and punctuation, are marked too, and the child knows just as much about English construction, as he did when he entered school. The Second grade sentences are much the same as the first, a little longer of course, to bring in the series of words and abbreviations. Not a word about oral recitations nor grammatical constructions.

In third grade the sentences will be longer still, and tolerably punctuated and capitalized if special attention is called to the matter at the time of writing. With the average pupil the paragraphs are a total failure. He succeeds in writing a single sentence of whatever length required, so far as any distinctions in punctuation and capitals are concerned. A line or a page is all the same to him.

In this grade, however, in many schools in the city, two additional requirements are made.

The first is the use of the quotation marks, especially in "broken quotations," and it is extraordinary to see how many the children can use, and how they are lugged in at all possible times. It is no exaggeration to say that they use more of them in one term at school than all the rest of their lives after leaving school.

Nothing is said about the writing of the possessive, something that every child ought to know certainly as early as the third grade.

Another item is the use of diacritical marks. The beauty of these consists in the fact that pupils can use them only on words that are correctly pronounced, and as they have to do only with the speaking of words the practice of writing diacritically seems absurd. If they were used on the printed page this might be of some benefit to the children. So far as instructing in pronunciation is concerned it is ten times better to require a pupil to pronounce distinctly a list of words than to write them with diacritical marks, and he can do it in one tenth the time. I have seen in one of the best schools in this city three minutes taken from a twenty minute class exercise in reading, for a boy to write upon the board and mark the word "benefit." I suppose no time spent in any instruction is absolutely wasted, but I think we come within a shade of it in requiring the use of these marks. The only possible argument for their use is that it will aid in the use of the dictionary. But in learning to use the dictionary it is not necessary to learn how to make one. Place the books in the hands of the children and teach them the use of the marks as they appear, and of the words at the margin. This exercise will be interesting to them. The other is stupid.
The 4th Grade work is very similar to the 3rd. The compositions of a few of the pupils are fairly creditable, of the average they are very bad, of the poorer half they are atrocious.

By the time pupils are to be examined for the 5th Grade the results attained so far as the writing of good English is concerned, are very meager. So far as speaking correctly is concerned they do very little better than when they entered school. Let twenty of them write letters of application for a position with a business man, and nineteen of these letters will be consigned to the waste basket at once. Mind that I am speaking of the average results.

I have examined a large number of primary programs of recitations from different parts of the city, with the view of ascertaining the time given each day to the English language. On some of them I find none at all. Usually in first and second grades 10 or 15 minutes are allowed. In 3rd and 4th, 15 or 20 minutes, very rarely more than 20 minutes. This not to a class but to the entire division of 63 pupils. Take these times in connection with our methods and what wonder that the results are so meager.

It is much easier to find faults than to suggest remedies for them, and very likely the remedies that seem plain to one will not meet the approval of others; they may, however, be of use in suggesting new ones.

What then can we do?

It was my good fortune to spend a day in the public schools of Aurora last spring, and through the courtesy of Supt. Powell, and his able assistant Miss Todd, to examine thoroughly the methods there used in presenting the English language to the pupils. The plan seemed thoroughly in accord with common sense, and to the thought which that plan suggested the following suggestions are largely due.

If a person speaks grammatically he will write grammatically. The converse of this proposition is not true by any means. Aside from the matter of spelling, the correct placing of thought, upon paper is a light task, compared with that of choosing and arranging the proper words to express those thoughts. Let instruction then come in the natural order, and let the child be taught how to talk his sentences before the effort is made to teach him to write them. The child first learns words, next the joining of them together. It makes no difference to him whether the capital begins or ends the sentence. He joins his words together in any way to express his wants or emotions. This he can do when he enters school, and it is with the manner of speaking and joining these words together that his first instruction should be given. Thus a foundation will be laid before trying to raise a superstructure, and the laying of this foundation should begin the first day the child enters school. If a knowledge of correct speaking within reasonable limits is demanded when a pupil is examined for a succeeding grade, the practice of "bringing 'em up" within a month of examination will be considered disgraceful from lack of success.

The great majority of ungrammatical expressions may be grouped into few classes, and since the object is to arrive at correct constructions, let these classes be taken up one at a time and each exercise be so arranged as to bear especially upon that one. This practice work can and should be done in the primary grades, and that with the use of few, if any technical terms or definitions.

(Concluded next week.)
that her decision came too late. I was convinced that her only reluctance to using the ferule was the expectation that I would finally excuse her. When pain must be given, she would willingly inflict it on another.

I made up my mind never to try Mr. Alcott's plan with her again.

Be it said to her credit, a year has changed her very much. Now she deserves no such corrections and has reached a different state of feeling.

I do not believe there are many such cases. In ninety-nine cases in a hundred, the plan would secure the desired results. It throws the weight of sympathy with the teacher. The pupils cannot be defiant when such an appeal is made. Some rude birch-swinger might have such an experience. There are some, a few, who might richly deserve the experience of Mr. Stoddard.

C.

SHALL WE ADHERE TO THE TEXT-BOOK?

To the Editor of the Weekly:

I have been quite a constant reader of your paper for several years. I always expect benefit, as a teacher, from its perusal, and am rarely disappointed, although I occasionally differ from opinions therein expressed.

For instance, a few weeks since, in a paragraph taken from *Barnes' Monthly*, teachers are told not to tamper with any textbook they may be using; that is, they should omit nothing contained by any—make no different arrangement of the matter, in short, must exercise no judgment of their own in regard to what their classes are prepared to do—simply use the text-book.

I must confess I was somewhat surprised to find such sentiments expressed in an educational journal, in the last quarter of the nineteenth century. My practice is to study the wants, and measure the capacity, of my classes, and if the books meet the demands, use them as they are; if more is needed, supply the deficiency; if a subject has been prematurely presented, wait till ready for it; in other words, to use the judgment necessary to meet the exigencies of the day or the hour.

No teacher will meet with large success who does not study individual traits in pupils, and learn to be 'all things' to all boys and girls, thereby helping some. More common sense, originality, and tact, and less slavish adherence to text-books, will make the schoolroom at least a more attractive place to both teachers and taught.

If I am wrong in opinions and practice, will some reader of the *Weekly* make it so appear?

A Teacher.

Some Brand-New Geographical Changes.—It is difficult to keep up with these, the world over, and very easy to get years and years behind hand. One of our very ablest educational magazines the other day told an inquiring subscriber that Strasburg is a city in France. But France is rather far away, and Strasburg is on the other side of it. We must first see that we keep up with the expansions of our nearest neighbors. The Canadians have now, so their papers say, a larger territory than the United States, and the largest of any nation of the world, excepting Russia, with more territory within the temperate zone than even Russia—as much as all Europe with the Spanish peninsula taken off! The imperial government, it appears, has ceded to the Dominion the control and government of all the territory which was not possessed by the Hudson Bay Company. Of course most of this vast area promises little agriculturally, but it has other values, and may even be found capable of some sort of cultivation, like some of the Fur Company's cession, which proves highly fertile.

THE WORLD.

NEWS RECORD CLOSING MONDAY, NOVEMBER 16, 1880.

Another exodus of the freedmen from Louisiana and Alabama is setting in. They are reported leaving pell-mell.

The establishment of a national artillery school at Leavenworth is recommended by General Sherman.

The Pope expresses sympathy for the Irish Land League, but is strongly opposed to any revolutionary proceedings.

Subscription lists have been opened in Cork, Ireland, for the defense of Parnell. A land agent was shot and killed near Oola, county Limerick.

The explosion of gas in a coal mine in Nova Scotia caused the loss of about forty lives.

The divers who have been digging for several months in the Hudson River for Captain Kidd's treasures, have found one of them—an old gun, discovered in the wreck of a vessel buried forty feet in the mud.

Derivish Pasha ordered the Albanian chiefs to surrender Dulcigno, threatening to use force if they failed to obey. The Albanian popular assembly asked him to grant a month's time in which to reply.

The River Commission, at its meeting in St. Louis, Nov. 10, adopted a report favoring the permanent organization of the commission, with officers, and the establishment of head quarters at St. Louis.

The work of the revision of the New Testament, under authority of the convocation of Canterbury, has been completed. The revisers were in session together forty-seven days.

The Rev. Dr. Hitchcock, who for a quarter of a century has been the leading instructor in Union Theological Seminary, has been chosen to succeed the late Dr. Adams as President of that institution.

The total destruction by fire of the Minnesota Insane Asylum at St. Peter is announced in the dispatches. There were six hundred inmates in the institution, and it is feared there may have been a terrible holocaust.

Dulcigno is threatened with all the horrors of a famine. A cable dispatch reports that already three thousand of the people have fled to the scarcity of food.

Another "woman's bank" has exploded,—this time "the Ladies' Stock and Mining Exchange" of New York. It turns out to have been another fraud, much like that in Boston.

Nov. 9 witnessed an exciting scene in the French Chambers. Jules Ferry, President of the Council and Minister of Public Instruction, resigned, and the other members of the Cabinet expressed their purpose to resign. De Baudry d'Asson was temporarily expelled from the Chamber of Deputies by President Gambetta for using offensive and insulting language. The next day he sent a challenge to Gambetta. The Cabinet also decided, at the request of President Grevy, to defer their decision concerning their resignation.

In Ireland there is developing serious trouble, which must result in no advantage to England, if in none to the Irish. The Cork Land League have ordered all the farmers to poison the fox covers, preventing hunting during the coming season. A bill of particulars has been furnished in the case of the indicted agitators.

A meeting was held in Chicago during last week of representatives from various parts of the country for the promotion of the "secularization" of the state. By that they signify the exclusion of the Bible and all religious training from the public schools and the taxation of church property. A permanent organization was effected and the convention adjourned.

Some Recent Communications.

I desire to take an educational paper of standing, and the *Educational Weekly* suits. I enclose $2 for the same.—Illinois.

I shall make an effort to increase the circulation of your paper in the county, especially the monthly edition.—Supt. J. T. McClary, Wisconsin.

Your paper is a source of pleasure and instruction to us.—Prof. F. L. Selby, St. Louis, Mo.

You are making your paper a welcome visitor to our teachers. I wish you continued success.—Rev. A. R. Sprague, Black River Falls, Wis.

Our teachers need just such a journal weekly, and our schools are helped by every number.—Mrs. C. E. Larned, Co. Supt., Champaign, Ill.

I have been greatly pleased with the vigor, logic, and literary quality of your more recent leading editorials.—Hon. John Hancock, Dayton, Ohio.
The November meeting of the Principals' Association was held at the rooms of the Board of Education on the morning of Saturday, November 6. Superintendent Howland presided.

Under the head of Superintendents' Remarks, sundry directions of local interest were given in reference to the matter of binding copies of Board Proceedings for Principals, and the details of the report of Teachers' time on the salary sheets. Pay day, as already indicated in the Weekly, was announced for Nov. 13, and the probable value of scrip was stated at $95. The Weekly's statement of the time of opening, and the number of evening schools, was also confirmed.

The somewhat anomalous condition of the Course in Arithmetic, which has prevailed for some time, was referred to. This condition arose from the fact that a few of the schools had followed the course prescribed officially in the Course of 1878, while most of the schools followed a scheme prepared by a Committee of the Association, sixteen or eighteen months ago, but which had not received the official sanction of the Board. The statement was made that this latter scheme had now been considered, approved, and adopted by the Board, and if so, would hereafter be followed in all cases instead of the old course which it superseded. The new course is as follows:

**FIRST GRADE.**

1. Arabic notation and numeration to 100.
2. Addition and subtraction by ones to 100.
3. Addition, subtraction, multiplication, and division by ones and twos to twenty-four.
4. Addition of single columns of ones and twos; the sum not to exceed twenty-four.
5. Signs: +, -, ×, ÷, =.

**SECOND GRADE.**

1. Arabic notation and numeration of six orders.
2. Counting forward by the series two, three, four, five, and sixes, beginning at 0 and terminating with twelve times the number used.
3. Addition, subtraction, multiplication, and division tables of twos, threes, fours, fives, and sixes.
4. Addition; the sum of any column not to exceed fifteen.
5. Subtraction with proof.
6. Multiplication: multiplier not to exceed six.
7. Oral concrete problems for mental solution, involving one operation, without analysis.
8. Naming the fractional units, 1/2, 1/3, 1/4, 1-5, 1-6, and finding these parts of multiples of the denominators.
9. Roman Numerals in Reader.

**THIRD GRADE.**

1. Arabic notation and numeration of nine orders.
2. Counting forward by the series from one to twelve, beginning with zero and terminating with twelve times the number used.
3. Addition, subtraction, multiplication, and division tables completed.
4. Counting forward by twos, threes, fours, fives, from any number not exceeding twelve times the number used.
5. Addition and subtraction.
6. Multiplication: multiplier not to exceed three orders.
7. Division with proof: divisor not to exceed twenty-five.
8. Finding fractional parts of numbers which are multiples of the denominators; denominator not to exceed twelve.
9. Tables of Federal Money, Long Measure, Avoirdupois Weight, Dry Measure, Liquid Measure, Time, and Miscellaneous Table of Numbers.
10. Fundamental operations in Federal money.
11. Reduction of simple denominate numbers to higher or lower denomination.
13. Analysis of concrete problems involving one process.
14. Reading Roman numerals in the Reader.

**FOURTH GRADE.**

1. Notation and numeration of twelve orders.
2. Counting forward by any number from one to twelve, to twelve times the number used.
3. The four fundamental operations with ordinary proof.
4. Theory.
   a. Definitions.
   b. Analysis of processes, without memorizing rules.
5. Concrete problems.
6. Analysis of problems involving two processes.
7. Review and completion of all tables of denominate numbers in book used, except Circular Measure, Apothecaries' Weight, and Miscellaneous Table.
8. Reduction of Compound Numbers of two denominations to lower denominations, excluding fractional terms.
9. Reduction of Simple Denominate Numbers to higher denominations, excluding fractional terms.
10. Reduction of Improper Fractions to Whole or Mixed Numbers.
11. Reduction of Whole or Mixed Numbers to Improper Fractions.
12. The addition and subtraction of fractions having a common denominator.
13. Cancellation limited to numbers found in Multiplication Tables and multiples of five.
14. Distinguishing numbers which are exactly divisible by 2, 3, 5, and 10.
15. Roman numerals.

**FIFTH GRADE.**

1. Review of Fundamental Operations and Federal Money, including Theory and Practice.
2. General Principles of Division, Properties of Numbers, Factoring, Cancelation, G. C. D., and L. C. M.
3. Common Fractions.

**SIXTH GRADE.**

1. Decimal Fractions.
2. Computing Simple interest.
3. Compound Numbers, including Metric System, limited to names and values of units.

**SEVENTH GRADE.**

1. Percentage and its applications.
3. Ratio and Proportion.

**EIGHTH GRADE.**

1. Review the Theory and extend the Practice of previous grades.
3. Compound Numbers.
5. Metric System.
7. Involution and Square Root.
8. Inversion of Square Root.

The Superintendent further referred to the practice which some teachers followed of encouraging and even requiring lower grade pupils to study out of school. He spoke feelingly of the gloom cast over young hearts by the assignment of home and Saturday lessons to first and second grade children who should do all their work in school. In response to a question, Mr. Howland was understood to give an unofficial opinion to the effect that he considered the entire primary department in all its grades as injured rather than benefited by the requirement on the part of the teacher of home work on book lessons by pupils. He would have the school-book work of every primary department done in school.

Mr. Delano criticized the use of the expression "half-day-teachers," holding that there were none such. Each teacher under the rules was to do five hours of school work exclusive of any done on papers or the like during intermissions. Speaking of rules, Mr. Delano exhorted his hearers to cultivate a knowledge of them on the part of teachers. He referred in illustration to the very general neglect of that rule which required schools to be opened by "appropriate singing."

The next feature of the meeting was Mr. Dawson's Essay, which we publish in another column. While his subject was not a strictly professional one, his paper was interesting from its thoroughness, common-sense, and scholarship. Its influence tended to the correction of some very common errors, and the dissemination of honest and healthy sentiment on the very important subject of the possession of a competence.

Following Mr. Dawson's paper came a discussion on the relative claims of Language Lessons and Technical Grammar. The discussion was opened by Miss Little, principal of the Foster School, in a speech of considerable length, evincing careful thought, accurate expression, and valuable experience. Miss Little seemed to yield largely to the claims of Technical Grammar, and had discovered no good substitute for it. The desirable and sufficient thing to do in the lower grades in the matter of language was to secure the understanding and application of common and easy principles of punctuation and the use of capitals as used and exemplified in the ordinary text-books. Then, when we reach the upper grades, place the grammatical text-book in the pupils' hands and give him the principles and laws of the language systematically.
Mr. Bright followed with a lengthy and exhaustive paper (which we hope to be able to lay before our readers at no distant day) in which he considered the question of Language Lessons in the primary department, and urged the teaching, there, of a syllabus on that subject. Mr. Bright bore strong testimony in favor of work in that direction which he had recently witnessed in the schools of Aurora, and fortified his theories by reference to his own experience this year in the Douglas School. Mr. Bright's paper would have aroused vigorous discussion had time permitted. As it was, brief criticism was made by Mr. Merriman, who was in favor of, and Mrs. Young, who opposed some of the views advanced.

The next meeting will be held at 9.30 a.m., of Saturday, Dec. 4, 1880.

The essayists on that occasion will be Miss Sophia A. Phelps of the Central Park School. The topic for discussion will be "What can we do to advance the character of our pupils?" It will be opened by Mrs. Hardick, Principal of the King School.

A much needed measure was adopted at the last meeting of the Board in providing for the publication of an outline of the Graded Course. The old edition has been for some time exhausted, and from a variety of causes an undesirable amount of confusion and diversity prevails in the matter and manner of things taught. There is room and need for even more than the Board authorized. A graded course should be prepared, accompanied by a manual of methods embracing the entire course.

The Library Board seems to have given up any claim that it may have upon the old post-office property. The unsuitableness and the undesirability of anything that it could obtain from the lessees of that property under the lease are obvious. During the week a letter to the chairman of the proper committee of that board, by President Onahan, has appeared. In it the Library board president recommends his Committee to endeavor to secure the present City Hall property for the use of the board and patrons of the Library. While the building now on the property is not in accordance with the noblest principles of esthetics, the location and size of the site are very much in its favor. There is, in Mr. Onahan's suggestion, a favorable opportunity for the city to rectify any wrong done the library board in the old post-office matter by giving to it a better site in point of size, even if it is not quite so convenient as to location.

The city can all the better afford to do this, now that the board of education has rented the old post-office property so well. Besides, whatever wrong was done to the library seems to us to have been done by the city; and the claim of the library, which, in the language of Mr. Onahan, is only founded on "honor and good faith," should meet with a ready and favorable response from the chief beneficiary of a "mighty good trade." Locate the Public Library on La Salle and Adams, and build there a structure worthy of Chicago and the Library.

The Keith resolution providing for the examination of future candidates for principalships was passed at the last meeting of the Board of Education. As finally agreed upon, it provides that no principal shall hereafter be elected to any principalship other than he now holds unless he possesses a principal's certificate. The resolution goes into effect on and after January 1, 1881. We believe that there are three important principalships to be filled previous to that date, which are left, so to speak, "free to all."

The general spirit and object of the resolution is praiseworthy. The terms of the resolution as finally agreed upon are wise and moderate. The effect of its adoption, while leaving Chicago the benefit of all the talent already employed in principalships, will be to restrict the future choice to a smaller circle, of high scholarship. It means that, while up to this time Chicago has selected its lady principalists from those who can do, hereafter it will select those who can do from those who know.

There will be an examination of applicants for the position of teacher in the grammar and primary schools in the Beecham school building on Wednesday and Thursday, Dec. 22 and 23, and an examination of applicants for the position of principal of grammar schools and assistant in high schools on Tuesday, Dec. 28.

"Applicants for the position of teacher in the Grammar and Primary schools are examined in writing on the following branches: Spelling, Grammar, U. S. History, Geography, Arithmetic, Elementary Algebra, Elementary Geometry, Physical Geography, Elementary Zoology, Botany and Astronomy, Natural Philosophy, Physiology, Music, Drawing, Theory of Teaching (Wickersham's Methods of Instruction)." "Applicants for positions as principals of grammar schools, and assistants in high schools, are examined in the usual studies of a full high school course."

PREMIUMS FOR RENEWALS.

Library Notes, Nebraska, thinks that a newspaper publisher who offers a premium for renewals can afford to withhold the premium and publish the paper at a lower rate of subscription. This is the view held by many other publishers; they consider it good business policy to send their paper to new subscribers for less money than to those who have once subscribed for it and become a part of its constituency. That is to say, they adopt a policy similar to that of certain merchants—of selling goods to new customers cheaper than to regular patrons, as a kind of bait. This practice leads people to keep running about from one place to another to secure the benefit of the reduction to new patrons. This policy of publishers is neither wise nor fair. To a certain extent it invites and obtains subscriptions for one year only. At the end of the first year a subscriber is very apt to conclude that if he can get the paper again for the price paid at first he will send his money to another publisher who offers him an inducement as a new subscriber. It is further a more unjust discrimination against old subscribers. A publisher can much better afford to offer a premium for renewals than for new subscriptions. He is safer in retaining a loyal constituency than in depending upon a new list of subscribers from year to year. If he retains a subscriber once on his list, the new ones will come to increase the number. A paper is published—or ought to be—for its present subscribers and not to catch new ones, and a publisher who cares more for catching new subscribers than for retaining old ones will be continually disturbed about the size of his list. It is well to get new subscribers; and it is just as well to retain the old ones. Premiums, clubbing rates, agents' commissions, advertising, etc., are all means of inducing money for the benefit of the business, and one is just as legitimate as another. If a paper should be published at the "honest price" spoken of by our contemporary, there would be no profit, and consequently no margin to use in advertising or "pushing" by means of agents, premiums, etc. It requires a certain amount of money to sustain any periodical. If the publisher has it in bank he may furnish the paper to subscribers at net cost, but if he aims to make the paper pay for its own publication, and maintain its existence through its own income, he must change enough more for subscriptions and advertising than their actual cost to enable him to advertise, employ agents, or use any other means for obtaining patronage which may seem desirable.

Another point of view held by the Notes, in common with many others, is that a person must pay for his newspaper before he gets it. In most business transactions the case is reversed; we expect to pay for a thing when it is put into our possession. In certain cases where imposition might be practiced, as in railroad travel, at hotels, etc., the payment is demanded in advance, but this is only where the purchaser is morally certain of getting what he pays for. In the case of newspapers there is not this certainty. So uncertain is the existence of any but long-established journals that when people pay for them a year in advance it is with a sense of risk, as they know the frequency of newspaper failures. It is true that the publisher himself assumes a risk when he sends his paper for a year to a stranger, with the promise of payment at the end of the year, but he is the one soliciting patronage, and should expect to deliver his goods before getting pay for them, the better and most desirablemse for himself.

The plan adopted by the publishers of the WEEKLY we believe to be the best and most satisfactory all around. Our subscription price is $2.50 per year, to be paid after a year's subscription has been received. If any one wishes to pay in advance, or within thirty days from the time when his subscription begins, he may thus secure a discount of twenty per cent from the regular price, and obtain the paper for two dollars. When the time paid for has arrived a notice to that effect is sent to subscribers, and an opportunity is thus given of paying in advance, if any wish to do so. Our experience thus far is that about one half pay in advance and save fifty cents on their subscription.

The premiums we offer are not to new subscribers, but to old ones. We offer premiums to present subscribers for sending two or more names, whether of old or new subscribers. This is only one means of employing agents, and it is a peculiar means of employing agents who accept the terms are those best qualified to act. The subscription list of the WEEKLY is rapidly increasing, and more than one half as many subscribers permit their paper to be discontinued as previously. Each subscriber becomes an agent, and he may work as long and as extensively as he chooses. We are fully satisfied with our plan, and are confident of grand results.

—Lucrata Mott died at her residence near Philadelphia Nov. 11, in her 88th year.
THE STATES.

IOWA.—The winter term of Troy Academy will open Nov. 30, under the principalship of Albert M. Moss, A. M., a graduate of Dartmouth College. Sup't Linekefelter, of Cerro Gordo county, has begun the publication of a weekly educational paper called the Cerro Gordo School Mate. He announces that he will send ten copies free every week, for sixteen weeks, to every teacher employed in the county. The teachers are expected to bring them to school, use them in such reading classes as may be thought best, and then give them a waning long day at home. Sup't Linekefelter propsoes to hold a "two-day normal" in each township in the county.

The Davenport school board has authorized the dismissal henceforth of the first grade at 11:30 A.M.

The Davenport high school has a membership of 238. The total enrollment for the month was 3,687; the number belonging, 3,581; the number studying German, 2,261.

Muscatine has a longer school year than any other city in the state.

Mr. D. K. Bond, formerly an assistant in the State Normal School at Cedar Falls, will begin his work in the Normal department of our University at the opening of the winter term, Jan. 3, 1881. His natural qualifications, his thorough acquaintance with Normal methods, and his former success in the same kind of work ensure vigorous, practical work and genuine success from the very beginning in this new department of the University. This will provide a want long felt by many of the patrons and friends of the college.—*M. Pleasant Free Press.*

Muscatine pays $500 a year to the teacher of vocal music in the public schools.

Prin. J. J. Mapel, of Milwaukee high school, writes to the *Normal Monthly* that George W. Knight at Lansing is a graduate of the University of Michigan. But this Lansing happens to be one in Michigan instead of Iowa. The executive committee of the State Teachers' Association have decided not to appoint any one to lead in the discussion of papers, but to give about thirty minutes for general discussion. It is hoped that this will awaken a greater interest in the subjects discussed.

Professor Parker, in the Iowa City Republican, gives the Central School Journal credit for having 75,000 subscribers!

All attending the meeting of the State Teachers' Association will pay full fare going, and may return on certificates furnished by the railroad secretary of the association, at the following rates: C & N. W. J., C, R. I. & P. ; C, B. & Q.; B., C. R. & N.; Ill. Cent.; and C. R. R. of Iowa, one-third return; D. M. & F. D., one-fourth return; and C. M. and St. P., one-fifth return. At Des Moines, the Aborn and Kirkwood will entertain members at $2.00 per day; the Morgan House and Sabin House, at $1.50 per day; and a limited number will be accommodated in private families, at $1.00 per day. Persons desiring to secure boarding places early will please address the clerks of the Aborn, Kirkwood, and Morgan, stating that they intend to make their engagements early. All others will address Mrs. F. B. Hanna, or Prin. J. W. King. In addition to the president's address, there will be papers read at the State Association by Dr. E. Pope, Henry Sabin, Miss Blackburn, L. F. Parker, Jona. Piper, H. H. Sterley, G. A. Graves, and Principal Weldon of Cresco.

A class in Biology will be organized at the State University, to meet regularly in the Biological Laboratory on Saturday of each week, from 9 to 11:30 A.M., beginning February 5, 1881. The purpose is, to afford teachers and others interested an opportunity of becoming acquainted with some of the fundamental facts of Biology at first hand. Each member of the class will be provided with microscope, dissecting apparatus, staining fluids, and whatever is needed for the successful study of the subject under consideration. Instruction in the manipulation of both apparatus and material so as to best demonstrate the essential facts, will be given at each exercise. The course will extend over sixteen weeks, and will be limited to ten persons. Each exercise will consist of a short lecture on the special topic of the day, followed by at least two hours of laboratory work. A fee of $5.00, payable in advance to the Treasurer of the University, will secure a ticket admitting to the privileges of the class.

WISCONSIN.—Sup't Whitford has appointed the following gentlemen as Board of Examiners for teachers' State Certificates next year: Sup't Jas. T. Lonn, Ironton, chairman; Prof. J. B. Thayer, River Falls Normal School; and Prin. E. Barton Wood, Oshkoosh.

A free high school has been organized at Bloomer, Chippewa county; C. A. Barlow is principal.

The Board of Visitors at the State University for the current year, have been appointed as follows: *State at large:* Charles H. Dunn, Esq., LaCrosse; Geo. W. Proctor, Esq., Milwaukee; President W. D. Parker, River Falls; and for the Congressional Districts—first, T. W. Haight, Esq., Waukesha; second, Sup't Wm. H. Rohr, Watertown; third, Hon. J. B. Treat, Monroe; fifth, J. H. Mead, Sheboygan; sixth, Chas. E. Vroman, Esq., Green Bay; seventh, Prof. H. S. Baker, River Falls; eighth, B. W. James, Esq., Marathon. The following members of the Board of Regents were designated to act in conjunction with the Board of Visitors: Hon. W. E. Carter, Platteville; L. B. Sale, Esq., Green Bay; and Geo. H. Paul, Milwaukee.

The Board of Visitors for the State Normal Schools for the current year, have been appointed by the State Superintendent as follows: *Platteville*—Prof. D. B. Frankenberger, Madison; Prof. W. H. Richardson, of Milwaukee; and Sup't David D. Parsons, of Richland Center. *Whitewater*—Lewis A. Proctor, of Milwaukee; Prof. George Beck, of Platteville; and Prof. Charles A. Kenaston, of Ripon. *Oshkosh*—Prof. Arthur A. Miller, of Waukesha; Miss Betsey M. Clapp, of New Richmond, St. Croix county; and Linus B. Sale, Esq., of Green Bay. *River Falls*—Prof. R. W. Barton, of Platteville; Prof. Robert Graham, of Oshkosh; and Sup't J. C. Rathbun, of Alma, Buffalo county.

It is rumored that if Prof. Rockwood leaves the Normal Faculty at Whitewater, J. Q. Emery, of Fort Atkinson, will be appointed to fill the vacancy.

Prof. Salisbury, of the Whitewater Normal Faculty, has been appointed by Governor Smith, a trustee of the State Asylum for the Deaf and Dumb. He takes the place made vacant by the resignation of Prof. A. L. Chapin, who has had an official connection with the institution since its first organization.

J. W. Salter, of West Bend, has taken the school at Unity, Marathon county, and will superintend the organization of a free high school in that place.

Prin. Wm. F. Barker, of Pepin, has been appointed county superintendent in place of J. H. Rounds, who died Oct. 13. Mr. Barker will make a very efficient officer.

A free high school will be established in Fennimore, Grant county.

Prin. Chas. F. Harding, of Mazomanie, was appointed superintendent of schools for the second district of Dane county, in place of Mr. S. Frawley, who is teaching in Eau Claire.

Schools at Neenah are reported in good shape and doing good work.

Our worthy County Superintendent of Schools, Mr. W. A. Jones, passed a satisfactory examination before Judge Cothren at the present term of the Richland County Court for admission to the bar of the Circuit, and is now a full-fledged lawyer. Mr. Jones is a man of excellent character, and will without doubt meet with the success which he deserves in his chosen profession.—*Iowa County Democrat.*

A teachers' association will be held at Omro the 20th inst. On the program we notice the names of D. L. Barnes, Walter Case, O. B. Moore, Miss McPeck, O. A. Parks, J. W. Hicks, Chester Smith, Wm. McGoorty, and Co. Sup't W. W. Kimball.

Principal Funk, of Bay View, writes: "Our school work is progressing nicely. We have enrolled this term 570 pupils. Seven years ago we opened school with about 250 pupils. The public sentiment is strongly in favor of our public schools."

MINNESOTA.—Sup't O. M. Lord, of Winona county, reports the schools of that county in a prosperous condition. Only four districts report indebtedness, and the amount of cash on hand at the end of the year exceeds that of any former year. Of the teachers employed five years ago only 10 had attended a normal school; in the last year there were 60 employed who had attended the Normal School, 30 of whom were graduates.

There are not 20 dictionaries in the schools of the county. Not half the schools have maps or globes. The enrollment for the winter term in the rural schools was 4,074. Of the teachers employed for the coming winter there are only three without experience; the experience of the others will average six terms; 27 of them have attended the Normal School, and 12 are graduates of the high schools.

MICHIGAN.—The board of education of the city of Ludington have closed their schools for two weeks on account of the prevalence of diphtheria.

The Union school at St. Clair has been closed for nine days. Scarlet fever is raging there.

The schools of Bridgewater will be conducted during the winter by the
following persons: Mr. Potter, of Manchester, in district 1, or Bridgewater Station; Marion Wheelock, in district No. 2, or Leary's; Arthur Crane, in district 1, or Center; Miss L. Howell, in district 4, or Dillingham's; Miss Sarah Zimmerman, in district 5; Clyde Dickinson, in No. 6, or Lancaster's; Miss Dora Reed is teaching in No. 8—Enterprise.

University.—The fees for matriculation and other purposes received from 787 students of the University outside of the state, during the past year amounted to about $30,000. The University shooting club numbers twenty members; among whom are Prof. Du Pont and Dr. A. Maclean. In thirty-nine years since the doors of the University were first opened it has had under its instruction not less than 8,825 students, and now at the opening of a new year it has enrolled not less than 8,825 students, and will undoubtedly register not less than 1,500. Of all those who have been under our instruction 6,249 have been graduated. This number indicates, so far as numbers can, the work which has been accomplished. —The President's annual report.

The game of football, Ann Arbor versus Toronto, was played during a severe rain storm. The Ann Arbor students were the victors after a hot contest. Grand Rapids has a night school with 125 pupils. The schools at Caro have been closed owing to the diptheria. On the morning of Nov. 11, fire broke out in the central school building at Niles; 800 children were hurried out without accident. Work was resumed in the afternoon.

Died at his family residence Tecumseh, at the going down of the sun, on the 7th day of November, 1850, after a painful illness of many weeks, borne with great fortitude and marked Christian resignation, the Hon. Perley Bills, aged 70 years.—Tecumseh Herald.

Mr. Bills was always an earnest advocate of the cause of education and by his death the public schools of Tecumseh lose one of its most valuable friends. At a session of the school board, held on the 10th inst., the following testimonial of respect was adopted: Pomp, Bills came to Tecumseh in the spring of 1837, and during the first three years of his residence here, he conducted a school. In the fall of 1838 he organized the first primary school district in this township and became one of its officers; and during nearly all the years intervening between that date and his death he has faithfully served the community as a school trustee. For more than thirty years continuously he has been kept in this important station, nor could his friends consent to relieve him till the Angel of Death severed the official bond. His early experience in teaching, his natural taste for school management, his practical good sense, his wise counsel, his liberality in expenditure, all united to render him a most valuable and indispensable officer. Fortunate will it be for our schools if his official mantle shall fall upon so worthy a man. His loss will be keenly felt by his associates upon this board. We extend our sympathy to the bereaved widow and family, knowing that they will cherish his noble and disinterested labors for the upbuilding of our schools as the highest ornament of his long and active life.


ILLINOIS.—Macon County.—The November meeting of the county association occurred in Sup't Trainer's office on the 6th inst. On account of the unpleasing weather not more than twenty attended. Most of the exercises on the program were deferred to the December meeting. At the previous meeting the associate, Miss Laura Fulton, of the Decatur schools, was the victor. For the next meeting besides the exercises left over, the program will include the "Benefit of Teachers' Institutes," by S. McBride, and "How to Keep Pupils in School," by E. A. Gaskam and S. S. Mount.

The November meeting of the Decatur teachers occurred at the high school on the 13th. The work in Phonics, Natural Philosophy, and English Literature was pressed as usual. In the miscellaneous work of the day two articles from the last number of the Weekly were read for the edification of the teachers. Milton is the subject of the next lesson in literature. Sup't Trainer brings out a school column in each of the three daily papers once a week. He speaks of the points noted in his visiting, commending the good things and kindly telling what might be made better. Minnie Loomis has no globe, or dictionary, or wall map, but her school is furnished with a sixty dollar stereoscope. The board are advised to trade the machine for a five dollar dictionary even if they must give four dollars to boot. Abner Cob is a very pleasant school and is enjoying his work with the country folks. He has two classes in German and one in Algebra, but they are not large classes. Arthur Willard was visited a half day and everybody was constantly at work. He can keep his position as long as he wants it and the directors provide for the wants of the school. Clara McGuire teaches at Argenta and has all grades of pupils, though there is another school near by in the same district. They should gather all pupils of the same grade into the same building.—Macon county will send a large delegation to the Springfield meeting, holidays.

Miscellaneous.—Mercey county teachers will have an institute at Viola Nov. 26 and 27. At the late Bureau county fair, Princeton took nearly all the educational premiums. Wyandat and Arlington received some rewards. The teachers of country schools received awards for their pupils, Mary Wiggins, Effie May, James Houston, and Ada Houghton. Principals Hill of Pontiac and F. B. Wilcoxson of Lincoln were recently fined $18.00 for whipping an invalid pupil. No particulars.—Chicago night schools employ thirty-nine teachers besides the principals. Moline has a neat job of grading done on the second ward school grounds. Jerseyville high school has a debating society. Joliet high school building now seems to be in a fair way for completion. The building contract has been let to a Chicago firm, and the Joliet mechanic has been employed to watch the work and material of the contractor. Clay City, Clay county, is greatly pleased with her night school. It meets four nights of the week and holds sessions of two and a half hours. It is in charge of J. D. Nyewander, principal of public school. One of the country schools of Knox county says, "Still in want of a good man teacher. One of experience wanted." The country is not over-stocked with teachers all over. The citizens of Piper City, Ford county, have organized a literary society. C. M. Muffey, principal of schools, is president. Principal Moore of Leland has been too sick to begin school. We hope soon to hear of his recovery. Superintendents Andrews, Graham, and Stickney were all programmed on the same subject at a recent Sunday school convention. That ought to have been authority enough to settle the matter. The Illinois says some good words to students about the choice of badges. If some article of sensible wearing apparel can be agreed upon it is well but if there is not general agreement better have no badges. Mrs. Larned, county superintendent of Champaign, says, "Schools are doing better work this year than in any previous year."

The Sparta high school has a scientific course extending through three years. Tuition rates in the high school are seven dollars per term; grammar, school, five dollars per term; three terms in a year. S. B. Hood is superintendent; James C. Burns principal.

Normal Notes.—The question for contest debate is at last chosen. It is the year for the Philadelphian to propose a subject, they offered, "Resolved that the United States should, in its tariff legislation, adopt the principle of a Tariff for Revenue only." The Wrightsonian chose the negative. The Philadelphian society has recently added to its hall some new side lamps and a new chair for the critic. Much interest has been taken in the election of officers for the two societies for next term. The Wrightsonians polled an even hundred votes. Here are the successful tickets—Philadelphians: President, E. W. Thomas; Vice President, Miss Marie Anderson; Secretary, Mrs. John T. Bowles; Assistant Secretary, M. R. Regan; Treasurer, F. Roberts; Assistant Treasurer, Miss Libbie Granville; Librarian, J. B. Easte; Assistant Librarian, Miss Carrie Pennell; Chorister, Miss Nettie Davis; Attorney at Law, Wm. H. Bean; Vice President, Miss Anna Knight; Secretary, Mrs. Lora Allen; Treasurer, John Gray; Assistant Treasurer, Edward A. Aldrich; Editor, Miss Elizabert Scott; Reviewer, N. T. Vestch; Librarian, Mr. T. J. Welch; Chorister, Miss Cora Lorson. Saturday, Nov. 6, was the first wedding anniversary of Mr. and Mrs. J. T. Bowles. The senior class of which Mrs. Bowles is a member called on them at Prof. Stetson's in the evening and presented a new coat and silver sugar bowl. May the Bowles sweetness be of a kind that endures more than one year.
TOWN SHIP FUND.

Principal of township funds............. $5,048,879.47
Amount paid on principal of township bonds and for interest paid on principal of township bonds: $1,622,609.81
Amount invested and loaned on personal security: $5,280,477.34
Amount invested on real estate security: $4,133,903.83
Amount invested on personal security: $2,413,903.83
Cash on hand in township funds: $2,248,925.55

Whole amount of township funds including value of lands unsold belonging to the township fund: $2,577,447.48
Whole amount of township funds including value of lands and for other purposes: $1,661,225.05

Amount received from township funds: $392,018.02

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SCHOOL DEBT.

Amount of bonded school debt: $3,466,304.14

If the amount of school indebtedness in Cook county is deducted from this, there is left $1,522,609.81.

The amount of school indebtedness for State, outside of Cook county, in 1870, was $2,348,925.55, which shows a decrease in these debts in ten years of $65,215.74.

The increase in Cook county funds partly from the building of school houses after the fire, and partly from the great growth of the county.

The decrease outside of Cook county is nearly 27 per cent.

THE LIBRARY.

REPORTS AND PAMPHLETS RECEIVED.

A Manual for Teachers of the Public Schools of the city of Racine, Wis. by O. Hough (1880).

Course of Study, Rules, and By-Laws of the Board of Education, Adopted October 13, 1880, by C. E. Gray, Superintendent of Schools, Rugby. Morgan County, Tennessee, S. E. Jenkins. Published October 5th, 1880, by the Board of Aid to Land Ownership (Limited), of London, England, Thomas Hughes, Esq., Q. C., President.


Ninth Annual Report of the Kansas City Public Schools, Kansas City, Mo., for the year 1877-80, by J. M. Greenwood, Superintendent.


NEW BOOKS RECEIVED.


YESTERDAYS PRIMER OF DOMESTIC CUISINE; however leave out the Historical How this very interesting work on its Marks of Venice, Teachers and Henry N. Hudson, Professor of Lincoln. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1880.


NORMAL OUTLINES OF COMMON SCHOOL BRANCHES; Designed as an Aid to Teachers and Pupils in the Method of Teaching and Studying by Topics. For the Use of Common and High Schools, Normal Schools, Colleges, and Private Students. By G. Dallas Lind. Indiana: The Library of American Newspapers, a Carefully Prepared List of All Newspapers of Date of Establishment, Political or other Distinctive Features, and Advertising Rates, together with the Population of the Cities and Towns, as well as any other information which they are published. A List of all Newspapers in the United States and Canada which insert Advertisements, arranged by Counties, also Separate Lists of all Religious and Agricultural Publications, the various Classroom Instructions, and all Newspapers Published in Foreign Languages, omitting those which do not insert Advertisements. Philadelphia: N. W. Ayer & Son, Newspaper Advertising Agents. 1880.


Exhibition Day: Containing Dialogues, Recitations, Charades, Tableaux, Group and Blackboard Exercises, Parodies and Plays for Grammar, Primary, High Schools, and Parish and Parlor Entertainments. By Mrs. Mary B. C. Slade, Boston: Henry A. Young & Co. 50 cents, The above title describes the book very well. We should however leave out the High Schools, and think that the grade below the Grammar School would find it a book worth having; and it is just what is needed in the common schools.

The dialogues are sprightly and entertaining, and more than are usually found in a work of this character.


This is a pleasant gossipy little story of high life in Chicago "before the fire," and the gradual downfall to moderate circumstances afterward. We are reminded, in reading some pages, of Saxe's poem, "The King and the Cottager," when he says,

"For ever secret envy

Attends a high estate,

And ever lurking malice

Pursues the good and great,

And again of "Icarus" by the same author,

"The moral of this mournful tale is plain enough to all:

Don't get above your proper sphere, or you may chance to fall."


We are indebted to Jansen, McClurg & Co., of this city, for this very interesting work on Mediaeval Church-building. It contains an introductory chapter giving an account of the state of Europe during the period under consideration, and then a detailed history of three very celebrated Mediaeval Churches, St. Mark's of Venice, Our Lady of the Assumption of Siena, and St. Mary of the Flower of Florence.

The mechanical execution of the work is admirable. Its literary execution is excellent. Every page gives evidence of its painstaking and scholarly character. Copious notes and abundant references show how profound and extensive was the author's study of his attractive subject. His work abounds not alone in interesting information, but in vivid and eloquent description, and philosophical treatment of the social, political, and religious phenomena of the remarkable and rarely understood period which his study covers.

We commend this book to all who would understand the teachings of those wonderful Mediaeval cathedrals of Europe whose "dim religious light" has long been sung of poets, and whose marvelous decorations have been an inspiration for artists for centuries. We have not for a long time read so vivid and touching an exemplification and explanation of the philosophy which shows how,

"In the elder days of art,

 Builders wrought with greatest care

Each minute and unseen part."

WORK FOR THE WEEKLY.

Any subscriber whose name is on our list, by sending in the names of two or more new subscribers, or renewals, with the money, may obtain any book or books for himself or his school, in proportion to the amount of money sent.

We do not give premiums in money.

We do not give premiums to new subscribers.

We do not give premiums for an order containing less than $4.00.

It is not necessary that subscribers should all have the same post-office address.

It is not necessary that the whole list should be sent at once.

It is not necessary to order your premium till you have obtained the last subscriber possible.

The books may be selected from any catalog. They will be sent by mail or express.

All charges for transportation must be paid by the one ordering.

If the books cost more than the premium offered, send the balance in cash.

Always mention in your letter that you are working for a premium, and we will give you proper credit.

If you prefer other periodicals, maps, charts, apparatus, or any article of school merchandise instead of books, they will be sent on the same terms as the books.

For subscriptions amounting to $1.00 we will send books worth $1.33.

For subscriptions amounting to $6.00 we will send books worth $6.25.

For subscriptions amounting to $10.00 we will send books worth $11.33.

For subscriptions amounting to any sum, we will send books worth one-third the amount of money sent.

The following select list is specially recommended to teachers, though any other books may be ordered:

Wedgewood's Topical Analysis,—Common School branches, $0.50.

Grube's Method of Teaching Primary Arithmetic, $0.30.

The Common School Question Book,—for teachers' use, $1.50.

Lancaster School Mathematics, 12 cards, 90 cents.

Recitation and Report Card Combined,—per 100, $1.00.

Wickersham's School Economy, $0.50.

Wickersham's Methods of Instruction, $1.75.

Primary Fridays, $25.

The School room Song Badge, $1.50.

Lippincott's Gazetteer, $1.00.

Monthly Report Cards,—per 100, $1.00.

Salisbury's Phonology and Orthography, $1.00.

Carpenter's Elements of English Analysis, $2.50.

Butterfield's System of Punctuation, $2.50.

S. R. WINCHELL & CO., Chicago.

Educational Publishers, Booksellers, and Printers.

HORSEFORD'S ACID PHOSPHATE

In Digestion and Nervous Diseases.

I have extensively used Horserford's Acid Phosphate in my practice, in cases of Dyspepsia, Nervous Prostration, and kindred affections, and I have almost invariably obtained very good results.

A. TRAN, M. D.

PHILADELPHIA.

—Where is B. B. Bryan's Business College? Haven't you heard of that great school of commerce in Chicago, where so many young men are educated?

A World of Good.

One of the most popular medicines now before the American public, is Hop Bitters. You see it everywhere. People take it with good effect. It builds them up. It is not as pleasant to the taste as some other Bitters as it is not a whiskey drink. It is more like the old fashioned bone set tea that has done a world of good. If you don't feel just right try Hop Bitters.—Nunda News
NOTES AND QUERIES.

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

Editor of N. A. and Q. Columns.

Please explain the English University terms Tripos and Senior Wrangler.

Ans. These words are both in the Unabridged Webster, but may be explained more fully. At Oxford, when students have passed for their degree of Bachelor, and examination is held in the "Senate House" for "honors," or relative rank in the class, which is given according to their mathematical excellence, the "honor" consists in having their names printed in the list which is issued at commencement with the names in order of excellence. Those who take honors are divided into three classes. The best, to the number of $5 to 10, or 35 or 36 being the number generally, are called Wranglers; the man at the top of the list is the Senior Wrangler. The next division, numbering from 40 to 60, are called Senior Optimes; and the third class are Junior Optimes, generally about 40, but varying from 25 to 60. The Junior Optimes are those who are good scholars in classics, but who have slighted mathematics so that their "honors" are low; and the lowest of this class is called the Wooden Spoon. All the graduates below Wooden Spoon receive their degree without any "honor."

The origin of the name Wrangler is not given by Webster, but is plain enough without looking up the explanations of Talbot and Brande, given by Worcester. In the Middle Ages it was customary for the new Bachelors each to propound some thesis, to step forward and speak (in Latin) in defense of it, and if any one present controverted his thesis, it was his duty to debate the topic; hence each Bachelor was a disputant or wrangler.

Q. What is the name of the British officer who visited Gen. Marion in camp near Georgetown, S. C.; and who, upon seeing what hardships the Americans endured, all for liberty's sake, told his superior officer, Col. Watson, "Such men can not be conquered!" who and who a short time thereafter threw up his commission?

O. O. Co.

Ans. We fear the name of that officer will never be known. It is probable that nobody but Rev. (r) Mason L. Weems had ever heard of him up to the time when that romance, Weems' Life of Marion, was run; and that Weems' fertile brain evolved him or created him out of nothing. His books are full of invented "facts" and sparkling stories without foundation. Does O. O. remember the "green owl" story in the Life of Marion? Weems forgot that the silliest bole of French wood'dn't stamp that story as a counterfeit. Probably his title of "Reverend" was one of his own personal inventions.

Dr. Willard.

Q. Are any journals or magazines published at regular intervals on the subject of Penmanship, and what is the address of one or more?

Ans. The Penman's Art Journal, New York: price, $1.00 a year.

OFFICIAL DEPARTMENT.

WISCONSIN.

The Right of Students to Vote.

In view of the questions which have arisen at some of our recent elections with regard to the right of students to vote, the following official communication will be of interest to all concerned:

State of Wisconsin, Office of Attorney General.

MADISON, OCTOBER 27, 1880.

J. H. Evans, Esq.

Dear Sir,—Yours of the 25th inst., received and contents noted. The question of residence is one of intention. Students attending school can elect to make the place at which they are so attending school their place of residence, and thus be entitled to vote at such place. It is the universal practice over the state to allow students to vote at the place they are attending school, as their place of residence. The right of the students of the Wisconsin University to vote at Madison as the place of their residence, has never been questioned or denied. With few exceptions they consider this their place of residence and vote here. I believe this answers your questions.

Very respectfully yours,

H. W. Chyngworth
Assistant Attorney General.

MILWAUKEE NOTES.

Teachers' Meeting.—On Saturday, Nov. 13, the monthly meeting of teachers of the third, fourth, fifth, and sixth grades was held at the Normal School. Instruction was given by Miss Hannah M. Brown, Superintendent of drawing. After this instruction Mr. D. B. Corcoran, Principal of the Ninth District school, conducted a recitation in arithmetic, in a class composed of pupils of the third grade. The principal features of the recitation were a new method by which the multiplication table was combined with other arithmetical drill, and a system of working and explaining division which secured rapid and accurate results. The method was favorably discussed by Prof. Shaughnessey, Mr. O'Neill, Miss Carley, Miss Wier, and Miss Steele. Unfortunately, further discussion was prevented by the want of time. Every teacher present agreed that Mr. Corcoran's method has been highly successful in the judgment of the class which received it. The interest in the meeting was quite an improvement on the passive attitude of teachers generally at other meetings.

Night Schools.—On Monday, Nov. 23, the night schools will commence in six different places in the city. The committee in charge have appointed the principals to teach these schools at $2.50 per evening. Most of the principals have secured positions, and only one assistant teacher, Mr. S. B. Smith, was similarly fortunate. The committee are right in putting these schools in charge of principals. These gentlemen are certainly the most tired and freshest when night time comes around. Besides, they need something to keep their teaching abilities in practice.

 Literary Societies.—Literary Societies educate more than night schools. They beget thought and an interest in literature and current events. Last winter the city was destitute of a single such organization other than the two mentioned in my last remarks. The Union Literary Club has nearly fifty active members, and is unquestionably the best organization of its character started here during the last five years. Mr. E. G. Comstock is president. The faculty of the school being favorably disposed, the eloquence of the City High School has concentrated itself into a literary society. Mr. Hansen is president. It has a large membership and larger attendance. Prof. Mapel, the new principal, deserves credit for encouraging the society, which is the source of much improvement when carefully conducted.

The "Utile Dulce" Club meets on the south side. It is a literary organization of a high order. Prof. Richardson, of the Twelfth District, is the inspirer and genius of this organization. The names of many of our teachers are found enrolled in these societies, and in their meetings their eloquence sounds, and learning shines, but too many of the teachers take no interest in literary work. True, as the Weekly said, "Teachers can not be said to be a very literary class." Now won't some one start a booming "Teachers' literary society?"

PUBLISHER'S NOTES.

—We are preparing to supply our readers with New Year's Calling Cards. From correspondence with several of the leading stationery houses in the East we learn that we can send by mail assorted designs of New Year's Cards, with printed addresses, at rates from $1.50 to $4.00 per 100. Samples have already been ordered, and stock will be on hand in two or three weeks. Our stock of samples ordered will permit us to respond to calls for the same from such as wish to buy. Send fifteen cents for a dozen samples postpaid.

Humbugged Again.

I saw so much said about the merits of Hop Bitters, and my wife who was always docile, and never well, teased me so urgently to get her some, I concluded to be humbugged again; and I am glad I did, for in less than two months use of the Bitters my wife was cured and she has remained so for eight months since. I like such humbugging.—H. T., St. Paul.—Former Press.

LITTELL'S LIVING AGE FOR 1881.

In 1881 The Living Age enters upon its thirtieth year of continuous publication, and it steadily increases in value with its years. Its frequent issue and well-filled pages render it a satisfactorily fresh and complete compilation of an indispensable current literature—a literature which grows richer and more abundant every year in the work of the most eminent writers upon all topics of interest. In no other way can so much of the best of this literature be obtained so conveniently and so cheaply as through the columns of this standard monthly magazine. To value to every American reader it is, therefore, obvious. It supplies the place of many magazines, reviews, and papers, and alone enables the reader, at a small expense of time and money, to keep well abreast with the best thought and literature of the day. The prospectus is worthy the attention of all who are selecting their periodicals for the new year. Reduced clubbing rates with other periodicals are given; and to new subscribers remitting now for the year 1881, the intervening numbers are sent gratis. Littell & Co., Boston, are the publishers.
Nov. 18, 1880]

School Teachers

and

School Boards:

Do you want to buy any

BOOKS, STATIONERY,

MAPS, GLOBES, DAILY

REGISTERS, BLACKBOARDS,

CHARTS, CRAYONS,

REFERENCE BOOKS,

SCHOOL RECORD BOOKS,

DISTRICT TREASURER BOOKS,

SCHOOL MOTTOES, LIQUID

SLATING, CARDS, ERASERS,

MINERALS, APPARATUS,

OR anything else for your own use or the use of your school?

Are you going to have any PRINTING, BINDING, or

ELECTROTYPING done for your school?

Do your Large Dictionary need rebounding?

If so, earnest your business to the

EDUCATIONAL PURCHASING AGENCY

of Chicago, who will give the lowest figures, and the best service.

No charge for information on any of the above subjects.

Address a stamp for reply. Letters are answered the day they are received. Filled list on request.

S. R. WINCHELL & Co.,

Chicago, Ill.

"REFUND MY MONEY!"

A subscriber sends us the following on a postal card:

"We have not received two of my "Educational Weeklies" Nos. 173 and 175. If you are going to send them I would like to have them, if not refund my money and I will not look for the paper."

This furnishes us a text for saying what we are sorry it is necessary to say to a teacher: Be polite; be respectful; be courteous. It is astonishing that men who pretend to be teachable are so empty-headed! No school can betray the large, and the most important of which is displayed in some of the communications received at this office. Should we publish or exhibit the postoffice letter by certain so-called teachers here and there through the country, the writers would hide their faces for shame. They write as though they supposed the Weekly was published by a man who was trying to outstrip them of their pitance paid for subscription.

They seem to think we are some figure-headed set up for them to give vent to their spleen at through the medium of the office,—without head, heart, or humanitv. Not one of them would presume to speak to us face to face as they unhappily write to us. They assume the position of a paucity, and a medical will gain nothing by intentionally defrauding their patrons—that a publisher will, for instance, intentionally withhold a copy of his paper from a certain subscriber. Such imbecility is one of the causes which keep the salaries of teachers so low—such teachers are paid more than their brains will demand in a fair market.

Will the subscribers reply publicly to these insulting postal cards, and this correspondence may become an interesting department of the paper. Cards and letters marked by common decency will be printed, but unlawful and libelous will receive special attention. Perhaps in this way a lesson in "morals and manners" may be taught some teachers who would never get it in any other way, but who are deepflown in need of it.

Newspaper Decisions.

1. Any person who has taken a paper regularly from the post-office—whether directed to his name or another's or not—is responsible for the payment.

2. The court that refusing to make new contracts with periodicals from the post-office, on removing and leaving them uncalled for, is prima facie evidence of intentional fraud.

3. If a paper not sent by the post-office can be traced to any/all pay arraignees or the publisher may continue to send until payment is made, and collect the whole amount, whether the paper is taken out of the Office or not.

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The Greatest Literary Authors, as

Prof. Max Muller, Rt. Hon. W. E. Gladstone, Sir Henry Musgrave, Prof. Huxley, Richard A. Proctor, F.R.S., Miss Hopkins, Professors W. Black, W. D. B Carpenter, Frances Power Cobbe, Prof. Goldwin Smith, The Duke of Arundel, Mrs. Black, Miss Thackeray, Mrs. Matilda Oswald, Mr. Oliphant, D. D. Blackmore, Mrs. Hardy, Matthew Arnold, Henry Kingsley, T. B. Turgenev, Ruskin, Tentiany. Browning, and many others, are represented in the pages of THE LIVING AGE.

Littell's Living Age.

In 1811 THE LIVING AGE enters upon its twenty-eighth year, admirably universal and successively good reading. During the year it will furnish to its readers the productions of the most eminent authors, above named and many others; embracing the choicest Serial and Short Stories by the Leading Foreign Novelists, and an amount of the most varied and interesting Originals in the world, of the most valuable and Scientific matter of the day, from the pens of the foremost Essayists, Poets, Critics and Expositors, and representing every department of knowledge and Progress.

LITTELL & CO., Boston.

My advertisement in the Weekly pays better than in any other paper—A. C. Mason, Jackson, Ill.

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Advertizing Rates for Single Insertion:

Per Line, (Nonpar.) $ .15 One Column (to in.) $ .80 One Inch, $2.75 Half-inch self, $1.75 One-half outside Page $2.00 Three Inches $4.00 Full inside Page, 15.00 Five inches (5 col.) $ 5.00 Full outside Page, 20.00 Special notices, 40 cents per line, breeder wide measure.

Discount 5 per cent for 4 insertions; 10 per cent for 10 insertions; 15 per cent for 25 insertions; 20 per cent for 50 insertions.

Add one-fifth for position.

Add one-tenth for 1, 2, 3, or monthly insertions.

Add one cent per line for every change of copy.

Smaller advertisements may be dispensed with a half-page insert.

No advertisement will be received for less than one dollar.

Detailed rates furnished on application.

All advertisements published four or more consecutively will be charged 25 per cent for the first page and bi-monthly insertions free of charge while running in the weekly.

Address all communications to:

Agents Wanted!

We want reliable, wide awake men and women in every neighborhood, town, county or state in the West, to sell an article that has only to be exhibited in order to secure a ready and profitable sale.

THE PHOTOGRAPHIC FAMILY RECORD.

This excellent Daguerreotype was designed and made by an artist of rare taste and ingenuity. The shading is admirable, the drawing excellent, and it is all that could be desired, while the beauty and harmony of its conception must command the entire public. It places the family in a lovely group, where each and all may be seen in their true and natural position, and gives the important facts connected with the birth, marriage or death of each.

The size of the Engravings is 20 by 24 inches. Send for a Catalogue.-All that have seen it commend it in the highest terms.

Nothing like it has ever been offered to the Public. It is a rare chance for persons to make money.

TEACHERS.

Will find it easy to double their wages by spending a few hours each week canvassing their neighborhood for the Record.

All who mean business are invited to address us at once for terms.

We will send a sample Record to any one who desires to work, post paid, on receipt of 50 cents, which is one-third the retail price, for 100 COPIES; 100 copies, $2.50, also a large Blackwalnut frame, gilt lining, $5.00.

Religion will keep us prepared to offer the most liberal terms for those who may wish to engage in a lucrative, honest and commendable employment.

We especially call upon teachers to engage in the sale of THE PHOTOGRAPHIC FAMILY RECORD.

The size is 20 by 24 inches, and the cost to the dealer is 50 cents per copy. The price to the public is $1.00, in lots of a hundred, post free.

TERRITORY FOR SALE.

For full description of Record to Agents, circul ars of Circulars, and other information, apply to THE PHOTOGRAPHIC FAMILY RECORD, 134 Madison avenue, Chicago, Ill.

S. B. WINCHELL & CO.,
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30th YEAR.

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Terms, $2.50 per year, $5.00 half year, which includes 10% discount to Agents. Single copies, ten cents, sold by all Newsdealers. Remit by post office order. MUNN & CO. Publishers, 63 & 65 Washington St., New York.

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In connection with the FIRST and no other Patent Office, Messrs. MUNN & CO. are Solicitors of America and Foreign Patents, and have had 30 years experience, and now have the largest establishment in the world. Patents are issued upon the best terms. A special notice is made in the SCIENTIFIC AMERICAN of all inventions patented through this Agency, with the name and residence of the Patentee, by the last publication of the inventions so given, public attention being called to the merits of the new patent, and sanctioned of the publication of the valuable invention.

Any person who has made a new discovery or invention can not continue his free of charge, whether a patent can probably be obtained, by writing to MUNN & CO. We also send free our Hand Book about the Patent Law, Patents, Copyright, Trade Marks, their cost, and how to secure them, with blank forms for procuring advances on inventions. Address, for the paper, MUNN & CO. Ltd. Patent Office, 63 & 65 Washington St., New York.

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Report Card Combined.

This is a convenient device for handling large classes, calling on pupils at random without being obliged to keep the list of names prepared, or go over the same name. The score of the pupil who is to be called on is to be called on, and at the same time, having the own of marking right in one's hand. Each class teacher is represented by a pack, and the packs may be of different colors.

On the back is a monthly record of the pupil's work for the term, per hundred, postpaid. Samples sent on receipt of stamp.

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HOPE FOR THE DEAF.

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PERFECTLY RESTORE THE HEARING and parts of the Ear in a few days. No Anesthesia, or operation of any kind, always in position, but invisible to others. Washington, or New York, or S. W. Garme's Office, 700 Broadway, New York.

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