THE EDUCATIONAL WEEKLY.

Established in December, 1876, by the Union of
THE ILLINOIS SCHOOLMASTER, ILLINOIS.  THE MICHIGAN TEACHER, MICHIGAN.
THE NEBRASKA TEACHER, NEBRASKA.  HOME AND SCHOOL, KENTUCKY.
THE SCHOOLS REPORTER, INDIANA.  THE SCHOOL, MICHIGAN.
THE SCHOOL BULLETIN AND W. W. JOURNAL OF EDUCATION, WISCONSIN.

The Strongest Consolidation of Educational Journals ever effected in this Country.

Vol. VIII.

CHICAGO, JANUARY 6, 1880.

NUMBER 184.

The attention of the readers of this number of The Weekly is drawn to the hopeful educational outlook in the South as presented by Ex-Superintendent Smart's impressions during his recent visit to that part of the country; also, to a portion of Senator Morrill's argument for the authority of general government to provide for the education of its citizens, not only by the establishment of military and naval academies, but in such other ways as it may consider needful.

We have very full reports of the proceedings of the State Teachers' Associations of Illinois, Indiana, Michigan, Wisconsin, Iowa, and Minnesota, but rather than delay this issue, we shall carry over all of this matter to next week, making our next number one of special interest.

Hereafter, drawing cards, such as the one given to-day next to our Primary School page, an article on "Botany for Common Schools," and a kindergarten lesson, such as appeared in our last number, and a piece of choice music adapted to school use, will be given at least once a month.

In accordance with the subscription terms, as conveyed to us by Mr. Winchell, The Weekly, like the teachers, took a vacation during the holidays. In reply to the leading query of the hour, "How did you enjoy the holidays?" we frankly answer, It was not much of a vacation after all. The time was spent in adjusting ourselves to our new undertaking, and particularly in making such provisions for the future as to ensure the prompt delivery of The Weekly when due. Our readers will discover some of the results in this issue, and will enjoy others as the weeks progress.

Taken all in all, we think we have some reason to accept the many congratulations sent us upon the quality of the matter and the appearance of our issue of Dec. 23, as not entirely undeserved; for, as any one who is at all familiar with the publication of a newspaper well knows, it is not a light matter to change not only the editorial rooms and the printing office, but the managing editor, the printers, the very types themselves and the quality of paper, on a single week's notice. This we had to do; for, whereas it was not at first our intention to enter upon the publication of this paper until after the holidays, further consideration led us to begin as soon as the ownership was transferred. In this emergency the State editors and regular contributors did nobly for us. Our printers responded with cheerful alacrity to the sudden demand upon them, setting up every letter, figure and punctuation point, and treble the former amount of advertisements, in fresh type, so as to send The Weekly forth in a perfectly new dress in very little more than a week from the time they received the first line of copy. In one respect only were our editorial plans so far deranged by the exigencies of the moment as to call for explanation. It was not our intention to have advertisements interjected between the pages of reading matter. To get the paper to press in time for the State Teachers' Associations, the foreman, in our absence from the city, assumed the responsibility of changing our paging: an incident not likely to occur again.

THE SCHOOL SUPPLY PLAN OF BOSTON.

The question, how can text-books, stationery, and other school supplies be provided most economically has to some degree exercised every community in this country. In cities it is a complex problem that has as yet, found no entirely satisfactory solution. Lately there has been a good deal said in the Boston papers, for and against the "supply and contract plan," adopted by the school committee of that city, and we are persuaded that so much as we give below of a lengthy article on this subject, by Mr. William T. Adams, in the New England Journal of Education, will be of general interest:

Fifty-four years ago, the Legislature of Massachusetts first took action in favor of cheap school-books, by permitting towns to purchase text-books, and sell them at cost to scholars. Twenty-one years ago the law was passed which declared that "the school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools," and sell them at cost, but this law had been ignored or disregarded. For twenty years or more books had been purchased by the school committee, and loaned to pupils whenever called for. Two years ago, about one-half of the pupils in the public schools were supplied with books and stationery by the city. Men who were abundantly able to pay for books allowed their children to be classed as "indigent." Furnishing books and other supplies to parents who were able to pay for them, was an acknowledged evil, and was alluded to as such in printed reports to the board eight or ten years ago.

THE SUPPLY PLAN.

In the early part of the present year the Committee on Supplies were authorized to modify the plan, and it was changed to the form in operation since the beginning of the present term. A parent may buy the books at any place he pleases. Blanks are provided for the high, grammar, and primary schools, each containing a list of the books, and other articles used in the three grades of schools, with the price printed on the left of every book, and the other supplies. These blanks were given to the scholars. The teacher carried out at the right the prices of the books that were needed, and put the total under the extensions. The scholars carried the blank home. No bookseller could sell the goods at the prices named, for they were from twenty...
to fifty per cent, lower than the retail dealers could sell them. This fact constitutes one-half of the opposition to the plan.

The parents who desired to purchase the city at these prices sent the required amount to the schools, during the first two weeks of the term. Collectors were appointed by the Committee on Supplies, who visited the schools at specified times and received the money. As he did so, he gave the pupils a receipt for the money paid, and stamped the blank, the stamp authorizing the master, or the teacher, to deliver the books and other articles to the pupil, keeping the stamped blank as his voucher. There were various checks in the system, which are not material to our present purpose. Every night the collector paid to the auditing-clerk the amount he had taken during the day.

The latter was required to give the collectors a paper, certified by the master or other teacher, furnishing the name of the pupil and the amount in his favor. The bills against parents whose children were not supplied within the two weeks were sent to the assessors, to be remitted with the taxes. The former was regarded as a decided success by the committee in charge of the plan. After the board had adopted the plan, power was given to the Committee on Supplies to carry it out; to operate with any reliable person or persons, on such terms, and for such length of time, as they may deem advisable, for doing all the work required in carrying out said plan. The report of the committee, with the two orders, was before the board, in print, two weeks.

Why did the Committee on Supplies decide to contract for doing the work? Simply to save the city's money. The board had for years carried on a supply department, which purchased their own books than formerly. The amended plan was regarded as a decided success by the committee in charge of the plan, and by a large majority of the masters. Doubtless the plan is not yet perfect; but the committee will improve it as the means of doing so are suggested by more experience.

This is the supply plan as it has been amended. Up to this point the contract has no necessary connection with it.

THE CONTRACT PLAN

has been more thoroughly denounced and misunderstood than the supply-plan. After the board had adopted the plan, power was given to the Committee on Supplies to carry it out; to operate it with persons in the employ of the board, or to "contract with any reliable person or persons, on such terms, and for such length of time, as they may deem advisable, for doing all the work required in carrying out said plan." The report of the committee, with the two orders, was before the board, in print, two weeks.

Why did the Committee on Supplies decide to contract for doing the work? Simply to save the city's money. The board had for years carried on a supply department, which purchased books, slates, stationery, and janitors' supplies. The salaries paid to all officials in the departments of the secretary and of auditing clerks, amounted to $13,500. The cost of teeming and expressage, and the care of apparatus made it $17,500. To this sum was to be added $2,000 for additional clerks, and $500 for purchasing and delivering janitors' supplies, making the estimated cost of the department $30,500. It was then believed that the cost of the departments of the secretary and the auditing clerk would be $6,200, leaving $14,300 as the expense of the supply department.

The committee desired that the auditing clerk and secretary, who had had over thirteen years' experience in the supply-work, should take charge of it, and that it should be separated from the clerical work of the offices. The cost was carefully estimated, and the present supply-agent accepted the contract to do the work of the department, for $25,000, a year. The contract was drawn up and executed, and the contractor filed his bond for the faithful performance of the work. Experience has since convinced the present auditing-clerk, who, as a member of the board, was a strenuous opponent of the plan, that the committee's estimate was less than the work would have cost the city if carried out under the old system. The city saves by the contract, from $11,000 to $20,000, making no allowance for increase in number of scholars, changes of books, etc.

THE POWER OF THE NATION TO EDUCATE ITS CITIZENS.

BY THE HON. JUSTIN S. MORRILL.

In the United States Senate, December 15th, 1880, the bill to set apart the net proceeds of all future sales of public lands, and the net receipts of the patent office, for the education of the people, being under consideration, Senator Morrill, of Vermont, said:

The celebrated ordinance of 1787 proclaimed that "schools and the means of education shall forever be encouraged." This was an ordinance of the whole country, reaffirmed in 1790 by Congress after the adoption of the Constitution, and its obligations must be redeemed by the authority of the whole country, with the proceeds of the territory and property originally dedicated to this high purpose. Schools and the means of education can thus, and only thus, be forever encouraged.

By what other instrumentalities can the public welfare be so surely and largely promoted? What better guarantee can be given to the several States of a republican form of government? Where will be found a stronger custodian of public liberty?

There may be some parties who, through technical refinements, would limit the whole operations of government to the punishment of crime, to levying and collecting taxes, to declaring war and raising and supporting armies, and other kindred subjects; but we would include nothing which tends to elevate man above the level of useful animals or even common automatic machines. That was not the government foreshadowed by the Declaration of Independence, and not the government of the Constitution founded on the will of the people; nor was it the government ordained and established to secure the blessings of liberty, with authority to exercise all the granted and indispensable functions that ordinarily adorn and preserve nations, or that, according to the home-bred understanding of the people, under the letter and spirit of our organic law, belong to their legitimate sovereignty.

For authority to dispose of the public lands for educational purposes we are not, as has been shown, driven to seek any power not expressly granted to Congress. At the same time it may not be improper to show that such a disposal is not in conflict with any part of the Constitution, but is in harmony with the interpretation early and constantly given to it by its founders. The general scope and power of the Constitution comes to us in broad and general terms, not being confined to powers expressly granted, as were those of the old confederation, but upon the completion of its frame work vigor and life was implanted in all its parts by the extreme discretion and unlimited supplemental power conferred upon Congress—"To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by the Constitution, in the Government of the United States, or in any department or officer thereof."

The vested powers, therefore, are not barren but fruitful powers. Among the principles and declared purposes of our Government, President Madison enumerated the following: "To promote, by authorized means, improvements friendly to agriculture, to manufactures, and to external as well as internal commerce; to favor in like manner the advancement of science and the diffusion of information as the best aliment to true literacy." In the farewell of Washington he urged his countrymen to "promote, then, as an object of primary importance, institutions for the general diffusion of knowledge." The words of Washington and Madison were revered when uttered, and the lapse of time has made them precious as legacies of political gospel.

Shall the great, peerless experiment of man's self-government be tested by a national policy of indifference as to whether the voting population shall have the means of improvement and intellectual advancement, or take the chances of remediless illiteracy? Shall we have no institutions to which farmers and
mechanics may resort for such scientific and technical knowledge as may be related to their pursuits, and such as give the silver lining to the clouds of toil?

No one objects to the schools of West Point and Annapolis for the education of our military and naval officers—we are indeed very proud of them; but is that all we can do? After that must we confine national contributions to tree culture and fish culture? I would not underrate the importance of eradicating the cotton-worm or the Colorado beetle; but is it less important to eradicate the unlettered ignorance of millions of freedmen?

A government that aspires to be the high school or model among all free nations should not confess that it has no power, directly, or indirectly, to aid in schooling its own children. The Signal Office is not only a great honor, but most useful to the country; but it will not be pretended that daily reports of what the weather is to be can be of greater honor or more useful than would be schools and colleges that would give some assurance of what coming generations are to be.

The question which we have to face is, Shall the republican Government of the United States, alone among the enlightened governments of mankind, in spite of its lofty pretensions, shirk all responsibility as to the education of its people? The measure before us stands on a noble principle, wholly immeasurable, if human self-government be popular in influence—a principle which neither the republican nor the democratic party will be willing to repudiate so long as each claims to be the champion of self-government and of the common people; and, if the measure is worthy of adoption, it is worthy to be adopted with the least possible delay.

THE SOUTHERN OUTLOOK.

James H. Smart, State Superintendent of Public Instruction, has just returned from Atlanta, Georgia, where he went to perfect arrangements for the meeting of the National Association next summer. The following is the substance of an interview with a reporter of the Indianapolis Evening News. Mr. Smart has revised and interlined the interviewers report for the benefit of the readers of The Educational Weekly.

He speaks in enthusiastic terms of the good work which is going on in educational circles throughout the South. He says the advance in Georgia is one of the most surprising things in our recent history. The common school system is well organized, the facilities being equal for both whites and blacks, though the blacks are educated in separate schools. The taxes are cheerfully paid, closely collected and honestly expended, and the good results are very apparent, although the people have had but eight years in which to build up a school system. The Southern people have discovered that it is absolutely necessary to educate the negro, and they are going at the work with a will. This applies especially to Georgia and Tennessee, and in a less degree to South Carolina, and the professor is confident that the knowledge of good results in these States will soon lead to an advance all along the line in every Southern State. The negroes in Georgia are now taxed on over six millions of dollars of personal property according to their own sworn statements to the assessors. They are content with the State and have no desire whatever to leave it, and no exodus movement could be organized. Many of them are teachers in the schools of their own race, and the State has established a normal school for the training of colored teachers at Atlanta, upon which a large sum of money was spent last year. Tennessee also has such a normal school at Nashville. The negroes take much interest in the education of their children. The new generation is almost universally able to read and write. A State tax is levied for the support of the common schools, and distinction is made between the races in the distribution of the proceeds. Beside this, the State has made liberal appropriations for sustaining universities for both races, and training schools for teachers. The people have the power to vote upon themselves further taxes in each county, and the system is not therefore so highly centralized as in many of the other Southern States.

In some parts of the State, where the negroes are in a large majority, they have voted taxes upon the property of the whites, which have been cheerfully paid.

There are some old Bourbons remaining in the State who sigh for the old anti-bellum times, and object to the movement to build up a new South.

The constitutional provision, as to public education, was adopted by so large a majority, and the sentiment of the people was indicated so strongly, that the protests of this class of men are very little heeded. The young progressive element has the destiny of the State in its hands and is determined to see to it that no backward steps are taken. There are many Northern people in Georgia, but they have assimilated with the people of the State, and all work together in perfect harmony.

Professor Smart says he was struck very forcibly by the evidences of prosperity he saw on every hand. Mills are in process of enlargement, and when I old them what the prosperity means and gives evidence of the energy and enlightenment of a progressive people. He found that Senator Joseph E. Brown was considered the greatest man in the State, and also found much interest in the passage of Senator Hoar's educational bill. In fact, everybody is wide awake on the question of schools and education.

He found the reputation of Indiana excellent wherever he went, especially in its prominence in educational matters.

General admiration is expressed at the part which the State will play at the meeting of the association next July. Besides his own inaugural address as president, Dr. Moss, of the State University, and President White of Purdue University, will deliver inaugural addresses as the presiding officers of important departments.

The leading educators of the whole country will attend the meeting next summer, including such men as Dr. Porter and Dr. McCosh. The educational interests of the South will be one of the principal topics of discussion.

He says the people of the South are not now thinking about politics, but are asking instead how they may build up what they call the new South. The professor expects a very largely attended and profitable meeting of the association at Atlanta.

Gen. John Eaton, National Commissioner of Education, has also just returned from a visit to New Orleans. On his return he spent a day in Indianapolis, half of it at the High School and the other half in a rapid survey of some of the district schools and of the penal and charitable institutions of the State. He speaks of educational matters in the same tone as Superintendent Smart. He is full of faith in the growth and growing intelligence of that portion of the Union.

Since the above came to hand from our Indianapolis Correspondent, we have received the following from the Hon. James H. Smart. His desire to see a large representation of northern teachers present, expresses the feelings of the principal leaders of education in the new South, and it is to be hoped that they will not be disappointed.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Indianapolis, Ind., Dec. 21, 1880.

J. F. Waggoner, Esq.:

Dear Sir.—In answer to your letter of the 20th I am able to inform you that preparations for the meeting of the National Educational Association at Atlanta, July 19, 20, and 21, 1881, are well under way.

I cannot now give any definite information in regard to the programme, but every indication of readiness and completeness indicates that we shall have a fine attendance, and a very successful meeting.

I particularly desire to see there a large representation of northern teachers, and shall be glad to have the subject mentioned at the various State Associations.

Respectfully,

JAS. H. SMART,

President Nat. Ed. As'n."

"I had been sick and miserable so long and had caused my husband so much trouble and expense, no one seemed to know what ailed me, that I was completely disheartened and discouraged. In this frame of mind I got a bottle of Hop Bitters and I used them unknown to my family. I soon began to improve and gained so fast that my husband and family thought it strange. My cough went away, and my colds and headaches—I had what help had me, they said—went away. I drank a bottle of Hop Bitters! long may they prosper, for they have made mother well and us happy."—The Mother.—Home Journal.
FORM AND SPIRIT.

Listening to the lecture of Col. Parker, of Quincy, Mass., before the State Teachers’ Association, at Springfield, last week, the old question of the relative value of form and spirit was brought very forcibly to mind. The discussion that followed emphasized the thought. Much has been said and written about the “Quincy method,” both by those who knew, and those who did not know, its true nature, or purpose.

Many have seemed to think it a species of legerdemain, which may be adopted by any teacher, who could master the trick, with success at least approximating that which has been attained at Quincy. A thoughtful attention to Col. Parker’s lecture should have dispelled this illusion, and convinced the hearer, that, as one of the gentlemen taking part in the discussion wittily remarked, the wonderful Quincy system was simply a man, and a man in no way remarkable in appearance or manner, to wit, Col. Parker himself.

For we think that, admitting all the advantages that Col. Parker had in being permitted to carry out his ideas on the subject of teaching, there is no doubt that the success was not the mere success of method, but of that true, earnest spirit of the teacher which was behind the method. There was nothing strange or startling told us by Col. Parker, little that was altogether new, and we heard teachers express surprise and bewilderment that this far famed system should prove to be a thing apparently so simple. These were teachers who had not yet learned to distinguish between the form and the spirit.

That a good method is a grand thing, in the school room or elsewhere, and that there are good modes and bad modes of teaching, we do not deny. Still, the fact remains, and the “Quincy system” only proves it, that it is the spirit which animates the form, and not the form which creates the spirit.

THE BENJAMIN FRANKLIN PRIMER.

The readers of The Weekly will relish the humor in the following gratuitous notice of a primer, which is proof positive of the modern degeneracy of the City of the Pilgrims. Possibly some of our spelling book makers may discover a flavor of wholesome satire in this mimic primer:

Ever since their ancestors threw away their horn-books in the old country, the Yankees have set great store by primers. The first book called by that name is said to have been printed in Old England in the time of Elizabeth and to have contained little more than the alphabet and a few simple words. It was only when transplanted to New England that the primer took its proper place in literature, growing in importance and expanding in volume until it took rank alongside the family Bible and the almanac as one of the three books without which no successful attempt at housekeeping could be made. There probably never was a more useful work dropped from the press than the original “New England Primer.” It was instructive and pleasing alike to age and youth. It was, like “Froggy” Dibdin’s Library Companion, “the young man’s guide,” and the old man’s comfort.” If children did not cry for it, they certainly wept by reason of it, for it had the “Shorter Catechism,” and another one, not very short, devised by Mr. Cotton. If it had not been for the revolution in theology which began to shake Boston and all its dependencies pretty soon after the close of the second war with England, it is likely that the New England Primer would have held its own, or at least, would have continued to be used by very good people in very secluded localities, until it was ousted by the traveling publisher’s agent for school-books, who, in the long run, is sure to drive every instruction book out of the market which has been in existence over ten years. Time was when the parent, seeing his offspring at work upon the same lesson and in the same book which he himself did formerly use, could remind the youngster of the degeneracy of modern times and of the increased stupidity of children. Now, what fond father would dare to cross-examine his son on the secular lesson of the day? The child studies new books and learns things that the generation before him wot not of. All this comes from throwing aside the old reliable “New England Primer.”

To mend the condition of things as far as possible, however, some benevolent gentlemen down in Massachusetts have composed another little primer, smaller than the first one and a good good deal easier to remember. It is called “The Benjamin Franklin Primer,” though Mr. Franklin’s connection with the work seems to end with his standing guard on the title-page in the guise of a marble statue. He has got on Daniel Webster’s head and coat, and seems to be meditating whether it would be cheaper to come down from his pedestal or to hold an umbrella over himself in the case of a severe rain. The book has first-class testimonials annexed. “My children all cry for it,” says Brigham Young; “It makes a fine show,” says P. T. Barnum; “I am glad it is out,” says Mark Twain; “If it had struck in, it would have been worse than the measles.” Next after the alphabet is the picture of a very sheepish dog, followed by another of a very cocky hen which looks like a remote ancestor of The Tribune’s spring chicken which crew the morning after Garfield was nominated. Then come pictures labeled “Two Ox-en,” “One Ing-en,” “A Turk,” “A Turk-ey,” and a small representation of Vishnu with the legend: “Do not be idol.” A small boy, distressed because a bull-pup has borne away such a big sample from the seat of his pantaloons as to suggest a reason why only a front view of the boy is given, stands as an illustration for this lesson:

Here is a nice dog. Has the dog sharp teeth? Oh, yes; the dog has sharp teeth.

An aquatic view shows James clinging to a not very high pole which sticks up in the middle of a river, while three or four crocodiles are reaching up for him. This is the instructive comment:

See James and his pets. His pets are fond of him. He will soon feed his pets.

Then comes the dog of history and of song, with a tea-kettle tied to his tail, and this lesson:

Can the dog run? The dog can run. The can is on the dog. Run dog, run.

This seems strangely like Noah Webster’s little spelling-book story, commencing:

She fed the old hen.

Two tipsy men at a lamp-post are arguing as to the identity of one of the heavenly bodies:

Is it the sun? No, it is the moon. No, but the man is full.

“The child has a dog,” and he is a big mastiff apparently bent on eating the little girl up; but we are assured that “Ann is a good girl. She will not hurt her dog. Ann is kind to dogs.”

Here is a nice dog.

There are fifteen of these instructive lessons in all, one to a page; and, when read in connection with the meritorious wood cuts they come rather nearer to being humorous than they do to being either true or beautiful. —Chicago Tribune.

OFFICE OF KINDERGARTENS IN NORMAL SCHOOLS.

In the discussion of the resolutions of the Minnesota Normal School Board, establishing a kindergarten in the Winona Normal School, Principal Shepard, of that institution, set forth some of the uses of kindergarten attachments to such schools very plainly. He said he did not anticipate the early adoption of kindergartens in connection with the free common school; neither is it the purpose of the resolutions to secure the establishment of a kindergarten training school at Winona for any benefit that may accrue to the children who will compose its classes. The project rests solely upon the intimate relation of kindergarten training to primary methods in teaching. It must
be admitted by every observing and experienced educator, that the
chief evils of primary teaching lie in the repressive, not to
say harsh, discipline of the of the pupil during the earliest
years of his school life. Few teachers realize the delicate sensitiveness
of their youngest pupils. The authoritative "keep still," "sit
down," so common in even our best schools, should be modified in
the practice of our normal students. These students come to us thoroughly imbued with the traditionary methods in which they
themselves have been taught; and though they may not be satisfied with those methods and have but little respect for them,
they know no other. In the practical working of a Kindergarten
we can show them better methods. The conviction is becoming
universal among the most devoted and studious of those engaged
in training the young that somewhere we teachers create an im-
mensely great amount of stupidity. It is not claiming too much to
say that the Kindergarten lays bare these facts. More than one
teacher from many as a new revelation, it arouses their enthusiasm
and doubles their force and value in practical administration.
There are few teachers who are naturally capable of dealing with
Mrs. Eccleston's kindergarten they are at first annoyed beyond
school. Others with a deeper insight are struck with admira-

The class-rooms are carefully lighted from the left, and great pains is taken
to make them cheerful. Drawing has an important place in the curriculum,
and doubles their force and value in practical administration.

State Superintendent Burt, the Secretary of the Board, said he
was satisfied that a child of 5 or 6 years, who had received a
kindergarten instruction, was relatively in a better relation to all
subsequent instruction than the ordinary pupil of the common
school. In the normal kindergarten, was relatively in a better relation to all
subsequent instruction than the ordinary pupil of the common
school. The average common-school teacher, in

The resolution were then carried by
the unanimous vote of the board.-Chicago
Inter Ocean.
SCHOOL LAW.

SCHOOL LAW IN INDIANA.

Can school authorities be compelled to provide instruction in branches not specifically named in the law?

In reply to this question the Indiana School Journal publishes the following synopsis of a case passed upon in the Circuit Court for Johnson county:

In the case of Grubbs and Dungan v. Williams, Trustee, in the Johnson Circuit Court, the plaintiff asked for a writ of mandamus to compel the defendant to have their children taught algebra and Latin in an ordinary district school. The court issued the mandate in regard to algebra, and the trustee from time to time elected.

The action of the trustee is conditioned upon the fact that the advancement of the pupils requires other studies to be introduced in addition to the common branches.

I think the argument here adduced equally applicable to trustees in cities as to those in townships, as the language of the statute applies to both alike.

STATE NEWS.

OHIO.

The third Hebrew college in the United States is soon to be established at Cincinnati, a house having been already purchased for its accommodation. The other two colleges belonging to the Hebrews are in Philadelphia and New York. This new institution is to be maintained by voluntary subscriptions only.

The forthcoming report of the State Commissioners of Common Schools for Ohio will show the following facts regarding the receipts and expenditures for the common schools of that grand State. It would be instructing to study the meaning of these figures, but we cannot do it now. Observe, however, that Ohio expended last year $7,704,488.55 for public schools, which is six times as much as Spain, with more than eight times the population of Ohio, expends for public and private primary schools.

The amount paid teachers of high schools containing about 4 per cent. of the total school enrollment was $412,385.18, or about 10 per cent of what was paid to teachers of the primary schools.

There are a great many other noteworthy observations that could be made had we time for it; but our readers will probably observe them, and understand the significance of all these statistics without our prompting.

September 1, 1879, there was a balance on hand to the credit of the State School Fund of $8,540,422.51.

The receipts from all sources during the year were as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State school tax</td>
<td>$1,558,207</td>
</tr>
<tr>
<td>Irreducible school fund</td>
<td>$96,742</td>
</tr>
<tr>
<td>School tax levied by local authorities</td>
<td>5,369,577</td>
</tr>
<tr>
<td>State school bonds by local authorities</td>
<td>340,804</td>
</tr>
<tr>
<td>From fines and licenses</td>
<td>225,589</td>
</tr>
</tbody>
</table>

Total receipts: $11,075,646.97

Amount of expenditures for school purposes during the year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount paid teachers in primary schools</td>
<td>$4,130,183</td>
</tr>
<tr>
<td>Amount paid teachers in high schools</td>
<td>$42,958,179</td>
</tr>
<tr>
<td>Total amount paid teachers</td>
<td>4,975,541</td>
</tr>
<tr>
<td>Amount paid for managing and superintendence</td>
<td>141,681</td>
</tr>
<tr>
<td>Paid for sites and buildings</td>
<td>798,758</td>
</tr>
<tr>
<td>Fuel and other contingent expenses</td>
<td>537,485</td>
</tr>
</tbody>
</table>

Total expenditures: $7,704,488.55, or not far from 40 per cent. of all that was reported as paid for such schools in the whole United States in 1850, according to the census of that year.

Balance on hand Sept. 1, 1880: $3,771,198.12

Unmarried youth of school age in the State for the year ending Sept. 1, 1880:

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White boys of school age</td>
<td>1,046,225</td>
</tr>
<tr>
<td>White girls of school age</td>
<td>528,536</td>
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<tr>
<td>Total whites of school age</td>
<td>1,574,761</td>
</tr>
<tr>
<td>Colored boys of school age</td>
<td>23,654</td>
</tr>
<tr>
<td>Colored girls of school age</td>
<td>11,713</td>
</tr>
<tr>
<td>Total colored, school age</td>
<td>35,367</td>
</tr>
</tbody>
</table>

Total white and colored: 1,598,882

The number of school children, white and colored, in the State is 2,905 more than it was in 1879.

Number and cost of school houses erected within the year: Houses erected, 442; total cost, $711,835.

The number of school houses in the State is 12,143; value, $21,851,718.

The number of school rooms is 16,247, and the number of teachers necessary to supply the schools is 16,627.
The number of teachers employed in the township primary schools was: gentlemen, 9,949; ladies, 8,234. In township high schools: gentlemen, 23; ladies, 16; total, 18,222. Teachers in separate district primary schools: gentlemen, 888; ladies, 3,005. In separate district high schools: gentlemen, 456; ladies, 2,492; total, 5,288; of whom 9,838 were employed the whole year.

The averages wages of teachers per month for four weeks, in schools taught less than twenty-four weeks, were: In township primary schools, gentlemen, $16; ladies, $23; in township high schools, gentlemen, $57; ladies, $29; in separate district primary schools, gentlemen, $60; ladies, $42; in separate district high schools, gentlemen, $74; ladies, $63.

The pupils enrolled in township primary schools were, boys 254,208; girls 219,370; in township high schools, boys 663; girls 591. The total pupils in township schools, high and primary, 474,772.

In separate district primary schools, boys 123,713; girls 119,706; separate district high schools, boys 12,947; girls 15,910; in separate districts, total pupils high and primary, 274,266. Grand total high and primary school enrollment, 747,438.

The daily attendance in townships is 77 per cent. of the average monthly enrollment, in districts, 47 per cent.

The number of teachers in townships, in colored schools, is 99; in private schools, 41; in separate district colored schools, 126; in separate district private schools, 206; grand total, 472.

The number of pupils enrolled in the colored schools, townships, 2,737; separate districts, 6,774. The total number of pupils enrolled in private schools, townships, 1,177; separate districts, 27,533.

The whole number of applications for teachers’ certificates was 38,934, of which 32,050 were granted. Of the certificates granted, 206 were for 36 months, 959 for 24 months, 2,573 for 18 months, 9,800 for 12 months, 10,945 for 6 months. The total number granted to gentlemen was 13,694, granted to ladies, 18,359; making a total of 24,053; or 76 per cent. more than the total number of teachers in all the high and primary schools of the State; yet this was but 64 per cent. of all the applicants.

ILLINOIS.

Peoria Scientific Association will have much ado to live if S. H. White makes a hit. Miss Smith continues her studies in Europe. To add to its troubles the board of supervisors has unexpectedly appropriated to an­other purpose the rooms fitted up by the association in the court house. The board will hardly make the change without trouble.

The Peoria Call says it is rumored, though not on authority, that Supt. Dougherty is to be a partner with Mr. Emery in starting a new daily with the new year.

Miss Nellie Bain resigns her place in the schools to become the bride of a New York attorney. She left for the East the day the fall term closed.

"The Sun." The protection question was debated, and the instrumental music and the oration; the Wrights under the auspices of the Scientific Association; the former on "Natural Science and the Mechanical Arts, the Basis of Civilization," and the latter on "A Literary and Historical Address," the whole filled, and the contest is pronounced one of the most interesting the school has ever had.

Among the old students Mr. B. F. Carpenter sues in the circuit court for what he holds, and C. B. Carpenter, of St. Louis, is her successor.

"The Annual of the Champaign College of Agriculture will occur January 18, 1860.

The Tonica intermediate teacher has resigned, and Miss Alice E. Knipple, of Buda, is her successor.

Charles W. Peck dined with a number of students at a very elegant in Ungs, and do likewise by insuring this building committed to your care, and therefore if it burns the popular gus will not sift the ashes on your heads.—Inter Ocean educational page."

MINNESOTA.

What does this mean, gentlemen of the Board of Normal Regents of Minnesota? Principal Kiehle, of the State Normal School at St. Cloud, reports: "The building is without insurance, and with no respectable means of extin­guishing fire." You have done wisely in many things, go and do likewise by insuring this building committed to your care, and therefore if it burns the popular gus will not sift the ashes on your heads.—Inter Ocean educational page.

WISCONSIN.

Milwaukee Notes.—Too Many Branches Taught.—One of the members of the Committee on Rules, at a late meeting of the committee, justly observed that in our schools, as at present organized, too many subjects were embraced in the common course of studies, and that an early graduation and a precocious proficiency in each day. Eight or nine studies are gone through with every day, with more or less haste. Instead of having one or two lessons to prepare with care, several are given up to the examination of difficult questions. Inattention, inattention, carelessness, superficiality and neglect of duty are formed, from which recovery is almost an impossibility. This is the greatest wrong which the pupil suffers.

Further than this, when he comes to leave school he finds that he knows a little of everything, and not enough of anything. Mr. Knipple is a very arithmetically not practical; it was only enough, to enable him to pass the examinations. He makes many mistakes in spelling and his letters and writing are very imperfect. He has no taste for solid reading. In fact, his education has been a failure. I ask any candid
person if this is not the case with 50, yes 75 per cent. of our public school graduates. Other causes, besides those above named, may also operate in producing these results, but they are comparatively unimportant. The dead

filed against a child, and the boy is found guilty, the delinquent is put in a band box, and the boy is placed in a dark and isolated room. The boy is deprived of his friendships, and does not know anything useful. He has to learn everything of use outside of school.

Costly superintendents sit in their soft chairs and make out innumerable re-

ports and statistics, and yet, this wrong is not righted. The question arises why these costly superintendents have so much to report, and the reason is gener-

ally that they are deluding the legislature. This is a great evil, and is decidedly

producing these results, but they are comparatively unimportant. The de-

partment of education has been instituted in the State Prison at Jax-

son. The schedule of studies laid down embraces reading, spelling, writing, arithme-

tic, bookkeeping, drawing and calisthenics for the common schools.

The American public, he says, can outdistance Germany to make a fool of himself when he gets a chance. He has learned the definitions of the most curious words from the dictionary, and no one has any notions of what he doesn't know anything useful. He has to learn everything of use outside of school.

The Crosswell Union School of Sanilac county closed earlier than usual

about physiology, history and bookkeeping. But, unfortunately, he don't

know anything useful. He has to learn everything of use outside of school.

periences taken Thursday and Friday. In Physio-

logy and Physical training of these classes was conducted by Prof. Rice, assisted by the faculty, and the highest average salary paid females in any other county, was not righted. The question arises

about Christianity and health. The boy's father caused his arrest, We sympathise

with you, brother Simmons; this is one of the pleasant spots in a teacher's

a principal and three

The consolidation of the two college papers, the

Oracle.

papers are mentioning Judge Horrigan, of Memphis, a graduate of the law

school was maintained in the 

the average number of days school was maintained in the

years, was $314.80. The average number of days school was maintained in the

counties during 1879 was 155.7; the average number in independent cities,

395.3. The highest average salary paid to male teachers, $105 per month (in

1879), was obtained at a very small town of 900 population; the average pay for

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counties during 1879 was 155.7; the average number in independent cities,
stations, and everything of interest or importance in the county. This same system is carried right through the grades until the subject is finished. Work of all kinds, as a rule, is well done.

KANSAS.

Normal Notes.-A. W. Stuhb, of the class of '76, has been elected Sup't of city schools at Chanute.

Dr. G. W. Hoss, Professor of Elocution, resigned at the close of the fall term, to give his entire attention to the publication of "The Educationist." He leaves many friends in the Institution at Emporia.

There were 254 students enrolled last term, against 125 last year, and go the year before.

The Southeastern Teachers' Association meets in Parsons, on Dec. 28, 29, and 30.

President Welch has moved into his new residence, corner of 12th Avenue and Constitution street.

An officer of the U. S. A. will probably be detailed to take charge of the Cadele, a very strong school of five teachers, and a grammar school. He promises more efficient than Prof. B. T. Davis, he will have to be an expert.

Demands for first class teachers are continually coming to Pres. Welch. The graduating class of '81 will supply some of these places after June next.

The new school building in Emporia will have a bell weighing 1,500 and a half clock.

INDIANA.

The colored people of Richmond are not satisfied with the proposition of the school board, to add to the buildings now occupied by the colored pupils additions large enough to accommodate all applicants and to teach all the branches of knowledge that are taught to white pupils of the same grade. The colored people on the contrary, demand that their children be admitted to the schools nearest their respective residences, and that no distinction be made on account of color.

Lee O. Harris, author of "The Man who Tramps," has started a new monthly at Greenfield, called the "Home and School Visitor."

The Crawfordsville public schools, which were suspended on account of smallpox, are now in full operation.

The new school building in Crawfordsville will have a bell weighing 1,250 pounds.

TAMAROA.

The new school building in Tamaroa has been very much injured by measles.

TAMAROA.

The new school building in Emporia has been nearly completed.

Higgs is a vigorous young man, but no man should be asked to do so much. The school was a school of two departments for several years, but in 1879 a man who was "hard run" for a place agreed to teach it all himself; and the directors employed him. They now see the folly of their action, and next year it will be a graded school.

We are sorry to say that a teacher who has spent a year in the Normal is teaching at $22 per month. But this is an average price, including towns. The teachers say a county superintendent is worth his hire. So we do.

EDUCATION ABROAD.

A boarding school for boys has been established in Sarajewo, Bosnia. This is the first school in that country founded on pedagogical principles. In the absence of trained teachers, the authorities have placed the school in charge of military officers. It is unsectarian, and has accommodation for eighty boarders.

The headmasterships of the great public schools of Eton and Harrow are worth $25,000 to $35,000 a year, and those of Westminster, Winchester, Rugby, Charter House, and Merchant Tailors are worth from $12,000 to $20,000 a year, including the spacious abodes attached to them. The heads of college at Oxford and Cambridge do not receive nearly so much. The Master of Trinity College, Cambridge, gets about $15,000 a year, and the Dean of Christ Church, who is also Dean of the Cathedral, over $10,000.

The next most lucrative position in Oxford is President of Magdalen, which is worth about $10,000, Magdalen being a very wealthy college.

STATISTICS OF GERMAN UNIVERSITIES.

<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin, Prussia</td>
<td>5,808</td>
</tr>
<tr>
<td>Braunsberg, Prussia</td>
<td>2,413</td>
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<tr>
<td>Breslau, Prussia</td>
<td>2,119</td>
</tr>
<tr>
<td>Erlanger, Bavaria</td>
<td>4,561</td>
</tr>
<tr>
<td>Giessen, Hesse-Darmstadt</td>
<td>1,397</td>
</tr>
<tr>
<td>Greifswald, Prussia</td>
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<tr>
<td>Konigsberg, Prussia</td>
<td>1,510</td>
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<td>Leipzig, Saxony</td>
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<td>Marburg, Prussia</td>
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<td>2,317</td>
</tr>
<tr>
<td>Total</td>
<td>22,487</td>
</tr>
</tbody>
</table>

Increase—60 in 21 Universities. The students of Braunsberg are not reported.

THE NEW MUSEUM OF FOSSILS AT WARASH COLLEGE.

Two workmen are busily engaged in the South Hall of Wabash College in the putting together of a large list of fossils for the museum. They are C. A. Weid and Edward Geere, and they are furnishing the rooms with specimens from the catalogue of Henry A. Ward, A. M., F. S. G., Professor of the University of Rochester. Prof. Ward has found that the only possible way to give this collection its desired accurateness is by the introduction, in the classiﬁcation and arrangement, of the copies of those fossils, the originals of which are either such rare specimens, or are so very rare that it is altogether impossible to obtain them. The series of exact forms are by this plan made substantially complete, and the cabinet enriched by many specimens of great scientiﬁc value, and of great attractiveness to the general visitor. These young men bring the "dry bones" from the east, and put them together and paint them properly in the rooms. The "copies" are made of some sort of composition, shaped by moulds from the original. Many of the rarer specimens are from the British Museum and the Garden of Plants at Paris. Others, from Royal Museums in Berlin, Vienna, Copenhagen, St. Petersburg, Munich, Turin, Lyons, Darmstadt, Haraem, and other places. The copies from American specimens are from the Academy of Natural Sciences at Philadelphia, the Freiburg, Baden, American Museum of Natural History, the Museum of Comparative Zoology at Amherst College, and from the American Palaeozoic fossils of Prof. James Hall, of Albany. Among the Mammals, a human skeleton from Guadalupe is of peculiar and unique interest, as are also the skulls of the primcval man from the Neanderthal and Engis Cavemis. The series of Reptiles and Pachyderms from the Sewahills—outliers of the Himmals—form a stronger group. The birds, reptiles and other specimens are all interesting. The series represents about 250 kinds.
TEACHING ARTICULATION.

Our attention has lately been called to a small school on the North Side, Chicago, where an enthusiastic teacher is engaged in teaching deaf and dumb children to articulate. Though the school has been in operation but a short time, it is already of assistance to the children, through the sense of hearing to guide them, and thus compelled to learn by imitating the motions of the teacher's lips only, have learned to articulate all the vowel and consonant sounds, and many combinations thereof in words of one syllable.

We have no space to go into particulars concerning this school, and the mode by which its teacher combines other instruction with that in speaking, but seeing that much can be done under great difficulties, we wondered why our common school teachers cannot give children who are not dumb some practice in the art of distinct articulation. The imperfect pronunciations so common among us,—not only on the part of the children, but also of those who ought to have outgrown the children's imperfections,—the muffled words, the slurring over of syllables, have disturbed the ear of the accurate optimist many a time.

This defect seems to come from the fact that though pronunciation is something taught in our schools, it is not taught in the only common-sense way, to-wit, by the analysis of the sounds of the letters, and distinct and separate articulation of these sounds. Several years ago a few enthusiastic teachers tried to get up an interest in phonetic spelling, or spelling by the sounds of the letters. The interest was not so long-lived as it deserved to be, for this plan of spelling offered and urged the very best method of teaching the young a distinct articulate pronunciation of words, and, as far as it was carried, was productive of much good.

The ignorance of otherwise well-informed persons on the very simple matter of articulation would be strange indeed were it not so common. Not long since we were present in a school-room where a German teacher was training a class of boys in the elements of his language. Himself a perfect master of distinct articulation in two languages he could hardly understand why his greatest difficulty lay in the fact that his pupils did not seem to know how to use their vocal organs. With a patience and persistence beautiful to see he illustrated how the w sound in German is not the sharp w of the English, but the v modified by projecting the upper lip at the moment of its utterance; and the German it, so difficult for most English speakers to pronounce, is only our well-known sh, formed with both lips thrust forward. When he further went on to show how the different consonant sounds of German and English were formed by variously modified movements of tongue, lips, and teeth, what was the fate of his class light up with the pleasure of receiving a new idea. All their lifetimes they had been pronouncing consonant and vowel sounds with as entire ignorance of the mode of forming them, as if there had been some magic about it instead of being, as it was, a mechanical action so simple that a few moments' notice of their own articulation would have made it perfectly plain to them.

How much exercise in articulation is needed we can know by noticing how indistinctly most persons speak, not merely children, as we have before remarked, but those of larger growth. The man or woman who speaks with a clean, clear utterance, is the exception, not the rule. He who pronounces accurately, giving each syllable its proper sound and quantity, is still more exceptional. How many persons do you know whose tie is not all but, his obscure s's, long u's, and his Italian a's, all v's.

We would urge a more general use of the phonic spelling in schools, and a more frequent and general instruction of young readers and spellers in the method of distinct articulation. The resulting advantages would show itself not only in the greater ease with which they would acquire other languages, but also in increased grace and effectiveness in using their native tongue.

ORAL AND WRITTEN SPELLING.

The manual of the common schools of Vermilion county, Ind., prepared and published by County Supt. H. H. Conley, of Clinton, is one of the best of this class of publications. Many of these county manuals are very puerile productions, which can only serve the public by helping to relegate their use to the public schools and the lower orders of the community.

The following directions and results are given by the same author:

ORAL SPELLING.

I. DIRECTIONS.

1. Require the pupil to pronounce the—
   (a) Word accurately before spelling.
   (b) Letters accurately.
   (c) Syllables accurately.
   (d) Words accurately after spelling.
   (e) Words of the succeeding lesson accurately before study.
   (f) Require the pupil to name everything necessary to the correct writing or printing of the word, as the capital letter, hyphen, apostrophe, etc.
   (g) Require the pupil to copy the words of the succeeding lesson several times before spelling.

2. Let every fifth exercise be a review.

3. Require misspelled words to be written correctly.

4. Review often, and advance slowly.

II. CAUTION.

1. The teacher should—
   (a) Pronounce the word only once.
   (b) Never repeat a syllable.
   (c) For permit the pupil to repeat a syllable.
   (d) Require pupils to divide one syllable from another by a pause.
   (e) Give no undue emphasis on unaccented syllables.
   (f) Do not permit the pupil to try the second time on a word.
   (g) Explain new words.

III. RESULTS.

1. The correct spelling of words.
2. The correct pronunciation of words.

REMARKS.—In teaching spelling, the instructor should aim to give interest to the exercises by frequently varying the mode of recitation. But whatever course is pursued, the following directions should be strictly adhered to:

(a) That the word should be pronounced distinctly; just as it would be pronounced by a good reader or a good speaker.

We should also require the pupils to study the word, as well as to make the attempt to spell it. In giving the words to a class, the teacher should sometimes commit the error of departing from the ordinary pronunciation for the sake of indicating the orthography. No undue emphasis or prolongation of the utterance of a syllable should be given by the teacher.

(b) That the pupil should spell a word once only. As all beyond will be merely guessing.

For employment between recitations the children should be permitted, encouraged, and compelled, to write all the exercises they read or spell upon their slates.

WRITTEN SPELLING.

I. DIRECTIONS.

1. Preparation for the lesson.
   (a) Pronounce the word accurately.
   (b) Use it in the construction of a sentence.
   (c) Define it.
   (d) Write a sentence containing it.
   (e) Materials—Book, pen and ink.
   (f) Require the pupils to write the word neatly as soon as pronounced.

2. At the close of the written exercise, the teacher or some pupil should spell the words orally.

3. The pupil should check the misspelled words.

4. Every misspelled word and word omitted should be written correctly in the appendix, with its number and the number of the column.

7. All blanks, letters or words erased, inserted, written over, or written indistinctly, should be considered as errors, and it indicates

8. The teacher should examine the pupil's work, and keep a record of the scholarship.

9. Begin all words with small letters, except proper names.

II. CAUTION.

1. The teacher should give sufficient time to the exercise.

2. The direction number seven must be adhered to strictly; any violation will be counted the same as a misspelled word.

3. If a word is handwritten, it should be marked with a cipher.

4. Every word which the student checks for himself will deduct one; every word checked with a cipher will deduct five; any correction whatever made in the column will deduct ten.

5. Any exercise must be omitted the spelling lesson is the neglected one. Another cause may be found in a feeling not very uncommon that spelling is undeserving the attention of any but very young pupils.

6. From the beginning let your pupils understand that the spelling lesson will always receive its due share of attention, and its due time; hold your pupils responsible for the correct spelling of every word at the regular recitation and upon reviews.

7. As the pupils can write, which, in a well conducted school, is about as soon as they can read, special instruction in spelling with script letters should be introduced, and children should learn to spell orally every word in their reading, and in all other lessons. If accuracy and neatness in every particular be required, habits of careful attention will be formed.

8. The child must be taught to spell correctly before twelve years old, as this habit is seldom acquired after that age.

The following directions, cautions and results are given by the same author:
PRIMARY DEPARTMENT.

KINDERGARTEN GROWTH.

The last report of the U. S. Commissioner of Education gives the following exhibit of Kindergartens for 1878. The forthcoming report for 1879 will show a large increase, for the demand for this class of schools is extending rapidly.

The Kindergartens number 159, with 376 instructors and 4,707 pupils. In New York are 26 Kindergartens, with 70 teachers and 855 pupils; in Pennsylvania, 22 schools, with 46 teachers and 387 pupils; in Massachusetts, 18 schools, with 31 teachers and 346 pupils; in Missouri, 15 schools, with 66 teachers and 1,103 pupils.

The Commissioner calls attention to the increased interest of mothers in the proper training of their young children, occasioned by the general discussion of Froebel's principles and methods, to the increased demand for Kindergarten teachers, and to the important work accomplished by charity Kindergartens.

These reach the children of the poor and destitute, who must otherwise suffer neglect or be exposed to vicious influences in the most tender and susceptible years. Seventeen such schools are supported in Boston and vicinity under reports of similar schools under the auspices of church societies and benevolent persons, have been received from New York, Philadelphia, Chicago, and Cincinnati.

The question of the introduction of the Kindergarten into our public school system is attracting much attention.

The public Kindergarten in Boston was closed on account (as stated in the report) of its expensiveness.

In St. Louis, under the gratuitous supervision of Miss Susan E. Blow, the public Kindergarten has achieved great success, and a system has been developed that furnishes its own directors, assistants, and supervisors. Through this system the cost of the Kindergarten has been reduced from $11.36 to $5.70 for each pupil belonging in 1875-76 to $7.50 in 1876, and from $5.75 per capita of enrolment to $3.52.

It thus appears that the St. Louis system will solve the question of Kindergarten economy.

PRIMARY READING.

BY PROF. JOSEPH CARHART, TEACHER OF READING IN STATE NORMAL SCHOOL OF INDIANA.

The subject matter of primary reading should be printed words, with whose meaning and spoken form the child is already familiar.

The immediate purpose of primary reading is to lead the child to substitute the printed form for the spoken word.

The following are the steps to be taken in the realization of this purpose:

1. Tell the class an interesting story about a cat. Let them find the picture of a cat in their books, and identify this with the subject of the story.
2. Print the word cat on the black-board, and teach the children that it, like the picture and spoken word, is the sign of the object cat.
3. Print the word cat upon the board in a number of places in connection with other words widely different in form, and let the children find it in their books.
4. Teach the words a, my and the by printing them on the board in connection with simple outline pictures of objects familiar to the children; finish the picture of the cat to be replaced by the now known word cat, and the phrases, a cat, the cat, and my cat to be learned as wholes.
5. The word rat, and the phrases, the rat, a rat and my rat to be learned as were the first words and phrases.
6. The word black and the phrases black cat, black rat, and the black rat; my black cat, etc., also the words has, and, and accompanying phrases, to be learned in the same way.
7. Give the child some employment at his desk that will make permanent the results of the recitation.

Among the exercises employed in the child's first lessons in reading, for the purpose of giving him employment, and leading him to observe closely the form of words, printing upon the slate holds a prominent place, although it is less popular now than formerly. Printing is a difficult exercise. It wearies the child, and when he discovers that he cannot accurately reproduce his copy he becomes discouraged, and the exercises are distasteful to him. Experience has shown that practice in making printed letters has no value as a means of making script letters. The "pricking" or "perforating" exercises in use in Kindergartens are intensely interesting to children, and can be used with decided advantage in connection with the first lessons in reading. Into the end of a soft stick, about the size of a lead pencil, thrust the eye of a needle until the point projects a half an inch. Upon a piece of soft card-board or writing paper print the words the child has learned in his reading lesson. Place this before him on his desk with the aid of a cloth or felt, and let him perforate the lines with his "pricking pencil."

8. Teach the child to spell phonically, "say in little pieces," words which he has learned as wholes.
9. Teach the formation of new words from the sounds already learned.
10. Teach the relation of parts of the spoken word to the parts of the printed word.
11. Teach the building up of new words with alphabet cards. (These cards are invaluable aids, and can be bought for a nominal sum of D. Eckley Hunter, Washington, Ind.)

12. Practice reading short stories containing only words already familiar to both ear and eye.
13. Teach the names of letters whose forms and sounds are familiar to the pupil.

14. Lead the pupils to use full and correct sentences in conversation upon the subject matter of the lesson. — Manual of Vermilion County, Ind.

THE WASHING SONG.

[This cheery rhyme is taken from "Kitchen and Dining Room Work," a primer of domestic scenery for home and schools, by Mrs. Harrier J. Willard, published by George Sherwood & Co., Chicago.]

TUNE.—O, Come to the Grove.

1. Refrain—How much we need to wash and clean, To wash and clean, to wash and clean, That not a spot or speck be seen; But all be sweet and pure.

We polish, we rinse, and we dust and we scrub; We stand at the sink, and we bend at the tub; And still, to the music of a rub-a-dub-dub, We keep on a-washing and washing.

So, day after day, and from morn till night, With filth and with dirt we constantly fight; To kill, and remove them forever from sight, We keep on a-washing and washing.

2. Refrain—How much we need to wash and clean, To wash and clean, etc.

The pots and the kettles, the tables and floor, The dishes and silver, each window and door, Ourselves, and our clothes, and a thousand things more, We keep on a-washing and washing.

3. Refrain—How much we need to wash and clean, To wash and clean, etc.

We keep on a-washing and washing.

A LITTLE FRENCH FOR A LITTLE GIRL.

"Early to bed, and early to rise, To wash and clean, to wash and clean, That not a spot nor speck be seen; But all be sweet and pure.

So, day after day, and from morn till night, With filth and with dirt we constantly fight; To kill, and remove them forever from sight, We keep on a-washing and washing.

How much we need to wash and clean, To wash and clean, to wash and clean, That not a spot nor speck be seen; But all be sweet and pure.

"Early to bed, and early to rise, To wash and clean, to wash and clean, That not a spot nor speck be seen; But all be sweet and pure."
DECEMBER BOOK LIST.

EDUCATIONAL BOOKS.


The Ornamental Alphabet. Alfred Ayres. 18 mo. $1.50. Appleton & Co.


Element of Astronomy. R. S. Ball. 16 mo. 25 cts. Appleton & Co.

How to Draw and Paint. Ill. 12 mo. $1. J. & H. Dickson.


The Tempter Behind. 12 mo. $1.25. D. Appleton & Co.


The publishers of Harper's Magazine deserve credit for their unflagging efforts to serve the public; their motto seems to be “Excelsior.” If the January number is a forerunner of what is to follow through the year, the sixty-second volume will outrank its predecessors. It is profusely illustrated and its table of contents varied and interesting. Miss Woolston’s story “Anne” promises to be one of the most remarkable in American fiction. Moncure D. Conway contributes his second paper on “The English Lakes and their Genius.” The Old New York Volunteer Fire Department, a bit of local history well worth preserving, is graphically described by G. W. Sheldon. Howard Pyle writes of “Old Time Life in a Quaker Town,” and illustrates it with quaint old pictures. The opening chapters of Thomas Hardy's new serial, “A Laodicean,” are given. F. H. Underwood has an interesting article on James Russell Lowell. The latter contributes two sonnets. Other poems by John Boyle O'Reilly, Julia C. R. Dorr, James T. Fields and Robert Herrick, besides abundant reading matter on a great variety of topics.

Lippincott looks very attractive in its new dress. Its contents are well calculated to entertain and instruct, and its illustrations are spirited and clever. The initial article gives a description of a “Roman Art School.” “Gigi’s” associated with the names of Fortuny and other noted artists by Margaret Bertha Wright. A sketch of life in “New London, Conn.” past and present, is given by Charles Todd. “Out-Door Life on the Rhine” is illustrated by scenes suggested by its title; and “Race in Brazil” gives an insight of the condition of affairs in that country arising from the mixed population. The opening chapters of a story, to run through three numbers, “Silitha,” are given. Louise Stockton and Jennie Woodville have stories in their peculiar vein. There are several poems, the most noticeable one by Margaret V. Preston, and an able paper by John Foster Kirk on “Mensimes.” The Monthly Gossip” has four departments, “Public Topics,” “Place aux Dames,” “Anecdotal” and “Miscellaneous,” and has a dozen lively papers by as many contributors. We congratulate the publishers on their new departure, and hope they will meet with the success they justly merit.

The most noticeable article in the Atlantic for January is “The Wives of the Poets,” by Wm. M. Rossetti, the first of a series in which the mooted question whether poets are suited for married life is to be discussed; in this number he begins with the Grecian poet Euripides, nearly five hundred years before the Christian era, and finishes with the famous poet of the seventeenth century. Mrs. Harriet W. Preston, in a “Symposium of Thirty Years Ago,” contrasts Mr. W. H. Mallock’s attitude in the English Church with Count Joseph de Chastaire, to the former’s severe discomfiture. T. B. Aldrich has a characteristic sketch of an English man of letters among a group of interesting biographies and wit. Mr. John Flake replies to Dr. James in “Sociology, and Hero Worship.” Richard Grant White criticizes Sara Bernhardt. Elizabeth Stuart has an interesting chapter on her new serial “Friends.” Henry James continues his “Portrait of a Lady,” in which several new types of feminine character are being analyzed. “A Winter Journey in Colorado,” and “Getting Married in Germany,” are both excellent articles, and there is a thoughtful paper entitled “A Look Ahead,” by an anonymous writer who predicts a success for the incoming Administration. Stedman, Whittier and Harney contribute poems, and a large space is devoted to book reviews.
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