There is one absolutely safe principle in dealing with the declamation and pretense of anarchists of every sort and degree, whether religious, educational, or social. It is this: Any human institution that has grown to be what it now is through the efforts of successive generations of the wisest and the best, has a very large element of unimpeachable truth in it.

When Mr. Ingersoll declares that the world would be better off without the church, no one need be disconcerted, for the hypothesis is antecedently incredible. When Mr. Dickinson has proved, in philosophical phrase, that text-book instruction is valueless, we know that his conclusion is absurd, because it is contrary to all enlightened human experience. Not only our public school system as a whole, but our system of school supervision as well, have grown to be what they are through the enlightened efforts of succeeding generations of thoughtful men and women; and the hypothesis that they are essentially and largely false in purpose and method is an absurdity unworthy of a moment's attention. This should be our mode of dealing with anarchists of every kind and degree. In education, we do not admit that revolution is ever profitable; here, the worst that any sane man can demand is evolution, growth; and whoever would break violently and abruptly with the old is a false guide to be suspected and shunned. The true reformer will seek to fulfill, to complete, to develop, not to overturn and to destroy. And so we listen with composure to the declamations of Messrs. Adams, Parker, Dickinson, and White.

We shall be misunderstood if we are thought to give no significance to the phenomena under discussion; they are at once the products and the signs of the times in which we live. And they are signs of good omen. It is evident that we are passing out of a period of indifference into a period of discussion and criticism. Every period of ferment in human opinions is an evidence of life and a prophecy of progress. But such ferment always engenders a brood of false prophets. The purpose they serve is to direct attention to centers and sources of agitation, and so to put wiser and safer men in the path of progress. Systems of public instruction have imperfections that are inseparable from human institutions of every kind and name. In their earlier growth, there will be a large element of the instinctive or spontaneous order; and the dawn of conscious or purposive growth is always charac-
tized by discussion and by the rise of the critical spirit. In our educational history we are passing into a new phase of growth; we are on the eve of a transition from the empirical to the scientific or rational. Henceforth our progress is to take place under the tutelage of reflection. Our general line of advance will be determined by two points. One of these, what has been, is fixed; the other, what ought to be, is variable within certain limits, and as we go on we shall correct our course by observation and chart. Landsmen will shout to us that all along we have been on the wrong course, and that we are going straight to destruction. Excited seamen will point to this Scylla and that Charybdis, but we will try to keep our heads, and hold the middle way, which we know to be the safest course.

Mr. Adams and Mr. White have their use; and from the point of view we have indicated their admonitions may be invaluable. As guides and prophets, they deserve no serious attention; but as they may point out defects and dangers, they may do invaluable service. The real molding of our educational policy will be done by wiser and safer minds,—by men who can observe two phases of a great truth at the same time, and are shrewd enough to hold on to the past while reaching out for the future.

A progressive conservatism is the only policy that commands respect or deserves confidence. In things educational, the general line of progress is the normal one; and the efforts of thinkers must be limited to the task of making such corrections as will give greater directness to this line; but its continuity must be pursued. Again we say, beware of extremists, and especially of those extremists who form their opinions under no limitations imposed by experience and special knowledge of the subject they discuss.

Against Mr. White’s impeachment of the moral efficacy of enlightenment, we beg leave to quote the opinions of one of the most eminent scholars of the age, Ernest Renan. The following paragraph is translated from a brochure entitled, La Part de La Famille et de L'Etat dans L'Education. (Paris: 1869.)

“The question of education is for modern societies a question of life or of death, a question on which their future depends. Our stand has been resolutely taken in this respect. We shall never recede from this philosophical principle, that every man is entitled to enlightenment. We are confident that enlightenment is beneficent, and that if it be attended with some dangers, it alone can provide a remedy for them. Let those who do not believe in the reality of duty, who regard morality as an illusion, preach the dreary doctrine of the necessary degradation of a part of the human race; but for us who have absolute confidence in moral truth, such a doctrine is out of the question. At any price, let come what may, let there be more light! This is our motto, and we shall never abandon it.

“I know that many minds, and some of them of the better order, have doubts on this subject. They are alarmed at the progress which, in these days, is carrying knowledge to portions of the human race that up to this moment have been excluded from it. There are, they say, in human labor, humble duties to which an educated and cultivated man will never submit. The awakening of the intelligence is always accompanied with more or less of revolt; the diffusion of instruction will make wholly impossible order, subordination, and obedience to authority, without which humanity has thus far been unable to exist. This is very bad reasoning, and I even venture to say, very impious reasoning. This is the reason which was invoked for centuries to maintain slavery. The world, it was said, has need of menial services that a free man will never assume; hence slavery is necessary. But slavery has disappeared, and the world has not gone to destruction on that account. Ignorance will also disappear, and the world will not go to ruin. The reasoning that I oppose proceeds from a low and false assumption—that instruction serves only for the practical use that is made of it; so that he who, on account of his social position, cannot give a money value to intellectual culture, has no need of that culture. Literature, according to this mode of thinking, is useful only to the man of letters; science, only to men of science; and good manners only to men of the world. The poor man ought to be ignorant, for education and knowledge would be useless to him. This is blasphemy. Culture of mind and culture of soul are duties of every man. They are not simple ornaments, but are things as sacred as religion. If mental culture were a frivolous thing, it might be held that it was not intended for all; but if it be a sacred thing par excellence, no one should be excluded from it. One does not dare say, at least in a Christian country, that religion is a thing reserved for the few. that the poor and humble man ought to be excluded from the church. And so instruction, the culture of the soul, is our religion, and we have not the right to deprive any one of it. To condemn a man, a priori, not to receive instruction, is to declare that he has no soul, that he is not the son of God and of the light. This is the climax of impiety.”

**DICTEE.**

To the Editor of the Weekly,—Will the writer of the article under the above caption in the issue of Oct. 14 have the kindness to tell us more about dictée? An Inquirer.

**BATTLE CREEK, MICH., Nov. 8, 1880.**

The article referred to, p. 198, recites several of the important advantages of what the French call “dictée en texte suit,” meaning a proper arrangement of words in a coherent sentence to express a certain intended sense. Their learners become good writers by writing; and the hand learns to spell at the same time, under supervision of the remembering eye; and this almost incidentally and gratuitously—at least with almost no special effort. But the eye must not be mystified by being made to look at false spellings, which thus may print their forms on the retina, and be stored up in the wonderful photograph galleries of mental vision, ready, when memory makes an effort to recall the letter form of the word, to spring to view in place of the bona fide forms.

It is utter folly to depend upon the ear as a guide to the hand in actual spelling. The years that are thrown away every year in noisy, time killing, vocal spelling are almost a dead loss. Its chief effect is to induce in very many cases a squawling falsetto, injuring the voice and infecting the reading with acid inflections, ruinous to all natural and pleasing modulations. And it consumes more than all the time actually necessary for learning to write words down in good form; first as simple phrases; then orderly sentences, with observance of all those details of capitals and stops, which point the sense, and of such changes as English still retains some few of, but happily less than other western languages,—viz.: such as express changes of number, gender, comparison, adverbiality, tense, case, etc. All the essentials of Grammar become familiar by this writing practice without the pupil being troubled with the learning of an incomprehensible rule or bewildered with a host of ever-changing, because unsatisfactory and often baseless terms. The same may be said of all that is practical and really useful in Rhetoric.
The hand becomes so dexterous and ready at this location of words with pen or pencil as to make writing (in the words of Supt. Parker) "as easy as talking." Grammars which profess to teach how to speak and write correctly, as well as how to spell and punctuate—have been put out of the Quincy schools,—that is the books have, yet Supt. Northrop of Connecticut says that the children there write and talk better and earlier and more easily and readily than in any schools of any town within his knowledge. For they have "conversation" too, on their program there, and they learn to talk good-sentences as well as to write them. And they enjoy the exercises. They are "facile and felicitous" in expression, Supt. N. says; and it is a result of their learning words by using them, phrases by making them, and sentences by writing them.

Copying their reading exercise from the printed page is the initiation of this practice, and in the course of a year the hand and eye attain a degree of expertness. Soon this expertness enables the hand to go on copying mechanically, even while the attention wanders, leaving the memory of the eye unexercised. It is then that the very valuable improvement of supplying dictée in characters showing only the pronunciation, without any letters or spelling, comes in with admirable service. It greatly widens and deepens the drill. Every sound is shown by a simple and changless sign. Being intended for children, the simplest and easiest possible mode of writing is used. Occasional practice in the use of these characters is equivalent to first lessons in artistic drawing. The utterance of the sounds they represent,—which is the means of determining what word is represented by any combination of them—assures the full enunciation of every part of every word that enters into every daily exercise. And as there is not a letter shown, either to mislead or to guide the speller, the memory of the eye is kept alert and observant. It cannot go to sleep and it soon acquires the habit of noticing the structure of every word and the appendages of every sentence that is read. Thus it becomes as ready in reproducing these when wanted as in calling up every detail of the looks, dress, or other particulars of the appearance of a friend or any scene that has been looked at for the first time, and looked at with a special interest.

The only bar to the extended use of this superior method is the natural hesitation of a teacher or a teacher of teachers about undertaking to use a strange looking set of signs that at first view are "all Greek." But actual use soon proves that it is all very clear and fully expressed English; and on trial it turns out very commonly that little ones of ten will learn to pronounce the words from it quite as soon as the teacher,—often sooner, from having no preconceptions to get rid of, or side grooves of thought or care to fall into. The learning of the half-dozen signs used in a first lesson is a matter of but a few minutes; and others are added, as wanted, with scarcely an effort. The teacher is apt to find some unsuspected own faults of speech corrected by the use of a booklet of homographic dictée. As to trouble—when the signs are once known he has but to mark off so much to be written out, and then the spellers neither require his assistance, nor make any alien sound noise until their slates are given in to be examined, and marked at quiet leisure. Each of them has a dictionary for reference as to an occasional strange word.

An alphabet of homographic script adapted to English is sent from the Phonetic Depot, Tyrone, Pa., for five cents; or with notes and illustrations of use for nine cents; and a manual of homographic dictée for fifteen cents.

In French there are many more varieties of terminations to words, than in English, resulting from changes of tense, gender, and irregularities of declension, etc., and all these have corresponding orthographical changes, even when, as often, there is no change at all of pronunciation. Their books of dictée in type turn upon illustrations of these largely, and of the peculiar uses of capitals and of the accents which they employ to distinguish certain variations of vowel sounds. For they are very precise and phonetic as to their vowels; but the consonants are thrown in by handfuls, with wantonest extravagance.

FACES.

A NEW SYSTEM OF PHYSIOGNOMY FOUNDED ON COMPARATIVE ANATOMY.

By FRANK B. SCOTT, Artist.

Section V.

RADIATE FORMS AND CENTRAL MOUTHS.

CUVIER included all the lower forms of animal life in one sub-Kingdom under the name of Radiate. We might here notice that what we call sub-Kingdoms he called Grand Divisions, of which he had four, the Radiate being the lowest. The simplest of these forms are now erected into a separate sub-Kingdom,—the Protozoa, and nearly all the rest are arranged under the Ctenophora, a name given by Prof. Huxley.

The radiate order of arrangement is not confined to any one sub-Kingdom. In each there are examples of a central mouth surrounded with diverging appendages, and therefore in a certain sense they are Radiates.

The Star-fish is one of the best representatives of the radiate form, as in some species it takes the regular figure of a five-pointed star. Naturalists are not agreed in what sub-Kingdom it and some kindred forms should be placed. If the Cuttle-fish is a Mollusk why not the Star-fish? The Cuttle-fish with its arms radiating from a central mouth is as much a Radiate as a Star-fish, and each could be arranged under the same sub-Kingdom.

The stomach of the Star-fish is distinct from the body cavity, and the rays are furnished with sucking discs, only they are attached by filaments which can be extended at will.

THE NUMBER FIVE.

Five or its multiple is a reigning number in the animal and vegetable Kingdoms. It is not so evident in the mineral Kingdom. In none is it universal, but general. In the Star-fish there are five rays; in the Cuttle-fish there are two of a peculiar structure, which are wanting in allied species. In the Sand-star and Brittle-star there are five rays.

Leaves are often star-shaped. By enlarging one or more rays at the expense of the others, or giving curved instead of right lines, or serrated edges or sub-divisions of the leaf, we can make...
one hundred modifications until the original star-form is hardly discoverable.

In fruit the seed-cells are frequently arranged in a similar radiate order of five. If we cut an apple or pear in two cross-wise, there is the same five-pointed star-form.

If we pass from the fruit to the tree on which it grew and examine the buds on a new shoot, we find them arranged in a spiral form, five buds growing once round the shoot and the sixth on a line with the first and commencing a new series similar to the first. It is the upward growth of the shoot added to the radiate arrangement of the buds that gives the spiral form.

If now we draw the figure of a man in the outline of a star his stomach will be in the place of the central mouth of the Star-fish, and he will occupy the five rays with his head and hands and feet. Then a second series of five will be observable in each division,—five senses in the face, five fingers on each hand and five toes on each foot. We thus have a primary system,—five primary divisions and each division sub-divided by five.

In man,—as in other Vertebrates,—the mouth is not directly over the stomach as in the star-fish, nor are the hands and feet oral appendages, but these are carried away from the body by intermediate parts,—the head by a neck, the hands by arms and the feet by legs.

Why is it that we find the number five so often repeated under so many different forms in the vegetable and animal Kingdoms?

Nature is simple and is a unit, and her foundations are laid in the simplest geometrical proportions and numbers. These two Kingdoms are formed on a radiate plan. In geometry the simplest and most elementary radiate form is divisible by five. Extend the lines that form a triangle (Fig. 1.) and they diverge into space; the lines of a square (Fig. 2.) to the same; but if the lines that bound a pentagon (Fig. 3.) are extended, instead of diverging into space they approach each other and form five rays. In the hexagon (Fig. 4.) the star has six rays. It is a compound figure formed by placing two of No. 1 over each other in opposite directions. Thus the star with five rays is the simplest radiate form; and being the simplest is the reason of its common occurrence in Nature.

Our next section will be "a central mouth in the Vertebrata."

THE BENEFITS OF TEACHERS' INSTITUTES.


The first important result that presents itself to our mind as being brought about by these meetings is the unity of feeling among teachers. The teacher who stands alone in the schoolroom needs active sympathy from those who know how to appreciate his difficulties and who have undergone the same trials. Many have to contend against the indifference of parents in regard to their children's welfare, lack of interest in education in general, indifference or total lack of support from the board of directors; and in such cases, the teacher who can meet with his fellow teachers and talk of these difficulties and discuss the various methods proposed to remedy these evils, will find the huge mountain that he carried on his shoulders from the school room on Friday evening, reduced to almost if not quite a mole hill when he goes back to work on Monday morning. Though he may have none of the difficulties just named, yet there are perplexing events occurring continually, which he dislikes to tell to others because they cannot understand or appreciate the circumstances. But to those who have had the experience and have suffered the same anxieties, he can communicate his troubles and be benefited by so doing. This earnest sympathetic feeling that enables one to know that he is not alone in his work, that his labor is known and appreciated by his fellow laborers, is a mighty encouragement to put forth greater efforts and more earnest endeavors to do faithful work. This feeling is shared to a greater or less degree by all who attend these meetings.

Another important benefit is the unity of purpose which is inspired by these meetings.

The purpose of each individual in teaching is according to his ideal of the true teacher, and naturally, this will vary more or less from that of every other individual, but when all meet and the ideal of the best teacher is placed before all, the others forget their own crude fancies and aim to produce something worthy of their labor. The way by which the ideal of each may be best brought about will be thought different by different persons, but the purpose of each will be more nearly the same as these meetings are held and these subjects discussed.

The one purpose of accomplishing more good and performing better work will be in the minds of all who are interested enough to attend these meetings.

The third point we shall notice is the benefit to be derived from the discussion of means to be employed in school work.

The manner of conducting recitations, the method of imparting instruction, the things to be taught, and when they shall be taught, are subjects which are discussed and which are fruitful of many good results in the education of youth. The methods of discipline are often noticed. The objects of good order, the ends to be attained by it, and how it can best be brought about, these and similar topics are often the subjects of discussion. What shall be done with certain unruly pupils, what will best prevent tardiness, how to interest pupils in their studies, and other topics of interest are often discussed. The various ways and means being tried by the teachers are reported upon and those schemes which have been most successful are then recommended and adopted.

The meeting of teachers in institutes shows them that they belong to a profession—a profession that has for its aim one of the noblest purposes that can fill the mind. The aim of the true teacher is learning and ability; and if we wish to be worthy of a place among them we must work diligently to make ourselves proficient in learning, zealous in labor, and earnest in purpose.

It enables us to see that the members of our profession are continually advancing in it.

It helps us to see that we have a great work to do and must never say fail; a distinctive work that needs a special preparation to perform. It enables us to classify our experience into principles which must be followed if we would succeed. It gives us a power and position we could not otherwise obtain. It gives us a place and influence in society that we would not receive without and is the cause in a certain degree of the respect we receive from the world.

Then there is the enthusiasm that is created by the contact of one mind with another; the enthusiasm which fills the mind to overflowing, and is dispensed to all by some leading spirit that
is thoroughly alive to the work that is before him. This enthusiasm for knowledge is not the least among the benefits gained by teachers' institutes, and the more the teacher comes in contact with those who are thoroughly alive to their work, the more enthusiasm he will have and the more he will inspire the pupils to higher aims and nobler purposes.

The social features of institutes are beneficial and most needful. The teacher while engaged in school duties has but little time for recreation and social enjoyment. It he is faithful, his school work occupies most of his time, and he must decline to a certain degree all invitations to social gatherings. Being in contact with those of inferior learning he begins to grow egotistic, and not unnaturally so. Such surroundings would, without something to counteract, lead him to be a pedantic pedagogue. But his social nature having been neglected while at duty in the school room, is again developed when brought into communication with his fellow teachers. He has again that better feeling that we are all related by the great ties of one common humanity, and that we owe the duty of sociability to each other. He comes in contact with others who are equal and perhaps superior to him in intellectual accomplishments. His feeling of pride soon gives way to one of respect and admiration for those qualifications of mind in others which he thought he alone possessed. He goes back to his work more humble. Having found that he does not know all, he is better prepared to look over the failings of others. He is a better man than he was and is more respected by all who have to do with him.

CORRESPONDENCE.

NEW OR OLD—A REPLY.

It was certainly most gratifying to me,—though by no means consistent,—to notice my name affixed to that of Dr. Sauvée, in a very able article of the last number of the Weekly. If this, however, was done merely to point out the incompatibility of views entertained by Dr. Sauvée and myself, in reference to the various methods of teaching French, German, or any other living tongue,—I am still more gratified. This affixing of names,—however flattering it may be for one to seem to be classified with so eminent a teacher as Dr. Sauvée,—is not a source of so much pride to me as it is to be considered an opponent whose views deserve consideration at the hands of Dr. Zur Brücke.

In the article referred to, Dr. Zur Brücke says, "I do agree with Prof. H., that in colleges, the natural or conversational method cannot be substituted for the grammatical." This is granting but one half of the question, and this concession is probably made because the Doctor knows that the "Natural" Method has proved a failure in colleges. Some years ago, the name of a well-known French professor was mentioned in an advertisement for the "Natural" method; but he afterwards wrote to a certain professor of French and German that the only positive recommendation he was willing to give was that the method was good for children:—this he wrote after having given the method full consideration, and a reasonable trial. But Dr. Zur Brücke speaks of the "conversational method." Does he mean the "natural" method? If the conversational method is the "natural" method, what shall we give to the method which brings about conversation during and through the study of grammar? Have I ever said that conversation should not be taught? Now, if conversation can be taught at the same time as grammar,—and this can be, should be, and is done by those teachers who actually understand the true principles of the old method,—it does seem to me that the results must be more satisfactory than to attempt conversation alone. If no more time is required to teach both grammar and conversation than to teach conversation alone, why advocate a system which disregards grammar,—at least, if I be not mistaken,—until one has learned that which can just as well be taught at the same time, conversation?

Does the method yield to the absurd ideas of some so-called educators, who reject the study of Grammar, not only for a time, but for ever? I do not wish to believe this, for popularity obtained at this sacrifice, cannot be lastmg, and I so far favor the "New" Method as to wish to see it continue and grow, for the sake of having teachers who can teach the modern languages to children. Again, with those who do not know anything of the grammar of the mother tongue, it is certainly better to use a method which does not include grammar. If your pupils, whether students or children, do not understand those principles upon which the mother tongue is based,—and I am sorry to say that there are such students, in and out of universities,—of course it is useless, even absurd, to attempt to take advantage of a method which has more than one way of preparing knowledge. If your pupils, however, do not know something of the English grammar, do not use a method which adapts itself to undeveloped minds only. This is the commonest of the principles of the science of education.

I will be just as frank as Dr. Zur Brücke, and confess that our University students may not be as fluent in their use of French and German as some who have studied (?) conversation only. Just here, then, the question is: which is the better of the two, a good knowledge of grammar combined with a very fair ability to speak, or a very fair ability to speak, and nothing more? If Dr. Zur Brücke has "yet to meet a graduate of Yale or Harvard.............. who is able to express himself forcibly" in French or German, let him come to our University, and we will take pleasure in affording him the opportunity of hearing recitations conducted in French and German, and of conversing, in either French or German, with undergraduates, who have been, and are taught according to the so-called "old" method.

Finally, any true teacher, whatever be the method used, will, and must be successful, whether or not be deems it advisable to add a certain amount of repetition and gesticulation. Now, there is considerable repetition and gesticulation in the "natural" method. The teacher, therefore, using this method will be successful in proportion to the amount of actual enthusiasm displayed,—not merely played. It will be conceded that one should avoid mechanical teaching. How much of the mechanical is there in the new method? That is to say, how much of the mechanical is there in repetition and gesticulation? And, nothing else, is the mechanical correct or often enough; but never to the satisfaction of those who do understand the spirit of the text book system, and not merely the text of the book. The word "Method" is but a word; the teacher is every thing. Now, if the so-called "natural" method can teach the spoken language, and the spoken language together with the grammar of the language,—more or less well, according to the ability of the teacher,—it will accomplish as much, or rather, just what the "old" method does accomplish, under more or less favorable circumstances, i. e. more or less well with more or less competent teachers. One more word:—The teachers of modern, modern languages are not, as a body, competent. I quote from a lecture delivered in the East, last summer, by one having some reputation as an educator in this country, a partisan of the "natural" method. "Failure comes, therefore, not from this or that method; but from this or that teacher. Absurd failures I have witnessed; but in every instance, they could be ascribed to the teachers,—some, partisans of the new method; some, partisans of the old method. As for success, I must say, in conclusion, it has,—as far as my observation has gone, from very small sources, to the face of the new method had been used alone, either in or out of the recitation room.

University of Michigan.

ALFRED HENRIQUIN.

MISCELLANEOUS ITEMS.

—Henry M. Douglas, formerly instructor in the Illinois State University, is issuing a translation of A. de Bary's Botanische Zeitung, Strassburg. It is published at South Richland, N. Y., at one dollar for ten numbers.

The manuscript work done by the schools of Clarion county, Penn., probably surpasses that done in any other county in that state, if not in any state. Sup't A. J. Davis has persistently followed out a plan to have the schools of the county prepare an annual exhibit of their work, and his enthusiasm in this direction has produced excellent results. From no other county in the Union have so many orders come to the publishers of the Weekly for uniform style of examination paper and binders as from Clarion county. At the word of their superintendent the teachers take hold of the work with a heartiness and enthusiasm which must be very encouraging and gratifying to him.

—Professor S. S. Hamill is engaged in teaching large and enthusiastic classes in the capital of Mormonod. His salary is five hundred dollars per week. He writes that three years ago he received ten thousand dollars for his work, and it never occurred to him that he would more than double that amount. The night before his writing he and his daughter read to a three hundred dollar house. But he disclaims any mercenary motive in this matter; money is a result, not the object of his teaching. He loves the work he is doing, and he is doing it as well as any teacher in the United States. He would probably want to teach all the same if he were in heaven. If he ever gets away from Salt Lake City, he will go on to California, and then to Australia and England. He wants the Weekly to follow him, and it will if we keep him informed of his whereabouts.

A Lady's Wish.

"Oh, how I do wish my skin was as clear and soft as yours," said a lady to her friend. "You can easily make it so," answered the friend. "How?" Inquired the lady first. "By using Hop Bitters, that makes pure rich blood and blooming health. It did it for me as you observe." Read it. —Gunro Bul-
THE SCHOOL-ROOM.

AN EXERCISE IN ORTHOEPY.

By M. A. M.

[Let some member of the family read this story aloud, while with the dictionary, a late edition of either Worcester or Webster, and any other good helper in the study of our language, the others criticize and correct or confirm the reader's pronunciation. There are 225 words here which are frequently mis-pronounced.]

GEORGE, surmised Winthrop, sat in the depot at Chicago waiting for his train and reading the "Tribune," when a squadron of squalid street Arabs (incomparable for squalor) thronged a neighboring alley, uttering hideous cries, accompanied by inimicable gestures of heinous exultation, as they tortured a humble black-and-tan dog.

"You little blackguards!" cried Winthrop, stepping outside and confronting them: adding the inquiry, "Whose dog is that?"

"That audacious Caucasian has the bravado to interfere with our clique," tauntingly shrieked one indisputable little ruffian, exhibiting combative-ness.

"What will you take for him?" asked the lenient Geoffrey, ignoring the venal tirade.

"Twenty-seven cents," piquantly answered the ribald urchin, grabbing the crouching dog by the nape.

"You can buy licorice and share with the indecorous condottiers of your condemnable cruelty," said Winthrop, paying the price and taking the dog from the child. Then, catching up his valise and umbrella, he hastened to his train. Winthrop satisfied himself that his sleek protégé was not wounded, and then cleared the cement from the pretty collar, and read these words: "Leicester. Licensed, No. 11, 1880."

Hearing the pronunciation of his name, the docile canine expressed gratitude and pleasure, and then sank exhausted at his new patron's feet, and slept.

Among the other passengers was a magazine contributor writing vagaries of Indian literature; also two physicians—a somber, irrevocably irrefragle allopathist, and a genial homeopathist who made a specialty of bronchi. Two peremptory attorneys après-plated his friends. It was truly an interesting picture.

The explanation that he had been stolen was scarcely necessary; for Leicester, just awaking, vehemently expressed his inexplicable joy by buoyantly vibrating between the two like the sounder-levier used in telegraphy (for to neither of them would he show partiality), till, succumbing to ennui, he purported to take a recess, and sat on his handchief, complaisantly contemplating his friends. It was truly an interesting picture.

The majority of students in algebra drop the study without having learned how to solve equations higher than the second degree. This is partly owing to the unsatisfactory treatment of equations in most text-books, and partly to a disposition to avoid higher processes, which permeates our educational system. For instance, problems are solved by arithmetic that are really algebraic; roots are extracted by tedious methods, when they could be found easily by logarithms; and problems that naturally rise to higher equations are attempted to be solved without resorting to higher equations.

The equations \( x^2 + y^2 = r^2 \) naturally give rise to an equation of the fourth degree, viz: \( x^4 - 14x^2y + y^4 - 38 = 0 \), but many attempt to find the values of \( x \) and \( y \) by means of a quadratic equation. All such solutions that we have seen are found by assuming at the outset the very thing to be obtained, viz: that \( x = 2 \), and \( y = 3 \). That these are roots of the equations may readily be known by inspection; it is useless, then, to go through a process of reduction to find them; but there are other roots which cannot be seen as easily as these, though they can be found by trial.

If it is not required to find the roots accurately to more than two decimal places they can be ascertained by a geometrical method, for, as Descartes was the first to elucidate, every equation between two variables represents some line either straight or curved.

The above equation which we get from the given equations by eliminating \( y \), is a function of \( x \). Letting \( y = 0 \) this function we get \( x^4 + 14x^2 + 38 = 0 \).

Drawing two lines at right angles to each other to represent the co-ordinate axes, we can lay off the curve which this equation represents, by assuming certain values for \( x \) and finding the corresponding values of \( y \). Remember that \( x \) in our equation represents the axis of abscissas, and \( y \) the axis of ordinates.

Let us begin by letting \( x = 0 \), the corresponding value of \( y \) is 38.

Let \( x = 1 \), the resulting value of \( y \) is 26.

Let \( x = 2 \), the value of \( y \) is 0, therefore 2 is a root of the equation.

Let \( x = 3 \), the corresponding value of \( y \) is -4. Letting \( x = 4 \), the corresponding value of \( y \) is 74. We see from this that the curve passes from a
short distance below the axis of abscissas to a long distance above it, there is, therefore, a root of the above equation between 3 and 4, but nearer 3 than 4, which we can find by giving fractional values to $x$ between 3 and 4 and observing the corresponding values of $y$. By drawing a curve through the points determined, and measuring carefully the distance from the origin of axes to the point where the curve crosses the axis of abscissas, we can find another value for $x$. The given equations give 4 roots for $x$ and 4 for $y$.

**SCHOOL RECITATIONS.**

Be sure you are right—then go ahead.
When you are sleepy, run straight off to bed.
Before you speak crossly or act very naughtily.
Just look in the glass long enough to count forty.
Don’t swear, chew, nor steal; be kind to the poor.
Wipe your feet clean when you enter the door.

**I SUPPOSE WITH MY LITTLE BOY.**

If I were a terrible Hyppomongriff
In an island just over the moon,
And I caught a bad cold, and my wing it got stiff,
I’m sure I’d fly into a terrible snarl,

Or I’d mumble, and grumble, and rumble, and rail,

And I’d snarl like a bad-tempered shark,

As I pranced all around in the dark!
But if I were a dear little club of a boy
I would try to be charmingly good,

And tell my relations I had seen
something modern—something—

**CHOOSING A DECLAMATION.**

(Ad lib. for two boys.)

**SCENE—A study;** **HARRY,** seated at a table which is strewn with books; His hair in confusion; a knock at the door.

**HARRY (starting to his feet).** Come in!

[Enter Tom.]

**HARRY,** Hallo! Tom, just the fellow I want to see!

**TOM.** What is the trouble?

**HARRY.** I have to speak next Friday, and I can’t find a good piece in the whole library.

**TOM.** How is the battle of Hohen Linden?

**HARRY.** (Ironically.) Too novel. I want an old one, one that has the aroma of antiquity!

**TOM.** There’s something in that! (Picks up a book and turns the leaves.)

How does this strike you? (Reads.)

“Jest after the war, in the year ninety-eight,
The year that the byes were all scattered and bate.”

**HARRY.** “Shamus O’Brien!” That’s not bad—but consider the length of it! Couldn’t learn it seven long weeks!

**TOM.** “Sheridan’s Ride?”

**HARRY.** (Dramatically.)

“Up from the South, at break of day,
Bringing to Winchester fresh dismay,
The affrighted air, with a shudder, bore
The terrible rumble and grumble and roar,
Telling the battle was on once more,
And Sheridan twenty miles away!”

That was good—once.

**TOM.** What is “Liberty or Death?” thing? Oh! yes! (Tragically.) “I know not what course others may pursue—but as for me, give me liberty—or give me death!”

**HARRY.** And as for me, give me less foolishness or give me a rest! I might as well speak:

“There came a burst of thunder sound,
The boy! O! where was he?”

**OR—**

“Not a drum was heard; not a funeral note,
As his corse to the rampart was hurried.”

**OR—**

“Into the jaws of death, into the mouth of hell,
Rode the six hundred!”

**TOM.** Speak Wolsey’s Soliloquy.

“Farewell, a long farewell to all my greatness.”

**HARRY.** I say, farewell, a long farewell, to all your nonsense. I want something modern—something—

**TOM.** Be cool, dear friend, and let who will be angry. What sort of a declaration do you want—prose or poetry?

**HARRY.** (Shorty.) I don’t care—anything decent—

**TOM. (coolly).** Marco Bozzaris?

**HARRY.** (Snappishly.) Marco Ig—grandmother—

**TOM.** Spartacus?

**HARRY.** No! nor any other ‘cus.

**TOM.** Breaking waves dashed high?

**HARRY.** (with contempt.) No!

**TOM.** Well, you are hard to suit, you’d better give me one.

**HARRY.** Are you going to speak, too?

**TOM.** Such is the solemn fact.

**HARRY.** Why didn’t you say so before?

**TOM.** I didn’t have an opportunity.

**HARRY.** Well—I’ve an idea.

**TOM.** Is it possible?

**HARRY.** No insinuations, old fellow! Let’s speak a dialogue.

**TOM.** All right—only they are harder to find than declamations.

**HARRY.** (Dramatically.) Thomas, thou sayest true. Though dialogues be few, and though we cannot find it, it may be, yet to our present purpose; yet we’ll—

**TOM.** Methinks I do divine thy meaning! If we cannot find the thing we wish, we’ll—

**BOTH. (Striking hands).** We’ll make one!

**HARRY.** That’s the idea, precisely.

**TOM.** Well, the plan is good enough, but where’s the subject?

**HARRY.** Why not write down this little conversation?

**TOM.** A happy thought!

**HARRY.** We’ll “book it!”


**THE RECESS.**

—Why does a donkey prefer thistles to corn? Because he’s an ass.
—Why is love like Irish poplin? Because it is three parts stuff.
—A six-year old boy came home from Sunday-school boasting that he could beat his class singing. “How do you make that out?” said his father. “Why, pa, I got done way before any of the rest.”
—A native of Paddyland was asked by a neighbor if he had ever seen a red blackberry. “Shure, an I have,” said Pat. “All blackberries are red when they are grave.”
—A droll old fellow fished a rich old gentleman out of a mill-pond, and refused the offer of twenty-five cents from the rescued miser. “O, that’s too much!” exclaimed he; “ain’t worth it,” and he handed back twenty-one cents, saying calmly, as he pocketed the four cents, “That’s about right.”
—An old Scotch lady was told that her minister used notes, but would not believe it. Said one, “Gang into the gallery and see.” She did so and saw the written sermon. After the luckless preacher had concluded his reading on the last page, he said, “But I will not enlarge.” The old woman cried out from her lofty position, “Ye canna, ye canna, for your paper’s give out.”
—The man who is curious to see how the world would get along without him, can find out by sticking a cambric needle into a mill-pond, and then withdrawing it and looking at the hole.
—A thoroughly good man is invariably a brave one. —Uncle Ike.
—The most delicate, the most sensible, of all pleasures, consists in promoting the pleasures of others. —La Bruyere.
—Conclusions thoughtfully reached in calm moments should be firmly held in times of special temptation and excitement.
—Professor of Latin—“Mr. B., I see you are a trite rusty in the rudiments, will you decline Muller?” Mr. S.—Muller? Mu?—Professor, I should like to know what sort of a looking woman this is before I decline her;
THE STATES.

MINNESOTA.—The board of Normal Regents unanimously adopted a resolution at its recent session, in accordance with which a kindergarten will be established in connection with the Normal School at Winona, as a part of the model school, tuition fees of which shall not exceed $40 per annum. Mrs. Sarah C. Eccleston was employed as teacher of this department, and also as critic teacher, at a salary of $800 per annum. The other normal schools will have a similar department established as soon as it can be done upon similar conditions.

The committee having in charge the matter of securing the co-operation of the normal schools in holding teachers’ institutes in different parts of the State, reported the following resolutions, which were unanimously adopted:

Resolved, That the directors resident at the location of the three normal schools are hereby charged with the duty of ascertaining the legislature for an increase in the annual appropriation for current expenses, in view of the increase in the work in the normal schools since the present rate of aid was fixed by legislature five years ago.

Resolved, That if such aid be granted, there shall be employed in each normal school a teacher especially qualified to conduct teachers’ institutes, and that these teachers shall be subject to the State superintendent of public instruction for institute work under his direction, without additional salary from the State.

Resolved, That this committee of resident directors be authorized to examine the present laws governing the normal schools and propose to the legislature any amendments deemed necessary.

For the purpose of adjusting, at the beginning of the academic year, certain discrepancies existing between the courses of study pursued in the three normal schools, Director Mitchell offered the following resolution, which was passed:

Resolved, That a committee consisting of the presidents of the three normal schools be appointed, to report at the next annual meeting of the board a uniform course of study, with a view to having the elementary course completed in two years and the advanced class in three years.

Director Niles, chairman of the committee to whom was committed the matter of inquiring what legislation was necessary to give validity to normal school diplomas as certificates of ability in teaching, reported the following preamble and resolutions:

Whereas, The normal schools have been established by the State for the efficient teachers, and graduates are required to teach at least two years within the State,

Resolved, That it is the judgment of the board that the efficiency of these schools will be materially increased by the following provisions:

1. That the board appoint a committee for the examination of all candidates for graduation.

2. That diplomas be made valid certificates for two years.

3. That after two years, upon satisfactory evidence being furnished the Superintendent of public instruction, his endorsement shall make the diploma a permanent certificate.

4. The committee recommend the adoption of the above resolutions, and the appointment of the presidents of the normal schools and the superintendent of public instruction as a committee to draft a bill to be submitted to the legislature.

SANFORD NILES, E. SEARING, D. L. KIRKLE.

The enrollment of students this term at the Mankato State Normal School had reached 205 Dec. 13, which is considerably more than the enrollment for the whole of last year. The building is in excellent condition—far better than before the cyclone. Principal Searing is bringing the school forward at rapid strides.

MICHIGAN.—Prof. Haynes of Hillsdale college has been on a lecture tour, the attendance in the college is about twenty-five per cent more than it was a year ago notwithstanding the stringent anti-tobacco rule enforced.

The Letter of Dec. 11 contains an article presenting arguments for resolving the township superintendents into a county board for the examination of teachers. A little of a poor thing is bad enough without a collection of evils. Professor Millard of Carson City has organized a lecture course for the benefit of his High School.

Prof. Avery delivered the first of the Museum Lecture Course, Battle Creek, Dec. 14. His lecture was upon the Electric light and was listened to by an appreciative audience. Miss Hattie L. Frey, for several years a very successful teacher of the city schools, was buried last Sunday.

Prof. E. H. Crowell is reported to be doing a very excellent work at Wayne. Supt. T. C. Garnier, Big Rapids, is contributing articles on educational topics to The Letter.

Seven pupils refused to comply with the rules regarding rhetorical exercises in the Marshall high school and were suspended by Supt. Gumaer last Monday.

The teachers of Sanilac county have organized a county teachers’ association with the following officers: President—Geo. A. Parker; Vice president C. E. Swift; Secretary—John M. Chute; Treasurer—Miss Annie Stevenson.

The next term of the Michigan military academy at Orchard Lake will open Jan. 4th.

The Weekly continues to furnish the School Moderator with good material for its columns. We are pleased to note the good judgment of its editor, but think it no more than courtesy, to say nothing of justice, that some kind of credit should be given for such articles.

Miss Anna E. P. Eastman will be remembered by many Michigan teachers as instructor in the Ann Arbor high school for about ten years. Subsequently she graduated from the Medical department and went to Denver, Colorado, to engage in practicing her chosen profession. The Denver Daily News of recent date contains an account of her marriage to Dr. L. E. Marsh, of Greeley, Colorado.

The University.—The University law students are to have Schuyler Colfax lecture on Washington’s Birthday. The number in attendance is now 1500 as follows: literary, 505; medical, 327; law, 364; pharmacy, 89; dental, 88; homoeopathic, 82; total 1500.—Lydon S. Smith, class of ’77, formerly of Birmingham high school, now of Golden, Col., visited Ann Arbor Sunday, 5th instant.—The holiday vacation begins Dec. 17 and extends until Jan. 4.—Mrs. Helen W. Douglass, wife of Dr. Douglass, died Nov. 27. She was one of the founders of the Ann Arbor Ladies’ Literary Association, and a prominent member of the Episcopal Church.

INDIANA.—Prof. Lewis Prugh, president of Vincennes University, died at Vincennes, Nov. 29, 1880. Prof. Prugh has been at the head of the University for the past eight years and was greatly esteemed by all who knew him.

The Steuben County Institute was held at Algona during the week beginning Nov. 8. Prof. W. H. Payne of Michigan University was present and rendered efficient service for three days.

Superintendent J. H. Smart and family have gone to Atlanta, Georgia, where he expects, as president of the National Association, to perfect arrangements for the meeting next summer.

Prof. Smart has issued a unique and valuable pamphlet on the subject of Reading for Young People. It is a compilation of hints and suggestions from various sources upon the subject and contains carefully prepared lists of juvenile books that can be safely recommended to young people as profitable reading. The table of contents will indicate very clearly the scope of the work. It is about as follows.

1. On Bad Literature, with quotations from Noah Porter, Prof. W. G. Sumner, and others.
2. Public Libraries, with quotations from Prof. R. C. Metcalf and Prof. W. G. Atkinson.
3. What can be done by the teachers, with quotations from Chas. F. Adams, Wm. A. Jones, Geo. P. Brown, and others.
4. The Responsibilities of Parents, with lists of books.

Then follow several dissertations on the use of reference books, on the history of clubs and reading circles, on how to read and what to read, on books and reading, and on oral lessons in history, contributed by Miss Mary W. Himman, Mrs. Mary Wright Sewall, Mrs. L. B. Swift, Rev. O. C. McCulloch, and Wm. T. Harris. This pamphlet is full of valuable suggestions and is worthy of the most extensive circulation, as there is no more important or difficult question at the present time for teachers or parents than how to make the power to read a blessing and not a curse to the rising generation. This question is to receive a large share of attention in the State Association at its approaching meeting.

Program of the Twenty-seventh Annual Meeting of the Indiana State Teachers’ Association to be held in Monroe Hall, Indianapolis, December 28, 29, 30.

Tuesday Evening—1. Address of Welcome. 2. Response by retiring President, J. T. Merrill, Supt. Lafayette school. 3. Inaugural Address—President elect Cooper, Supt. Richmond schools. 4. Appointment of Committees. 5. Miscellaneous Business.

The Educational Weekly.

Dec. 16, 1880

The next session of the Indiana College

E. H. Butler, Supt. Winchester schools

Dec. 16, 1880

Teach—How we Teach'—Prof. J. G. May, Salem, Ind. Discussion led by
county . 6 . An Essay to Define and Encourage Professional Education—Geo.


Hotel.—The following hotels will accommodate teachers at reduced rates: Grand and Occidental, $2.00; New-Democrat, $2.50; Brunswick, $1.50; Fulton, $1.00.

A Banquet will be given at the Grand Hotel on Thursday night, which will be made headquarters during the session.

Railroads.—Members of the Association desiring to come over any of the following roads, will send to George F. Bass; School No. 7:45 to 7:45 P. M.—$1.00; $2.00; $2.50; $3.00; $4.00; $5.00; $6.00; $7.00; $8.00; $9.00; $10.00. Reduced rates for excursion tickets are offered. The usual arrangement has been made for one-fifth fare return tickets on all railroads except from Geneva Lake to Genoa, and the narrow-gauge road from Fond du Lac to Iron Ridge Junction.

The Capital House, $1 a day; the Villa House, $1.50; and Park Hotel, $2.00.


Fourth Annual Session of the Wisconsin Principals’ Association. At Madison, December 27 and 28, 1880.

Program. Monday Evening, December 27th. 7:00 P. M.—Paper—Social Science in Graded and High Schools, C. F. Viebahn. Paper—T. B. Pray.


I. N. Stewart, Secretary.


Ex. Gov. Washburn says that the work of construction at the Observatory will go forward as projected before the death of Professor Watson. It is expected that a successor to the great astronomer will be chosen at the Annual Meeting of the Regents.

The eleventh annual meeting of the Wisconsin Academy of Sciences, Arts and Letters will be held at Madison, beginning Tuesday, the 28th Inst.

A joint meeting of the Institute Committee of the Normal School Board and of the regular conductors will be held December 27 and 28 at Madison. The Governor has appointed Hon. John G. McMyen, of Racine, as a regiment of the State University for the Second Congressional district, in the place of Hon. J. B. Cassaday, of Janesville, who resigned on being appointed a member of the Supreme Court of this State.

A military academy is projected at Geneva Lake similar in character to the Michigan Military Academy.

ILLINOIS.—Normal Notes.—School closes Dec. 21 to Jan. 3 for the holiday vacation.—Mrs. John Bowles is president of the senior class for the winter term.—The trouble between the two literary societies has come to an end. The Philadelphians have removed from their by-laws the clause which caused the dispute. A joint rule has been adapted providing for a joint committee to issue term tickets to those who are not members of the school. The price of such tickets is fixed at fifty cents.—The societies had their usual union sociale on the 4th Inst. They had an unpleasant weather but a pleasant time. Miss Hattie Morse, class of 78, is teaching with Wadsworth.

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NEW BOOKS RECEIVED.


NATIONAL KINDERGARTEN SONGS AND PLAYS. Written and Compiled by Mrs. Louise Pollock, Principal of Kindergarten Normal Institute, Washington, D.C. Boston: Henry A. Young & Co.


REPORTS AND pamphlets RECEIVED.

Biennial Report of the Superintendent of the Newark Public Schools, for the school years ending August 31, 1879 and 1880. J. C. Hartzer, Superintendent, Newark, Ohio.

Catalog of the Free High School, and Circular of Public Schools, 1879 so. 80. Stevens Point, Wis. F. L. Green, Principal.


Oliny's University Algebra.

This algebra is designed for university use, as its title implies, and therefore it contains considerable matter not found in elementary works on algebra, and much that cannot be found in other university algebra books.

A fair idea of the calculus can be obtained from the chapter on "Theorems and Definitions of Calculus," and likewise an insight into the subject of analytical geometry from the chapter on the "Loci of Equations." There is a short chapter on the "Theory of Probability," and many features throughout the book which anticipate the higher branches of the subject.

It seems eminently desirable that a university algebra should be thus constituted. Due attention is given to the ordinary subjects of algebra, and everything is made as plain and clear as possible. In reading this book one is convinced that it was written by a mathematician, and not by a mere book-maker.

The fullness and simplicity of the illustrations and explanations is suggestive of the works of Euler, who, though a most profound mathematician, did not deem it worthy of his genius to write fully and clearly on elementary matters. We recommend the book to the private student as well as to the under-graduates of colleges. It is published by Sheldon & Co., of New York. Their western agent is S. S. Ventres, Central Music Hall, Chicago.

"L'Ane."*.

This is a glowing satire, in verse, on book education, just given to the public of readers and thinkers by that wonderful Frenchman, Victor Hugo. He is now 78 years of age. He was a celebrity in 1826, and has constantly gained in the admiration of his countrymen since, until he is now eminently their supreme pride—"the only great man of the country whom all alike delight to honor, and to address voluntarily by the loving yet respectful name of "Père" and "Maitre." All that he says and writes is so grandiose and glowing, and so deep, that one naturally looks for such flame to burn out soon, but it seems all the brighter, his steps all the firmer, and his conception and insight all the keener since he has been enabled by the fall of the Empire to return from his long exile off the French shore in Guernsey and the shelter of a foreign flag.

"L'Ane" is said to be one of his best works. It has been several years in manuscript, and lately re-written. A homely

ass is represented as putting simple but searching questions to the pedant educators and moral philosophers of the day, of whom Kant is taken for a representative. The plain words of the humble donkey (Patience) are in strong realistic contrast with the inflation and cloudy uncertainties of the theorists and metaphysicians. Patience loses patience while taking a survey of the schools. He has been there, and gained—what?

"some little lengthening of his clumsy ears,"

"Ce dont on eût été beaucoup,—le résultat f—
On peut allonger à mes oreilles tristes."

The school treatment of children he thinks is too much like the clipping of the wings of young alouettes*. "Let them fly, and soar into the azure."

*E l'ane s'écria—Pauvre fou! Dieu vous livre
L'enfant, du paradoxe des angles encore lourds;
Et vous me le faites, dans un vide et une mauvaise ortie.
On les colla d'un grand livre au menton comme un golfe;
O遑ieur! ce charmant petit esprit joyeux;
On le dévorant, ou l'allégont, ou le lamenent," etc.

"God entrusts to you a child, fresh, radiant (to), from the Paradise of the angels, and this bright being—too clear, and quick of eye and ear—you stable up, like me, in some dim cloister, and fasten a big book to his chin, and thus, O sadness! this charming little joyous creature is dragged loose from the home, and pulled, twisted, stretched, and vexed this way and that through all the former years, until some day there is a final examination, and the Prefect crowns the graduate—finished imbecile."

Patience, "au pied du mur humain; pauvre bête acculée," next reviews the mass of talk and contrasts them with Nature's bright, truthful, and practical teachings, in lines full of apt texts and mottoes for the advocates of kindergarten and actual object teaching.

THE HOME.

HOME TALK.

A good many men and women covet, and perhaps have, the reputation of being "charming conversationalists," who never appear in that role in their own homes. There their talk is confined to humdrum topics, to mere gossip, or to enforcing quiet while they cultivate their precious intellects, or settle their nerves to fit them for amiability in public. Yet, aside from the pleasure which cheerful and worthy conversation diffuses over a home circle, its educative force can hardly be overestimated. The bright and interesting girls, who surprise and delight you with their ready fund of information quite outside of the conventional topics, and the "well-posted" boys, who know more than books could teach them, will be found in general to have a father or mother who is wise enough to "visit" with them, and who do not keep their best mental and social gifts for outside friends. Show us a father who saves his new stories or jokes to delight the family circle after supper—who has an eye out for new facts of travel, discovery, science, literature, art or religion with which to stimulate conversation at home—whose little girls and boys, who keeps before his daughters an ideal of a gentleman who treats ladies with sincerity, reverence, and as equals, and doesn't carry his "small talk" in a separate package from the rest of his knowledge, strictly for their use, and we'll show you a rare man, we are afraid. If a home is to be something more than a boarding-house, a mere corvenience or social gift for outside friends.

*An American lady, travelling in Europe, who lately visited Guernsey, and found it full of admirable scenes and enjoyments, makes special note of the great number and jocund singing of the skylarks. They rise up through the air perpendicularly just before sunrise, and become invisible until so high that the rays of the sun glit their wings. Then their clear, and musical "joyous song is distinctly heard when often they themselves cannot be seen.
THE LONG EVENINGS.

There are about one hundred and fifty evenings to be disposed of between now and the first of May. What are you going to do with them? There is a world of possibility in the good use of them; there is corresponding danger in the neglect of them. If you use your evenings well for the next seven months, you will be worth more to your employer, and find more joy in your work. Have you a taste for science, and would you like to know the reasons why certain things occur as they do? If you have an inquiring mind in this direction, then give yourself up to the study of philosophy. Have you a taste for book-keeping or clerking? Then give your evenings to penmanship and the theory and practice of keeping books. Have you a desire to be a speaker? If so, devote your winter evenings to the study of the art of speech, and you will be surprised at the gain you make. Have you a taste for drawing that has never been developed, and do you wish to train your hand and eye to be equal to skilled workmanship? If so, devote yourself to that branch of the art for which you have a taste. Whatever you do, you need the skill to write a letter in a correct, easy, business-like style, and in order to do this, you need to know the rules and use of language. Now, young men, will you use these winter evenings in a way which shall fit you to be better men of business? You can easily get two hours each evening, or three or four hours, for study, and that is time enough to educate yourself up to the study of philosophy. Have you a taste for book-keeping or clerking? Then give your evenings to penmanship and the theory and practice of keeping books. Have you a desire to be a speaker? If so, devote your winter evenings to the study of the art of speech, and you will be surprised at the gain you make. Have you a taste for drawing that has never been developed, and do you wish to train your hand and eye to be equal to skilled workmanship? If so, devote yourself to that branch of the art for which you have a taste. Whatever you do, you need the skill to write a letter in a correct, easy, business-like style, and in order to do this, you need to know the rules and use of language. Now, young men, will you use these winter evenings in a way which shall fit you to be better men of business? You can easily get two hours each evening, or three or four hours, for study, and that is time enough to educate yourself in the rudiments of any science, or in the laws of language, or the art of penmanship, or the science of book-keeping, or the art of drawing.—Vermont Watchman.

OPINIONS OF EDUCATORS.

—Teachers who attend associations are the ones who work in their schoolrooms, do not fail at examinations, and are the ones who are not running around the country after situations.—Sup't W. W. Kimball.

INEFFICIENCY OF THE SCHOOLS.—It is wonderful what a vast amount of poor work has been done, and is being done, in our schools. There are not ten men in Marshall County over twenty-five years of age, who learned to construct simple sentences when in the common schools. Ask yourself if this is not true. Ask editors, teachers, newspaper correspondents, writers of every description, when they learned to write, and the answer will be, "after we left the common schools." What were they doing when in school? They were parsing, analyzing, doing sums and memorizing definitions.—Sup't W. W. Spear.

THE NEED OF INDUSTRIAL EDUCATION.—The time has come when we should supplement our teaching with something more of general industrial education. Mechanical knowledge is very important; and we should like to see the experiment tried of taking classes and devoting one-half of the time to mechanical training, cultivating the hand and eye.—J. F. Wickersham.

THE VALUE OF EDUCATIONAL JOURNALS.—Every teacher in every public school should be a regular subscriber to one or more good school journals. They owe it to themselves, their pupils, and patrons to take this means of keeping themselves abreast of the times. They may think they can't afford to do it. The fact is they can't afford not to do it. There never was a time when the public school was receiving more attention from the best class of the American people than now. Its faults and its weaknesses, as well as its many excellences are all being brought out in the clearest light. The schools must be taught better in the future than they are now or have been in the past. If the teachers of the present would do this better teaching they must grow—themselves must become better teachers than they are now. To do this they must know their own faults and what is expected of them in those schools which an awakened public opinion demand. A good educational journal will prove a most excellent counselor and friend to the wise teacher under these circumstances.—C. H. Rev., in Wilmington Review.

TO PARENTS.—There is no office higher than that of a teacher of youth; for there is nothing on earth so precious as the mind, soul and character of the child. No office should be regarded with greater respect. The first minds of a community should be encouraged to assume it. Parents should do all that is necessary to induce them to become the guardians and guides of their children. To this good, all their show and luxury should be sacrificed. Here they should be selfish, whilst they straighten themselves in everything else. They should wear the cheapest clothes, live on the plainest food, if they can in no other way secure to their families the best instruction. They should have no anxiety to accumulate property for their children, provided they can place them under influences which will awaken their faculties, inspire them with pure and high principles, and fit them to bear a manly, useful, and honorable part in the world. No language can express the cruelty or folly of that economy, which, to leave a fortune to a child, starves its intellect and impoverishes its heart.—Dr. Channing.

MILWAUKEE NOTES.

—The Spencerian College is well patronized by public school teachers at its evening sessions.

—Saturday, Dec. 11, was pay day for the teachers. Those teachers who have forgotten to draw their salaries are not too late yet.

—Some gentlemen outside of the regularly licensed teachers are now engaged in the evening schools. Their names can not be learned at present.

—What has become of the City Teachers' Association? That organization, which was wont to give those free and easy entertainments at intervals, seems to have gone where the wood-bine twined:.

—Teachers of night schools do not find the night work so wearing as many of them expected. The day work is just as efficiently performed as ever. The more we do the more we are able to do.

—The committee on evening schools have decided to charge pupils fifty cents per month for the use of text-books. This will perhaps keep out some earnest workers but will on the whole be a benefit, besides it is a necessary measure for economical reasons.

—The County teachers unanimously endorse the new system of grading for country schools, as explained in the circular lately distributed by Supt. Whitford. Many of them will regrade their schools in accordance with this system when the public school was receiving.

A resolution was introduced at the last Council meeting providing for the purchase of a site for the proposed State Normal School to be located here. The resolution is at present going through the mill of committees with the chances of favorable action.

—Henry J. Rathke instructs the turners of the North Side Turn Hall in muscular arts. He has acquired quite a reputation as a wrestler and enthusiastic turner. On Saturday evening, Dec. 18, his classes and friends will give him a benefit at the North Side Turn Hall. Teachers posting up on the subject of Calisthenics would do well to attend.

—The examinations of applicants for Teachers' Certificates was held on Dec. 11. The section meeting of teachers to be held on that date was postponed, which occasioned great grief on the part of the teachers, we suppose.

—Many of our citizens ask this pertinent question: Are we obliged to educate ignorant foreigners and Americans who have not availed themselves of school privileges in their youth in these newly established evening schools? It has generally been found cheaper in the end to support schools than to support criminals and prisoners in place of them.

—A new school registrar has been introduced in the county this year. It is one arranged by Supt. Jas. T. Lunn. In most respects it is quite satisfactory, but some of the teachers complain that the record of too many facts is crowded into too small a space. In attempting to economize and economize space, some of its pages resemble a Chinese puzzle. It is capable of improvement in this respect. It is easier to learn book-keeping than to study out the details of keeping this record.

—The School Board is about to provide for the care and education of resident deaf-mutes. A bill will be presented to the Legislature this winter to secure this end. The State institution for this purpose has not yet proved inadequate to supply all education of this character, and it would seem injudicious and unnecessary to saddle such an institution on the city already burdened by excessive taxation. Judging from this and other evidences, there are some members of the Board who are inclined to override the education business. We have a very expensive system of day schools and school officers, a City High School and City Normal School, and flourishing Evening Schools. In supporting these the people generously do their duty and should not be expected to do more.
THE CHILDREN’S HOUR.

Conducted by Miss S. P. Bartlett.

This is Miss Mary Allen West’s opinion and advice regarding writing in schools, and it should be remembered and acted upon:

"With the exception of reading, it seems to me there is nothing more important for every American man, woman, and child than to know how to write a good, plain hand. The best place—and for a great majority, the only place—to learn writing is in the public school. My own experience convinces me that if we do not learn to write well in school, there is little prospect of having the deficiency supplied by training in later life. For this reason I urge so persistently that more attention should be given to writing in our schools, and nothing pleases me more than, if improvement made in this direction during the past seven years. There are now lying on my desk a score of letters from school children which are better written than were the average letters I received from teachers six years ago. We need to remember one thing, that children never become good writers by simply writing in copy books a few minutes each day. They must have constant practical work, such as writing their spelling lessons, writing letters and abstracts, making out bills, notes, and other business forms, etc., if we would have them become good writers.”

And when you write for your own amusement, children, form the good habit of taking pains always.

How many of you can copy out nicely and spell correctly these funny rhymes? Then I wish you would take your copies home, and ask your big brothers and sisters to read you in the great illustrated dictionary about the animals. You will find it amusing, and instructive, both, these long evenings; and affording a good many opportunities for anecdotes from older people who can’t help listening. The author calls it:

THE ALPHABET OF THE ANIMALS.


THE ELOPEMENT.—A Fable for Young Ladies:

Oh, listen, ladies, and I’ll tell you a brief, A touching tale, and true as history. The wind and leaf held dalliance—"Gentle leaf," Began the wind, "awake and fly with me!" For thee I passed the bed where roses are; And, though their whispers fragrant woosed my stay, And every little bud alone like a star, I thought on thee—arise and come away! Thy sisters dark are sleeping in the dews; I would not rouse their coldness with a sigh; But thou, the beautiful, and I, the true, Were meant for common passion; let us fly! The leaf compiled; and, ere a day was done, Was flung aside, a thing to try upon.

—Emerald.
To any reader of this
In looking over the "Children's Hour" I found that the name of the au-
Thos. Reed. It is in "Griffith's Elocution." Yours respectfully,
TUCEMEEH, MlChIAG, December 9, 1830.

The author of the puzzle in our last Children's Hour thinks the Puzzle Box
got badly shaken up, somehow; and begs the Weekly to reprint her

Geographic Cabinet.

We are all now very busy collecting natural curiosities for a cabinet. My
brother had the antlers of a lake in the northern part of Maine sent him, and
also some curious war clamps, spears, and hatchets once belonging to a river in
the eastern part of New York, which we prize greatly, together with many
specimens of a river in the south-west part of Wisconsin. We girls now
determined to add our share to the collection, so we went to the house of a
friend who had been a sea-captain, and there obtained countless treasures.
Teeth from a bay in Australia, several beautiful islands east of Africa; and
our return discovered an abundance of a river in West Virginia, with
which we decorated the cabinet. Several specimens of a river in the south-
ern part of Mississippi were sent us by a friend, who had obtained them in the
third largest ocean in the world. The last thing that came was the skin of
some mountains in Virginia, which we made into a rug to put them in the
now completed cabinet.

Alice P. Baker.

Our Educational Exchanges.
The Arkansas School Journal has come to hand. In neatness and fine
printing it scarcely has a superior. J. R. Weathers is editor. Published at
Little Rock by the Kellogg Printing Company, at one dollar per annum in
advance.

Ohio Educational Monthly: We think no injustice would be done if a de-
crease should go forth from every Board of Education in the United States that
"no teacher will be employed who is not a subscriber and reader of some
educational periodical." We should think it unfair to call at such a decree come from any
but the ablest and uncorrupted educational writers whose hearts have never felt the
glow of educational enthusiasm? We could mention several Ohio
Superintendents who exert a powerful influence over their teachers, so
personal it is that there is scarcely one in their whole corps of teachers who is not a
subscriber to some educational periodical. There may be some of these
teachers that would gladly leave this duty unperformed if the failure were not
observed, but we have noticed that the teachers generally under such super-
intendents are very apt to become educationally waked up.

The Althegny Teacher: 1. Use of objects is fundamental to all thorough
teaching, especially in primary schools.

Good Reading.
$25 Worth for 22! The following stories are printed from new, large type, on
fine, heavy paper, and cost from $1 to $1.50 each in bound book form. They are written by well-known and
popular authors, and should be widely circulated. A single copy will be sent by mail, post-paid, on receipt of payment.

For 10 Dollars we will send any ten consecutive stories, and for Two Dollars we will send the twenty story by mail,
post-paid. The size of the page is 3½ by 7½ inches, and each
story is complete.

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2. A Great Deposit.
6. The Young Apprentice. By Henna Streton.
7. Shier Off. By A. O. E.
15. The Little Captain.
16. The Octagon, or the Old Ferry.
18. Chautauqua Lectures.
19. The King's Servant. By Helen Streton.
20. Other Four.

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2. Pictures are more useful than objects at the second stage of the teacher's progress with his pupil, since they make greater demands upon and give a

3. It is best to pass from words to sentences, without much delay; and then to parts of sentences, when practicable; and letters as parts of words, always; though the study of letters should not be begun until considerable progress has been made in word-reading.

4. Composition, reading, writing, and (incidentally) spelling are but parts of one general subject, Language, and they should be taught pari passu and

In the very close relations existing between them.

Publishers Notes. The editorials in the Weekly, and strength and ofness of fibre, are

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The main cause of nervousness is indulgence; and that is caused by
weakness of the stomach. No one who has sound health and good health without
using Hop Bitters to strengthen the stomach, purify the blood, and keep the liver and kidneys active, to carry off all the poisonous and waste matter of the system.

The Educational Weekly. Chicago, III. To our mind this is one of the

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16. The<br>Twins, a new number puzzle in simple addition

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