The kindergartens movement is steadily gaining strength. It is but a few weeks since the Minnesota Board of Normal Regents voted to attach a kindergartens to the Winona Normal School, and now it is settled that our Cook County Normal is to have an addition of the same sort. Whether kindergartens schools ever become a part of our common school system or not, all primary teachers should be familiar with kindergarten methods and be imbued with the spirit of the true kindergartens. Thus imbued he will find it possible to modify the prevailing methods in our common school primaries with great advantage to the pupils. In doing so he will be likely to dispense with most, if not all, of what may be not inapty termed the old folks' childishness in certain kindergartens that might be named.

It is feared that the Burnside bill to create a National Educational Fund out of the net proceeds of the public lands and the net receipts of the patent office, which passed the Senate before the holidays, will not be reached in the House during the present session. There is a strong disposition among the States Rights' members of the Lower House to resist that clause of the bill which affixes conditions to the annual payment of the proceeds of the fund to the several States, as it involves the idea of Federal supervision, which is very repugnant to the feelings of some of these gentlemen. In the Senate this feeling was very considerable, and it is to be hoped that it will not prevail in the House.

Unusually full notes of the proceedings of the Michigan, Indiana, Illinois, Wisconsin and Minnesota State Teachers Associations will be found occupying rather more space than we usually give to Western State news, forcing us to carry most other State matter over to next week.

PUBLIC SCHOOL LIBRARIES.

The educating force of public libraries is steadily growing in the estimation of the people of this country. The percentage of works of fiction read is still greatly out of proportion to their worth compared with that of books of information, such as history, biography, travel, physical science, art and philosophy; but there are signs of improvement in this regard, and particularly so in the libraries of the smaller cities and towns. The largest percentage of good, instructive reading is done (so far as investigation has gone,) by those who make use of school libraries. This is due to several causes, the chief of which, undoubtedly, are the much greater ratio of instructive books in these collections and the influence of the schools in stimulating a fondness for useful knowledge. The increase of school libraries is therefore one of the most cheering signs of the times.

The last report of the United States Commissioner of Education designates 22 libraries of over 300 volumes each, additional to those reported the preceding year. Five of these are in Pennsylvania, four in New York, three in Illinois, two each in Massachusetts and Rhode Island, and one each in Alabama, Mississippi, New Jersey, Ohio, South Carolina, and Wisconsin. These together contained (in 1878) 24,691 volumes; an increase of 4,795 over the previous year. Added to the books in the 3,771 libraries numerated in preceding reports, these additional figures swell the number of volumes contained in the public libraries of this country to the grand total of 13,482,671 volumes, not including the increase, which must have been very considerable, of the non-reporting libraries, amounting to nearly sixty per cent. more. The additions during the year to the 1,606 libraries reporting was 492,619 volumes. The expenditures for new books, periodicals and bindings of 852 libraries reporting amounted to $56,957.37. The permanent funds of 1,747 of these institutions amounted to $6,776,497, producing a yearly income of $1,404,326. If it were possible to get full returns from all the nearly 4,000 libraries, the above figures
would be very considerably increased. Even as they stand, they reflect honor upon the country. These volumes contain several billions of pages of reading matter. Only 823 of the libraries reported the books circulated in the course of last year, but from these alone 9,305,403 volumes went into actual use. If all the 3,793 libraries were as well used as these 823, it follows that more than 40,000,000 of books; containing certainly not less than ten billions of pages, were circulated among the youth and adults of the United States, through the agency of our public libraries, in a single year. It was easier to compute the effects of the gulf stream upon the climate of the world than to deter-
mine the intellectual, economical and moral influence of such an educating current as this. It is plainly beyond calculation. There is some strange charm in systematic regularity, which attracts attention and excites admiration, a subtle power of nature was at one time included in them all. Then we attempt to render it of the utmost difficulty to determine whether objects belong to one, there is a parallel. In another sense it seems that objects vary as little as possible from their type and still perfectly adapt themselves to their end. In this sense type and end are opposed to one another, for in conforming to the one, there is a departure from the other. In another sense they are parallel, for all objects conform to both, and bear upon them the stamp of both.
To develop the faculty of continued attention, teach the children to notice objects closely. For this purpose, use object-lessons frequently, and make your review lessons upon them as close and as rigid as possible. Teach your pupils to concentrate their attention upon objects when you study them by giving them a few lines as a stint to be learned within a specified time; by exercise in mental arithmetic; by repeating long sentences without misplacing any pause or emphasis in so doing. Cultivate the memory, not mechanically, but intelligently. Make review questions searching, and let them be as thorough in detail as you can make them of the actual attainments of the scholar, instead of the more usually found of having beautiful passages in poetry and prose, committed to memory by the pupils. He had found that the result was a good one, the pupils being thereby benefited both intellectually and morally.

We have not space to give at length the plan pursued by Mr. Peaslee, as he described it, but we may give the most noteworthy points in its outline. First, a certain number of lines are given to the children by dictation or by being written on the blackboard, and then the whole school is drilled in the repetition of them.

These selections are of course chosen with direct reference to their fitness for the grade to which they are taught, those for the little children being not merely beautiful, but expressed in language the most simple, and embodying some good precept of action, as love to parents, kindness to animals, gentleness and amiability toward each other. Naturally, these gentle admonitions, stowed away in the child’s memory, will often come to his thought in time to check the rude word or the unkind act that might otherwise have been wholly unrestrained.

Selections for older children can be made with somewhat wider scope of beauties and beautiful thoughts. When the words are memorized, an oral lesson is given upon the author, and the children are incited to find out all they can concerning his life and works. To increase the interest in this investigation, the practice of celebrating the birthdays of authors has been introduced into the schools. These anniversaries are observed with much enthusiasm by the scholars, by repeating selections from the author’s works and incidents of his life. By this means, large numbers of children are made familiar with a grade of literature that, outside of the school, they would probably never have an opportunity to meet with.

We cannot too highly commend the plan which we have thus imperfectly sketched from memory. It seems to us a most worthy move toward a very desirable end, though an end hitherto sadly neglected in our schools,—to wit, the training of the young in morals and manners, as well as in merely intellectual exercise. It has been a grave indictment against the public schools, that they have provided no social or moral culture for the children intrusted to them. That this indictment has not been more frequently urged by the public at large seems strange, and can only be accounted for by the fact, that our rapid growth as a commercial nation has made us rather lacking in sensitiveness on the question of morals and manners, which indeed, is the reason why the schools have been thus deficient in regard to it. But we are learning by experience that valuable as intellectual culture is, indispensable by every consideration in a self-governing community, yet by no means has it succeeded in constituting a civilized, not to say a moral, community. It is the foundation, all essential in itself, but not enough to constitute a perfect or beautiful structure. It is quite possible—not probable, perhaps,

but altogether possible, as more than one instance could be found to prove—for a man to be a skilled mathematician and an accurate grammarian, unquestionably well trained in intellect, while in manners he remains a boor and in morals is wholly untrustworthy. But if the moral nature is cultivated by noble precept and the citation of beautiful example, if the social nature is elevated and refined by companionship with the eloquence and beauty of the literature of our English tongue and acquaintance through books with the exalted minds that have left their impress on the world’s thought, the man cannot become either immoral or boorish. Insensibly these influences ennoble his thoughts and refine his nature, and make him better, kinder, more generous, than he could have been without them.

Let us then, by all means, encourage this introduction of beautiful literature into our schools. It will conduces not only to better discipline in school, but to improvements of the atmosphere of homes. Hitherto, the enthusiastic and philanthropic teacher has often been discouraged by feeling that diligently as he might labor to improve his school, his work must largely be nullified by the influence of degraded homes, which he had no way to reach or benefit. But this plan offers a way by which the influence of the teacher may extend to and pervade the homes. In storing the child’s mind with grand and beautiful thoughts, he, as it were, fills, with each soul and sin-parched home, a reservoir of pure water, from which he may be sure the child will often quaff, and give in abundant measure to all around him.

ORIGIN OF ACADEMIC ENDOWMENTS.

BY JULIUS D. DREHER, PRESIDENT OF ROANOKE COLLEGE.

The first universities were attended by immense numbers of students: The attendance at the University of Paris, in the sixteenth century, is given at from 2,500 to 5,000 students. While these figures may be exaggerated, it is true that the attendance at these early schools was so large as to make living expensive, and thus entail hardships on the poorer students. When Frederick II. founded the University of Naples in 1224, he fixed the maximum price of lodgings in order to protect students from exorbitant charges. A similar regulation existed at Bologna, and Gregory IX. introduced a like provision into the University of Paris in 1238.

At Naples, Bologna, Paris, Oxford, Cambridge, and other early seats of learning, the students were generally poor, and, in many cases, even mendicants. Luther, in writing of his school-days, says: “I was wont to go out with my companions begging food for our sustentation while we were at school.” It was during one of these excursions that he sang before the door of Madame Cotta, who, being well pleased with him, took him into her home, and treated him as her son. Licenses to live either as charitable persons were induced to provide free lodging houses. Free board was soon added to free lodgings, and then scholarships were provided to meet the other necessary expenses of indigent students. For the sake of discipline these houses were placed under the superintendence of one or more graduates, the whole being subject to the laws of the university. These establishments were called inns, hostels, halls or colleges. At the University of Paris the students were divided into what were called nations, each nation reserving to itself the right of using free lodgings in houses, but the boarding houses were, as the religious orders, which were so powerful in the middle ages, which were so powerful in the middle ages.

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THE MICHIGAN PUBLIC SCHOOL FOR DEPENDENT CHILDREN.

We have before us the seventh annual report of the Board of Control of the Michigan State Public School for Dependent Children. The exhibit shown is an excellent one, testifying abundantly to the present prosperity of the institution and to the good which it is undoubtedly accomplishing for the State in thus providing for the care and education of her needy children.

The system pursued in the school, which, as the Michigan system, has gained almost world-wide fame, is that of the family and school combined. The children eat, work, and attend school together in the main building, but otherwise live in separate families, each family, which number from 25 to 30 members—being assigned to a separate building or "cottage." There are eleven of these "cottages," offering ample accommodation for 300 children in all. A good woman is placed in charge of each family to act as mother, guide and friend to the children in her care.

The object of this school is to provide for all dependent children, deprived of natural guardianship, over three and under twelve years of age, who are sound in body and mind, a sheltering home during their period of helplessness. It maintains and educates them here, until good homes can be found for them, when they are placed therein, under a contract which entitles them to receive a fair education and good treatment, food, clothing, and all necessaries until they reach their majority. The school has received since its opening in May, 1874, 944 children, of whom 254 have been adopted and placed in homes in different parts of the State. Such a good demand is there for these little ones for adoption that few remain in the school longer than one or two years.

The majority of the children in the institution are between the ages of 5 and 12 years. Many are too young to labor much, but all who are old enough are taught to work for a short time each day, and the youngest also spend 4½ hours in school every day. The school includes classes from the first primary up to the grammar grade.

The only trade taught in the school is shoemaking, and the limited number of children employed in the shoe-room have turned out 19 pairs of boots and 467 pairs of shoes during the past year, besides repairing 2,386 pairs of shoes. The children also knit all the woolen socks and mittens worn in the institution. In the sewing-room the little girls accomplish a great deal by their persistent-industry, having made during the current year 630 handkerchiefs, 395 aprons, 216 sheets, 296 pillow slips, besides large numbers of dresses, shirts, and of various articles of underclothing.

The farm of 72 acres, attached to the buildings, the product of these children's labor,—assisted by two men only,—has been most noteworthy. Twenty-five tons of hay have been raised, 480 bushels of oats, over 1,000 bushels of apples, 182 bushels of turnips, 1,363 heads of cabbage, besides a very great number of all kinds of early and late vegetables and small fruits. At the County Fair the school took ten premiums on fruit, vegetables and swine, showing that effort is made to make the writings belonging to the school as productive as possible, and that these young farmers are well inducted in good methods.

The health of the children is remarkably good, but one death occurring last year among the 480 children admitted during the year. Some troublesome children's diseases often prevail, as might be expected in a school to which so many are brought who have suffered for years, it may be, for proper care and food. But these, though they cause much labor and care to the matrons and nurses, seldom entail any fatal consequences.

The good work of the institution does not stop with insuring that the children shall be well provided for while in its buildings. After they have been placed in homes, it claims and exercises a continued right of guardianship over them, so far as to ascertain whether they do well and are treated well. There is an agent in each county of the State empowered to look after this matter. In the great majority of cases the agent reports the children as obedient, industrious, contented, and much liked by their guardians. The call for the children has been so great during the past year that at one time but 32 children were left in school, and these all being little ones, which, for some reasons, were not then wanted, a large number of applicants were still unsatisfied.

This report speaks well for the management of the Michigan public school, which will, we hope, live long to benefit humanity by its noble work.

THE SUNDAY SCHOOL.

The Sunday School, educationally considered, has been a marvelous growth during the past ten years. A decade since, the methods used by Sunday Schools were not worthy of either note or mention. They have now become a part of the general plan, nor had more than a slight effort been made to secure for them,—even in the larger cities, where the size and importance of the schools had demanded, and in some instances secured, real efficiency of administration,—any of the advantages which secular schools had already reaped by the use of appliances and a carefully graded plan of study. Eight years ago, the adoption of the plan of an international series of lessons was secured by some enthusiastic leaders among the evangelical denominations. These lessons were soon widely, but by no means universally put into use by Sunday school teachers. There are still many schools that have never adopted them, and we have
no idea of discussing their merits, but we think it will be granted by every one that they have been productive of great good, if only by awakening evangelical teachers to the need of improvement in Sunday school methods.

Few persons who have not looked into the matter, know how much labor is yearly expended, how much expense is annually incurred to carry on Sunday schools. All helps that can be available are used—papers, books, tracts, designs, and songs are sought for, and eagerly put into use. No improvement adopted by the day schools is long left to be their property solely, and in some instances, the Sunday schools are found to lead, rather than follow the secular system in teaching. We have been in small towns where the day school was but a poor, half-supported, lagging-behind-the-times institution, while a union Sunday school conducted in the same building once a week, was live, enthusiastic, vigorous, conducted by a band of efficient and wide-awake teachers, and attended by a numerous company of eager and interested pupils. Every help in the way of appliances had been secured, and nothing that could contribute to awaken the interest of the children was neglected. And all this good work was done by the voluntary contributions of warm-hearted lovers of humanity. We mention these instances of zeal to recommend as examples to all schools anxious to carry forward their work effectively.

GLIMPSES OF GERMAN SCHOOL LIFE.

BERLIN, Dec. 18, 1880.

The difficulties of school visiting are much greater in Germany than in Iowa.

Four separate visits had to be made, before I really saw the inside of a school-room. I was told that I must obtain permission from the Superintendent, or Oberlehrer. So, of course, my first visit was made to him. I did not meet him upon the first occasion, but his wife said, at a certain hour the next day he would be at home. The portly Oberlehrer I found kind and agreeable; he said: "Oh certainly we shall be very glad to have you visit the school. Here is a schedule of classes, come at eight o'clock to-morrow morning."

At the appointed hour I presented myself at the door of his room, in the school-house. He greeted me warmly, and then left me standing in the hall, while he went into the teachers' room to hold a consultation there.

When he came back, he said, "that the teachers had sung with their pupils at a celebration the day before, and so were hoarse, and preferred not to have company. Could I not come the next morning at eight?"

Eight o'clock next morning found me at his door again, only to be told that he had no class at that hour. The teacher who gave me the information, who knew well that my object was to visit, turned and went into his room and closed the door; saying as plainly as actions would say it, that he wanted no company. I was not to be baffled however, and made up my mind to go independently of the Herr Oberlehrer.

Accordingly next morning, I went boldly to the door of one of the doors and rapped. The teacher, a man of perhaps twenty-five seemed somewhat embarrassed and hastily transferred his "butterbox" from the window ledge to his pocket; but he gave me a seat, and a book.

His pupils, little girls, sat, or lounged in their seats, and read, from a list of fifty or sixty names of animals, in concert and singly. After this exercise, which lasted forty-five minutes, he showed me the neatly written copy books. It was an August day, but not a window or crack was open.

Another morning I heard a recitation in Bible History, from 60 or 70 bright-looking boys. Their lesson was the "Tabernacle in the Wilderness," with its appointments and furnishings, and their answers showed that the lesson had been learned. To me it seemed straining, that a people which spend Sunday in the Beer gardens, drinking, dancing and knitting, should require its children to receive Biblical instruction in school.

It seems, too, a waste of material, that great, strong men (physically) should be telling those stories to the little ones, when a woman would have done it so much better. In this respect, however, Germany has the advantage; she does not feel that she must economize in labor. There are some women in the primary departments in Berlin, but in the country, all the teachers are men. Education is, as all the world knows, compulsory; but, I was surprised to find that even in the "Volks school" tuition is required. In Berlin there are some free schools, in the province of Hanover, none.

Even the youngest pupils prepare their lessons at home, and are in the school-room only for recitations or "hours." I have made some acquaintances among the school-boys, and find them quite different from our boys; they are delicate, old-looking boys, who never played a game of ball in their lives, who really have no time to play. A boy nine years old has been studying Latin two years, and has begun Greek. Two brothers, seventeen and eighteen, are in the highest, and next to the highest classes in the Gymnasium, read Latin, Greek, French and English, and have finished Trigonometry. They study till twelve and one o'clock at night, and then breakfast by candle light.

They are very entertaining in conversation, models of politeness, and seem, as they are, wonderfully well cultured, but yet, unusually natural, a straight-line development. I wonder what Talmadge would say of the "Slaughter of the Innocents" here.

Perhaps the German system may make better scholars than ours, I think it does, but more useful, practical men and women, I think it does not make.

In an interesting discussion just over in the Prussian "House of Deputies," a member stated, that he had known a case in which a teacher refused to accept a Latin composition of eighty pages, because it was too short. At their examinations the boys are required to write at a moment's notice and without consulting an authority, on such topics as "The Influence of Schiller's Poetry upon the People at large." This will give an idea of the kind of work that is required of these boys.

The girls, schools, are entirely different. There no Latin, Sciences or Mathematics are taught; but French, English and music are better taught than with us.

I have heard our school-girls unfavorably compared with the German, because they are not so proficient in French and German, as the German girls are in English. But if our girls spent as much time on the modern languages as the Germans do, I think they would be equally well versed therein. Of one thing I am confident, the education of our girls is not so superficial as that of the German girls.

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COMMISSIONER EATON AT TOLEDO.

On the 5th instant, Mr. Frederic Eaton, of Toledo, gave a lunch in honor of his brother, Gen. John Eaton, United States Commissioner of Education. It was the twenty-fifth anniversary of Gen. Eaton's assumption of the Superintendency of the Toledo public schools.

The Toledo Bee says: "The guests consisted chiefly of the older citizens, who have been leaders in promoting the city's growth in education as well as in commerce and manufactures for the past twenty-five years and longer, among whom were William Smith, Clark Waggoner, D. R. Locke, of the Blade; J. B. Battelle, of the Telegraph; W. W. Griffith, Mayor Romeis, Dr. W. W. Jones, H. J. Hayes, Prof. Dowd, the new City Superintendent, E. W. E. Koch, Richard Waite, William Baker, M. D. Carrington, Peter Benedict, J. K. Smith, H. W. Prince, Richard Mott, T. C. Mayhew, Rev. H. M. MacCracken, Dr. S. H. Bergen, and Gen. Eaton's youngest brother, Charles Eaton, and wife."

After a few happy introductory remarks by Mr. Fred. Eaton, Gen. Fuller, in a very feeling manner, expressed his pleasure in honoring his old and dear friend, Gen. Eaton, and recounted their intimate association while in the army. He closed with a toast for the guests of the evening.

On rising to respond Gen. Eaton was greeted with a round of applause, after which he proceeded in most touching words, to express the profound emotions the occasion awakened and to
recount briefly the work and events of his days in Toledo. Said he:

"I recall to mind that committee of gentlemen led by the President of the Board of Education, and who is still a member of it (Gen. Hill), who took me by the hand in Cleveland, and led me to your city, and whose uniform kindness and support assured whatever success I attained in guiding the instruction of children. Nor can I forget that here is my pastor of those days so full of interest and effort for my success, who at a later date placed in mine the hand of my companion, the mother of my children, who by her tenderness and wisdom has blessed my home with light and joy and been such a support and aid in the struggles of life. Here, too, are the noble men who held positions in education similar to mine; Tom Christian (Francis Hubbard) Waterville, (E. W. Lenderson) and at another point in Ohio the gentleman who afterwards was your able Superintendent, and now has been fitly called by the people of the State to preside over their educational affairs. Here, too, is my revered friend (Richard Mott), a friend of peace, who, guided by that inner light of his faith, was always the supporter of every good for his fellowmen and fought the battle of liberty in the halls of Congress; and who in the midst of his great responsibilities and from his high position showed a deep interest in the education of your children and a kind sympathy in all my efforts. Here, also, are the gentlemen who printed my first report (Messrs. Pelton & Waggoner) and through their press, the Blade, were the hearty supporters of all my works. Here, too, is my friend and army commander, who has allured my deepest emotions by kindly and touching words; with whose life my own was so closely united while together in the service. Nor can I forget that here is present that representative of the press, the platform and of literature (D. R. Locke) who had brought to the support of liberty and progress the power of his genius; and whose Nasby's letters have added to the fame of Toledo and marked an epoch in wit and humor."

Passing to the general advance in education and the statistics relating to it, he said:

"Previous to the organization of the Bureau of Education, there was no annual report of national progress. Now we are, year by year, able to tally the growth of education in all the state and state systems, which provide for over 15,000,000 of youth, for whom over $85,000,000 are yearly expended, and who are taught by over 50,000 teachers; that we can tell any addition or change to the 150 colleges in their permanent and current funds, rising as they do, about $25,000,000; or to their annual benefactions, that in the last ten years aggregate over $50,000,000. Indeed, we can now compare educational progress in nearly every detail."

With a wish for the continued success of the Toledo schools and the general prosperity of all her people, Gen. Eaton took his seat amid applause.

Hon. Richard Mott objected to his friend coming down from the title of teacher to that of general.

Mr. D. R. Locke expressed his pleasure in greeting General Eaton, and in well turned periods indicated the agony of being called out for a speech without previous notice.

Col. DeWolf, State School Commissioner, said he was glad the strong men of Toledo had gathered to show their interest in the great work of education and he hoped that there would be a revival of this interest throughout Ohio.

Mr. Clark Waggoner said that however much the older citizens of Toledo felt indebted to Gen. Eaton, could his old pupils be gathered in one place, their expressions of gratitude would be much more enthusiastic.

Mayor Romeis briefly responded for the city and expressed hearty interest in education.

John H. Doyle, as pupil, and now as Judge of the Court of Common Pleas, closed the speech-making with a pleasing story of a favor he received from Gen. Eaton as Superintendent.

Such is the record of the first gentlemen's lunch ever given in Toledo, the joys of which will always be among the fondest recollection of all who were present.

SKETCH OF GEN. EATON AND HIS WORK.

The Hon. Guido Marx in his message as mayor for the centennial year, in speaking of Toledo's position in "intellectual fields," said that the "Superintendents of our schools have been chosen to superintend those of the State and the educational interests of the United States." We venture to say, therefore, that Gen. Eaton's friends in New Hampshire, in which State he was born and educated, and those in Tennessee, where he has been a citizen since the war, will feel honored in being reminded that he was once an Ohio man. Not only was he superintendent of our city schools, but he entered the army as chaplain of the 27th Ohio regiment, of which our townsman, Gen. Fuller, was colonel.

In 1864 Chaplin Eaton was commissioned Colonel, and by order of General Grant became Superintendent of the freedmen for the region within the army lines embracing Western Kentucky, Tennessee, Mississippi, a part of Louisiana, and up the Arkansas river as far as Fort Smith—his duties being the organization and promotion of industry and education among the freedmen. Out of these labors sprang the legislation creating the Freedmen's Bureau. In consideration of his great service he was made General by brevet.

At the close of the war he started the first Republican paper in the valley south of St. Louis—the Memphis Post. In 1867 he was chosen Superintendent of Education in Tennessee, and organized the first free school system in that State with an enrollment of 185,000 pupils. As illustrating the prejudices then existing, Gen. Eaton's report shows that 65 school houses were burned in the State in 1867. While holding this office in 1870 he was appointed to his present position.

Rutgers College, of New Jersey, has conferred the degree of Doctor of Philosophy upon him, and Darlington, his own alma mater, gave him LL. D. in 1876.

THE BUREAU OF EDUCATION.

Outside of the efforts of the school officials of the country, the establishment of the Bureau of Education is due largely to the President elect. Major Bundy, in his very complete life of Gen. Garfield, says:

"One of his early and earnest efforts in Congress was to make a plan for the establishment of the National Bureau of Education, which owes its existence to his energetic and persuasive advocacy and which has done more good at less cost than any other bureau established by our own or any other government."

The Bureau is intended to serve the country in the matter of education, as the Bureau of Statistics does commerce, and as the Agricultural Bureau does the vast industry signified in its name. It has control over no schools—its only function being that of gathering and diffusing through its reports information respecting education. Its reports can be obtained through Representatives and Senators.

Not only has the service of the Bureau been most gratefully commended by the teachers of the country and by educational associations, North and South, but its plan of organization and line of service was adopted in the Educational Bureau of France in 1878.

CALLING NAMES.

A habit much to be deplored among many of our teachers is that of calling the children names. That the children are Irish, colored, or low-born Americans is no excuse for calling them anything but human beings. No child that has common sense will have any respect for his teacher if she calls him what he knows he is not. Only a few months ago our washwoman, a nice, thrifty Irish woman, told us that her children's teacher called them names and they did not like it. To tell a child that he is as 'dumb as a door-nail,' "that he never will know anything," isn't very likely to stimulate his energy, increase his interest in knowledge or in his teacher's work. A teacher has a lot of dull scholars let her use all the patience and tact at her command, and if she sees good results follow, then let her not resort to abusive language or turn prophet, for somebody may come after her who has a gift for making things plain, and, instead of "never knowing anything" those stupid scholars may yet know much. Let it be far beneath the dignity of any teacher to "call names" or use slang.
MATHEMATICAL DEPARTMENT.

Editor, DAVID KIRK, JACKSON, MISS.

AURORA, ILL., Jan. 6, 1881.

Dear Sir,—I wish to make a solution of the following problem in full:
A piece of land is 20 rods long. At one end it is 6 rods 10 feet, at the other 5 rods 6 feet 8 inches. What length should be cut off from the small end to make one fourth of an acre? I presume this will be turned over to the mathematical editor.

Yours Truly, A READER.

PAYS ON, ILL, Dec. 30, 1880.

Dear Sir,—Through what towns in Indiana would a straight line from New York City to San Francisco pass? Please answer through your valuable paper, and oblige.

Yours Truly, A READER.

SCHOOL LAW.

IOWA.

Sunday rulings of State Superintendent C. W. Von Coelln:
1. When the owner of the fee calls for the money deposited with the County Treasurer, under section 1,827, he should take a receipt therefor, which becomes his voucher.
2. This act was framed to enable boards of independent districts to refund bonded indebtedness without a vote of the people and to secure a lower rate of interest. Five years was made the minimum time after which the bonds can be redeemed, and seven per cent. the maximum rate. See chapter 55, laws of 1880. If it is desirable to issue bonds payable at the pleasure of the district, any time before due, such bonds may be issued by a vote of the electors, under section 1,821, as amended by chapter 12, laws of 1876, and section 1,822, as amended by chapter 50, laws of 1880.
3. When a new sub-district is created and a house erected it is not customary for such sub-district to receive more than its share of school in months, dating the term for the district, township commencing after the completion of the house.
4. Before making contracts for the repair or furnishing of school-houses, providing fuel, or making other extensive provisions for the schools in his sub-district the sub-director must have the consent of the board, which must be regarded as a direction to guide him in his action. Small purchases of school supplies, such as brooms, chalk, etc., may sometimes be made without such instruction, relying upon the good judgment of the board that such action will be approved by them, since it is usually the case that money is placed in the hands of the sub-director for such purposes.

C. W. VON COELLN, Sup't Pub. Inst.


COLLEGES THAT ADMIT WOMEN.

Out of 358 colleges and universities reported to the Bureau of Education for the year 1878, there are 153 which admit women to their course of study. In these there are in the preparatory departments 18,451 males and 6,779 females; in the collegiate departments 18,151 males and 1,651 females in the classical course, and 2,724 males and 1,160 females in the scientific course. We cannot publish a full list of these institutions, but the following are a few of the principal ones that admit women: University of Michigan, Olivet College, University of Minnesota, Carleton College, Millikau College, University of Wisconsin, Wooster College, Northwestern University, Knox College, Lombard University, Lake Forest College, Lincoln University, Monmouth College, Northwestern College, Ewing College, Carthage College, Northwestern College, Whetstone College, Illinois Wesleyan University, Blackburn University, Hyde Park University, University of Wisconsin, Ripon College, Upper Iowa University, Iowa College, Simpson Seminary College, Tabor College, Humboldt College, State University of Iowa, Iowa Wesleyan University, Cornell College, Oskaloosa College, Indiana University, Asbury College, Butler University, Earlham College, University of Notre Dame du Lac, University of Notre Dame, and University of Wisconsin.

In the East there are four colleges and universities in New England. In the South, Bethany College, Danielsville, South Carolina, University of Kentucky, Rutherford College, Central Tennessee College, and Fisk University; and in the West, California College.

Reports from a majority agree that the average standing of women in the collegiate departments is fully equal to that of the young men of the same age, and in the scientific departments of the State University of Iowa, Cornell College, Iowa, and University of Michigan.

STATE TEACHERS' ASSOCIATIONS.

MICHIGAN.

ANN ARBOR, Tuesday, Dec. 18, 1880.—The Association assembled in Representatives' Hall, and at 8 o'clock, President C. B. Thomas, of Saginaw. After the singing of a selection by a choir composed of Prof. Pease and George, and Misses Emma Barr and Ella Jolin, Prof. Pease, President in the absence of the principal, introduced the speaker of the evening, Dr. Malcolm M'Vicar, the newly elected principal of the State Normal School, Ypsilanti. His subject was, "The Teacher and His Work." His address was listened to with the deepest interest by the audience. He based his remarks deeply on the part of the speaker and revealed the fact that the doctor is versed in mental philosophy, and is an ardent student of the science of education. The burden of his discourse was to show that the teacher in his present capacity is but one link in the chain which ends in the ability to bring to pass," habit and knowledge. His remarks concerning "habit" were specially worthy of attention. His advent among us must be hailed by all teachers of the State with satisfaction. The exercises of the evening were closed with a chorus, "Hark! The Caravan.""
INDIANA.

The State Teachers' Association met at Masonic Hall, Indianapolis, Tuesday evening, December 28. The attendance was small, but among those present were many of the prominent educators of the State. Mayor Caven delivered the address of welcome, to which Mr. J. T. Merrill, President of the Association, responded.

Mr. John Moore, superintendent of the Richmond schools, the president elect, then delivered the inaugural address, at the conclusion of which Prof. John B. Peaslee, superintendent of the Cincinnati schools, addressed the writer.

The essayist characterized Mr. White as an appreciative audience of teachers and citizens.

Mr. Joseph Carhart, of the State Normal School at Terra Haute, read a paper on "Reading for Children." It was the result of the work of a committee appointed last year, of which Mr. Smart was chairman. He thought that, while public libraries did much good, yet so far as children are concerned they may in many cases do harm instead of good. He cited his desires and determination to co-operate in any and all things which would tend to advance the interest of education in the State.

Prof. J. B. Roberts, principal of the Indianapolis high school, discussed the reports with a carefully prepared paper on all the general branches of the question, considering especially that part which referred to the reading of the pupils in public schools. He gave the result of his own examination into the books read by the pupils of his school for one year, and recommended the methods of reviewing and study in order to fix the facts fairly in mind. The paper was well received.

Prof. Smart, in discussing this paper, urged the importance of each State taking an interest in this matter, not only in education, but in all the products and interests of the State, and advised the expenditure of $12,000 in this direction.

Miss Abretta Hoyt addressed the association on the question of teaching the properties of alcohol in schools, and presented the merits of a school book on the temperance problem.

Mr. John Moore, superintendent of the New Harmony schools, presented a paper on "The Advantages of the Diploma System," compared with that of Canada. He began by speaking of the difference of conditions where the people have no share in the choice of rulers or in the making of the laws. Mr. Moore developed the school system of Canada, where the colleges and the common schools, the compulsory attendance, the uniformity of textbooks, and all the elements which establish the system. He found many of the same features in the Cincinnati system, but commended many of the best results obtained in the province, to the teachers of Indiana.

An able paper was then presented by R. G. Borne, Superintendent of the Frankfort schools, on "Anticipation Work in School Economy." What is needed is personal knowledge of each pupil under the care of each teacher, and a study of his personal characteristics. The needs of education are power and Illinois now in session.

The sessions were well attended and much interest was manifested.
After concluding the miscellaneous business the association adjourned sine die.

The annual banquet was held last night at the Grand hotel. Toasts and responses and general merriment were the order of the evening.

WISCONSIN.

The late arrival of trains, and the absence of one of the speakers announced for the first exercises of the association, led to the postponement of the opening session until the following morning. The meeting was called to order at 9:15 o’clock Tuesday morning, by its President, Prof. J. Q. Emery.

Supt. C. F. Viebahn read a paper on “Social Science.” He held that this science was the study of people in the midst of the improvement of society. He argued that to be of benefit it must be taught in its elementary phases in the primary department, and continued throughout the course of study in the high school. A particularly exciting and stimulating system would be more likely to stimulate investigation in that direction, because the habit is not formed. The writer would overcome objection to teaching sociology from lack of timeliness by teaching it in connection with other branches—object lessons, history, science.

Miss Jennie Muzzy followed with a paper on “General History.” Local history should be taught to young children by conversation, as a means of stimulating historical inquiry. Such conversations might take place in connection with exercises in geography, giving zest to that branch, and forming the basis of subsequent work, when the more formal study of history is begun. She maintained that to interest children in history, the imagination must be excited and curiosity awakened. Dry facts, without any apprehension of the author had made his subject a careful study. This was followed by a discussion of “School Discipline,” by W. E. Anderson, S. S. Hooper, President McGregor, and others.

The report of the Committee on the State University, Samuel Shaw, J. Q. Emery and E. B. Wood, manifested the unanimous feeling of the association that on account of the promising prospects of the University, and the facility of the University in the work of adjusting the courses of study of the common schools and the University to each other, and removing all unnecessary restrictions in grading pupils in the University.

The County Superintendents met on Wednesday afternoon. Your correspondent is unable to send you any report of the proceedings.

On Wednesday evening Dr. W. H. Beach, of Janesville, delivered an address on “The Child of To-day, the Citizen of To-morrow.”

On Thursday morning the Hon. W. C. Whitford, State Superintendent, read a paper on “State Tax for Our Public Schools.” It showed that the cost of supporting the public schools is very unevenly apportioned, rendering the support of such schools much more onerous for the new and poor districts than it is for the more populous and wealthy ones. He supported the plan, which, it is to be hoped, will command the earnest consideration of the Legislature, whereby more encouragement will be given to weak districts.

The next subject discussed was “Teaching Language in Our Graded Schools,” participated in by W. C. Clough, J. H. Cummings, H. C. Howland, C. A. Hutchins, and A. J. Hutton. The party which regards the University as the top-heel of our public school system, is unanimous as to the expediency of teaching the languages in the graded schools.

The rest of the programme consisted of an instructive paper by W. S. Johnson, on “Drawing in Common Schools,” and the reports of the committees on Normal schools, private education and kindergarten work, on colleges, on institutes, on school supervision, and on practical education, of which we are sorry to be unable to say anything for want of space.

A resolution was introduced and passed requesting the State Superintendent to publish in the Journal of Education the names of all persons holding State certificates, the mode by which they were obtained, and the institutions from which courts or seat certificates had been obtained. A more extensive table, which it is to be hoped, will command the earnest consideration of the legislature, whereby more encouragement will be given to weak districts.

The fifth annual meeting of the Minnesota Educational Association began in the hall of the House of Representatives, Saint Paul, Tuesday evening, December 6. Prof. John L. Downey of the University of Minnesota, occupied the evening with an address upon “Leaders.”

It was listened to by a small audience composed mainly of St. Paul teachers, with some from the neighboring portions of the State. The intense cold of the preceding forty-eight hours, with the mercury 20 degrees below zero, and trains generally delayed or suspended, had deterred very many from coming to the meeting.

Dr. J. B. Pradt, however the attendance was much larger, delegates continued to arrive from all parts of the State, and a good degree of interest was manifested which arose to enthusiasm when “Quincy methods” began to be discussed.

The address of the President, Superintendent C. W. Smith, of Hennepin county, was an able presentation of current topics and of questions especially momentous in this State, the high school law, a State tax for support of public schools, the University.

“The history of education in Minnesota represents growth, and considering the age of the State, its educators have no reason to be ashamed of the progress they have made. The great energetic work which has been done has been for the upbuilding of this great educational fabric. So well has the labor been accomplished, that the people record their judgment in a way which cannot be said of the State University, and which to be more than ever before, popular education is cherished by their fostering care.

“The legislature at its last session, in its wisdom, recognized the importance and necessity of high schools by making an appropriation for their improvement. The appropriation which they granted has provided for, and it becomes necessary for our law makers to supplement this aid at
A resolution of the Association, afterward passed, commended the exhibit of beautiful writing and drawing, done in the regular work of schools.

A short session of buting the school tax, but recommended no legislation. The sense of the account's made pupils become school. law, made temporary, J. H. Gates, Anoka; Treasurer, H. L. Moore, Lake obstacle.

The following officers were elected for the ensuing year: E. A. Gastman; principal of Normal.

For uniformity of studies and records in ungraded and high schools.

The whole subject of the transaction of some routine business the on Thursday afternoon.

The papers of Thursday were "Vocal Music in our Public Schools," by Prof. P. R. Paul; "The Future of School Instruction in Governmental Ideas," by Principal W. W. Keyser, Austin; "The Training of Teachers," Prof. J. T. M. Minneapolis Academy; "The Kindergarten the basis of all subsequent Education," by Mrs. T. C. Eccleston, of the Winona Normal; and "The State High School Obstetrician," by Prof. J. D. Bond, University of Minnesota. The latter two papers will be published. The paper of Dr. Brooks was granted by all who heard Colonel Burlesqued what modern teachers have been doing for something else. Common sense should be brought to bear on schools as, they would sink; and if our railroads were managed in the same way, we would be forced to allow freedom to exercise his or her own judgment to decide upon the capabilities of her pupil's mind to receive instruction—which much, and of what character. The teacher should not be compelled to win the mind by laws made by superintendent or supervisor. The teacher should be given time to study the mind. Common sense should be brought to bear in the management of our schools. If our ships were managed, as our schools are, they would sink; and if our railroad were managed in the same way, they would soon become bankrupt. The effort to teach a child in five minutes what it should not be taught in a year, was the result of the program regulation system and the driving forward to attain a certain per cent. The Colonel concluded by urging the necessity of making teaching an art and a profession.

The programme and regulation system in public schools was treated very severely. It forced a resort to text learning. The minds of pupils are not trained by doing the opposite. The teacher should be allowed freedom to exercise her own judgment to decide upon the capabilities of her pupil's mind to receive instruction—which much, and of what character. The teacher should be compelled to win the mind by laws made by superintendent or supervisor. The teacher should be given time to study the mind.

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permanent of some man with a strong arm to control the janitors, and see that they attend to business. It is rumored that, in some schools, the janitors have nearly as much to say about running the school as have the principals.

Mr. Alfred Peteck, lately connected with the Madison High School, has resigned his position there to accept a position on the staff of the new Republican daily paper to be established here.

Prof. M. J. Mcmahon, late Professor of Greek and Latin in the High School, has been engaged in translating into English a popular French work. His successful translation has secured for him a professorship in one of the departments of the University of France. He has accordingly resigned his position as Principal of the Manual training schools, to proceed to France. Mr. McMahon, during his connection with the schools of Milwaukee, made many warm friends, who will rejoice to learn of his well deserved success.

Why were the night schools closed since December 22d? Many of the pupils strongly insist that there was no good reason therefore and claim that they would have attended right along. The teachers, too, sadly miss that two dollars a night. No reason has been given by anyone for closing them.

A great many honest tax payers are howling because the rate of taxation in two and six-tenths per cent. of the assessed valuation of property. Some of the hard headed fellows don’t see why our fat aldermen should vote a $50,000 bonus to secure the location of a normal school here, when the taxation is already well nigh unbearable. Well, there are always two sides to every charge.

It is a noticeable fact that not a single assistant teacher from Milwaukee attended the meeting of the State Teachers’ Association, lately held at Madison. In fact, the assistant teachers all over the State take little or no interest in the Association. Very few teachers attend the State Teachers’ Association is in the hands of book-agents and wily principals, who have axes to grind and who use the Association as an advertising medium. Whether it is so, the fact is, in any case, it is paid for in some way except these principals and high professors, and every year the same men do the talking. Better call it the State Principals’ Association, and sail under true colors [that there is this feeling in several parts of the State, whether for good reason or not, in a fact which cannot be concealed, much as it is to be regretted. It is to be hoped that the newly-elected officers of the Association will take steps to overcome this feeling of alienation among the very class of teachers which might be most benefited by such a body of educators in council.—Ed.]

It has been predicted that within one month two-thirds of the present teachers employed in the evening schools will be retired for want of pupils to compensate. It is hoped that some effective way will be found to check the dropping off of pupils.

The Bay View schools will be closed for a short time, owing to the prevalence of diphtheria in the village. Prof. Lewis Fink is winning an enviable reputation for efficient work in the village school.

KANSAS.

The University Musical Union is flourishing. It is now practicing The Lay of the Bell, which beautiful cantata will produce under the skilled direction of Prof. Marvin, in a few weeks.

Prof. Snow has recently given a course of six lectures upon hygiene, given before the students of the University.

Dr. Harris has returned, after an absence of six months abroad, to his new home in Concord, Mass. He has been engaged during these months in a study of English and its schools.

Mr. A. D. Mayo recently left Boston for an extended tour through the Southern States, during which he expects to visit all the cities and educational centers of the South.

Hon. Justus Darr, of Weatherford, Va., is to be the new State Superintendent of Education in that State. Mr. Darr is about 45 years of age, has been a successful teacher for many years, and has represented his town in the last legislature. He is also one of the trustees of the University of Vermont, and will do no doubt exercise a wise supervision over the educational affairs of the State.

The National Journal of Education has just closed the sixth year of its life and its twelfth volume.

In 1878 Great Britain paid toward the support of schools under the control of the Established Church, $3,000,000; toward schools of other denominations, $2,000,000; and toward indenominational schools, $2,000,000.

The University of Kansas has registered 1,600 visitors shown through its buildings since September 1.

Prof. Jones recently delivered his lecture, “The Cost of an Idea,” in University Hall, Lawrence, Kan. It was received by a good audience with many manifest tokens of pleasure and appreciation.

The Orophilian Society of the University have had their hall newly carpeted and furnished throughout, and will dedicate it on the evening of January 7. Hon. George R. Peck will deliver the dedicatory address, which will receive public reception will be held in the hall.

HORSFORD’S ACID PHOSPHATE in Nervousness, Weakness, Etc.

Dr. J. A. Vance, of New York Institute and Bellevue Hospital, says: “The preparation on which I place the most reliance is Horsford’s Acid Phosphate.”
TEACHING MORALS.

A teacher can instruct his pupils much in morals, if he wishes to do so. Nothing is more important to him, than to be in earnest in the schoolroom, but it is quite as true that morals need not be. It is strange that though the belief of all educators has been that character is the true end and object of education, yet little attention is given to the work of forming it. This noble department of their work is scarce thought of by many teachers.

But teachers who justly estimate their responsibility to the race should leave no opportunity unimproved for instilling into their pupils, for that is not the case. Not only through example, but by precept. The instruction should begin when the youngest child first enters school, and go on steadily, line upon line, till the time when all are ready to go forth, fortified with just and holy principles.

There is no subject that needs agitation so much as this, but on the contrary, the whole educational system is colder than the fat weed with its heart-like leaves. The classification of the natural history of animals follows, as a means of making the study easier. This classification includes the naming of genera, orders, families, and species. Animals are placed in the same species when their points of resemblance are so many that they could have had a common origin. A number of species having a strong general likeness are taken to be of the same genus. Several genera with certain like-qualities, are said to make one family; several families make one order; several orders together make a class.

The classes in the animal world each contain a very large number of species. These are put together so as to form four groups, which groups are called sub-kingdoms.

The four sub-kingdoms, or great divisions, of the animal world are known as the vertebrata, arachnida, mollusca, and radiata.

The radia is the lowest class of all. It includes all the zoophytes or animal plants, the sponge coral, and polyps. They are formed with a few simple organs, arranged around a central heart or stomach, as the parts of a flower are arranged around its center. If there is any skeleton it is arranged thus circularly, but often no distinct skeleton exists, nor any blood-vessels. The nourishment is taken through the skin of the stomach only. These animals are noticeable for the similarity of their parts and their power of reproducing them when they are cut off or broken.

Over against these are the next higher class of animals, which are the cuttle fish, oyster, and small. The bodies of these animals are soft and have no skeleton, but are sometimes enclosed in a loose skin or mantle, around which is a shell. They have no joints or segments and their nervous system is not perceptible. Some of them form some members of the class having none apparently, while in others the heart exists with a very complex system of blood vessels. They have not, as a rule, any means of locomotion, though some animals among them have rudimentary legs.

The next class is that of the class called mollusca, which are generally, and in some cases, the most active of all the animals. These are the next higher class of animals, which are the cuttle fish, oyster, and snail. The bodies of these animals are soft and have no skeleton, but are sometimes enclosed in a loose skin or mantle, around which is a shell. They have no joints or segments and their nervous system is not perceptible. Some of them form some members of the class having none apparently, while in others the heart exists with a very complex system of blood vessels. They have not, as a rule, any means of locomotion, though some animals among them have rudimentary legs.

In the artichoke, the next class of animals, the skeleton is external, enclosing the body and nervous system and the muscles. This skeleton is formed of segments which are articulated together very firmly. Some of these animals have legs, as the crab and lobster, and others like the leech, have none. Where they have legs, they have six or more. Their jaws open internally, and their blood is white, while only a few species have any heart. Their nervous systems are only partially developed; of the senses they have only those of taste and sight generally, though some of the insects have also those of hearing and smell. All insects belong to this, which is the largest among the four groups spoken of.

The vertebrata are the highest class, for it includes all the higher animals and the human race. They have their name from the fact that they all have a backbone, with a spinal column running its full length, this spinal column being formed of separate pieces or vertebrae, each filled with marrow. This is a prolongation of the brain matter contained in the cranium. The enlargement of the brain matter continued, at the other end, in all animals below the human race, this column is prolonged into a tail. From either side of this column, come ribs which meet in a breast, and form a chest or thorax, on the under side of which is the heart. From these is the members of locomotion and action, as the arms and legs of man, the wings and legs of birds, the fins of fishes. All these skeletons are closely wrapped in muscles.

The vertebrates have all the special senses, sight, smell, hearing, taste and the sense of touch all over their bodies. They have red blood, impelled through an intricate circulatory apparatus by a muscular heart. They have two jaws, one above or before the other, set with teeth, and all possess limbs and members in pairs, those on one side of the body corresponding to those on the other side.

What is here given the teacher ought to make answer for several lessons, the mode of imparting these better be left to his preference and ingenuity.

Some people have a fashion of confusing excellent remedies with the large mass of "patent medicines," and in this they are guilty of a wrong. There are some adverstised remedies fully worth all that is asked for them, and one at least we know of—Hop Bitters. The writer has had occasion to use the Bitters in just such a climate as we have most of the year in Bay City, and have always found them to be first class and reliable, doing all that is claimed for them.—Tribune.

Dr. Leonard's Hair Book, which was issued two years ago at $2.00 is now advertised in our columns at $1.00, by the Post & Tribune Company, having issued a 10,000 edition at the reduced price. This is a very interesting and valuable book for the information and valuable receipts it contains, and has been very copiously and flattering endorsements by the American and European press generally.

Don't waste your evenings, young man. Valuable knowledge can be obtained at H. B. Bryant's Chicago Business College.
Youth's Companion.

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TEACHER'S FAVORITES.

Who are teacher's favorites? We hear two or three bright, careless boys or girls say, “she (or he) is the teacher's favorite. He (or she) can do as he has a mind to and the teacher will not notice it.” Now we all have our favorites and teachers cannot help having them, but in the school-room all should be treated the same, if all are equally studious and obedient. A child who tries to please her teacher in all things, whether she be brilliant or not, will find a place in a teacher's heart. But we do not think a teacher should ever hold up such a child as this in comparison with others or as an example. Comparisons are odious and the teacher's heart becomes disliked by her playmates and is made uncomfortable by it. There are a few teachers, we are sorry to say, who will pet and fiddle the children of wealthy parents, thus causing those less favored in worldly possessions much envy and bitterness of spirit. It is needless to add no true man or woman will do this. A teacher is often accused of showing partiality when she has no thought of doing such a thing. A teacher needs to be careful. The teacher's heart is touched in the treatment of all her children. In fact she should show no favoritism in the school-room. She must learn the art of concealing her feelings; all she needs to do is to administer justice faithfully and impartially.

CONCERT RECITATIONS.

Concert recitations can be used in the school-room to much advantage, but they must be used with great discretion, and within reasonable limits. Concert recitations are done to death by many teachers, who use them because they are easy and the children like them, and who keep on using them for no better reason until they have caused serious detriment to the school's grade of scholarship. For it is impossible to make the concert recital a test of individual acquirement. It is impossible to prevent the idle pupils from sheltering themselves behind it, relying upon the noise of the recitation to conceal the fact that they only follow where others lead, that they do not repeat half the lesson or sentence, and perhaps, have no understanding of it whatever.

The concert method is especially adapted to young children. They like the excitement of it and the noise please them. It also helps very shy children who find it so hard to speak out before the class or school. Then it enables the teacher to instruct many more pupils at the same time than by any other way, fifty or sixty being tested during the same time that six could be taught individually. Then it gives the skillful teacher an opportunity to work upon the emotional nature of children and rouse an enthusiasm that could be wakened in no other way. Besides, the noise of the concerted exercise is a help to the memories of little ones, the body of sound making an impression on the ear, that aids greatly the recollection of words.

And this brings us to the remark that as concert recitations are aids to the memory rather than the understanding, they should be used for memorizing better than for teaching. When the teacher wishes to teach his school a verse or a bit of music, he should first call for a repetition of the line or sentence, then for a repetition in concert, and so on, until the whole school has mastered the lesson. For this memorizing work, nothing more effective than concert reciting could probably be found.

An old physician, retired from practice, having had placed in his hands by an old missionary the formula of a simple vegetable remedy for the speedy and permanent cure for Chronic Bronchitis, Cataract, Asthma, and all Throat and Lung Affections, also a positive and radical cure for Nervous Complaints, after having tested it, and found it to possess mercurial curative powers in thousands of cases, has felt it his duty to make it known to suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will without cost or charge, dispose of this wonderful preparation in German, Russian, or English, with full directions for preparing and using it. Sent by mail by addressing with stamp, naming this paper, W. W. Sherrill, 149 Powers' Block, Rochester, N. Y.

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PRIMARY DEPARTMENT.

FUN ON THE HEARTH.

NELLIE M. GARABRANT.

Snowflake, Bunny, and little Bo-peep.

All on the hearth-rug, fast asleep.

Old mother Pussy snug as can be,

Right in the midst of the children three.

Old mother Pussy is shining black,

With a long gray stripe on the top of her back.

Snowflake is white from her ear to her toe,

And looks like a little round ball of snow.

Queer little Bunny's warm coat of fur

Is brown as the nut in a chestnut burr.

Little Bo-peep is rose-pink and white,

His eyes are merry and blue and bright.

The curls on his head are sunniest gold;

Bo-peep is a boy just three years old.

Bo-peep, Bunny, and pretty Snowflake,

All on the hearth-rug, wide awake.

Bo-peep has a ball tied to a thread—

A ball made of leather, yellow and red.

He runs, and the kitty-cats after him run,

While mamma sits by and laughs at the fun.

--Our Little One--

CHRISTMAS EVE.

How lovely must have been the night

When, from the silent sky,

Pure angel voices sang aloud

"Glory to God on high!"

Bright Christmas stars their radiance shed

Where weary shepherds lay,

And, starting from their dreams, they heard,

"To you is born this day

A Savior, who is Christ the Lord!

Thus to a world of shame

At midnight, centuries ago,

The blessed message came.

The shepherds listened eagerly,

Half hopeful, half afraid;

Then followed where the brightest star

A gleaming pathway made.

It shone before them through the night:

A glowing, steadfast ray,

That cheered their hearts and guided them

To where the young child lay.

In a manger slept the holy child,

Within a stable dim;

For in the homes of Bethlehem

There was "no room" for Him!

But high in Heaven that blessed night,

Thus did the angels sing:

"Glad tidings of great joy to you,

Good will and peace we bring!"

And down through all the ages,

From that land so far away,

These words of glorious promise

Sound clear to us to-day.

And so the shortest festival

Of all we keep on earth,

Is this of Christmas, when we mark

The Christ-child's lowly birth.

--Yeats's Companion.

If you will stop spending so much on fine clothes, rich food and style, buy good healthy food, cheaper and better clothing; get more real and substantial things of life every way, and especially stop the foolish habit of employing expensive quack doctors, and the wiles of the vile humbug medicine that does you only harm, but put your trust in that simple, pure remedy, Hop Bitters; that cures always at a trifling cost, and you will see good times and have good health.—Chronicles.
OBJECT LESSONS.

We have a great deal said about using object lessons in the place of text books, and very well it all sounds. How well it all works, we are not ready to say. For it is very easy for a teacher to present an object to his pupils, and ask a stereotyped list of questions about it, but it does not follow from this that the pupils are greatly benefited thereby. He may not have gained by this any insight into the nature of the object, or any real knowledge concerning it. This or that peculiarity which the object possesses has been pointed out to the child, but his faculties have not been quickened in any degree, nor until tuition has been aroused in his mind, and as far as the training of the observing power goes—the real end of object teaching—nothing whatever has been gained.

Now an object is an object simply, and nothing worth mentioning is gained by having it present when some one talks about it, unless the talk is vividly awakening, stirring. If the teacher has no knowledge about the object which he speaks,—suppose it is a piece of coral—except what he has gained by a hurried perusal of an article in the encyclopedia, the exercise may be a degree less stupid for the child if he holds up a piece of coral, or passes it around the class,—but nothing more is probably gained. The difference between this wooden method of object teaching and that of the teacher whose thorough knowledge and vivipness of description can make the children see an object which is not present, is infinite. We would not interfere with the object lesson era. Much good has been and will be done by it, even though much of its teaching is very poor and crude. Of numbers in the abstract belongs properly to the child's later development.

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In teaching the form and use of the numerals, their names, one, two, three, etc., can also be taught. And at the same time let the child count out the requisite number of objects called for by each figure, and drill on these until the figures 1, 2, 3, and their names, one, two, and three, with the correspond­ing numbers of objects, one ball, two balls, three balls, are permanently and closely associated in the child's mind. Counting should be taught by the use of objects, balls, apples, etc., and by strokes upon the blackboard. Show the children that counting is simply adding one at a time, and giving the name of the result, in pronouncing the numbers consecutively. Combin­ation can thus be taught and as the child advances can be made more difficult, as in adding by twos or threes, as far as the class have learned to count, and also by teaching subtraction. Let all this be done by the use of objects or strokes upon the blackboard, remembering that the combination of numbers in the abstract belongs properly to the child's later development.


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