With this issue the proprietorship of THE EDUCATIONAL WEEKLY passes into other hands. We will not attempt in this place, to give expression to the feelings which swell the heart and the reflections which throng the mind, as we write this brief valedictory.

Most of our readers have known of the pride with which this publication was entered upon four years ago, and the devotion with which it has been sustained. No work ever undertaken by us has afforded more pleasure or gratification in its prosecution than the publication of this paper, although no other has demanded one-half the time and labor which we have personally given to this. It has always, successful in the publishing busi-
under the act of 1862, until the amount annually thus accruing to each college shall reach $30,000, after which the whole income of said fund shall be appropriated to the education of children of the ages above stated. The Secretary of the Treasury is authorized to add to the funds any sums given to the United States for this purpose. A sum not exceeding 50 per centum of the amount received by any State the first year, and not exceeding ten per centum in any year thereafter may be applied at discretion to the maintenance of schools for the instruction of teachers of common schools.

It is provided that for the first ten years the apportionment shall be made according to the population of ten years old and upward, who cannot read and write. Of course as long as the distribution is made on this basis by far the most of it will go to the Southern States, which in 1870 contained 5,732,466 persons above ten years of age who could not read and write, against 1,041,045 of the same definition in the Northern and Western States. It is noteworthy that the most stalwart advocates of this bill are Representatives of the States which will receive least, during the first decade, as Rhode Island, Massachusetts, Vermont and other Northern and Western States, with comparatively few illiterates.

The advanced principles established by this bill, if it shall receive the approval of the House and the President, are of greater consequence than the amount of aid it will render the common schools for some time to come; for, since it is provided that this measure shall not in any respect interfere with the preemption and homestead laws, timber culture and military bounty acts, under which most of the enormous sum of $2,429,379 acres of public land disposed of in 1879 were located, and under which the greater part of the claims of the future are likely to be made, it is estimated that the fund realized for educational purposes will not exceed $1,500,000 a year, producing an annual income of no more than $60,000. It is probable, indeed, that it will fall below this amount. In time the principal will swell to an immense fund, and the annual revenue will afford very appreciable help to the cause of public education. But this bill establishes the new rule that hereafter the general government will retain the principal of its gifts to education in its own keeping, where it cannot be squandered, or appropriated by the States to the payment of State debts, or, as in some cases (Tennessee, for example), used to arm rebels. Of course the present territories will receive the 16th and 36th sections, for a common school fund, and the same amount for colleges, and the same percentage on sales of public lands as other Western States have received, to be disposed of by themselves; but this national fund, as we have above stated, will be kept in the hands of the nation, which reserves to itself the right to say on what conditions the annual allowance will be paid over, stipulating, among other things, that it be entitled to the benefits of this act any state must maintain, for at least three months in each year, until January 1, 1885; and thereafter four months in each year, a system of free schools for all children between six and sixteen years. Any state misappropriating any of the money received under this act shall forfeit further grants until the amount so misapplied shall have been replaced by said State.

It is a most significant fact that notwithstanding the anti-states-rights principle involved in these conditions was strongly commented upon, only six senators voted against the bill. The country will have great reason to rejoice if such a measure becomes a law, and all the States voluntarily give in their adhesion to this principle. Illiteracy is a national peril. It is a yawning gulf beneath the corner stone of the Republic. This is but one remedy for the evil, and that is to close it. The states that are suffering most call upon the nation for help to rid themselves of this illiteracy. It will not do for us to taunt them with their indifference to public school instruction in the past, and charge them, as we could justly do, with not contributing all they are able to do now. It is our own house that is in danger of destruction; the consequences of this evil are already manifest in the halls of the national capitol; hordes of illiterates, as victims of other illiterates, are pouring in upon us by thousands; we cannot exclude them if we would, we cannot escape their influence wherever they are; we are a nation and they are a part of it—we must bear the consequences at home and the dishonor abroad which their illiteracy entails, and it is therefore a national duty to utterly extinguish it. Our only regret is that the Teller amendment did not prevail, which would have devoted the principal of the fund for the first ten years on the plan now proposed instead of a national interest, which will be a mere bagatelle compared with the demands of the case.

SHORTSIGHTEDNESS IN SCHOOLS.

PROF. COHN, OF THE UNIVERSITY OF BRESLAU.

Prof. Hermann Cohn, of the University of Breslau, has transmitted to the Bureau of Education a table showing the rapid increase of shortsightedness in various grades of schools. The table shows the results of the examination of the eyes of 42,619 pupils. The professor states that shortsightedness is seldom found in village schools, that it increases from class to class, and that the causes are to be ascribed to defective light in school-rooms, to the small type in text books, and especially to the large amount of home work. In the lower classes, from 1 to 25 per cent. of the pupils examined were short-sighted, while in the higher classes their number increased to 60 and 80 per cent. At the Gymnasium of Heidelberg it reached 100 per cent. At the School of the logs, 79 per cent. of the 639 students examined were short-sighted. In twenty-five secondary schools, with 9,096 pupils, 22 per cent. were short-sighted in the lower classes, and 53 per cent. in the highest class. In five village schools, with 1,486 pupils, only 1.5 per cent. of the pupils were short-sighted; in twenty-five elementary city schools, with 4,978 pupils, 1.8 per cent. were found.

The professor recommends a reform in the lighting system of school houses, the abolition of small type and poor paper for text books, newspapers and periodicals, and a reduction in the amount of home work, because few pupils find a suitable light at home, such as is necessary for the preservation of the eye.

REPAIRS FOR THE SCHOOL-HOUSE.

It is often complained that the needed repairs for school-houses, and school-rooms are shamefully neglected by those who should attend to them, to the great detriment of the school itself, and often with the result of seriously injuring the health of teachers and pupils. Many instances of such negligence could be cited. The slowness, the stolid conservatism, the lazy indifference on the part of school boards and school commissioners, is often most reprehensible. It takes nearly an earthquake to move them, and even that does not always move them far enough ahead to do any good.

But there is sometimes much fault in these cases, on the part of teachers. They neglect to report the needs of the school-room in proper season. They should remember the proverbial slowness of school boards, and call early for what is needed. Besides, they should remember that the members of the board, being occupied elsewhere, seldom have opportunity to look into the school-room, and cannot have any such knowledge of its needs, as the teacher who is there daily.

Teachers are often very careless in making out their school registers. This betokens a laxness and want of system that is
very reprehensible. The register should be filled out neatly, and be full as well as accurate, omitting nothing called for in it. Reports should be sent into the school board or commissioner regularly and promptly, and these should indicate plainly whatever your school may need in conveniences and repairs, furniture and apparatus. If you fulfill your duty well in this regard, you will probably have much less cause to complain of the dilatoriness of those who are in duty bound to provide for the needs of your school.

**COMMON SENSE VERSUS VAIN ATTEMPTS.**

B. ALFRED HENNEQUIN, UNIVERSTY OF MICHIGAN.

The proper pronunciation of foreign words, commonly used in the English language, is a subject which, in my opinion, has not been considered carefully enough. Certain treatises on English pronunciation argue that "words borrowed from other languages should be pronounced as in the language from which they are taken"; others—certain English grammarians—decide that foreign words, if used at all in English, should be considered as words belonging to the vocabulary of the mother tongue, and pronounced as English words. Which of the two statements is the correct one? I do not hesitate to say that neither the one nor the other, as a whole, is correct, seeing that both are certainly lacking in common sense.

In the first place, I do not propose to discuss whether or not foreign words should be introduced into English literature, or into the language of daily life. Taking it for granted that many authors do use numerous French words, and even expressions, to say what could be far better said with good, sensible and forcible English words, let us merely see how we shall pronounce borrowed words when we read aloud the works of many English authors.

Before giving any rules for their pronunciation, the foreign words used in English should be divided into three classes: 1st. Those that are in common use; 2dly, those we use to designate something for which we have no word in English; and finally, those we use to add elegance (?) to our style.

1. Many words of foreign origin, though often of modern introduction, used for purposes of daily life, have become English words, and should be treated as such. For instance, romance is as much an English word as population, though the former is, comparatively speaking, of modern introduction in some of its meanings, while the latter belongs to the Latin or Norman-French stock. It need not be said that the above words are always pronounced according to the rules (?) for English pronunciation. Yet, if we take such words as rendezvous, how shall we pronounce them? Shall it be according to the French, that is to say with the final consonants of both words silent, or shall we give the s sound to "rendez," and pronounce "vous" "vous"? In my opinion, the answer is this: If you consider the expression an English expression, if the best English dictionaries do not reject these words, then do not hesitate to give them the English pronunciation. However odd the laying down of such a principle may seem, I believe that I can give—and I propose to do so further on,—good reasons why this exception ought not to be made.

2. There was no word in the English language for matinée, i.e., a morning entertainment, hence a word has been borrowed from the French. How shall it be pronounced? I again decide in favor of the English pronunciation of the word, i.e., the ee's take ay in May, and not the close French e with an acute accent. I shall also give reasons to substantiate my statement, which I believe to be good.

3. Words borrowed from a foreign tongue, merely for the sake of introducing foreign words or expressions, should be pronounced as if one were actually speaking in the language from which they are taken. For instance, if I introduce such expressions as a propos, en passant, cela va sans dire, etc., I claim these words should be pronounced as they are in French.

I now proceed to back up all the statements I have made above with common sense arguments. We shall pronounce, did I say, foreign words in general use, or those introduced to designate something for which there is no word in English, as English words, because those who do not know that they are borrowed words do not know what is their pronunciation in the language from which they are taken. If such words are in frequent use, they have a right to claim full citizenship in the English vocabulary, and hence should be treated as such, and should not call for a vain attempt to pronounce them according to the peculiar and complicated rules of some other language. Imagine a scholar speaking English, and, owing to the fact that he is perfectly familiar with the French and Spanish languages, pronouncing the foreign words of the following sentence as they are pronounced in the language from which they are taken: "The envoi I experienced in reading Don Quixote in my boudoir was great enough!" Give the correct French pronunciation to envoi and boudoir, and the Spanish pronunciation for Don Quixote, and I feel confident that these three words will not be understood, yea, by those even who use them constantly. But allow me to illustrate this more fully by reversing the order of things. The French have introduced a large number of English words into their language; and, if in common use, or if borrowed to stand for words that are wanting in the language, they, the French, treat them as French words. Now I will say in good French: "Lord Buckingham est venu au club après le steeple-chase." A Frenchman, not familiar with English, has never heard of Lord Buckingham, nor of a club, nor of a steeplechase; yet he has acquainted himself with the sound (ch), often goes to the club (French peculiar u sound), and is fond of a stay-steeple-chase (ch like sh, and a of chase as in far).

To conclude, if you pronounce foreign words in a foreign, not to say ridiculous, manner, you run the risk of not being understood; and, what is worse still, you appear to be giving an exhibition—frequently a very poor one—of your knowledge of foreign tongues. Of course if you wish to do this, caring but little whether you be understood or not, then, as I state in my third case, i.e., foreign words used to give elegance (?) to the mother tongue,—pronounce your words the best you can, and if you have your own depraved taste or fatuity, the hearer will care but very little what kind of pronunciation you do give to such words, as they are to him, for the most part, if not all, Greek or Hebrew. All the above may not be English grammar, but it is certainly common sense versus the vain attempt, so usually made in this country, to pronounce French, Italian and Spanish words, as English words,—according to the pronunciation such words have in the language from which they are taken.

Ann Arbor, December, 1886.

**THE MODEL SCHOOL AT BRUSSELS.**

From information received at the Bureau of Education, it appears that the Ecole Modèle, or model school, at Brussels, contains 400 boys, aged from 7 to 14. It is not a free school, the annual tuition fee being 150 francs. There is a Kindergarten attached, where boys from 5 to 7 are received. The regular school has three departments: the primary, consisting of boys from 7 to 9; the intermediate, of boys from 9 to 12, and the highest, of boys from 12 to 15, who are prepared for industrial pursuits. There are 12 classes, each containing about 34 boys. The hours of study are from 8 to 12, and from half-past one to 4 o'clock. Each lesson lasts three-quarters of an hour, and is followed by a quarter of an hour's recreation, while every Thursday is a half-holiday. Seven hours are devoted every week to gymnastics. No home work is given, and no corporal punishment is allowed. Religious instruction is excluded from the school, as is also Euclid and demonstrative geometry. The class rooms are carefully lighted from the ceiling, and apparatus is constantly in use. From information received at the Bureau of Education; it appears that the language from which the English words are derived is the National-French stock. It need not be said that the above information is far better than anything we could give, even if we had the ability to translate Quixote, Don Quixote, or any other in the language of the Flemish. The French have introduced a large number of foreign words in general use, and should be treated as such, and should not call for a vain attempt to pronounce them according to the peculiar and complicated rules of some other language.

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INSTANTANEOUS INTEREST.

Determined without the use of logarithms. To illustrate, we will take the rate $r = \frac{1}{8}$ per annum; then

$$(1 + r)^n = 1 + \frac{n}{e} r + \frac{n(n-1)}{2!} r^2 + \frac{n(n-1)(n-2)}{3!} r^3 + \ldots + \text{&c.}$$

The factors $1 + \frac{n}{e} r$, $\frac{n}{e} r^2$, $\frac{n(n-1)}{3!} r^3$, &c., each $= 1$.

When $e = \infty$, as it will when $r$ is subdivided an infinite number of times and the term $(1 + r)$ is compounded an infinite number of times in a year, then the factors $e^r$, $e^{(e-1)r}$, $e^{(e-1)(e-2)r}$, &c., may each be considered $= 1$, and by canceling these factors we have

$$(1 + r)^n = 1 + r + \frac{r^2}{2} + \frac{r^3}{3} + \frac{r^4}{4} + \ldots + \text{&c.}$$

From this series the Amt. of $\$1$ for 1 year can be determined at any required rate per cent.

To find the Amt. of $\$1$ for $n$ years, the Amt. of $\$1$ for one year must be raised to the $n^{th}$ power $= (1 + r)^n$. Expanding this term by the Binomial Formula we readily obtain the General Series

$$1 + nr + \frac{n^2 r^2}{2} + \frac{n^3 r^3}{3} + \frac{n^4 r^4}{4} + \ldots + \text{&c.}$$

Either of these series may be summed by the following proposition: Any term, after the first, may be derived from the preceding term by multiplying by the second term and dividing by the number of the term less one.

**EXAMPLE.**

What will $\$500,000$ amount to in 3 years and 9 months at $8\%$ per cent, compounded every instant? $nr = \frac{3}{4} \times 0.08 = 0.3$

**SCHOOL LAW.**

**LAW POINTS FOR TEACHERS.**

The December session of the Circuit Court at Decatur, has heard a case of some interest to teachers. Last January a teacher of the second ward, under the direction, in the presence of the principal, whipped a boy for disorderly conduct. Nothing was thought of the punishment until the boy had an attack of fever soon afterward which prostrated him for more than a week.

The father brought suit against the Board of education, the city superintendent, the ward principal, and the teacher who inflicted punishment. The suit was brought to recover damages resulting from the boy's sickness, though the damage was trespass, in order that the plaintiff need not give security for costs.

It appeared from the testimony that the two sticks used were quite small; that the number of blows inflicted was very large; that the boy did not at the time seem much hurt; that there were bad marks on the flesh; that the punishment probably precipitated the fever, but could not have been the sole producing cause.

We think some points in the court's instructions to the jury will be interesting to teachers.

It is the law that all who, with full knowledge of the facts, aid, command, assist or advise in the commission of a wrong by another are equally liable with the one who commits it.

If the jury finds that the pupil was unlawfully or immoderately whipped by the teacher, under the direction of the principal, then you should find both teacher and principal guilty.

If the jury believe from the evidence that the board of education and the city superintendent were not present when the pupil was whipped, and in no way aided or abetted in such whipping, then the jury should, as to such of the defendants, find not guilty. The jury are instructed that the teacher has not the full power of the parents so far as the infliction of corporal punishment is concerned, but must confine himself to a moderate chastisement, and that commence with the offense committed. While it is the law, that a school teacher may lawfully exercise so much of restraint or correction as may be reasonably necessary to preserve good order in school, yet, the power of the teacher must be reasonably and temporarily exercised; and, if the punishment be clearly excessive, the teacher will be liable, although, in his own judgment he might deem the punishment necessary and proper. Whether the alleged whipping was reasonable or unreasonable, is a question for the jury.

If the teachers punished said pupil in a reasonable manner, then the jury should find the defendants not guilty; although said pupil may, from such punishment, have suffered from a fever.

The trial occupied three days, and the jury remained another day, four for acquittal, and the remainder in favor of light damages, when the judge dismissed them without a verdict.

**SUPERVISORY SCHOOL OFFICERS.**

An Iowa correspondent inquires what States have State Superintendents, and puts several other questions in regard to the supervision of schools in various parts of the country. These queries, and others, that are frequently uttered, are answered in the following facts, gleaned from the latest report of commissioner Eaton:

Superintendents, or commissioners, as they are called in some States, are elected by the people in 21 States and 2 Territories, viz.: Alabama, Arkansas, California, Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, Nevada, North Carolina, Ohio, Oregon, South Carolina, West Virginia, Wisconsin, Arizona, and Utah.

They are chosen by the State Board of Education in five States, viz.: Connecticut, Massachusetts, New Jersey, Rhode Island, and Texas.

They are appointed by the governor, generally with consent of council, in 8 States and 3 Territories: Delaware, Florida, Georgia, Maine, Minnesota, New Hampshire, Pennsylvania, Tennessee, Dakota, Montana, and Washington.
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The Iowa Normal Monthly publishes a list of Iowa principals and superintendents of public schools. According to the directory we find the Agricultural College sends out 9 of the teachers in that list of principals and superintendents, Cornell, 12; Simpson, 7; Iowa Wesleyan, 5; Upper Iowa, 4; Central University, 4; Iowa College, 3; Western College, 1.

Eight hundred dollars a year is paid the teacher of vocal music in the West Branch schools were closed three weeks ago on account of the diphtheria in the community, but they have now opened again.

Dr. Courtney, of Chicago, will deliver the second of the Battle Creek Lecture Course on Monday evening, January 10th. His subject will be "Saint Paul."

The Mechanicsville school employs the following teachers: Mr. A. N. Fairchild, principal; Miss Emma Goddard, Astit.; Miss Mary Bray, Miss Carrie Decker, Miss Lillian Harvey, Miss Lottie Kalb.

The attendance of Oskaloosa College for the fall term shows an increase of more than ten per cent. over that of the same term last year. The Sunday afternoon lectures, given in the college chapel by the ministers of the different churches in the city, have been well attended, and have proven a source of pleasure and information to the students. The examinations just now closing embrace about 30 classes. Next term opens Jan. 4, 1881, at which time there will be 30 classes...
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At last accounts the Hillsdale schools were still closed. Some generous citizens have offered to donate средства to meet the emergency.

Eaton Rapids has 456 school pupils. A petition has been extensively circulated at Lansing, asking the school board to introduce a “hand-book of temperance” into the schools as a regular textbook.

The University.—The school of music has been favored with a large attendance. Among the instructors, Mr. L. S. Tuttle, one of the pioneers of Michigan, and a regent of the Kalamazoo Institute in 1839-40, died at his home in Tecumseh, Dec. 9th.


Gen. Jos. W. Brown, one of the pioneers of Michigan, and a regent of the Kalamazoo Institute in 1839-40, died at his home in Tecumseh, Dec. 9th.

The literary faculty have appointed the following committee to confer with superintendents and principals of graded schools in reference to the requirements for admission to the university: Prof. C. K. Wead, J. N. Demmon, Edward Abrey, E. L. Walier, and W. H. Paye. The conference will take place at Lansing during the week of the association.

Supt. J. S. Crowbie, of the Coldwater public schools, has been confined to his bed by serious illness.

What has become of those teachers’ societies, which in times gone by furnished food for the hungry and dance for the crowd?

There were no teachers’ meetings this month, and of course there was weeping and gnashing of teeth.

The considerate and altogether “lovely” School Board will, it is rumored, pay the December salaries before the holidays commence. Teachers are always “hard up,” somehow.

Attending the evening schools is decreasing in some wards. In one, two teachers have been dropped on this account.

Prof. W. H. Richardson has written a brief work on articulation, and pronunciation in general. It is one of the best aids for class-room work in this direction.

The schools close on Thursday for a week and a day.

INDIANA.

The manual of the public schools of Martin county, Indiana, published by the County Superintendent, Mr. F. M. Westhafer, contains a full list of the teachers and school directors of the several townships, and the two incorporated towns, Shoals and Loogootee, with the school enumeration. The enumeration of Shoals is 296, and that of Loogootee is 392. The enumerations of the teachers at each place is also given; also a course of study for the common schools, a model programme, rules of the County Board of Education, the proceedings of the last two county institutes and the county statistics. From the latter it appears that the total enumeration is 4,228, the number enrolled in schools, 4,228, (certainly a very creditable exhibit), and the average attendance, 2,258, number of school-houses, 83, teachers, 91, value of school property, $39,905, volumes in libraries, 1,582, average length of schools, 99 days.

State Superintendent Smart has returned from his Southern trip, where he has made favorable arrangements and is holding the next meeting of the American Educational Association, which is to be held at Atlanta, Georgia.

ILLINOIS.

The change in proprietors of The Weekly will make no change at present in the management of the Illinois department. The State editor hopes to meet many new subscribers among the old “standbys” who gather at the State Association.—Ed.

Peoria night school is under the charge of Prin. Kaepern, of the fourth district.

Peoria teachers are being spurred to a little livelier attendance at the monthly institute. This is not mentioned to say that they were ever particularly bad in this respect, but to suggest that it is well to have them particularly good.

Prof. White contemplates moving to his Iowa farm in the spring. It is a misfortune for Illinois to lose him.

One of the towns in Edgar county says it has had many teachers from Paris high school, but no poor ones.

Jerseyville schools are to have another high school teacher after the holidays. Miss W. R. Pills may have more time for visiting the other departments of the city schools.

Mrs. Lamed, the superintendent of Champaign county, reports that her teachers are doing better work this year than heretofore.

Sept. Wetzell, of Gibson schools, received from his pupils a Thanksgiving turkey, cooked and ready for serving. We write this before breakfast that we may get pleasure from the consumption.

The Wesleyan University at Bloomington has been advertised for sale Jan. 10, under mortgage to eastern capitalists. The amount of the debt is $50,000. The title to the university buildings is free from all encumbrances, and the court has given a certificate of title to the mortgagors. The building is in a perfect state of repair, and is on the market at a low price. The sale is to be at the sheriff’s sale, and is to be held at the sheriff’s sale, and is to be held at the building on the 10th of January, 1840.

In the city of Chicago, a lottery is to be held at the City Library. Not more than two-thirds of the city teachers make use of the reading facilities here afforded, and one-half of these use them not wisely, but perhaps too well. Most teachers, of course, are capable of making good use of what reading chances they have; but somehow, in many of them, the reading appetite is not as insatiable as it should be. There are, of course, many teachers who are not acquainted with the library; and many who do not know how to make use of its facilities.

The following committee to confer with the city school superintendents and principals of graded schools in reference to the requirements for admission to the university: Prof. C. K. Wead, J. N. Demmon, Edward Abrey, E. L. Walier, and W. H. Paye. The conference will take place at Lansing during the week of the association.
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Prin. Rew, of Wilmington, publishes the full programme of his examinations, and invites the attendance of patrons and friends.

Tiskilwa schools publish a small circular each month or term, reporting attendance, standing, and other items of interest.

Monmouth high school has two literary societies, and they had a literary contest Dec. 10. The exercises consisted of duets, debate, declamation, and oration.

Clay county had an institute at Clay City Dec. 18. On the programme were Mrs. A. H. Pitney, S. M. Smith, G. A. Gallippsy, S. S. Galliher, Lou M. Peak and J. D. Nyewander, with the subjects, Wall Maps, Oral Elements, Base Lines and Principal Meridians, Grammar for Beginners, Primary Reading and Cube Root.

Iroquois teachers had an institute at Watseka Dec. 17. Supt. Kerr presided. Prof. B. W. Lindsley, a former teacher in the high school, spoke of the advantages of the new nomenclature that would not carry the impression that theirs merely a country school.

The board spent no time in trying to find it necessary to publish the announcement at the instigation of a few of its members. The board, however, agreed to publish the announcement at the instigation of the superintendent's signature, and not when some newspaper may publish the announcement instead of the institution's name.

A new place for reports of the student attendance, standing, and other items of interest.

The alumni meeting occurs Dec. 28. With this year's class, the number of Galesburg schools foots up $1,840.

Somebody was bad enough to keep a record, during the fall term, of the attendance of the faculty at chapel. There were 496 attendances in the grand total, and 499 absences.

The report of the Illini publishing the weekly report from the Illinois university station.

Dr. Gregory has recently declined a theological professorship in a Paris school. So says report.

Prof. Burrill attended the late meeting of the State Horticultural Society at Waukegan.

Three or four of the students, disliking a recent decision of the college court, carried their cases to the faculty. They received suspension as their punishment; and probably now wish that they had been content with what the government had decided.

The 20th of December was chosen far in advance by the seniors as the time for a class sleigh-ride. The presence of a signal service gives rare confidence in weather matters.

The literary societies lost money bringing Cummock and Wendling before Champaign audiences.

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Nobody has begun seriously to look out for the class-day programme. They invite all who will to prepare productions for that occasion, and the best of these will be chosen for public delivery.

NEWSPAPER.

During this last week of 1880 there are very few happenings.

V. A. Pinckney is among the visitors at school. He is on his way to fill some teaching engagements in the western part of the State.

M. R. Reagan has been out of school this week as a witness in a murder trial in De Witt county.

The fair keeper on the food for fishes at a recent meeting of the fish culture folks in Chicago. He has also been in attendance at the horticultural meeting at Warsaw.

S. V. Gillan, of Galena, having closed school for the holidays, is among us again.

Miss Emily Sherman is visiting Normal.

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THE SCHOOL ROOM.

IDLÉ CHILDREN.

There should be none in schools, at any time. It is an imperative duty upon the teacher to keep all the pupils, the youngest as well as the oldest, always interested and busy. If you cannot find employment for the youngest classes all the time, and it is just as well that you should not,—turn them out of doors, and let them busy themselves in sport.

Fortunately for the health and happiness of children, their minds and bodies are always active, and they must be doing something, at all times. This something may be of a very objectionable kind, but it betokens the natural activity of the child's mind, and shows the teacher how great need there is that he interest this restless mind in better things. We have never seen a child so quiet in his assertion of his position and authority as a man, but very quiet in his assertions of his position and authority.

A teacher should, through humane considerations as well as through his anxiety to have an orderly school, keep all of the little children interested and busy. They will thus be far happier than when they are compelled to pass part of their time in idleness, and they will learn their lessons better, and prove far more amenable to his control.

That idleness is the parent of mischief is a discovery on which Satan took out a patent four thousand years and more ago.

DO NOT THREATEN.

Threatening, like boasting, is always a sign of weakness, if not of cowardice. It betokens a lack of confidence in one's own resources, and is always the outgrowth of imperfect self-control.

The teacher who would preserve good discipline in his school room, must never make any noisy demonstrations of authority. He should be firm as the unyielding rock, but very quiet in his assertions of his position and power.

Threatening is merely a habit, we know, with most persons who indulge in it, but it is a most unfortunate habit for a young teacher to form. It is easy to understand, for the young teacher finds troubles and difficulties in his path for which he is not at all prepared. Unacquainted with child nature, and unable to discipline others, because he has disciplined himself neither stiffly nor fully, any unexpected turbulence among his pupils upsets his equanimity immediately. He knows not what to do, and he follows his first impulse, which is to gratify his own exasperated temper by an outburst of scolding, and to frighten the children with threats of dire punishment. Perhaps, the children are frightened at first, but soon they become accustomed to it. When they come to know how much, or rather how little— it all means, they pay no heed to it whatever.

Threatening is apt to be a fault of the teacher who is given to many words, a grave defect always. Generally speaking, it may be said that the teacher who indulges in the fewest words possible, does the most effective teaching.

Do not threaten; if you threaten much, you will never have courage to put your threats into effect; if you threaten little, and carry out all your threats, the effect of the punishment is to be made increased by the useless words. In fine, do not threaten at all: if punishment is necessary, let it come swift, sure and certain as the lightning stroke, without any premonitory thunder.

LOUD STUDYING.

Every teacher knows what a nuisance loud studying is in the school room, and how hard it is to break it up. Children who have formed the habit are generally those of very inattentive dispositions,—indeed, it seems an instinctive effort to overcome inattention, which leads to the habit, by trying to appeal to two senses at once,—and these dispositions are always the hardest to deal with.

But the habit of loud studying must never be permitted, no matter how much trouble it costs to cure it. The children addicted to it must be checked, admonished, punished in some way, until they are cured. The best way, in our opinion, to deal with the matter is to appeal to the common sense and reason of the child. Show him that indulgence in this habit gives great annoyances to others, and that it is not good discipline or good manners on the part of the child.

Tell him that any indulgence of this kind permitted to part of the scholars is an injustice to the others, by trenching upon the general comfort and convenience. Few children have been so badly brought up that they will not be influenced by gentle reasoning of this kind.

We may remark here that every teacher should endeavor by reasoning of this sort, to check every disturbance and confusing movement during school hours, such as billowing the hair, mangling of feet, slaming of desks, dropping of books, leaving seats without permission. The sense of justice can also be well appealed to in order to restrain the destructive instinct which is so strong in some children and leads them to mark walls, and carve their benches and seats, and similar acts. And, in fine, whatever reasoning will serve the purpose of deprivation or punishment it should be used, where it fails, the lower instinct must be appealed to, if the child is old enough, to remain in school, for discipline must be preserved at all hazards.

WALKING ON TIPTOE.

We have frequently noticed, in visiting schools, that the pupils, when moving about the school-room and passing in and out, tiptoeed about, apparently in painful effort to make as little noise as possible. Now, this seems a very small text to write a sermon on, but we can do it, and the beginning, and the middle and the end, too, for that matter,—of our discourse will be, Take care of the health of your pupils.

Walking on tiptoe is a painful, unnatural, unhealthy mode of moving about,—never permit it. You need not go to the other extreme, and allow the children to ring their heels on the floor with every step, nor stamp about like wild colts, but teach them to walk with light steps, naturally, placing the entire sole of the foot upon the floor at once, thus cultivating an easy, elastic, and healthy movement.

Avoid also the pernicious awkwardness of "folded arms." Some teachers oblige their pupils to fold their arms in front when sitting or standing. This is a most ungraceful as well as unhealthy position. Folding the arms is an instinct, and is a habit to insist upon any set position for any length of time. Allow your pupils a good deal of liberty of movement on the condition that they always move quietly. This will keep the children interested in school from wearying as much as it would otherwise. Then you can try the virtue of callisthenic exercises,—and there is much virtue in them, we assure you,—as frequently as the other exercises of your school will permit. Never allow your pupils to feel that their school is an institution, because it is for the benefit of the children. On the contrary, see that the school is a place of amusement and interest to all the children.

SUGGESTIONS TO TEACHERS.

A trivial reason should not impel one to seek an excuse from presence at teachers' meeting.

Loud singing does not indicate proficiency in the music work of the room. Discourage subscriptions among the pupils for the purpose of making presents to the teachers.

Seek for a uniform basis for marking recitations and examinations.

Open the doors and windows during calisthenic exercises.

Avoid espionage among the others, as a means of discipline.

It is manifestly unjust to punish an entire school on account of the misdeeds of the majority.

Few and quiet signals are indicative of strength in discipline. A teacher's chair is not for permanent and persistent occupancy.

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Biliousness, Piles, Constipation, Kidney Complaints and Diseases, Weakness, and every disease caused by over-fatigue.

LYDIA E. PINKHAM'S VEGETABLE COMPOUND
The Best Cure
For all Female Complaints.
This preparation, as its name signifies, consists of Vegetable Properties that are harmless to the mind.

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That Acts at the Same Time on The Liver, The Bowels and The Kidneys
This combined action gives it wonderful power upon all
Why Are We Sick?
Because we allow these great organs to be clogged or fatigue; and because more are therefore forced into the blood that should be expelled naturally.

KIDNEY WORT WILL CURE
Biliousness, Piles, Constipation, Kidney Complaints and Diseases, Weakness, and every disease caused by over-fatigue.

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3. On the first morning be the first person on the premises, or at least, in the school-house. Be busy. Let your pupils then and there learn a lesson of industry. If you can read pupils, you can pick out one or more who may possibly give you trouble during the term. If you can do so without too much effort, get such to do something for you in return. It is a great help to you.  

4. Having called school a few minutes before, at precisely nine o'clock commence work. This is to be the first lesson in punctuality. Pupils usually provide a preference for a certain seat. Let each retain the seat chosen by him, or her, for you. If this will not suit in all cases, control, you prefer to let each one have his chosen seat until a change is demanded. The pupils will appreciate your consideration. Do not take much time with your opening remarks. Let it be felt that you execute better than you talk, that your deeds exceed your promises. Get to work, remembering that your first work is to secure control of your school. If by your acts, in pursuance of your duty, you secure a feeling that you thoroughly comprehend your work, you have taken all pupils at all times that you cannot be thrown off your guard, that you mean to use every one well—that is, do your duty by him—the task of controlling the school will not be difficult. In all this, do not pretend; do not be rash; be prepared; give your duties your whole attention.

HOW TO CONDUCT A READING CLASS.

Every reading class is a literature class. It is not an elocution class. To secure good tone and inflections, give the pupils time to get a reading passage to comprehend it. Never mind the elocution. Let it take care of itself. By artifice and variety keep the pupils for one week on a passage you have usually read at a lesson. Let the whole interest and study be upon its thought and its construction. Aesthetics must be taught as the term, the punctuation, the paragraphing. Outline it. Instead of reading let the pupils tell it. Be patient here. Do not judge what can be done by the first attempt. Let the pupils rumble; the sawdust as well. They will not scold or disapprove. They are probably doing the very best they can. Do not you in any case. By reading, let the pupils bring their slates, and in five, ten, or fifteen minutes, write what they can remember of the passage. Let them read their own efforts. Don't criticize too closely. Let the elocution go.—Normal Teacher.

BOTANY FOR COMMON SCHOOLS.

A PLANT FROM THE SEED.

As we have noticed that a plant usually has the three parts, root, stem and leaves, and that the leaves are variable in form, we may now profitably inquire more particularly in reference to each of these parts.

A cabbage seed placed in the ground absorbs moisture from the soil, swells, and from its base propagates a stem which elongates both downwards and upwards. On the summit of the stem is borne the external coat of the seed that falls off when it has pushed up above the surface of the soil, and there are spread out two little leaves called seed-leaves. An examination of the seed will show that these seed-leaves are developed from the two parts of which the seed is composed, and into which it is separable, especially when saturated with water. As a more familiar example, we can, any of us, recall to mind the fact, that when we have watered seeds, they split into two parts, and we know that a bean, when germinating, is pushed up through the soil, and the two halves or lobes, as they are called, spread out and become the seed-leaves.  

By comparing the changes that take place in the lobes, they expand and become green and serve the plant as its first leaves. Between the seed-lobes the stem pushes with a pair of true leaves. In many seeds, after soaking them, we may see the parts that have now been described. As the stem elongates, between the lobes may be seen the stem developing in the direction of its upright growth. This upright, projecting point of the stem is called the plumule.  

Beans, apple, and pumpkin seeds, that are always easily obtained, are excellent subjects or specimens with which to demonstrate the condition and appearance of the embryo plant. From the little protruding point or stem at the base of the seed starts the root, and this point is called the radicle. The root grows in length, extends in two opposite directions upwards; forming the stem above the seed, and downwards, or deep into the ground. Taken together, the stem and the root constitute what is termed the axis of the plant; it is the central line around which all the other parts of the plant are formed.  

The lobes of the seed, which become the seed-leaves, as has been explained, are called the cotyledons; pronounced ko-tyle-dons.  

As soon as the cabbage seed, which we first considered, has germinated, there is a rapid growth of a short stem and a pair of seed-leaves. In the future growth of this plant there will be a constant increase of this stem and of the branched and ramifications of the stem. In all this the growth of the seed is multiplied in all its parts, and in size it is like a small cherry, and so nearly resembles the fruit of the cayenne pepper, as to have obtained its name, pseudo-capsicum, or false cayenne pepper. There are many species of solanum and, the relationship of which to the true tomato, and the egg-plant are solanums. Many of the solanums contain an active poisonous principle.

In order to get good plants, the seed of this dwarf solanum should be sown not later than February or March. Sown in light soil in a box or pot in the house, they will soon germinate and make a steady growth through the spring and summer. When the plant has attained a few inches in height it should have its top or growing point pinched off; this will cause it to be less stocky and make a specimen well furnished with branches. It requires the full sunlight and a plentiful supply of water during its growing stage. In autumn it will bloom, and set its crop of fruit, which when ripe, are the beautiful scarlet berries already described. The crop of scarlet berries is produced by the plant through the winter. A well formed bushy plant covered with its brilliant fruit, is an object to delight the eye in the dull season when the trees are leafless and no verdure is to be seen on the face of the landscape. By a little attention of school pupils, with their efforts properly directed, a sufficient number and variety of handsome plants may be reared by them during the summer to make the school-room a bright and attractive place. It will be a work they will delight in, and it will prove to them an excellent means of mental discipline.

THE COLOR LINE.

Nothing is inscribed more legibly upon the skyline tables of this country than the fact of fate that the color-line must so far disappear as not to separate one from our public school privileges because he has a black or copper-colored skin. Hence, the authorities of Richmond, Indiana, are merely butting their heads against the iron buckler of fate, when they undertake to carry out the policy indicated in the following paragraph taken from the Citizen Enquirer.

RICHMOND, December 17.—The Rev. J. M. Townsend, Secretary of the Missions of the African Methodist Episcopal Church, one of the most prominent colored men in the West, is preparing to bring suit against the City School Board for refusing to admit his daughter to the Fourth Ward School. It is only the Public School in the city in which German is taught. He applied for admission for her on the ground that she wanted to study the language, but the Principal refused to admit her because she had colored blood in her veins, and the Board sustained her in her action. She represents the highest class of the colored people, and is a case of considerable interest. Public sentiment is largely with her, as it is said that in its decision that one class is entitled to privileges that others are not. The fact, too, that white children are excluded from this school who do not study German, often putting them and their parents in the position of being in a deplorable position. The Board has said that it only holds that a child unacquainted with the German language would have no interest in the subject and that it would be an imposition on the school board. This holds that the young pupil has a right to be taught the German language and that it is desirable for him to be able to read and write in that language. The Board has said that it only holds that a child unacquainted with the German language would have no interest in the subject and that it would be an imposition on the school board.
A NEW TEXT BOOK IN GRAMMAR.
PRINCIPLES OF LESSONS IN ENGLISH,

This valuable contribution to the Science of English Grammar, is meeting with remarkable favor among Educators. The fact that it is the work of a practical teacher, whose experience and eminent ability is well known throughout the whole country, has induced hundreds of teachers to send for sample copies, who are now sending to the publishers as well as to the author, more favorable comments, and enthusiastic endorsements than was looked for; especially as Prof. Gill has under the head of "Non-Essentials," omitted a great deal of useless study which has heretofore been regarded as essentials.

The following are the Non-Essentials omitted:
1. The learning of useless details, confusing distinctions and complicated subdivisions.
2. The classification of nouns, Abstract nouns not mentioned, participial nouns placed with verbs, where they belong. Art. 624.
3. Cases, except the possessive, pp. 56, 72 and 73.
4. The laws of syntax, relating to nouns, because unnecessary.
5. Subordinate classes of pronouns. A pronoun is a pronoun and nothing more, unless conjunctive or relative. p. 77.
6. No subdivision of adjectives, pp. 51 to 52.

In a measure, the book is a "new departure," and on examination of its contents insures renewed and unusual interest in the subject of English Grammar, of which so much has been written, and such wide difference of opinion prevails among all classes of educated people.

Prof. Gill's endeavor to simplify the study, and embrace within the least possible space, such improved methods and comprehensive illustrations as shall place the science before the pupil in its most complete and condensed form, is a conviction that inevitably comes from a careful examination of the text. As one of our most prominent educators remarked, "this procurator's task has been the problem of many of our grammarians."

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PUBLISHERS' NOTES.

Ginn & Heath have brought out Hudson's new edition of Shakespeare's King John, in cloth. Already they have published in this series of "annotated English classics," the following plays in cloth, 65 cts. each: Hamlet, Richard II, Macbeth, King Lear, Tithes Caesar, Merchant of Venice, The Tempest, Much Ado, etc., Midsummer Night's Dream, As You Like It, Twelfth Night, King John, Winter's Tale, Richard III. Ten more will be issued in this form during the next four months.

Volumes VI—XIX of the Harvard Edition of Hudson's Shakespeare have come to hand, published by Ginn & Heath, of Boston. This is the latest, the neatest, and probably the best edition of Shakespeare for the general use of school or library. It is abundantly supplied with foot notes and notes of a critical character, written with the care and precision which have secured for Professor Hudson the foremost place among American commentators of the great poet. The works will be contained in twenty volumes, and the set, when complete, will form a most valuable acquisition to any library.

PRIMARY DEPARTMENT.

PRACTICAL KINDERGARTEN LESSONS.

TWELFTH GIFT.

By Mrs. A. B. Scott.

Following the straight line, the stick, and the curved line, the ring, is the pliable line, the thread. This, on account of its pliability, can be used more satisfactorily than either of the others to represent outline drawing of a general character.

Freiah obtained his idea of this gift from seeing children playing with strings upon their fingers. He devised and systematized new games with the thread and made it one of his kindergarten gifts.

This gift may be made amusing and instructive, either in the family circle, the kindergarten or the primary school; especially, as the material is easily procured. Given a slate and pencil for each child, and a small part of the contents of an ordinary boy's pocket, and your kindergarten or school is equipped for work. Take a piece of common wrapping cord, (single zephyr is more pliable and consequently more suitable,) from six to twelve inches in length, the ends knotted together in a smooth knot and the cord saturated of water; wet the slate and arrange the cord on this in any desired form, moving it with the pencil until a satisfactory figure is obtained. Forms of objects the child sees around him may be pictured in outline; furniture, buildings, birds, animals, fishes, and especially leaves, flowers and fruits. The outlines of all of the plane geometrical forms may be made. Using a geometrical form to start from, beautiful symmetrical forms are developed. For example: take a square for the given ground form; then, with the pencil, have the child, as in illustration here shown, shave the corners a half inch or an inch toward the center, first one corner, then its opposite, diagonally, another corner and its opposite, and a new symmetrical form is the result. Again, shave each corner as before, another new form. So continue the moving until the corners touch in the center. The middle of the edges, instead of the corners, may be treated in a similar manner, or both corners and edges may be moved toward the center. These forms may then be retraced step by step, until the original is regained, or they may be changed into other forms. A circle, equilateral triangle, or any of the other plane geometrical forms may be used as a starting point. They may be preserved by drawing the pencil around them, and when the slate dries they can be seen. After the preliminary instruction is given, the child may be encouraged to find his own designs.

In the use of this, and the two previous gifts, the child's hand, eye, mind, artistic taste, sense of the beautiful, patience and perseverance must all be exercised; and as disciplinarians in habits of order and neatness, they are invaluable.

A MERRY CHRISTMAS.

Now the hills are white with snow,
And the North winds coldly blow;
Yet the winter sunbeams shine
'Gainst the holly and the pine:
'En the birds chirp out with cheer,
Now that Christmas day is here.

DRESSING MARY ANN.

She came to me one Christmas day,
In paper, with a card to say:
"From Santa-Claus and Uncle John," And not a stitch the child had on !
"I'll dress you, never mind," said I,
"And brush your hair; now don't you cry !"
First, I made her little hose,
And shaped them nicely at the toes.
Next I made a petticoat,
And put a chain around her throat.
Then when she shivered, I made haste,
And cut her out an underwaist.
And then I named her "Mary Ann,"
And gave the dear a paper fan.
Next, I made a pretty dress.
It took 'most a week, I guess.
Next, I made a velvet sacque,
That fitted nicely in the back.
Then I trimmed a lovely hat,—
Oh, how sweet she looked in that !
And, I declare, that wasn't all;
I bought her next a parasol !
She looked so grand when she was dressed,
You really never would have guessed
How very plain she seemed to be?
The day when first she came to me.

A SPLENDID GAME.

A hungry spider made a web
Of thread, so very fine.
Your tiny fingers scarce could feel
The little, slender line.

Round about, and round about,
And round about it spun,
Straight across and back again;
Until the web was done.

Oh, what a pretty shining web
It was when it was done !
The little flies all came to see
It hanging in the sun.

Round about, and round about,
And round about they danced;
Across the web and back again, They darted and they glanced.

The hungry spider sat and watched
The happy little flies;
It saw all around about its head,
It had so many eyes.

Round about, and round about, And round about they go; Across the web and back again, Now high again, now low.

"I am hungry, very hungry,"
Says the spider to the fly,
"If you would come into my house,
We'd eat some, you and I."

But round about, and round about, And round about once more, Across the web and back again; They fluttered as before.

For all the flies were much too wise To venture near the spider, They flapped their little wings, and flew In ever so much wider.

Round about, and round about, And round about they went, Across the web and back again, And then they flew away.

Kindergarten Messenger.