We call the particular attention of our patrons and every one receiving a sample copy of this paper, to our offer to send THE WEEKLY, on trial, THREE MONTHS for TWENTY-FIVE CENTS. The regular subscription price of the paper is $2.50 a year, and it will be maintained at that, excepting only for these trial numbers. We are well persuaded that if the teachers of this country once learn what kind of a paper we publish, they will feel that they cannot well afford to be without it, as it will contain educational intelligence from all parts of the world, and contributions from many of the first educators of the land.

Upon receiving the subscription books of THE WEEKLY from our predecessor, we had reason to feel satisfied with the number of subscribers on the lists, as it was larger than we expected. But we are not satisfied to have that number remain at the old figures. In 1878 there were 271,144 public school teachers in the United States, of whom, judging from the newspaper directories and the postal records, a very small proportion take an educational journal. This is unprofessional. If it is the fault of publications calling themselves educational journals, the papers should be improved; if it is the fault of teachers, they should improve. We take this means of introducing ourselves to teachers, school directors, trustees and family circles where the love of education is enshrined among the household Penates. Send us the twenty-five cents, in postage stamps or otherwise, and ask others to do likewise, and you and THE WEEKLY shall forthwith enter upon an acquaintance which we believe will prove mutually pleasant and profitable.

The schools of the Old World are in advance of ours in many important respects. In the German, Swedish and Danish schools, not only are the subjects of natural history taught in all the schools, by systematic and intelligent methods, but large collections of typical specimens are made for the use of the teachers in their work of instruction. These collections, or small museums, belong to the larger schools and specimens are loaned from them to teachers in every part of the country. The use of these are not only a great help to the teacher, but a constant incentive to him to make his work better. It is to be hoped that these loan collections will soon be made in every State of the Union. The only one we now have is that of the Teachers School of Science in Boston, which has already given much assistance to the teachers of that city, through its specimens.

These collections would offer to the schools an opportunity for the systematic study of natural history, that no other means could afford, and we are convinced that the introduction of this study would exert a most beneficial influence, not only upon the scholars, but upon the teachers of our schools.

THE OLD VERSUS THE NEW.

ADDRESSED TO PROF. HENNEQUIN, OF MICHIGAN UNIVERSITY, BY DR. ZUR BRUCKE, CHICAGO.

Yes, the old, or natural method, for us, against the new, or artificial, method of teaching the living languages!

The greatest and most natural Teacher never taught from books. A blade of grass, an ear of corn or a simple lily of the valley sufficed to impress his wonderful teaching upon the minds of his hearers.

No books, and yet what simplicity and reality!

Socrates looks down upon us from antiquity, as the one great Oracle. But Prof. Hennequin cannot name a single book that this great teacher ever taught from. Plato and Xenophon handed his arguments down to posterity, but they themselves were taught by oral lessons. That one grand object lesson, the bowl of hemlock, outweighed all the arguments ever written concerning Socrates!

Once our Swiss compatriot, the illustrious Agassiz, remarked to the writer of this article, "Aristotle knew more about fishes or natural history, than we do to-day." And when we expressed our surprise at this remark, wondering how, with all the progress in modern science, with the immense advantages accruing from the Art of Printing and the multiplicity of books and the teachings of our modern institutions of learning, Aristotle, the naturalist of 3000 years ago, could surpass the greatest naturalist of modern times, Agassiz himself, he replied, "Why, those ancient plodders went straight to nature for the facts and obtained their knowledge at first hand, whilst we poor book-worms only get our knowledge second handed, that is, from books."

Professor Hennequin can have no objection, to letting one of Agassiz's disciples bear a word of testimony to the teachings of his great master.

Said Agassiz to this disciple, after the good old Aristotelian fashion. "Take this fish, and look at it: we call it a Harmulon, by and by I will ask what you have seen." Half an hour passed, an hour, another hour; the fish began to look loathsome. I turned it over and around; looked at it in the face—ghastly; from behind, beneath, above, sideways, at a three-quarter view—just as ghastly. I was in despair; at an early hour I concluded that lunch was necessary; so with infinite relief the fish was carefully replaced in the jar, and for an hour I was free. Slowly I drew forth that hideous fish, and with a feeling of desperation again looked at it... I pushed my finger down its throat to feel how sharp its teeth were. I began to count the scales in the different rows, until I was convinced that that was nonsense. "You have not looked very carefully; why," he continued, more earnestly, "you have not even seen one of the most conspicuous features of the animal, which is plainly before your eyes, as its fish itself; look again, look again."

I ventured to ask what I should do next. "Oh! look at your fish."
And so for three long days he placed that fish before my eyes, forbidding me to look at any thing, or to use any artificial aid. "Look, look, look," was his repeated injunction.

This was the best iatrological lesson I ever had, a lesson whose influence has extended to the details of every subsequent study. Every time that I have had the ability, as has he, if not to many others, of inestimable value, which we cannot buy, with which we cannot part. (Harvard Register, Nov., 1880.)

So the old or natural way is the everlasting way. A naturalist, who could teach only from, or expound only what was in the book, would be no naturalist at all, but a mere repeater of other men's words and thoughts, an artificial imitator. What sort of a botanist, a man become who never saw a flower? Does Prof. Winchell, the geologist, teach his science directly from the rocks or entirely from the books? What sort of a chemist would a woman, not trained, who could only buy or sell goods (to a German) do? The learned Professor would have an easy and simple task to make his Faust after studying German one year, or even six months, knows the method.

The principal aim of education, I take it, is to make of men or women, not dreamers, but observers. Shakespeare excelled as a poet, because he was a consummate judge of the passions of men, whose inmost nature he could depict with a pen, dipped in the fires of perdition, or in the placid streams of paradise.

Goethe wrote his Faust after studying men and nature profoundly for forty years; excelling all other German Poets, because he was an observer.

Children are excellent observers by nature, and we hold that this faculty of observation should not be weakened, but, on the contrary, strengthened. A boy or girl, who can give an intelligent description of some domestic animal, as a cat, or dog, or horse, who can describe a landscape, or narrate, understandingly, some event, just passed; who can buy or sell goods (to a German) without studying German one year, or even six months, knows more of the living tongue, which he or she may be acquiring, than the college graduate, who has learned such a jargon of mixed nonsense as one meets with on every page of our Grammar methods.

Here, for instance, is a sample from Fasquelle, "Have you the wheat? Has she the table? Who has the meat? The girl Bureau on the second floor only rents, and the butcher has the meat. Have you the book of the tailor? Who has the leather shoe of the shoemaker?"

A pupil who has been studying Fasquelle for several years, came to the writer a few days since for relief, saying, "Sir, I wish to learn to speak French, can you help me? I know all that is necessary for commerce, but I cannot express myself, intelligently, on any subject in French. What shall I do? I can say, I have the horse shoe of my neighbor's horse, the flour white of the miller, the glove of your aunt, or the toothpick of my grandmother."

Now, to all this disconnected nonsense, which is continued ad infinitum throughout the 1000 speaking exercises of the renowned Grammar of Fasquelle,—once a professor in the University of Michigan—we could give only this advice, "Throw aside the book and talk; you have been a parrot long enough; you must now make your own French. We will take off the rags and shreds that you have been clothed with, you shall no longer be fed with the husks that you have starved on. In a little while you shall talk like a real live, sensible little Frenchman—providing always that you speak only French with your teacher."

Hear what Montaigne says on this subject, from his own personal experience.

Three hundred years ago the only avenue to science and learning was the Latin language. The father, therefore, of Montaigne, placed his little son of four or five years under a German, who could talk no French, but was an accomplished Latinist.

Montaigne says, "My mother, the servants, every body, was forbidden to talk French in my presence, and the natural consequence was, that I spoke as good Latin at six, as my own tutor."

He adds very significantly too, "I used no Grammar nor dictionary, and when George Buchanan, the celebrated Scotch poet, came to see us, he expressed his wonder at the fluency and ease with which I could express myself in the Latin tongue."

French and German can be imparted in the same easy and pleasant manner to children in our primary schools, and in ten years hence, Professor Hennequin will receive students into his new courses of study, who can understand themselves, intelligently and correctly in those languages, because they have been taught, as they naturally should and can, in the colloquial language first. Then, the jargon of such methods as Faquelle, Woodbury, et tu amne genere, will be swept into oblivion. Instead of this unmeaning trash we shall have French and German spoken by the well prepared student, as he speaks his own English. Glorious era!"

Then Professor Hennequin may lecture to his pupils on history in French or in German, as the learned Professor would to his pupils on the English language, on literature, rhetoric and composition; and all because the colloquial language will be taught to the preparatory student as the solid foundation for the language literature.

Can or would Professor Hennequin object to such a beautiful and very profitable arrangement?

In another article we shall endeavor to show, that no course of study has made greater improvement or enlisted greater ability and learning than the modern languages.

RURAL SCHOOLS IN ENGLAND.

The public school system of England of this day is a creature of very recent date. We have not space here to dwell upon the history of the sudden rise of this beneficent system. It is a complex institution, but it is accomplishing great things for the present generation of English youth, which is the first that can be said to have enjoyed anything at all corresponding to the education of the living tongue, which he or she may be acquiring, than the college graduate, who has learned such a jargon of mixed nonsense as one meets with on every page of our Grammar methods.

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rural districts are rapidly falling away in population. As I inquired of educational men in the cities concerning them, I invariably received the reply that I would find nothing outside of the cities. But how 1,000,000 children are educated is a question of no little importance, and its examination has proved that the rural schools form a most interesting and instructive part of the educational system of England.

Since 1870 all the public elementary schools of the country, whether in towns or rural districts, have been under the same law, which is now embodied in the several educational acts of 1870, 1873, and 1876, together with the annual codes published by the education department. The direct management of the educational affairs of England is in the hands of this education department, which has charge of the inspection of all the schools that come under that law, of the maintenance of a sufficient number of efficient schools, of the payment of all grants earned by the schools in their examinations, of the support of training colleges for teachers, and of the interests in general of elementary education throughout the country. All the educational interests of the nation are brought under the control of a school administration which has its head at Whitehall, London, and sends out its branches to even the most remote and inaccessible regions of Great Britain, carrying with it a national influence.

Here follow, in this circular, a comparison of schools in town and country; "board schools" in rural districts; "voluntary schools" in rural districts; an account of revenue; description of school buildings illustrated with cuts; organization of schools; teaching staff; instruction given; typical examples of rural schools and sentiments of the people and its ruling classes upon this subject. Concerning teachers we except the following in relation to-

**SALARIES AND SOCIAL COMFORTS.**

In all England and Wales there is a corps of about 25,000 certificated teachers of elementary schools. The training colleges accommodate 3,154, and furnish yearly a supply of 1,500 teachers who have been trained for two years. This number is sufficient to supply the annual loss of about 6 per cent. Since 1870 a great and beneficial change has taken place in the social condition of teachers; their salaries have been materially increased and their manner of life has been rendered more comfortable. This has had the effect to attract great numbers into the profession. The void that once existed will soon be completely filled. Teachers are no longer considered merely as a profession throughout Great Britain and when once taken up is generally prosecuted through life. The following table from the report of 1879 gives a summary of the average salaries.

**Male teachers certificated.**

<table>
<thead>
<tr>
<th>Am't received...</th>
<th>Under £5 6s. 7d.</th>
<th>£6 5s. 10d.</th>
<th>£7 3s. 10d.</th>
<th>£8 11s. 6d.</th>
<th>£9 16s. 8d.</th>
<th>£10 15s. 6d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of teachers</td>
<td>259</td>
<td>1,185</td>
<td>3,915</td>
<td>6,091</td>
<td>11,428</td>
<td>17,928</td>
</tr>
<tr>
<td>Am't received...</td>
<td>Under £10 5s. 6d.</td>
<td>£11 16s. 6d.</td>
<td>£12 11s. 6d.</td>
<td>£13 16s. 8d.</td>
<td>£14 15s. 10d.</td>
<td>£15 11s. 6d.</td>
</tr>
<tr>
<td>No. of teachers</td>
<td>290</td>
<td>2,283</td>
<td>4,240</td>
<td>6,205</td>
<td>8,451</td>
<td>12,426</td>
</tr>
</tbody>
</table>

The average salary of masters in 1879 was £6 9s. 2d., and is now £11 14s. 3d.; that of mistresses in 1879 was £5 17s. 5d., and is now £7 12s. 2d.

Five thousand and eighteen out of 14,651 mistresses and 5,369 out of 11,595 masters had the use of furnished houses.

These figures prove better than anything else, perhaps, the increased respectability and a more comfortable position of these classes of operatives. The certificated masters generally seek positions in the cities and large towns, and consequently the estimate that 75 per cent. of the teachers of schools in the rural districts are mistresses is not too large.

The larger salaries attract the more ambitious teachers to the cities, and yet I was informed by Mr. Heller, of the National Union of Elementary Teachers, that many of the best teachers are to be found in rural schools. The cost of living is less in the country, a pleasant house is furnished (which is very rarely the case in the city), and numerous other advantages are held out by rural schools.

All the teachers, irrespective of the places in which they teach, must go through the same training and submit to the same discipline. The educational results in rural district are often better, he thought, than in the towns and cities.

Finally, to give the readers of The Weekly, many of whom are familiar with the rural schools of this country, such a glimpse of the schools of the same class in England as will enable them to make a comparison for themselves, we take from this circular:

**TYPICAL EXAMPLES OF RURAL SCHOOLS.**

It is a difficult matter to embrace in a few examples all the varieties of rural schools to be found in England. I will mention two which I visited during September and October, 1879. The first was in the small village of Grassmere, among the mountains of Westmoreland. This village is situated in a parish containing 1,000 inhabitants, mostly small farmers who turn their attention to the rearing of sheep. The village itself is a much frequented summer resort and many of the inhabitants keep summer boarders. The school-house is a neat building, one story high. The teacher's house is a separate building. The interior showed the plain, substantial taste that characterized the exterior. There was no ceiling, well finished rafters being left in sight, and the walls were plain white, decorated with various maps, blackboards, etc. The desks were very plain, being long common benches with simply a board for the seat. The school furnished accommodation for 175 scholars and had an average attendance of 102. This is a "national school," and connected with the church. The rector of the parish is the chairman of the local committee; he is associated with two or three farmers. The school hours are from 9 A. M. to 12, and from 1:15 P. M. to 4:15. As this school receives the government grant, the religious exercises do not come during the school hours, but after. The boys and girls are mixed in all the departments and made an excellent appearance as they worked busily upon the common studies. The government grant for the past year was £77. The children pay as fees 4d. per week, except 5 who are elected annually as recipients of free tuition and 15 who pay 2d. per week, the remainder being made up from the income of a foundation charity which amounts to £27. The headmaster receives 12s. 6d. per week together with his board; in addition he also receives £2 5s. as organist of the church. He has under him two pupil teachers whose salaries begin at £12 10s. and rise to £3 10s. each year. He has also a monitor who receives £1 10s. a year, and an infant teacher and sewing mistress whose salary is £15 a year.

The next example I take is of a "national school" in the little village of Rowsley, Derbyshire, which contains but 250 inhabitants, mostly small farmers, railroad men, and quarrymen. The school is a small one, having 110 names on the books, 86 being in average attendance. The school building is a neat stone structure, but very old. The teacher's house is joined to the rear of the main building. The single school-room is plainly yet substantially furnished, well ventilated, and cheerful. The Duke of Rutland keeps the buildings in repair at his own expense. The children are from 9 to 16 years of age, although the majority leave school at 13. The six standards are taught, and a few scholars pursue their studies further. These latter are increasing every year. As there are no higher schools in the vicinity the education of the poorer children must stop here. The village is a prosperous one, and its inhabitants generally have a bit of land and keep one or two cows, only a few being very poor. There are no foreigners and but few adults who cannot read or write. The education act has brought educational matters to the front and the people are showing a greater interest in them. The school facilities are better and a higher standard is maintained. There has been only one defaulting parent since 1876, and there is but one half-timer. The head master receives £150, his house and his taxes. His wife has charge of sewing, and one pupil teacher assists him, receiving 2s. per week. The
head master is also postmaster, organist, and choir master. To show how great have been the changes for the better, I will quote a report that was made on this school in 1873 by a government inspector. He says:

"This school is in a thoroughly inefficient state. I have seldom seen so bad a school. There are scarcely any suitable books or apparatus, and only one small privy, common to boys and girls. Plans for the improvement of the offices have been returned by the education department to the managers. I was informed these plans have been lost. Nothing has been done in the way of improvement. The late master, Mr. Farr, evidently neglected his school. The present teacher resides four miles from the school, but I believe this is a temporary arrangement. No grant is payable, as the regulations of the 7th section of the elementary education act have not been put up in the school room."

In his annual report for the Oxford district (which is a rural one) Her Majesty's inspector, the Rev. H. Adair Pickard, M. A., makes a few statements which bear upon the subject in hand. He says:

"Out of a population which amounted at the last census to 181,600, I found 24,477 children in school and I should think there was accommodation for about 6,000 more. Indeed, in almost every school district sufficient efficient and suitable schools are now provided for the children of the poor, and generally the parents are ready, at considerable sacrifice for the present to themselves to take advantage of this instruction thus offered. Out of the 308 departments there are no less than 185 single schools, many of them very tiny, and deriving great advantage from the grants paid to the managers when the population of the school district does not exceed 200 or 300 souls. Thirty institutions have two teachers, 18 being mixed, under a master, with a certificated teacher for the infants; 3 under 2 mistresses, one of whom takes the infants and 9 of the objectionable class, where the master takes the boys, of whom many are under 7 years old, and the mistresses the girls, with an equal tale of infants. There remain 21, chiefly in towns, where the school is organized in the best manner possible, with three departments of boys, girls, and infants. In one village, Churchill, the children are taught in this manner and, though it is a costly plan, yet the managers have their reward in the excellence of their schools."

Twenty-one night schools were examined at 14 centres, 396 young people were qualified for examination, of whom 357 were examined, and they gained 305 passes in reading, 263 in writing, and 242 in arithmetic.

Reading, writing, arithmetic, elementary grammar, geography, history, and sewing. With each school there is a sewing mistress, who instructs the girls once a day generally, and these are examined at the close of the year as stated above. If other subjects are not completed the school is turned over to the village."

LOCAL OPTION IN AMERICAN SCHOOLS.

FROM ADDRESS OF PRESIDENT SAUNDERSON, OF IOWA TEACHERS' ASSOCIATION.

In school matters we have a species of local option. In conformity with the American view of civil government within a government, of municipal, county and state laws under the general national laws, and each of these free to legislate within its appropriate limit, each sub-district is at liberty to control its course of study for schools. First, the constitution of each teacher determine the length of its school year, and do many other acts, with only here and there a general restriction. The Constitution of the United States has left this matter, in which the nation is most vitally concerned, in the hands of the states and the people. This absolute license has borne fruit both sweet and bitter. It seems not unlikely that in return for a guarantee of a year's work, the government should have exacted from it a provision for some system of free popular education. In a republic, we in Iowa are vitally concerned about the intelligence of the people in every voting precinct from Maine to Mississippi. It is an alarming fact, that the whole polity of this nation is in the hands of less than twenty-five thousand voters—that a change of half this number of votes from one of the great political parties in the last election could have given the state a major government of entirely different views of national policy. But I did not mention this subject to discuss it. Whether it is wise or unwise, this local option in educational matters is a fixed fact. I refer to it merely to show that this freedom has resulted in building up schools wonderfully diverse in their character. The individualism of teachers, the incongruous acts of school boards and communities have given us in this locality such an impressive diversity, while in that, they are of the poorest description. Not only is this true as regards the whole country, but here in Iowa we have it abundantly illustrated. Passing over that patchwork, systemless, heterogeneous, contradictory document, the Iowa School Laws, and considering only the details of school work, we have no state system or agreement. One city thinks its school work progresses better without a superintendent; another thinks the work of supervision so important that it employs two; one town sends its representative over the state inquiring after the best teachers, and offering them large salaries; another, hard by, puts these positions up at auction and awards them to the lowest bidder; one community taxes itself willingly for special teachers in penmanship, drawing and music,—another threatens, at every election to close the high school and reduce the salaries of its teachers. Nor do the views and acts of teachers harmonize. We have not yet reconciled differences of opinions respecting the legislation needed to improve the schools, the methods to be employed in teaching the elementary branches, oral instruction versus textbooks, the manner of conducting normals, and a multitude of matters about which there ought to be little difference of opinion among thoughtful teachers.

EDUCATION IN ITALY.

FROM INFORMATION RECEIVED FROM THE BUREAU OF EDUCATION.

Italy has a large number of universities and higher special schools. The universities number 21, of which 17 are State, and 4 provincial establishments. The total number of students is 10,626. Naples has the largest number, namely, 2,873. Next comes Turin with 1,509. The smallest number is found at Camerino.

The Italian universities have only four faculties: jurisprudence, philosophy, medicine, and mathematics and natural sciences. The faculties of theology have been abolished in all the universities by law of January 26, 1875. The salaries of university professors are very low—5,000 francs.

The higher special schools—schools of fine arts, agriculture, civil engineering, veterinary, surgery, etc.—are very numerous. Only nine of these schools reported the number of students in 1879. The total number of students in these nine schools was 1,023 in 1879, against 1,287 in 1875-76.

Italy has 300 large libraries, which are open to the public.

In Italy as well as in many other European countries, (Prussia, Bavaria, Baden, France, Belgium, Holland,) ultramontanes, radicals and nationalists are struggling for supremacy in school affairs. While each party pulls in a different direction, the school suffers most, and very little real progress can be expected.

The pope spends large amounts to uphold the catholic schools, and he is aided by a corps of 16,000 religious teachers.

The Ohio Wesleyan University, at Delaware in that State, has nearly 600 students enrolled in its classes.

Denver University closed its first term under very favorable auspices. The enrollment reached over eighty pupils, and in spite of the difficulties naturally incurred in attempting a new undertaking, the work is going on vigorously and well.
THE EDUCATIONAL WEEKLY.

A COMPARISON.

If the Burnside Educational bill becomes a law, during the first decade fully 80 per cent. of the annual income of the common school fund it creates will go to the Southern States. Why? Because with only about one-third of the population of the United States, they contain four-fifths of the illiteracy of the entire country.

The bill referred to provides that hereafter the Secretary of the Treasury shall yearly apportion to the several States and Territories, and the District of Columbia, the net proceeds of all sales of the public lands, and the net receipts of the Patent Office, with the basis of the population kept between the ages 5 and 20 years, which shall be credited on the books of the Treasury as an educational fund, drawing interest at 4 per cent. per annum.

The interest only is to be paid to the uses defined in the bill—two-thirds to be appropriated to the education of all children between the ages of 6 and 16 years of age, and the other third to the completion of the endowment of the several State agricultural colleges established under the act of 1862, until the amount annually thus accruing to each college shall reach $30,000, after which the whole income of the fund shall be appropriated to the education of children of the ages above designated. A proviso declares that for the first ten years the apportionment shall be according to the population of 10 years old and upward who can read and write.

In 1870 the Southern States contained 5,723,046 persons of the description given in this proviso, against 1,941,045 of the same definition in the Northern and Western States. The latest statistics indicate that the South, even with the aid derived from the Peabody fund and other benevolent sources, has not kept pace with the North in her efforts to reduce the sum of illiteracy; so that the present ratio for the two sections is believed to stand as four to one. If the men who dominate the South had done what they could to free themselves of this shameful burden the North would feel much more disposed to help them. As it is, we have no sympathy for any but the illiterate themselves. From these the plaint of poverty is reasonable, while it comes with ill grace from Southern politicians and property-owners. Considering the great resources of the South, the pitance it expends for common schools provokes only contempt.

The table below shows the school population of each of the following States for the year 1878, together with the sum expended by each of them for public school purposes:

<table>
<thead>
<tr>
<th>State</th>
<th>School population</th>
<th>Amt expended for public schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>1,074,484</td>
<td>$1,095,125</td>
</tr>
<tr>
<td>Indiana</td>
<td>600,864</td>
<td>4,951,911</td>
</tr>
<tr>
<td>Illinois</td>
<td>1,004,421</td>
<td>7,901,919</td>
</tr>
<tr>
<td>Michigan</td>
<td>476,806</td>
<td>3,166,516</td>
</tr>
<tr>
<td>Iowa</td>
<td>575,474</td>
<td>4,699,459</td>
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<tr>
<td>Wisconsin</td>
<td>470,692</td>
<td>2,370,299</td>
</tr>
<tr>
<td>Minnesota</td>
<td>271,428</td>
<td>694,886</td>
</tr>
<tr>
<td>Missouri</td>
<td>688,428</td>
<td>2,406,133</td>
</tr>
<tr>
<td>Kansas</td>
<td>206,575</td>
<td>1,341,471</td>
</tr>
<tr>
<td>Nebraska</td>
<td>104,030</td>
<td>290,430</td>
</tr>
</tbody>
</table>

Total.......... 5,592,075 $302,902

Southern States.

<table>
<thead>
<tr>
<th>State</th>
<th>School population</th>
<th>Amt expended for public schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>276,120</td>
<td>$1,593,290</td>
</tr>
<tr>
<td>Virginia</td>
<td>453,701</td>
<td>935,852</td>
</tr>
<tr>
<td>West Virginia</td>
<td>200,532</td>
<td>695,275</td>
</tr>
<tr>
<td>North Carolina</td>
<td>432,380</td>
<td>344,267</td>
</tr>
<tr>
<td>South Carolina</td>
<td>228,128</td>
<td>310,030</td>
</tr>
<tr>
<td>Georgia</td>
<td>433,444</td>
<td>411,453</td>
</tr>
<tr>
<td>Alabama</td>
<td>370,245</td>
<td>357,872</td>
</tr>
<tr>
<td>Kentucky</td>
<td>512,808</td>
<td>1,190,000</td>
</tr>
<tr>
<td>Tennessee</td>
<td>448,917</td>
<td>794,239</td>
</tr>
<tr>
<td>Arkansas</td>
<td>217,775</td>
<td>146,393</td>
</tr>
<tr>
<td>Mississippi</td>
<td>363,013</td>
<td>258,092</td>
</tr>
<tr>
<td>Louisiana</td>
<td>274,406</td>
<td>558,231</td>
</tr>
<tr>
<td>Florida</td>
<td>72,965</td>
<td>154,880</td>
</tr>
<tr>
<td>Texas</td>
<td>194,353</td>
<td>124,153</td>
</tr>
</tbody>
</table>

Total.......... 4,490,107 $8,763,972

Here are fourteen Southern States, with an area of 823,503 square miles, in one of the most fertile regions of the globe, which pay less than one-fourth as much for elementary instruction as ten Western States, with considerably less than three-fourths as great an area (or but 600,374 square miles), in natural resources probably no more highly favored. This enormous difference grows still more remarkable when it is remembered that more than half of the Southern States date their origin back to from 150 to 250 years ago, and that, together, they had a population of over 1,700,000 in 1790, while the entire domain now embraced within the Western States contained but 5,000 civilized inhabitants. Why, according to this table, in 1878 the single State of Illinois paid more for the support of common schools than all these fourteen Southern States together, Maryland alone excepted. Nebraska, the very youngest of the Western States, a striping of twenty years younger, with the same small area, has a school fund much larger than those fourteen, $32,000,000, against agricultural products of Nebraska worth only $29,000,000, and farm animals worth much more, or a total of $54,000,000. Nebraska produced little else than this, whereas North and South Carolina had, added to the above $90,000,000, large quantities of garden and orchard products, a valuable crop of ground-nuts, immense fields of rice, and lumber, pitch, turpentine, and other forest products, to the value of several millions, to say nothing of the yield of their mines, and which are not included in the above table.

Here are fourteen Southern States, with a population of over 1,000,000 in 1790, when the entire domain now embraced within the Western States contained but 5,000 civilized inhabitants. Why, according to this table, in 1878 the single State of Illinois paid more for the support of common schools than all these fourteen Southern States together, Maryland alone excepted. Nebraska, the very youngest of the Western States, a striping of twenty years younger, with the same small area, has a school fund much larger than those fourteen, $32,000,000, against agricultural products of Nebraska worth only $29,000,000, and farm animals worth much more, or a total of $54,000,000. Nebraska produced little else than this, whereas North and South Carolina had, added to the above $90,000,000, large quantities of garden and orchard products, a valuable crop of ground-nuts, immense fields of rice, and lumber, pitch, turpentine, and other forest products, to the value of several millions, to say nothing of the yield of their mines, and which are not included in the above table.

The $130,000 fund for the Harvard Divinity School has been made up.

Yale, Harvard and Cornell have each a daily college paper, and now Columbia College will follow their example.

In New South Wales, Newington College, the first institution established there by the Wesleyans, will be opened the 18th of January.
The DIESTERWEG FESTIVAL.

In July last the city of Moers, Prussia, witnessed a singular festival. 49 of 142 pupils who had studied at that place under Diesterweg, one of the most eminent educational writers in Germany, in the present century, was born at Siegen, province of Westphalia, in 1790, and died at Berlin, July 7, 1866. In 1827 he founded the *Rhätische Blätter fur Erziehung und Unterricht*, a quarterly journal devoted to instruction and education. Diesterweg wrote a large number of educational works, which are chiefly devoted to elementary schools, but he also wrote on the reform of secondary schools and still more on that of universities.

QUERIES.

INQUIRY.—Will Prof. Hennequin be so good as to show what position of the organs of speech is requisite, and where the breath impact or friction is given to produce the close French e acute accent; which he says? on p. 391, (class 2,) differs from the English ay in May. In what respect do these differ, and in what respect does the French e grave differ from both? The French pronunciation of ste in steeple, is given in the same article as ay in stay.

GENERAL NEWS OF THE WEEK.

The Western Union and the American Union Telegraph companies have consolidated. The new organization will have a capital of $50,000,000, of which, $45,000,000 will be apportioned to the Western Union, $15,000,000 to the American Union, and $7,000,000 to the Atlantic and Pacific.

The Nevada Legislature on Tuesday elected James H. Fair to the United States Senate.

The Republicans of the Connecticut Legislature have nominated General Hawley as their candidate for United States Senator.

General Miller was on Tuesday elected United States Senator from California.

The Republicans of the Indiana Legislature have nominated General Ben Harrison for United States Senator.

The new Chinese treaty negotiated by President Angell of Michigan University, Calumet, extends to China, and Commissioners Swift and Trescott, has been submitted to the Senate, where it seems to be received with general approbation. It authorizes the American Government at its sole discretion, limit, or surrender the immigrants of the United States, where the public welfare requires the enforcement of such a measure. No stipulation could well be more thorough and comprehensive, or give more effectual control to American legislation over Chinese immigration.

The mutual advantage of the free migration and emigration of labourers, when the public welfare requires the enforcement of such a measure.

The Senate Committee on Railroads has instructed its Chairman to prepare and report a bill granting the right of way through the Fort Bliss military reservation in Texas to the Atchison, Topeka and Santa Fe and the Southern New Mexico Railroads, and through the Fort Wingate reservation in New Mexico to the Atlantic and Pacific Company. This is in accordance with the recommendation of the Secretary of War, conveyed in a communication from the Senate a few days ago.

The World’s Fair Commission met in New York Thursday and filled the only remaining vacancy, by the election of General Grant.

The Republican caucus of the Minnesota Legislature has renominated Senator McMillan on the first formal ballot.

The combined influence of all the European powers will be employed to induce Greece to accept arbitration.

Congressman Deuster, of Wisconsin, is endeavoring to secure an appropriation for a breakwater at Milwaukee, which will make that port a first class harbor of refuge.

The Republicans of the New York Legislature have nominated Thomas C. Platt for United States Senator, on the first ballot.

So much time is being lost in reconstructing the funding bill that its advocates begin to fear that it will eventually fail, between the two branches of Congress.

During the month of December, 866 agrarian outrages were committed in Ireland. Three hundred and fifty police, a squadron of dragoons and two companies of infantry went to Longford to assist in serving ejectment notices on Lord Granard’s property. More gunboats are to be sent to Ireland. Two steamers have arrived at Dublin with stores and ammunition from Woolwich. One thousand revolver have been purchased in Birmingham for the Irish constabulary.

It is expected that Justice Swayne will resign his place on the bench of the United States Supreme Court, on the 23d inst.

The subject of Mississippi river improvements is under consideration in the House Committee on Commerce. Gen. Wright and Gilmore, of the Board of Engineers, have presented their plans, and explained the various plans which have been submitted, and their estimated cost. They have prepared a scheme for utilizing the waters of the upper Mississippi by a system of dams and reservoirs.

Arrangements have been made for a second commercial excursion to Mexico, similar to that conducted by Colonel Whitney, of this city, two years ago.

CLOTHE THE CHILDREN.

Children, especially girls who have arrived at the tenth year, are not, as a general thing, sufficiently clothed either about the neck and upper portion of the chest or on the extremities. The continual exposure of the neck of young girls, is almost sure to generate a catarrhal complaint, even in those of strong constitution, and it will certainly maintain, if it does not increase, any inflammation that may exist in the head or throat. As the secretion from the nasal passages may be entirely overlooked in the case of children, enlarged tonsils may be the only thing complained of by them, or mentioned by their parents. The Board of Engineers, however, have presented their views, and explained the various plans which have been submitted, and their estimated cost. They have prepared a scheme for utilizing the waters of the upper Mississippi by a system of dams and reservoirs.

Those children who are afflicted with large tonsils, are liable to suffer a gradual decrease of their hearing, and to be seriously affected with quinsy, for reason that nearly every cold that attacks them makes itself felt in the throat, and is liable to result in the formation of an abscess in one or both tonsils, or, should they have an attack of diphtheria, scarlet fever, or any other disease, which in its inception or progress bears a very special relation to the throat, the liability to serious complication in this region is much increased.—Dr. Rumboldt’s Hygiene of Calories.
Miss Lena Van Pelt, class of '80, at the Wesleyan, was home for the holidays. She is teaching near Forest City, Tazewell County.

Mr. Harper, principal at Gardner, brought all his assistants to Normal with him during the holidays. They are Misses Baumgardner, Frankie Ohr, Belle Overman and Carrie Pennell, all Normalites.

A small boy has been added to the family of Mr. and Mrs. Frank Gaston. Mrs. Gaston and Miss Ida Philbrick graduated here in the class of '78, and Frank is an old Normal student.

School opened again Monday, Jan. 3. A number of the students were not back in time for the first session, but the vacant seats are now all filled. All report a pleasant vacation. The weather helped wonderfully toward getting the heated feelings brought on by the contest and other exciting events.

The election of representatives in the Inter-Normal contest will be held next week.

Several new students entered this week. It seemed as if there were more than the rooms that could hold before.

Mrs. Laura Ballock Elliott visited school this week. Her health is greatly improved.

Dr. Gregory has been engaged by the two societies to lecture here Friday night.

The following is a list of County Superintendents present at the State Teachers' Association at Springfield, nearly all of whom took an active part in the exercises, both of the Association and the County Superintendents' meeting:--Champaign County, Mrs. E. C. Larned; Coles, T. J. Lee; Ford, S. A. Armstrong; Greene, D. F. King; Iroquois, D. Kerr; Knox, Miss M. A. West; Lake, A. R. Sabin; Hancock, S. W. Dayton; Kane, C. E. Mann; Lee, H. H. Darby; Logan, W. H. A. Maxwell; McLean, W. H. Smith; Macon, John Trainer; Macoupin, F. W. Crouch; Madison, B. P. Sippy, Mason, S. B. Magner; Morgan, Henry Higgins; Ogle, R. N., Peoria, J. E. Park; Perry, J. W. Cro; St. Clair, James McQuilkin; Sangamon, F. J. Rourke; Stark, Miss A. L. Halsey; Will, J. F. Perry; Winnebago, Mrs. M. L. Carpenter.

From Southern Illinois Journal.—The following is an exact copy of a set of rules governing a school, drawn up by the directors of a school in Clay County, Illinois, 1860:

"The following Shall be Rools of School in dis—town—Range—1st Shall be no Whispering Lauging throwing paper ball or any other thing in time of Books. And the play grounds Shall be divided the girls Shall play on one side and boys on the other. 3rd Shall be no swearing Black guarding fighting or quorting or Nick Nameing. 4th Shall be no whispering on the Playground from or too School. 5th Shall be no Whist playing before the door of any class of the school after the door is Shut. 6th Shall be no tobacco Smoking or drinking. 7th Shall be no loud Noise on the School Ground. 8th Shall be no loud Noise in the School House. 9th Shall be no Loud Noise in the School Houses. 10th Shall be no Loud Noise in the School Houses. 11th Shall be no Loud Noise in the School Houses. 12th Shall be no Loud Noise in the School Houses. 13th Shall be no Loud Noise in the School Houses. 14th Shall be no Loud Noise in the School Houses. 15th Shall be no Loud Noise in the School Houses. 16th Shall be no Loud Noise in the School Houses. 17th Shall be no Loud Noise in the School Houses. 18th Shall be no Loud Noise in the School Houses. 19th Shall be no Loud Noise in the School Houses. 20th Shall be no Loud Noise in the School Houses. 21st Shall be no Loud Noise in the School Houses. 22nd Shall be no Loud Noise in the School Houses. 23rd Shall be no Loud Noise in the School Houses. 24th Shall be no Loud Noise in the School Houses. 25th Shall be no Loud Noise in the School Houses. 26th Shall be no Loud Noise in the School Houses. 27th Shall be no Loud Noise in the School Houses. 28th Shall be no Loud Noise in the School Houses. 29th Shall be no Loud Noise in the School Houses. 30th Shall be no Loud Noise in the School Houses."

We understand there was some trouble in that district about the teacher "quorting" the "big girls," and some dissatisfaction with the "punish" he fell on the "Violators of these Rulls," so the directors dismissed the teacher.

WISCONSIN.

Milwaukee Notes.—Site of New Normal School.—The Special Committee of the Common Council, having the matter in charge, have received a number of offers of land for a site on which to erect the State Normal School to be located here. Some philanthropic individuals offer four acres, south of the city, for the site of the school, they agreeing to donate the land. An ex-cemetery is also in the market for this purpose. Of all places offered, perhaps the most available is the Fourth Ward Park, already city property and centrally located. It will hardly do to put the school out on the city limits, because, so far as Milwaukeeans are concerned, it might as well be in Oshkosh, as they will have to leave home and board near the school.

The teachers in the several evening schools held a meeting Saturday, January 8, at the Normal School. The manner of keeping the new evening school register and making reports was explained. An excellent suggestion was made in regard to the matter of writing by hand in these schools. It was suggested that the writing be confined to copying forms of prominent notes, receipts and letters, so as to teach the proper forms and improve the handwriting at the same time. Some of the earnest business men have suggested the expediency of introducing a few ideas regarding economics and politics, in the proper sense of the term, into the curriculum of evening schools, and have themselves volunteered to give short talks on these subjects. The idea is a good one and should be carried out. Everything taught in the evening schools should be practical and the schools cannot fail to succeed. The attendance keeps up well, averaging throughout the city an attendance of about sixty pupils in the old Normal School.

Prof. W. E. Anderson, of the Fifth District School, read a paper on "School Discipline" before the First Section of teachers. The ideas advanced were very favorably commented on, by the teachers present.

The Committee of Mrs. A. M. Whitaker, of the First District, win the new building of the First District, takes his place as teacher of Greek and Latin in the City High School.

Considerable favorable comment is heard among the teachers here, regarding the improved appearance of the WEEKLY since New Year.
Mr. S. Cohn, Teacher of German in the Thirteenth Ward School, resigned his position. He stated that he was unwilling to hold a position from which he might be removed in three days. There is a rule of the board which provides for the removal of teachers on three days notice. This rule is entirely unnecessary, as it is a common law right for an employer to discharge an employee. This resignation is likely to help the present agitation in favor of life tenure for teachers, as Mr. Cohn was an efficient teacher, more independent than other teachers. It is understood that he steps into a better position.

His Excellency, the Governor of Wisconsin, in his message to the Legislature, on the 13th instant, made the following reference to education: The report of the State Superintendent will show that the total amount of money expended for the support of common schools during the past year was $2,316,588.33, an increase of nearly $81,000 over the preceding year, and that of this sum $1,667,870.42 was paid for teachers' wages. The whole number of children between the ages of 7 and 15 years, not excused therefrom for reasons, are required to attend the public schools during the year. The number of children between these ages in this State is found to be 295,076; and 170,402, or nearly three-fourths of them, attended the public schools during the year.

The expenditures for the four normal schools were $74,074.53; for teachers' institutes, $7,210.70; and for expenses of administration, $2,749.41.

The number of students enrolled at the State University in the different departments, Oct. 1, 1880, was 456. The total expenses for the fiscal year were $579,060.04.

The Governor then referred at some length to the industrial schools at Milwaukee and Waukesha and submitted recommendations in regard to a district school for dependent children.

MICHIGAN.

Gov. David H. Jerome's inaugural address supplies us with the following interesting summary of the school statistics of Michigan, taken from the able reports of Hon. C. A. Gower, Superintendent of Public Instruction:

The educational work of the State is in excellent condition, and shows marked improvement over last year. The whole number of school districts in the State in 1880 was 6,356.

Increase over 1879 of number of school districts in the State in 1880, was

58

Whole number of children attending public schools in the State in 1880, was

506,232

Whole number of children attending public schools in the State in 1879, was

459,352

Whole number of ungraded school districts was 5,899 in 1880, as against 6,179, or 222 in 1879.

An increase of

54.

Average wages of men per month, 1880

$42.00

Average wages of women per month, 1880

$27.28

Average wages paid teachers for 1880

$714,597.35

Wages paid women

$1,050,416.64

Total

$1,077,013.99

Average wages paid men per month

$37.28

Average wages paid women per month

$27.23

Wages paid teachers for 1880

$714,597.35

Wages paid women

$1,050,416.64

Total

$1,077,013.99

increase over 1879 of

37,058 71.

increase over 1879 of

10.

increase over 1879 of

15.

increase over 1879 of

1,601.

increase over 1879 of

12.

increase over 1879 of

18.

increase over 1879 of

25.

increase over 1879 of

30.

increase over 1879 of

37.

increase over 1879 of

40.

increase over 1879 of

40.

increase over 1879 of

40.

increase over 1879 of

40.

Total receipts for 1880

$2,958,826.97

Expended for teachers' salaries, buildings, repairs, on account bonded indebtedness, and incidental expenses of the schools for the year

$2,109,151.14

I call your attention to the excellent recommendations of the Superintendent of Public Instruction, especially to the following:

1. The county should be the unit of territory over which the examining authorities should be placed, and having the control of the work of selecting the teachers.

2. The choice of this authority should be removed as far as possible from the influence of other political parties.

3. The examining authority should be a board rather than an individual. This board should have full legal authority, and should be under the supervisory control of the Superintendent of Public Instruction.

4. Our educational system being the foundation upon which our future is to depend, I commend the whole subject to you for such action as its importance demands.
to be known as the "Williams Memorial Institute." In addition to the
sum needed for a fine building and lot, the institution will have a permanent
endowment of nearly $100,000. The Norwich Free Academy is also a beneficiary
in the gift of Dr. Williams.

Superintendent Stone, of Springfield, Mass., says: "Teachers should
place confidence in children until there is good reason for withholding it;
and when a child exhibits a consciousness of truthfulness and honor, that
principle must be carefully cultivated and strengthened and guarded against
unfavorable influences. When such a sentiment does not exist in the child's
breast, it is the teacher's duty to strive to implant it there, and to guard its
growth. It should be deeply impressed upon the minds of pupils that when
they speak to us, we have, by the common consent of mankind, a
right to expect the truth, and then when they are guilty of falsehood, or of a
dishonest act, they do violence to their own moral nature and self-
respect and forfeit our confidence, to be restored only when they show them-

The Norwich Free Academy is also a benefic-

MISSOURI.

Gov. Crittenden's inaugural address contains the following in regard
to education in that State.

According to statistics taken from the office of the State Superintendent
of Public Schools there are now:

<table>
<thead>
<tr>
<th>School houses in the State</th>
<th>8,240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses rented for school purposes</td>
<td>208</td>
</tr>
<tr>
<td>Total</td>
<td>8,457</td>
</tr>
<tr>
<td>No. of white schools in operation</td>
<td>6,149</td>
</tr>
<tr>
<td>No. of colored schools in operation</td>
<td>492</td>
</tr>
<tr>
<td>Total</td>
<td>6,641</td>
</tr>
<tr>
<td>No. of white children between 6 and 20 years of age</td>
<td>461,968</td>
</tr>
<tr>
<td>No. of colored children between 6 and 20 years of age</td>
<td>41,484</td>
</tr>
<tr>
<td>Total</td>
<td>703,452</td>
</tr>
<tr>
<td>No. of teachers employed</td>
<td>11,609</td>
</tr>
<tr>
<td>Attendance of white pupils during the year</td>
<td>450,990</td>
</tr>
<tr>
<td>Attendance of colored pupils during the year</td>
<td>40,090</td>
</tr>
<tr>
<td>Total attendance during the year</td>
<td>490,980</td>
</tr>
<tr>
<td>Total expenditures during the year</td>
<td>3,151,175 47</td>
</tr>
</tbody>
</table>

The principal of the various school funds is as follows:

| Township school funds | $1,050,732 89 |
| Country school funds | 3,392,119 65 |
| Special school funds | 1,583,923 17 |
| State school fund | 2,909,457 11 |
| Seminary fund | 122,000 00 |
| Total | $8,859,816 86 |

On the 1st of November 497 students were in attendance at the University,
843 at Normal, 138 at Xavier, 237 at Waseca, 128 at Cape Girardeau, 105 at the Lincoln Institute, and 71 at the School of Mines.

Missouri has also over one hundred colleges and academies not counted in
the foregoing.

EDUCATION ABROAD.

The Italian Minister of Public Instruction has recently prescribed the fol-
lowing branches of instruction for all State normal schools: Moral lessons,
Italian language and literature, history and geography, pedagogy, practical
teaching in the model school, arithmetic, book-keeping, geometry, natural
history, physics, chemistry and hygiene, drawing, penmanship, gymnastics,
singing, practical agriculture in male normal schools, needlework and
domestic economy in female normal schools. The total number of lessons
a week is thirty-three in the first and second years, and thirty-two in the third
year.

The number of Belgian teachers pensioned in 1879 was 37, and the total
amount of their pensions was 76,540 francs. There were in all 177 pensioners
on Jan. 1, 1880, receiving 314,635 francs a year.

The budget of the Belgian Ministry of Public Instruction for 1880 amounted
16,541,128 francs, 28,000 francs were set apart for the Minister's salary,
and 245,000 francs for the salaries of his staff; 5,000 francs were allowed for the
increase of the library of the ministry, and 35,000 francs for the educa-
tional museum of the State. The budget for the year 1881 amounts to
16,517,422 francs.

The University of Leiden, Netherlands, has at present 769 students, viz.: 187
in law, 287 in medicine, 45 in natural sciences, 54 in philosophy and
letters, 35 in theology, and 438 in law.

The number of students in Russian military schools is 11,900, of whom
8,900 are boarders. The expenditure of these schools exceeds $4,000,000 a
year.

Fifteen hundred Berlin students, 1,022 Leipzig students, and many stu-
dents of other Universities have signed the anti-Jewish petition to Bism.

Of the 1,747 students who have presented themselves for the various exam-
inations in arts at the Punjab University, India, 1,217 have taken the
English exam. The number of candidates for the entrance examina-
tions in 1877 to 1878 has increased from 20 to 25.

The new law in France, providing schools of secondary instruction for
girls has been published, and several cities have already begun to avail
of the advantages it offers.

At the discussion of the proposed compulsory education law, in the French
Chambers of Deputies, the opposition to the secularization of the schools grew
vehement before it passed. M. Bardoux expressed uneasiness at the proposed
secularizing of primary education, and urged that, as higher and intermediate
decision recognized the existence of God and the immortality of the soul,
primary education should do the same. The present 30,000 men teachers
could not be suddenly superseded nor forbidden to name God, and the pro-
posal could not dispense with the idea of a Divinity, which is the least
mistake to try and pluck from their hearts. M. Keller said, the Chamber by
its previous votes, had expelled God from the schools, and, in these circum-
stances, compulsion was out of question. He protested against the bill in
the name of freedom of conscience, and declared he would not send his
children to government schools and examinations. After a long discussion
the bill passed by a vote of 551 to 550.

After a great deal of trouble and vexation to magistrates and other officers,
and a great deal of ill humor, much of it shown in the papers, the compul-
sory education act seems to be working very completely and efficiently in
England. Comparatively few cases of non-attendance are now reported,
parents and employers seem to think no longer of trying to evade the law.
But it is said that, after all, there are as many as 70,000 children of wander-
ing gypsies, etc., on the roads, and of boatmen afloat on the canals, etc., who
escape the influence of the school-master. It is contemplated to establish a
system of registration and of schools for travelling vans and boats, which
will secure to the children on board of them a chance of salvation from
the wretchedness and degradation of their situation.

There are 66,000 schools and colleges in India, with an attendance
of 6,600,000 pupils and 25,000 teachers. Instruction for
the "humanities." The natives prove themselves very
competent in these studies.

The medical colleges have sent out a great number of thoroughlv competent
linicians and physicians. There is little
practice. This
age. This
in the educ.
state.

Dartmouth,
Charlestown, two miles from the mouth of the river
Dart, is the English training school for naval cadets. Here two old ships of
the line, the Britannia and Hindostan, are drawn up, moored head and
east in the stream, and connected by a bridge. All the masts and spars
removed except the foremost and bowsprit of the Britannia, which are
set up and full rigged. On board these two ships the cadets study, sleep,
eat and live, going on shore only occasionally for amusement, or, in case of
sickness, to the hospitals—bowling-alley, gymnasium and cricket field
being on the land.

The Dapper, a screw gun-boat, is attached to the Britannia as a tender.
Two hundred and sixty horses are kept on board, which are divided into
classes in seamanship. There are also two launches, schooner-rigged, a
schooner-yacht of 50 tons, six launches, and thirty gigs and dingays;
the last for amusement.

New study-rooms and one lecture-room are on the Britannia and
the remainder on the Hindostan. One-half the cadets sleep on the
Hindostan, but all have meals and masters on the Britannia. There are no
receptions or board the Britannia, but the time is devoted to study with
instructors, to oral instruction, oral questioning and practice. This occupies
during the week every morning, and two-and-a-half hours every afternoon, except
Sunday and Saturday.

The various branches of study are arranged in two groups. The first
consists of arithmetic, algebra, geometry, trigonometry—plane and spheric-
navigation, dictation and essay writing. The second group comprises instrum-
ets, chart drawing. Physics, chemistry, geology, astronomy, physical
geography and natural philosophy. No marks are given, but a daily report
is made of "the attention of each cadet and monthly reports of their
progress."
The School Room.

PRACTICAL TEACHING.

Practical teaching does not consist in hearing recitations simply, nor yet only in imparting instruction. It demands a work far more important than either of these, the leading out and training of the child's mental powers. A teacher should do not do the thinking for his scholars, he should teach the scholar to think for himself. More, he should not be content with telling them facts, but should teach them to find out facts for themselves. This no less for the sake of the children's improvement in knowledge thereby, but for their benefit. Children love to exercise their faculties just as they love to exercise their young limbs and lungs. Then they remember far better that they have thus learned than anything which they have merely been told.

Test this by telling your school about the refraction of light some day. You can tell by their faces that not one of them fully understand it. Then tell them to put a stick in water, and notice how that part which is under water looks. Every child will be able to tell you at the next lesson, that it seemed to be bent. Now upon this fact which they have learned for themselves, and which they will never forget, build the lesson upon the subject, having everything tested by experiment. The lesson is thus fixed forever in the child's memory, and more than this, the effort of mastering this has added strength and comprehensiveness to his mental powers.

Here, in this direction of practical teaching, is where the advantage of the Homographic Alphabet and appended notes (Phonetic Depot, Tyrone, Pa.) will be most felt. A more prominent place of the distinction of the different vowels and consonants; and between whispered and voiced sounds; and front mouth fricatives, nasals, etc., by observing that vowels can be whispered (merely breathed without using the voice) —without playing the glissando cords—equally as well as inhaling the breath as by the ordinary course of the breath stream power, viz.: by exhalation. The semi-vowel consonants (including the liquids—see the classification in the alphabet) can also be produced by inhaled breath in whisper, but not, as properly, with voice. Of the fricatives only the labial and dental doorways (for and th) will play play然而 in its inflation of the breath. The others, excepting the whispered mates of the word, vowel, and the mutes are mute, and are almost inaudible. Trial of these, with the tinted alphabet under the eye, will develop many points relating to the true and pure delivery of speech-sounds. Try each of the consonants with all the vowels in turn.

PRODUCING ELEMENTARY SOUNDS.

Teachers or others who are making a study of the sounds of speech with reference to the position of the organs for producing them, as illustrated in the Homographic Alphabet and appended notes (Phonetic Depot, Tyrone, Pa.) will find a more prominent place of the distinction of the different vowels and consonants; and between whispered and voiced sounds; and front mouth fricatives, nasals, etc., by observing that vowels can be whispered (merely breathed without using the voice) —without playing the glissando cords—equally as well as inhaling the breath as by the ordinary course of the breath stream power, viz.: by exhalation. The semi-vowel consonants (including the liquids—see the classification in the alphabet) can also be produced by inhaled breath in whisper, but not, as properly, with voice. Of the fricatives only the labial and dental doorways (for and th) will play play然而 in its inflation of the breath. The others, excepting the whispered mates of the word, vowel, and the mutes are mute, and are almost inaudible. Trial of these, with the tinted alphabet under the eye, will develop many points relating to the true and pure delivery of speech-sounds. Try each of the consonants with all the vowels in turn.

DULL PUPILS.

How to deal with them, is the question. For there are two kinds of dullness, one is natural dullness, which needs the highest degree of patience and carefulness; and there is acquired dullness, with which patience soon ceases to be a virtue.

In speaking of natural dullness, however, we are not referring to an actual deficiency of mental power; where this exists, or where the child is half-witted, as it is called, it should not be entrusted to the public school, but should be left to the curing institutions especially designed for these unfortunate. Such schools give them time and effort that they could never justly claim in a public school.

But there is a large number of dull or slow wits, of whom the teacher finds many, especially among the children of the hard-working classes, and more often in the country, where children have little to arouse their minds and fix their attention. A dull-witted child of this character generally possesses a good memory, and dullness proceeding rather from a slowness in the process of the solution. Grube says: .. We cannot impress too much upon the teacher's mind that the most entertaining method is not the best one; that the learning of the lesson as a pleasure; and as a still greater pleasure, its recitation. This recitation should be briskly conducted, and besides testing what the scholars have learned from the textbooks and other sources, should have the effect of forming the fixing of the localities spoken of in each scholar's mind. This should be done with the aid of map and pointer, sending pupils to the map to point out the places as they are called up in class; then send them to locate and describe some place, and so forth. These methods and their order, to keep up the interest and life of the lesson.

In the details concerning any country having been mastered, the pupils should learn to draw it on the board, first in outline, then filled in detail. It would be well to have the maps drawn on slates or on paper several times before they are put upon the board, so that they can be drawn there with quickness. In drawing these first sketches, the use of the book might be permitted, but the map must always be put upon the board without the book. A knowledge of countries and their outlines, which is not photographed indelibly upon the child's mind is of little use to him.

By some such plan as we have out lined above Geography can be transformed from an intolerably dull study to a most entertaining one, and we shall still prove of great practical value.

We shall have occasion to refer again to practical methods of teaching geography.

PRIMARY DEPARTMENT.

PROFESSOR A. W. GRUBE'S METHOD OF TEACHING PRIMARY ARITHMETIC.

Grube says: "We cannot impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, distinctly and with clear articulation, so, especially in arithmetic, the teacher has to insist on fluency, smoothness and neatness of expression, and to lay special stress upon the process of the solution of each example. As long as the language is defective the fixed of the localities spoken of in each scholar's mind is defective. An example is not done when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have perfectly mastered any steps.

"Teachers should avoid asking too many questions. Such questions, prompt the scholar to think of half the answer, should be omitted. The scholar must speak himself as much as possible.

"In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The regular schedule of years (which in the following will continually re-appear) are especially fit to be recited by the whole class.

"Every process ought to be illustrated by objects. Fingers, lines or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

"The operation at each new stage consists in comparing or measuring something with the preceding ones. Since this measuring can take place either in relation to difference or in relation to quotient it will be
found to comprise the first four rules, which will spontaneously result from
an application of the several numbers to objects. This application to ob-
jects should invariable be followed by exercises in the rapid solving of prob-
lems, and a review of numerical relations of the numbers just treated, in
more difficult combinations. In connection with this, a sufficient number of
examples is applied which is given to show that applied numbers hold the
same relation to each other that pure numbers do.

Mr. Grube subjects each number to the following process:
I. Exercises on the pure number, illustrating with objects:
(a) Measuring (comparing) the number with each of the preceding ones,
(b) Measuring (comparing) the number with each of the following ones,
(c) Practice in solving such examples rapidly.
(d) Finding and solving combinations of the foregoing examples.
II. Exercises on examples with applied numbers.

Now, omitting his treatment of 1, let us note the application of the
number 2:

**TREATMENT OF THE NUMBER TWO.**

I. Pure number.

(a) Measuring (comparing) 2 to 1.

1 + 1 = 2, 2 x 1 = 2, 2 - 1 = 1, 2 - 2 = 0.

2 is twice 1. 1 is one-half of 2.

(b) Practice the rapid solution of these examples.

(c) Combinations.

What number is contained twice in two? 2 is the double of what number?
Of what number is 1 one-half? What number must I add to 1 to get 2?

II. Applied numbers.

Fred had two dimes, and bought cherries with one of them. How
many cherries did he buy? How many 1-cent stamps can you buy for
2 cents. (Additional examples)

**TREATMENT OF THE NUMBER THREE.**

I. The pure number.

(a) Measuring.

(1) By 1. 3, 1 + 1 + 1 = 3, 3 x 1 = 3, 3 - 1 - 1 - 1 = 0, 3 - 1 = 2.

The last should be read: I can take away 2 from 3 once and I will have 1.
This can be done three times, or I is contained in 3 three times.

(2) Measuring by 3.

2 + 1 + 1 - 3, 1 x 3 = 3, 3 - 1 - 2, 3 - 1 = 2, 3 + 1 = 4 and 1 remainder.

The last should be read: I can take away 3 from 3 once and 3 will remain,
or 3 is contained in 3 once and a remainder.

3 is one more than 2, 3 is two more than 1, 2 is one less than 3, 2 is one
more than 1, 2 is less than 3, 1 is less than 3, 2 is 3 times 1,
2 is the third part of 3.

(b) Practice in solving examples rapidly.

How many are 3 - 1 - 2? 1 + 1 + 1 - 4 + 1 + 1 + 1?

(c) Combinations.

From what number can you take twice 1 and still keep 1? What number is 3 times 1?

II. Applied numbers.

Anna paid two dollars for a pound of tea, but her mother gave her
three dollars. How much did she bring back to her mother?

**TREATMENT OF THE NUMBER FOUR.**

I. The pure number.

(a) Measuring.

(1) By 1, 4, 1 + 1 + 1 + 1 = 4, 4 x 1 = 4, 4 - 1 - 1 - 1 = 2, 4 + 1 = 5.

(2) Measuring by 2.

2 x 2 = 4, 2 + 2 = 4, 2 - 2 = 0.

(3) Measuring by 3.

3 + 1 = 4, 1 x 3 = 3, 4 - 1 - 3, 4 - 3 = 1 (remainder).

Name animals with 4 legs and with 2 legs, wagons and vehicles with
1 wheel, 2 and 4 wheels. Compare them.

4 is one more than 3, 4 more than 3, 2 more than 2, 3 more than 1.
1 is one less than 4, 4 more than 2, 2 more than 1.
2 is less than 4, 1 less than 3, 1 more than 2.
4 is 3 less than 7, 2 less than 5, less than 2.
2 is 4 times 1, 2 times 2.
2 is the fourth part of 4, 2 is one-half of 4.

II. Problems for rapid solution.

2 x 2 = 4, 2 x 1 = 2, 2 x 2 = 4, 2 x 3 = 6, 2 x 4 = 8.
4 - 1 - 1 - 1 - 3, how many less than 4?

(c) Combinations.

What number must I double to get 4?
Of what number is 4 the double?
Of what number is 2 one-half?
Of what number is one the fourth part?
What number can be taken twice from 4?
What number is 3 more than 1?

**GOOD READING.**

INDIRECTION.

BY RICHARD REALE.

Fair are the flowers and the children, but their subtle suggestion is fairer;
Rare is the rose burst of dawn, but the secret that claps it is rarer;
Sweet the excellence of song, but the strain that precedes it is sweeter;
And never was poem yet writ, but the meaning outmasted the metre.

Never a daisy that grows, but a mystery guideth the growing;
Never a river that flows, but a majesty scepters the flowing;
Never a Shakespeare that soared, but a stronger than he did enfold him;
Nor ever a prophet foretold, but a mightier said he did foretell him.

Back of the canvas that throbs, the painter is hid and hidden;
The secret is known to the sculptor is bidden;
To the statue that breathes the soul of the sculptor is enfolded;
Under the joy that is felt, lies the infinite issues of feeling;
Crowning the glory revealed, is the glory that crowns the revealing.

Great are the symbols of being, but that which is symbolized is greater;
Vast the create and beheld, but water the inward Creator;
To the sound broods the gift and stands the giving;
Back of the hand that receives, thrill the sensitive nerves of receiving.

Space is as nothing to spirit, the deed is outdone by the doing;
The heart of the wood is warm, but warmer the heart of the wooriing;
And up from the hills where these shiver, and up from the heights where
those shine;

Twin voices and shadows swim starward, and the essence of life is divine.
A love of the country is taken, I know not why, to indicate the presence of all the cardinal virtues. It is one of those outlying qualities which are not exactly mentioning, but which, for that very reason, are the more provocative of a pleasing and lasting admiration. For there is a charm, a mystery in it, that suits the habits of early rising, or of answering letters by return of post. We recognize the virtuous hero of a novel as soon as we are told that he is a tidy, incessant creep to his knees, and that the little child clutches his hand to stay its tottering steps. To say that we love the country is to make an indirect claim to a similar excellence. We assert a taste for sweet and innocent pleasures, and a indifference to the feverish excitations of all that is sordid. I, too, love the country—if such a statement can be received after such an exposition; but I confess—to be daily modest—that I love it best in books. In real life I have remarked that it is frequently damp and systematic and most hated by those who know it best. Not long ago, I heard a worthy orator at a country school-treat declare to his small audience that honesty, sobriety, and industry, in their station in life, might possibly enable them to become cabdrivers in London. The precise form of the reward was suggested, I fancy, by some edifying history of an ideal cabman; but the speaker clearly knew the road to his hearers' hearts. Perhaps the realization of this high destiny might dispel their illusions. Like poor Suman at the corner of Wood street, they would see.

Bright volumes of vapor through Lothbury glide, And a river flow on through the vale of Cheapside. The Swiss, who at home regards a mountain as an investigated nuisance, is (or once was) capable of developing sentimental yearnings for the Alps at the second of a romes d'oeuvres. We all agree with Horace, that Rome is more beloved by virtue of the fictions of the man who has been "long in populous cities pent," who, according to Milton, enjoys.

The smell of grain or tedded grass or kine, Or dairy, each rural sight, each rural sound: and the phrases are employed to illustrate the sentiments of a being whose enjoyment of paradise was certainly enhanced by a sufficiently contrasted experience. I do not wish to pursue the good old moral saws expounded by so many practical preachers and poets. I am only suggesting a possible ground of apology for enjoyment of paradise was certainly enhanced by a sufficiently contrasted experience. I do not wish to pursue the good old moral saws expounded by so many practical preachers and poets. I am only suggesting a possible ground of apology for

The National Gazette makes the following announcement in regard to the use of petroleum as fuel: We shall soon be able to announce a wonderful stride in the mechanical appliances for using liquid fuel for generating steam in both marine and land boilers. The matter is in the hands of practical men, who will soon demonstrate they can make from 25 to 30 gallons of crude petroleum, costing from 35 to 50 cents, do the work of a ton of coal, costing from four dollars to four dollars and twenty-five cents, without dirt or smoke, and when, as in the case of a large steamer carrying from forty to fifty-five men in the fire room, one man in each will be abundantly able to supply a uniform pressure of one horsepower. Liquid fuel is the intervening step between coal and electricity, which will in due season furnish motion for the world. But until we arrive at a thorough knowledge of this subject, which is of the highest practical interest to all, it would be premature to hope for a general application of it. I am only suggesting a possible ground of apology for

THE RAINBOW FAIRIES.

To be read to the youngest pupils.

Once there were three little fairies playing under a large tree. It was night; for fairies do not like to be seen, so they play at night. This was a bright moonlight night. Now these were flower fairies. Therefore each one was dressed in the same color as the petals of the flower whose name she bore. The first was a Buttercup, and of course had on a yellow dress;—the second was a Forget-me-not, and wore a blue one, and the third was a Lady's Slipper and had on a red dress. Not far away from the tree were three other fairies who had on gray dresses. "Come and play with us," cried the bright fairies. "We do not look nice enough," they replied, and their dresses did look like so many spider webs, and they felt bad. "You are as nice as we are," and we would gladly have you play with us, but we are happy, and we will try to have you dressed as pretty as we are." Thus the little Buttercup, and told them if they would bring her a lily-cup with dew in it she would fix it all right. This was not hard to find, for the flowers held up their heads to catch the dew. The subject terminated, and the three fairies took the Lady's Slipper, and dipped it in the cup of dew until it was colored a bright yellow, then she said " Forget-me-not, would you like to do the same with your blue dress, and see what the new color will look like?" Little Forget-me-not gladly splashed her blue skirt into the cup of yellow dew. Buttercup then mixed it well together, and said " The fairy world has joined in protest against our orthography in every form of condemnation short of downright cursing, and lately every professor of philology and language in Oxford and Cambridge, and other professors in the Scotch and Irish universities have risen as one man and demanded reform."

WHAT DO OUR BOYS READ?

Governor-elect Porter said at the Indiana teachers' meeting the other day that he believed "the best preparation of the boy for a virtuous life is to interest him in good reading. I remember that a few years ago, when one of my boys was a little fellow, I noticed that he was rooting what I thought was an objectionable novel. I said, 'Don't like this business,' I said, 'I do not wish to pursue the good old moral saws expounded by so many practical preachers and poets. I am only suggesting a possible ground of apology for
after it was stirred well together it turned out to be a lovely purple bath for the second grey fairy. The third one must have a gay dress, too, so Buttercup said, "Columbine, come and put your dress with mine in this fresh dew, and we will put a pretty color can be made." They put their dresses in and made a fresh bath for the third grey fairy who quickly hopped in and came out with an orange-colored dress.

They set their beaks and clapped their hands and danced gaily around the trees. They enjoyed this play all the better for having been so kind to each other. But after awhile the moon and stars were hidden, for a dark cloud came creeping over the sky and soon it commenced to rain. The little fairies all hid themselves under the leaves, but towards morning the rain ceased, and then the fairies came quickly out from their hiding places and flew up towards the sky where they formed a beautiful rainbow. Since then they have always been called the rainbow fairies.—In *Barne's Educational Monthly.*

**THE EDUCATOR'S SCRAP BOOK.**

**GLEANINGS FROM COMMISSIONER EATON'S LAST REPORT.**

There is a growing demand that the study of science and sociology should be advanced to an equality with the classics and mathematics. It has been feared that the elective system which has been adopted in some of the Eastern colleges to satisfy this demand would interfere with classical studies, but the present tendency is toward greater thoroughness and a more extended range in classical studies, nor under the elective system is the number of students who take the modern in place of the classical course sufficiently large to create any apprehension as to the future influence of classical study.

In 1878, there were 76 schools of science in the United States, including the United States Naval and Military Academies, with 899 instructors, and 15,153 students. The increase of students during the year, was 4,594. The number of students in preparatory departments, was 1,153 males, and 283 females; in scientific departments, in regular course, 4,806, in partial course 772. In the East, the tendency is to the training of engineers and scientific experts; in the great agricultural section of the West and South, agriculture and horticulture receive most attention; while in the mineral region of the Pacific section mining and metallurgy are made prominent; but even where these special tendencies are marked, other branches of scientific and industrial instruction have received attention proportionate to the demand.

The educational publications of the year 1878, numbered 502, issued by 154 firms. There were 86 patents granted for inventions of school furniture and appliances.

The commercial and business colleges decreased in number, there being reported in 1877, 154 colleges, 568 instructors 21,496 students; 1878, 129 colleges, 572 instructors, and 21,045 students.

The Hon. John J. Gilbert, in a speech before the assembly of the State of New York, upon the resolution with reference to normal schools, said:

"We are virtually repeating the discussion long since closed in Prussia, Austria, and some other European countries. In them the existence of normal schools is assured, and public action is directed to perfecting them. In the normal schools of Germany the theory of pedagogics is expanded with philosophic breadth and scientific precision. Here students preparing for the teacher's profession are trained in methods which become practical guides to them in their work as teachers of the young. The effect of this exact training, having always clearly defined aims in view, is seen in all departments of elementary, secondary, and university instruction."

From a comparative table for the years 1870 to 1878 it appears that there is a rapid increase in the number of institutions, instructors, and students. In 1878, there were 2,487 more students than in the previous year. There were also several large appropriations to normal schools, among the largest of which were $32,000 to Normal College, New York; $32,000 to State Normal and Training School, Oswego, New York; $39,000 to Philadelphia Normal School for girls; $24,700 to Illinois State Normal University, Normal, Illinois; and $24,500 to California State Normal School, San Jose, California.
THE UNIVERSITY OF KANSAS.

A writer for the Kansas Review has been investigating the correctness of the assertion that the University of Kansas has made itself, by restrictions and otherwise, only a rich man's college. Circumstances were therefore sent out to all graduates, and all who had remained at least three years in the institution, though not finishing the course, inquiring concerning the circumstances and occupation of each student's father at the time when he was at the University, and those who gave any evidence of college expenses paid by each, and his present occupation. From the replies it would seem that the beneficiaries of the institution were far from being confined to the class known as aristocratic. The sons of mechanics, ministers and teachers, from classes seldom rich, especially in a new country, gave the school much more than half its patrons. Only three of the fifty-six who replied to the circular, reported their fathers as having been rich. To the question of the professions of the law, the professions of the law, the

YE S.

If a family has one son, the father's occupation is near half of those from whose answers were received. Farmers, mechanics, ministers and teachers, from classes seldom rich, especially in a new country, gave the school much more than half its patrons. Only three of the fifty-six who replied to the circular, reported their fathers as having been rich. To the question of the professions of the law, the professions of the law, the

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