THE EDUCATIONAL WEEKLY.

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EXCEPTED AT CHICAGO POST OFFICE AS SECOND-CLASS MATTER.

They say that hazing at Smith College, the institution for girls at Northampton, Mass., is a very sweet and gentle operation—"too awfully nice for anything," in the parlance of the young ladies themselves. The freshmen (?) are seized, led into the main hall, presented with bouquets, and many affectionate kisses, and then led through the art gallery to view the pictures and statuary.

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Henry Ward Beecher said in a lecture referring to the maltreatment of the Chinese: "The common schools are the stomachs of the country in which all people that come to us are assimilated within a generation. When a lion eats an ox the lion does not become ox, but the ox becomes lion. So the emigrants of all races and nations become Americans, and it is a disgrace to our institutions and a shame to our policy to abuse them or drive them away."

"A Gamut of Speech" is the third of a series of eight tracts sent from the Phonetic Depot, Tyrone, Pa., of which the first contains the alphabet of Homography, third edition. Teachers will find in these sheets matter of prime value in their primary work, and to themselves as speakers, readers, and promoters of progress. The tracts are in electric print, and are sent for a letter stamp each. The mechanism of voice-utterance should be well understood by every teacher. This exposition of it is strikingly original.

On another page we give, in full, the resolutions adopted by the Illinois State Board of Health, at its last session, directing that after the first day of next January no child shall be admitted to the public schools of this State without satisfactory evidence of effectual vaccination. The reasons that impelled the board to this action are published, also, as concisely and forcibly stated by Dr. John M. Gregory, President of that body.

Another resolution was adopted by the board, instituting an inquiry into the sanitary condition of public school buildings, a matter of the utmost importance.

There never was a time when the public school system was receiving so much attention from the American people as now. The attention of the public press has been particularly called to it of late, and newspapers and magazines have abounded in criticisms upon it. Many of these are weak and shallow enough, of course, but some have pith and point. Our public school system is not without faults, as its warmest friends may wisely admit; but it has inestimable counterbalancing excellencies, which this storm of criticism has made better known than ever before. For this has not been a bad thing—this searching investigation of the public schools. Serving to bring out faults and weaknesses, the system will be cured and strengthened thereby; serving also to bring out its excellencies, it will be valued by the people more than ever. And one certain result will be that the schools of the future will be better taught than the schools of the past. There will be a demand created for better teachers, and the incentive of better wages will be offered to secure these, if they are not elsewhere forthcoming. What is the moral of all this? An obvious one, friend. If those who now fill the ranks of our teachers would meet this demand for better work, they must make better teachers of themselves. And they cannot do this unless they keep up with the improvements in educational methods, the steady, onward advance of educational thought. This involves, among other things, normal training obtained in one place or another, inspection of good schools, a studious experience, and, from first to last, much reading and thought—necessitating the taking of a good educational journal.

With all the respect we have for the Scientific American, when it discourses on any subject it has taken the pains to investigate, we can feel nothing but contempt for such unscientific babble as the following paragraph, at the close of its recent editorial criticism of a Philadelphia teacher:

"Taking the schools as they run, good, bad, and indifferent together, it is speaking within bounds to say that two-thirds of the work done in them might be wiped out and abolished to the benefit of the children. They might then have time to learn in a reasonable way some things worth their while to know, in the learning of which in a proper way they would be educated and not stultified, as they are under the more or less mitigated Philadelphia fashion now prevalent."

Has the author of this loose-jointed, Wholesale censure of the public schools of this country taken the pains to investigate the matter taught in these schools, and the methods of instruction? Would he venture the reputation of the Scientific American, as an organ of applied science, on an opinion formed without personal study and examination of the subject under discussion, or, at least, without obtaining a full description of the apparatus condemned, drawn by a competent draughtsman, and without a report of its actual working? We hope not; for, otherwise, the worst criticisms ever passed upon the professional utterances of that journal would be richly deserved.

We are confident we should run no great risk of contradiction if we were to assert that the writer of the above paragraph has never been on a board of education; has taken so little genuine, thoughtful interest in the public schools, that (even though his own children may be attending them) he has not been inside of a school-room, to spend a half-day, since he left common school to enter the exalted sphere of science and universal criticism. We feel sure that he could not, for the life of him, tell what is on the programme of study of the
ordinary primary and grammar school; and that as to the manner and methods of teaching prevalent in these schools he is now so ignorant that he would be mortified, if he were forced to sell the little he knows and expose the great volume he does not know.

That there is room for criticism of the matter taught in many of the public schools (either in kind or degree) of the methods of teaching, of the discipline exercised, and of nearly everything connected with these schools, no one will deny. The Scientific American has never yet published the drawings and explanations of a single perfect invention; and a large part of its publishers' yearly gains come, in one way or another, from new patents, which are trumpeted as improvements on old ones. Reasonable criticism of the public schools is looked for and welcomed by all true educators. They do a good deal of this kind of thing themselves. Improvement of the schools in nearly every respect is held 'to be possible, and is continually sought, but when anyone, be he the editor of a "scientific" paper, a rural editor, or a sensational penny-a-liner for a newspaper or monthly review, indulges in such wholesale denunciations of the matter taught in our public schools as we have instances above, he will not be accepted as a fair-minded critic or competent reformer. No one with a well-balanced mind, who is thoroughly acquainted with the public schools of the city of New York, for instance, (with which the editor of the Scientific American should be familiar before he sets up as a critic of the system), would indulge in any such babble as we have here condemned. The best apology that can be made for this sort of a critic is, that the criticism is not original. He borrowed it from egotists of the Richard Grant White school; from the penny-a-liners, one of whom we could name, who lives but a few doors from where we now sit, who contributes to this or that one of some dozen periodicals, a contribution a week here and a contribution a month there. He taught a rural school one term, and abandoned it, or rather, the school board abandoned him. He has not spent a day inside a school-room since then, but he reads the papers, and then sits down to concoct contributions for the monthlies at $3 to $5 a column. He has sold at least four of these articles. They are all keenly critical and highly sensational, well illustrated with fictitious incidents. These are the men who set themselves up as critics of the public schools.

They are not properly informed; they are not sincere; they merely write for money and for notoriety. Editors of scientific papers in particular, are cautioned against compiling editorials from matter of this sort.

NICETIES OF LANGUAGE.

There are many of these which even Gould's immense "Grammar of English Grammars" fails to note, for they are unrecognizable by any syntax, and are only learned by practice in speaking and writing the language—practice that our primary schools should have more of, and so teach spelling, punctuation, and sentence-shaping, as well as the art of readily expressing all the shades of thought clearly in current English. It was said of a certain tax: "It hardly bears upon the rich, while it bears hardly upon the poor," two assertions quite different in meaning, yet having verb and adjective grammatically right in either way. A child "trips" along when it uses its feet with utmost dexterity and sure command. Another is said to trip when managing the feet awkwardly and stumbling. We set up a thing and then in upsetting it do quite the reverse. We say a post is "in firm" when immovable. An inform man is shaky. In England they "do down" preserves when making them. Here we say we are "doing up" the jams and jellies.

BOOKS.

Books which are immediately successful are those which catch and reflect the passing tones of opinion—all-absorbing while they last, but from their nature subject to change. The mass of men know little of other times or other ways of thinking than their own. Their minds are formed by their conditions of the present hour. Their greatest man is he who for the moment expresses most completely their own sentiments, and represents human life to them from their own point of view. The point of view shifts, conditions alter, fashion succeeds fashion, and opinions opinions; and, having ourselves lost the clue, we read the writings which delighted our great grandfathers, with wonder at their taste. Each generation produces its own prophets, and great contemporary fame, except in a few extraordinary instances, is reserved by an undeserved completeness of neglect.

Very different in general is the reception of the work of true genius. A few persons appreciate them from the first. To the many they seem flavorless and colorless, deficient in all the qualities which, for the moment, are most admired. They pass unnoticed among the meteors by which they are surrounded and eclipsed. But the meteors pass and they remain, and are seen gradually to be no vanishing congratulations, but new fixed stars, sources of genuine light, shining upwards in the intellectual sky. They link the ages together in a common humanity. Virgil and Horace lived nearly two thousand years ago, and belonged to a society of which the outward form and fashion have utterly perished. But Virgil and Horace do not grow old, because while society changes, men continue, and we recognize in reading them that the same heart beat under the toga which we feel in our own breasts. In the Roman Empire, too, there were contemporary popularities; men who were worshipped as gods, whose lightest words were treasured as a precious jewel—on whose breath millions hung expectant, who had temples built in their honor, who in their day were a power in the world. These are gone, while Horace remains—gone, dwindled into shadows. They were men, perhaps, of real worth, though of less than their admirers supposed, and they are now laughed at and moralized over in history as detected idiots. As it was then, so it is now, and always will be. More copies of Pickwick were sold in five years than of Hamlet in two hundred. Yet Hamlet will last as long as the Iliad. Pickwick, delightful as it is to us, will be unreadable to our great grandchildren. The most genial caricature ceases to interest when the thing caricatured has ceased to be.

TOBACCO IN SCHOOLS.

Dr. A. Constan has lately made an investigation in different advanced and special schools in France, in regard to the use of tobacco by students, and its effect at school age. He has published 24 statistical tables, all showing that the smokers advance least in their classes, and prove least competent to pass the examinations for service. For example, in the Government Naval School at Brest, while the non-smokers had in 1880 gained 10.2 ranks, the moderate smokers had gained but 1.1; and the grands fameurs had lost 9.4, making a mean difference of 18 to 19 "ranges" between the smokers and abstainers. While this is written, the Board of Directors are in a dilemma on this question. They have an able teacher in the primary grade who teaches with such expertise that his little pupils are nearly all good readers of any page of the First Reader within three months, besides having learned to use their slates, to count, to tell the time, to distinguish colors, to sing and step together, etc., and to love school. But he uses tobacco, and the example of this teacher, half-worshiped by his pupils, is naturally imitated in every possible way. He is careful to avoid appearances before his classes, but what will
not little fellows of seven find out, and what will they not try to copy?

VACCINATION.

WHY THE ILLINOIS STATE BOARD ORDERS IT.

The following resolution was adopted by the Illinois State Board of Health at its last meeting:

Resolved, That, by the authority of the board, it is hereby ordered that on and after Jan. 1, 1882, no pupils shall be admitted to the public schools of this State without presenting satisfactory evidence from a reputable physician of proper and successful vaccination.

On motion of Dr. Haskell, the Secretary was instructed to communicate with the State Superintendent of Public Instruction, and to ask his co-operation to carry the above regulation into effect.

On motion of Dr. Ludlam, the Secretary was instructed to prepare a form for a vaccination certificate.

Dr. John M. Gregory, President of the Board, prefixed this resolution, which was introduced at his suggestion, with the following remarks. It will be observed that Dr. Gregory also urged action looking to regulations to improve school sanitation in this State, which resolution was adopted.

"Our Secretary will lay before you the statements in regard to the prevalence of small-poX, on which it is proposed to you to make an order requiring that the vaccination of all school children shall be made a condition of their admission to the public schools of this State. This measure is, by no means, unprecedented. Such a rule has been in force in Chicago since the time of the great fire, and Springfield, Peoria, and other cities of the State have similar rules. Elgin has recently been driven, by an outbreak of small-pox, to make and enforce this condition for the pupils of its public schools. There is no doubt of the authority of this board to make such an order, and there can be but little doubt of its necessity at the present time. It is not only true that small-pox is abroad, and that it is threatening to spread, but it is likewise true that the public schools are the most ready, if not the most frequent, agencies for the spread of this and other contagious diseases. Every year schools are necessarily closed in this State to prevent the spread of some contagious disease which has made its appearance among the pupils. The schools themselves will be benefited by any measure which may relieve them from the danger of a sudden and enforced vacation. The schools are the real points of danger when epidemics invade any community, and to guard the school is to guard the most exposed portion of the community, and guarding this is to give safety to the families represented in the schools."

"I take occasion to call your attention to the insanitary condition of many of our public schools. The long confinement of teachers and pupils in crowded and unventilated rooms is working immense injury to the health and lives of hundreds and thousands of classes, over whom the protection of your power and influence ought certainly to be extended. Could a census be taken of the sickness and deaths occasioned by unfit school rooms and school hours, the results would be as alarming as they are sad and afflicting.

"I recommend that our Secretary be instructed to send a circular to the School Boards of the State, asking such information as to the sanitary conditions of the school-houses and grounds, as may afford to the board the necessary information for the guidance of the board."

A SIMPLE METHOD FOR REFORMING BAD SPELLING.

BY J. RUSSELL WEBB.

From the beginning dissatisfied people have been common among mankind. Dissatisfaction with English spelling is no new thing under the sun. In its infancy English spelling had less credit for being of divine nature than is claimed for it now by some people, and was not then, any more than now, exempt from criticism. Faultfinders have, and always will exist. Well, faultfinders are a good thing to have in the world. Without them the word progress, would be stricken from the dictionary, and civilization would turn backward on the dial of time.

Chaucer, the first great English poet, did not like the spelling in his day. Horne, the first great English grammarian, was more dissatisfied with it than Chaucer. Benjamin Franklin, the greatest of philosophers, said it was barbarous, and Noah Webster, the author of the great "Unabridged," thought the American nation should not only break the letters of England from its feet, but also from its words. He would have the language, like the people, free and progressive—its pronunciation a key to its spelling.

Coming down to our own times, we find among the faultfinders—the dissatisfied with English orthography—such men as Samuel Pitman, Eliza, Mueller, Sweet, Murray, Morris, Jones, Sayce and Lord Lytton, of England; and Whitney, Haldeman, March, Child, Harris, Trumball, Graham, Burns, and almost every other man in America who is prominent, either as a scholar or a statesman. Indeed, with few exceptions, the whole English speaking people are more or less affected by the leaven of dissatisfaction with its many unnecessary irregularities; and every day the question is heard—the atmosphere, even, seems impregnated with it: What are you going to do about it?

There are to-day nearly 100,000,000 English speaking people—a number so vast that the mind staggers in vain attempt to grasp it.

1. It is admitted that a large proportion of the illiteracy of this vast number, with its attendant loss of mental, moral and physical power is attributed to the "irregularity" of English spelling.

2. It is admitted that those who pass through the several grades of our schools lose, individually, years of time in vain endeavors to master it; that the extra expense to the people in consequence aggregates many hundreds of millions of dollars.

3. It is admitted that the time spent in writing and printing and binding (to say nothing of hunting the dictionary) the unnecessary letters of our words costs millions of dollars annually.

4. It is admitted that the mental effect of the absence of law governing our spelling, compelling its abstract memorizing, is weakening—weakening to the general memory and to the reasoning powers.

5. It is admitted that there are no important advantages given by this irregularity in our spelling, to compensate, in any degree, for this immense outlay of time and money and mental power and manhood! Well, what is to be done about it?

It would seem that so large a number as 100,000,000 of people ought to be competent to answer this question—that they ought, without let or hindrance, to answer it for themselves. It is a sort of family matter—pertains to family interests, and no stranger should intermeddle. But, strange as it may seem, there are those who insist that the English people are not competent to act in the matter without the consent and modifying influence of not only the living, but the dead languages of the world! Such persons talk about the powers of our letters—the so-called Roman letters—not as read and known by this 100,000,000 of interested readers of our language, but as read and known by other nations of the world in their own languages—by other nations who were and are not, nor have been for hundreds of years. These people have great respect for, and talk of the "continental" powers of our letters as more desirable for English words than their English powers, and insist that they shall be accepted— that this 100,000,000 of people shall forego all knowledge
of them—before anything is done about it; and some of our spelling reformers belong to this class!

Others declare that nothing can be done—that nothing should be done; and give as a reason that "simplifying our spelling would destroy its etymological properties, and forever shut out its history," a result, in their opinion, far more calamitous than the change would compensate for. Admitting that their claim be true, it would, in reality, be no sufficient cause for opposition to the spelling reform, for, with few exceptions—say one in a thousand—the people know little, and care less, about the "etymology," and "history" of words. They are content to know the words themselves, their use and how to use them; and surely changes in spelling would not seriously confuse true scholarship. But changes in spelling would not at all interfere in this regard, as testify the best philologists of the age.

Prof. Max Muller says: "If our spelling followed the pronunciation it would, in reality, be of greater help to the critical student of language than the present uncertain and unscientific mode."

Prof. J. H. Trumball says: "The objection that reform (in spelling) would obscure etymology, is not urged by real etymologists. Equally unfounded is the objection that words, when decently spelled, would lose their 'historical interest.' Modern orthography is supertatively un-historical; instead of guiding us to, it draws us from, the 'Well of English Undeified.'"

Prof. W. D. Whitney says: "The true and sole office of alphabetic writing, is faithfully and intelligently to represent spoken speech. So-called 'historical' orthography is only a concession to the weakness of prejudice."

Prof. F. A. March says: "A changeless orthography destroys the material for etymological study; and written records are valuable to the philologist just in proportion as they are accurate records of speech as spoken from year to year."

No English scholar will question these authorities. But it is mainly for those who are not scholars—for those who interpose these objections—that they are quoted; and I trust, if before reading them they honestly believed "simplifying our spelling would destroy its etymological properties, and forever shut out its history," that now, after reading what these great and well known scholars say, they will withdraw their objections and "fall in line." Taking it for granted, then, that all now regard a change in spelling desirable, the first question to consider is:

**FOR WHAT PURPOSE IS A REFORM IN SPELLING DESIRABLE?**

To say that it is desirable to enable scholars to more readily trace the history of words, would be much like saying, after the horse is stolen, that "the door must be locked;" for they have "passed the Rubicon," and the dictionaries give them "accurate records of speech as spoken from year to year." Those who have carefully examined this matter, claim that at least three-fourths of the time now required to learn and spell our language, would, with proper orthography, be saved. Largely, then, its purpose should be to save for other uses this three-fourths time. From which we conclude that a reform in our spelling is

**DESIRABLE FOR EDUCATIONAL PURPOSES, and for practical use in every-day life.** As the reform is mostly for beginners—for the little children—to enable them to more readily get upon the first rounds of the ladder of learning, as well as for everyday use after they get on it, it must not be one in theory only, but in facts one not only simple in its theory, but one which can be made both simple and practical in fact.

Language (for our purpose) is human speech. Its purpose is to convey mental products (meaning, i. e., ideas and thoughts) from one mind to another. Its element is a word—the least articulation that holds an idea. Close examination discovers that most words can be resolved into simpler, or rather, more elementary sounds. Speak slowly the words—no, lo, roe, so, doug, toe, hoe—and each is found to contain two distinct sounds, the last of which is, in all, one and the same, and may be represented by our written word "owe," while the first sounds are unlike. Speak, own, oar, ode, and you find the same θ sound in these words, but now it is the first. The words are all different, each has two sounds, yet the ten words have but ten simple sounds. More extended examination has discovered that in pronouncing words, there is a constant recurrence of similar sounds; and the astonishing fact is established that our many thousands of words are mere permutations of a few—not more than forty—simple sounds.

Now, with this fact established, we will suppose that we have no written language; that all the words we have are spoken, and can pass from one to another only by human speech, and be recalled only by memory. How slow and expensive human intercourse! Dissatisfied people begin to appear—a sort of snarling is heard among the masses, and general complaining is on everybody's hand; and people begin to say, something must be done.

**WHAT SHALL WE DO?**

Suppose we call a convention to consider the matter.

The president in his opening address informs the convention that "It has been discovered that all our words are simply repetitions of a few simple sounds—some words having but one sound, as one; some two, as own, all; some three, as known, full, fought; etc., and he suggests that a system of written signs for three different sounds, or of signs for words might be devised.

Mr. Jones suggested that some plan should be devised to enable us to mark down our talking, so that we will not have to trust everything to memory. We have had difficulty, he said, "because we do not all remember alike."

Mr. Smith approved of the idea suggested by Mr. Jones, and added that he thought a mark for every word should be agreed upon.

Mr. Comunsens said: If each word is to have a sign or mark of its own, we shall have just as many different kinds of marks or signs as we have words, and it will take a great deal of time to learn them all, and many of us, with poor memories, will, I am afraid, be apt to forget a good many of them. I would suggest a different basis. It is reported that "extended examination has discovered that, in pronouncing words, there is a constant recurrence of similar sounds, and that many words are mere permutations of no more than forty simple sounds." In your opening address you referred to this report, and remarked, that "some words have but one sound; some three," etc. Now I suggest that a committee be appointed to inquire into this matter, so that we may know what the facts are, and, if these reports are confirmed, I suggest that it would be better to agree upon signs to represent these forty, more or less, simple sounds. Words having but one sound would require but one sign, words with two sounds would require but two signs, etc. One advantage of this plan would be, the number of signs to learn and remember, and another would be, the word would always tell the signs to use and their order.

The president warmly commended the
suggestions of the last speaker, and said that it would be well to embody them in a resolution, so as to bring them properly before the convention.

A gentleman from England, with rather an aristocratic bearing, rose and said he was not pleased with the suggestions of Mr. Comunsens. He believed there was no inherent difference in people which divided them into casts. The line of division had not been, heretofore, as clearly marked as it should be. He believed this convention had it in its power to draw it so distinctly as to forever remove all doubt as to who were gentlemen and who were not.

"Spoken language," he said, "is picked up without much effort. It takes no extra time and requires no special study to learn to talk. The poor and the rich, the ignoble and the noble, are equals here; for we all learn to talk by imitation. Now it is proposed to have a written language. I am in favor of it, for I see possibilities of great hope for the future in the idea; but it is not in the line of this resolution. This resolution is a commoner. It sweeps away the very grounds of my hope, for it raises no barriers that will prevent the acquisition of a knowledge of the proposed written language as readily as a knowledge of the spoken is now acquired. I like Mr. Smith's idea best—a sign for each word. Still I do not so much object to Mr. Comunsens's idea of a sign for each sound, as I do to his manner of using them. I do not like the idea that the spoken word shall be a true guide, or, indeed, any guide to the making of written words. I think sound signs could and should be so used in making the proposed written language, as to make a knowledge of written words and their spelling depend entirely on abstract memory, so as to render leisure and means essential to their acquisition. The poor have no need of learning. The laboring man should be content with his work and his wages and not aspire to an equality with gentlemen. I would have every man know his place and keep it. I am not—"

Here the gentleman was interrupted on a point of order, the point being that the Declaration of Independence declares that "all men are born free and equal; that they have certain inalienable rights, among which are Life, Liberty and the Pursuit of Happiness."

The president decided the point of order well taken. He said that "Life, Liberty and the Pursuit of Happiness" necessarily included Education; that without education liberty would be a curse the pursuit of happiness a failure, and life itself would not be worth the struggle to keep it.

Without further following the proceedings of our convention, I will say that it resulted in the adoption of a scheme for our written language, based, as the reader already more than surmises, on the suggestions of Mr. Comunsens. The plan agreed upon will be presented in my next report.

THE IRISH NATIONAL CONVENTION.

The following is the exposition of the designs of the leaders of the Irish Land League in Ireland and in this country, and the purposes of the Irish National Convention, now in session in this city, as given to a reporter of the Chicago Daily News by the Hon. T. P. O'Connor, M. P., who has come to this country to assist the Lords of the Land League in Ireland. And those 45,000 tenants, although disobeying the "no rent" manifestoes, are involuntarily subserving the purposes of the Land League."

P. R. M.

"They are blocking the court and making it unworkable, and thus are keeping the landlords in suspense. These tenants are into court refusing to pay any rent until the court has decided what that rent shall be, and thus the landlords are between the Land Courts and the nether millstone of the Land League."

"We know that the Land League is entirely broken, as asserted by Lord Harrington, and as stated in some special cablegrams to this country."

The best proof that the Land League is not broken is that so many tenants all over the country are absolutely refusing to pay rent.

SILVER STREET KINDERGARTEN.

ONE OF THE CHARITIES OF SAN FRANCISCO.

One of the sunniest charities in all this broad land is the Silver Street Kindergarten, San Francisco. The term of this blessed work was dropped by Professor Felix Adler, President of the Society of Ethical Culture, of New York, in some lectures he delivered in the metropolis of the Western Seas in the summer of 1878. A meeting of those whom Professor Adler had inspired with the wish to establish a school for some of the neglected infant waifs of San Francisco came together at Baldwin Hotel, July 23, 1878, and founded an association since incorporated under the name of the "San Francisco Public Kindergarten Society." The trustees soon secured from one hundred to one hundred and twenty-five members, each paying a fee of $1 a month. Several life members were received upon the payment of $100 apiece, and "with this fund," says Kate D. Smith, Director of this kindergarten, "the society began its active work, renting its room on Silver Street, buying its furniture and teaching its scholars to hold their kindly hand toward the tiny youngsters residing in the dismal locality known as Tar Flat."

The general plan of the school was to disseminate the tenets of the "new education" throughout the city, and convince the people that little children under the school age—particularly those whose parents—were not drawn in from the streets and put under good

ENROLLING INFLUENCES.

Miss Smith was induced to leave Southern California and take charge of the proposed school. Without assistants she went into the midst of the cheerless locality above named, one of the most forbidding neighborhoods of the city. To use her own language, she had the "children of hard-working and honest parents, who do for their families the best they know, and those of inter- nate, who are often not found, and who are often very hard—get their little ones out of sight; children from groggeries, and all sorts of dens and saloons, from second-hand clothing stores, from small fruit and vegetable stands, etc. Some of the mothers are working women, going out by the day; others remain at home and tend the little ones in the homes, good, bad, and indifferent, which have sent and are still sending us our children."

"At first very few were solicited. Forty children were selected who should have the honor of showing the callous public the regenerating effect of the kindergarten system, and who were unappreciative of the benefits sought to benefit. They were entirely unique, each one possessing an individual idea of infant villany, and acting up to it with unconquerable energy and perseverance,
The Educational Weekly.

The French have warned European colonists in Tunisia that with the advance of the French columns their property is liable to be destroyed with that of the insurgents, and urges them to remove their valuables.

The Land Commissioners have called the attention of the laborers to the fact that they can and will redress the evils they suffer from the farmers, such as incommunicados, dwellings, etc.

It is thought that it is necessary to put down violence and rebellion in Ireland, Parliament will temporarily suspend trial by jury. It will be a desperate resort, to defeat this strange revolution.

The Austrian Government are using military to put down brigandage on the borders of Austria-

Turkey.

The London Times says that forty years ago the Irish people formed one-third of the population of the United Kingdom, while now they form only one-seventh.

Germany is increasing her army. Military estimates include pay for 300 additional Lieutenants and 2,200 non-commissioned officers.

Ohio does not encourage athletics, when that science blossoms into prize fights. The principals in the recent prize-fight on the Ohio border were arranged before a justice of the peace at Jefferson and held in $1,200 for trial. As none of the lookers on are disposed to go ball for these heroes of the "ring," it is feared they will have to pine in the county jail, for a time.

The seventh new comet of the year has been discovered in the constellation of Cassiopeia.

Commander Cheyne, of the British navy, lectured to a large audience in New York on the subject of Arctic research. He asks the public of England and America to contribute $15,000 to enable himself and Lieutenant Schwatka to reach the north pole.

The Chicago and Grand Trunk road has surveyed two routes from Pontiac to Jackson—one via South Lyons, the other by way of Stockbridge.

Another party of Russian Jews passed through this city to day, the third party of the kind, comprising 210 persons. More will follow.

Over sixteen hundred miles of cable for the Central and South American Telegraph company have been shipped from London, and direct communication with Peru and Brazil is promised by June.

The native chiefs in the Lydenburg and Wakker-stroom districts of the Transvaal have risen against the Boers. A general rising of the natives is imminent, and the whites are flying.

Karl Blind, the eminent German social writer, in a letter to John Bright's birthday celebration committee, says he joins in honoring the great champion of the people's cause, who, by a noble defense of the American Republic during its most dangerous crisis, bears a name which each column of a household word has the friends of freedom here and abroad.

A very satisfactory impression is caused by the passage in the German Emperor's speech referring to the foreign policy of the empire.

John Bright, the veteran English statesman, is dead. His national dignity was celebrated with triumphal arches and a holiday in Rochdale, Lancashire, his birthplace.
The weekly statement of the Bank of France shows an increase of 5,426,000 francs in gold, and a decrease of 3,925,000 francs in silver.

In the Chamber of Deputies recently Roche, extreme left, introduced a bill proposing secularization of property of religious orders and edifices, seminaries andatories, and complete separation of church and state.

STATE NEWS.

ILLINOIS.

The Carbondale public schools are well attended, and in most of the rooms the progress made is very satisfactory. In the West Side school, Miss Ella Boyd, teacher, there were 17 pupils whose average for last month stood above 80, four of them reaching 90 or upwards.

Southern Illinois Normal has enrolled 277 teacher-pupils this term, and there are others to come. The Carbondale Observer praises the new carpet in the Zetetic Society-room. The Socraetes have just held an entertainment to help pay for their new piano. The work of arranging the many specimens of various kinds for the museum and mineralogical cabinets, secured by President Alyn in his recent journey is still going on. The list includes many rare specimens from Africa, and the Fiji Islands also from Greenland, and other portions of the Arctic regions visited by Captain Hall, in his arctic exploration.

Dr. Anderson of Chicago University is slowly recovering from his sickness. He hopes to be able to attend to his duties in a week or two. The Carbondale Observer praises the new carpet in the Zetetic Society-room. The Socraetes have just held an entertainment to help pay for their new piano. The work of arranging the many specimens of various kinds for the museum and mineralogical cabinets, secured by President Alyn in his recent journey is still going on. The list includes many rare specimens from Africa, and the Fiji Islands also from Greenland, and other portions of the Arctic regions visited by Captain Hall, in his arctic exploration.

The Philadelphia Society is so pleased with the history of the State Normal prepared by Miss Alice McCormick and Mr. Thomas that it has voted to place it among its official records. It should, in fact, have been printed and bound along with its constitution and by-laws.

The principal of the public schools at Normal, Mr. S. M. Scott, was married, on Thankgiving day, to Miss Hanton, a graduate of the North Western Female College, now the Woman's College of the Northwestern University, who was principal of the Home school last year.

WISCONSIN.

Miss Hosford, County Superintendent of Eau Claire County, says there is a scarcity of well trained teachers in that county. She has been compelled to license at least thirteen teachers with temporary certificates, because, there were not enough good teachers at the examination to meet the demand.

Among the prehistoric remains brought to Milwaukee from the quarry at Montello, Wis., are the bones of several giants, and stone hammers and axes.

This item still goes the rounds: "During a single month this fall there were 125 cases of corporal punishment reported in the Milwaukee Schools. "Surely something is out of joint there, either in the system of teaching or the temper of the teachers," adds one commentator. "The Milwaukee teachers must let Milwaukee beer alone, it is too exasperating," exclaims another; "Try a little more moral suasion with so much 'stick' in it," moralizes another. And yet the Milwaukee teachers are not sinners above all men, judging from the school reports of Cincinnati and several other cities, so why spend all the vials of the public press upon them alone? There is too much of this thing in very many places. Milwaukee is reforming. The "last month," above referred to, was September, since then the rod has been turned into the wond of reason, in very many cases, and the character of the school is emerging from the stormy cloud that edged over it in September, to the credit of both teachers and pupils.

The State University at Madison, Wis., has, through some business losses, had its income seriously reduced. The regents, therefore, lately decided to make a small charge of $10 annually, to each student, to cover the cost of heating, lighting, and eating for the school buildings. The charge was not at all satisfactory to the students, about 200 of whom have formed a league to resist this additional tax, as contrary to the statutes concerning the University.

MICHIGAN.

The teachers association of Houghton and Keweenaw counties will be held at Calumet during the holiday week. The great distance of these Upper Peninsula counties from the State Capital renders the choice of that time excusable—as teachers cannot be expected to attend the State Teacher's Association at Lansing, which meets the same week.

IOWA.

Miss A. V. Gillespie, of Jasper County, and her school, have determined to add something to the amount received by them from the county fair, as premiums; and purchase an encyclopedia.

Cornell College claims to have the best accommodations for students' literary societies of any college in the State; and as a consequence of such advantages, in part, and other encouragements held out by the faculty and trustees, the literary societies of that institution are remarkable for their strength and utility. They are a power in the college.

Muscatine County is showing greater zeal than ever in the improvement of its public schools.

Several of the sub-contractors of Jasper County waited several months before employing teachers, rather than put schools in charge of inexperienced hands.

The Newton schools have wisely added supplementary reading to their exercises, and are thoroughly convinced of its advantages, not only in improving pupils in the art of reading, but in strengthening their fondness for school, and facilitating all study. When reading is tedious labor, every lesson is a task that soon sinks into drudgery. The Newton schools use the supplementary readers published in Chicago, by George Sherwood & Co.—"Inter. Ocean.""}

KANSAS.

President Fairchild delivered the last regular Friday afternoon lecture at the State Agricultural College, on the subject: "Science in Every Day Life." It is spoken of by The Industrialist as being peculiarly interesting and instructive. There are no institutions in this country that are doing more to give practical direction to the elementary study of science than the best of the Agricultural Colleges. As a rule, the study of science in high schools, academies and colleges, is regarded rather as knowledge applied, and has a concrete value.

Superintendent Boyle, of Marion County, has given fair notice that he intends to enforce school attendance. Not only this, but finding that the Russian colonists were using the German language as the vehicle of instruction in the public schools, he notified them that they must substitute English. This is in conformity with law. It may be allowable to teach German in the public schools, but English is to be the common medium of instruction.

The courts have held to this in other States, and it is understood to be the law in Kansas.

The forthcoming reports of the State Superintendent, showing the progress of education in Kansas, is looked for with good deal of interest. The State is growing in population rapidly, and if its public school privileges increase as rapidly, Superintendent Speer will show a record to be proud of.

The Street Railway Co., of Topeka, proposes to issue cheap tickets for the exclusive benefit of the school children. Prof. Shelton, editor of the Manhattan Agricultural College Industrialist says: "Let the children walk! We have now more than enough sallow cheeks, weak nerves, neuralgia and headache. There is urgent need of vigorous, healthy American children, and they are developed more by going out 'on their muscle' than by being cooped in rooms and cars."

NEBRASKA.

County Superintendent Bowers, of Lincoln, has arranged to edit an educational column in one of the Lincoln papers.

The growth of the public schools of Nebraska has been remarkable the past year, but it by no means keeps pace with the still more astonishing increase of population.

The M. A. high school shows improvements over its condition two years ago, but the school is still far from equalling the wishes of the most intelligent and progressive portion of the community.

Plattsburg public schools are in a very flourishing condition.

MISSOURI.

The St. Louis public schools have had, during the past year an income of $905,168.36, and their expenditures during the same period have amounted to $811,157.87. Since 1879, the expenses of the schools have been reduced over $56,000, notwithstanding that there has been an marked increase in the number of pupils, and no general reduction has been made in the teachers' salaries in this time.

The kindergarten system of teaching is to be extended to the colored schools of St. Louis, at the request of many respectable citizens of African descent.

INDIANA.

There having been of late years, a large number of the graduates of the Indiana State University employed, as teachers, that school has now formed a normal department, wherein the senior and junior classes of the University receive special instruction in the art of pedagogy.

Washington University, St. Louis, has in its various departments 1,285 students and eighty professors. In its normal training school are ninety students.

EASTERN STATES.

Philadelphia has been trying the experiment of teaching industrial and decorative art in her schools, with, as her newspapers report, excellent success. Metal work, painting, wood carving, hammered brass decorations, needlework, etc., have been taught in connection with the regular work of the
schooIs, and most of the pupils in these classes have shown interest, perseverance and aptitude.

The Massachusetts Agricultural College is to have a permanent fund of $100,000.

Williams College now divides its freshmen and sophomore classes, each into three, according to scholarships.

The Howard University at Washington, D.C., has now placed its theological department under the care of the American Missionary Association, with the exception of one lectureship, which is sustained by the Presbytery at Washington.

Fort Edward Collegiate Institute, destroyed by fire three years' ago, was reopened again this fall with an attendance of 200 pupils.

The President of the Southern Pacific Railway, Charles Croker, has given to the Academy of Science, New York, $30,000 in Southern Pacific six per cent. bonds. The interest of which is to be devoted to original scientific investigation on the Pacific slope.

The President of the South Carolina College of Agriculture has been recommending the endowment, by the State, of a class of "Missionary teachers." These, in the sparsely settled districts where permanent schools cannot be supported, might, he says, visit each family two or three times a week, and so bring the abolitionists good to the State.

Miss Kate E. Morris, a graduate of Smith College, Massachusetts, recently applied to Harken University, for permission to enter her name as candidate for the degree of Doctor of Philosophy, but her application was refused.

There are 346 students in Dartmouth College this year, 24 of them being in the academic department.

The library fund of Harvard University during the last ten years has increased to the amount of $139,151.84 over what it was in 1870.

The teaching department lately established in the Girls' Normal School in Philadelphia is said to be thoroughly successful. It is expected that at the end of the first year each pupil will be able to cut and make a fine shirt. The instruction will be continued through the fourth year of the course.

A fellowship in mining has been established at Princeton, which is to be opened to the Senior Class and to post-graduate students. The income of the fellowship is $500, and the fellow will be required to spend one year in the continuous study of the mines and mining interests of Colorado. The first award will be made on examination next June.

ABROAD.

Sensible people in the Province of Ontario are demanding a higher standard and more stringent examination for their teachers. Hitherto a young man or woman has been allowed to enter the profession after two months' instruction in the Model Schools of the Province (which answer to our normal schools), and the result has been a most remarkable over-supply of would-be "pedagogues." Positions offering not more than $50 a year have had upwards of fifty eager applicants for each place.

The University of Sydney, Australia, has recently opened its classes and degrees to women. It has also recently received a gift of $25,000 to endow scholarships which may be held by either men or women.

THE EDUCATIONAL WEEKLY.

THE SCHOOL ROOM.

PROGNUNCIATION AND ORTHOGRAPHY.

Perhaps few teachers have ever noticed what a help to good spelling correct pronunciation is, and what a hopeless hindrance a habit of false pronouncing is to accurate orthography. Now, we understand thoroughly all the idiocies of our capricious language, how we use the same combination of letters to express half a dozen different sounds. Still, we contend, that the instances wherein the correct pronunciation does fairly point out the true spelling are for the more numerous. Certainly, inaccurate pronunciation does occasion incorrect spelling.

For instance, we know a man, who has no excuse as a neglect to get early education for his ignorance, for later years have given him abundant opportunities for culture—who speaks of excising an invitation, and always writes it thus when he accepts one. He calls upon his wife to hand him the pen and paper notice to write his letters, and if the use of this apparently extraordinary word is requisite, he spells it as he pronounces it.

In certain localities of this country, the past tense of the verbs to draw and to attack are made additionally forcible by the use of a second preterit termination, thus, attacked, drowsed. Now, we have often noticed that the children, older and younger, who have been accustomed to this mode of pronouncing invariably spell these words, attached and drowsed. If their attention is called to the fact that they have never seen such words in print, they are quite bewildered, and sometimes disposed to insist that there must be such words because they have heard them spoken so often. We shall have more to say on this subject another time.

A TEST OF TEACHING.

The usual test of teaching is comprised in the question, "What have our scholars learned?" Generally, the review will fairly answer this question. So we have come to regard the review, both to the class and its attendant examinations, as the only tests of teaching to be tried. But there are some things which the review does not show which are very important. There are other questions to be asked besides these, which concerns merely the amount which we have induced our scholars to remember. There are impressions made upon young minds, which the examinations do not show, which may form an important part of good teaching. Let one of the test questions be, "How many of the children have learned do they fully understand?" and also, "How far have you succeeded in inducing them with a desire for knowledge?" "And to what extent have you supplied them with means and methods by which they can carry on the pursuit of knowledge unaided?"

A teacher may well be tested by the ambition and the capacity for self-training which his pupils show, as well as by the extent of the pupils' craving for knowledge, or to render the air of the preceptor necessary to the pupils. By means: teachers are but means to the end, and that the end is the fitting out of the youth with all the armor and other resources needed in life, which the discipline of circumstances, adverse no less than prosperous circumstances, and all life's surroundings—must tend upward. Life educates the man—the teaching of the scholar—only helps in the beginning of the course. The teacher is like the crutch, its object is not to support the child through life, but to support him until he has strength enough to walk without them.

TEACH THE MEANING OF WORDS.

A teacher cannot be too careful in testing the knowledge of his pupils—not only in their reading, but in other studies also—with regard to the words that they use. It is most amazing to an intelligent person how many people, both old and young, are content to remain in ignorance of the meaning of words that must meet their eyes continually in their reading, if they read at all. Matthew Arnold tells, in a recent report of his inspection of some public schools in London, of finding children twelve years old—and not dull children at that—who could not tell the meaning of a word printed in; in another instance, he says, but one in a "firm" class of thirty scholars who could tell what a "book" was. We ourselves have seen many such instances of surprising ignorance, and not among children only. Once, when on a visit to a well-known and flourishing normal school, we were utterly amazed at the ignorance unearthed by the questions of the teachers, especially in the reading and literature classes. In the class, where passages of Hamlet were rendered with some effort, and, in one or two instances, with excellent apparent appreciation, the entire class of thirty-two—and seniors at that—were hopelessly puzzled on being asked what a "book" was. One young man, whom we knew well, as having been a grammar school principal for two years before he entered the normal school, and who was chiefly remarkable for the high estimate which he placed upon himself and his attainments, was the first to recover from the shock occasioned by the question, and with ready assurance—which he had learned could be passed off on most of the world for knowledge, with little fear of their detecting the spurious nature of the coin—answered that a "book" was "a thin book of an ancient article of clothing." This wild guess not satisfying the instructor, one of the young girls in the class asked timidly, if it was not a part of a soldier's armor. It is needless to say that the whole class were referred to the dictionary, and sternly bidden hereafter to look out the meaning of every word in their reading exercises, that they did not understand.

The habit of looking for the meaning of words not understood is one that must be formed in youth. Otherwise the man or woman will stumble through life, altogether indifferent to an ignorance which hides from mental vision a great part of the printed page. The teacher must prevent this by insisting that his pupils must not use words, in recitation or reading, that they do not understand. Insist upon the use of the dictionary. Impress upon the young mind the fact that the difference between the ignorant and the scholar is not more marked than by what he does not understand, the other never. But a few days since, an intelligent lady said to us: "You have seen, no doubt, in the papers that Miss M, of O—, has been appointed professor in B—college. She was a classmate of mine at Antioch, and a constant nursey, at first, for she seemed to know everything. I found, however,
on observation, that this was not through any remarkable insight, or because she enjoyed unusual advantages. On the contrary, her advantages had been much less than those which most of her fellow-students had been blessed with. But I saw that she needed help to ascertain in presence of any matter a longer time than she could not help. Did a query ever come up, in school, at our rooms, when we were out walking or, indeed, at any time, concerning the meaning of a word, the date of any great event, or concerning any matter which she did not understand, I noticed that all the first opportunity she looked it up in the dictionary or cyclopedia. The rest of us were content to forget the question, until necessity forced us to find an answer for it; but she did not wait for any necessity more urgent than the fact that she could not give the answer. She made no display of this eagerness for knowledge, and very seldom revised the question to show that she had learned the answer; her desire was for knowledge for itself, not that she might make display of it, but by this simple means, I believe, more than any other, was she enabled to take the honored place accorded her as pupil, and afterwards as teacher.

Yes, teach your pupils that this is the secret of advancement. They are always moving forward, in content with ignorance, and, above all, with ignorance of a thing so simple, yet so important, as the meaning of a word.

NATURAL HISTORY.

SOME CURIOUS ANIMALS.

In the two remaining orders of the Mammalia, the Marsupialia and Monotremata, are to be found some of the most curious of living animals. Together they are regarded as forming a sub-class, the Ovo-vivipara, intermediate between the Mammals and the Birds and Reptiles. The order is so given because it has brought forth its young in a condition of partial development only, possessing but the rudiments of limbs, and quite incapable of motion, much resembling a half-formed chick in the egg. It is not until some time after their birth that they arrive at so ripe a stage of development as to that of a birthed mammal.

Of the numbers mentioned above, the Marsupialia shows the least degree of departure from the general type of the mammals. It is especially remarkable for a pouch (whence its name is derived) marsupium, formed of the outer skin of its abdomen, wherein it carries its young in their undeveloped stage, and shelters them from enemies after they have learned to walk about, until they have become able to defend themselves.

Of this order but one group, the opossums, are found in America. This little animals is noticeable for having an opposable thumb, like that of the monkeys, on its fore paw. It has a long, smooth tail, also, like the monkey, by means of which it can suspend itself from the branches of trees. The opossum lives in the woods, subsisting on fruits and nuts; its flesh is very highly valued for food.

The common opossum that we know is a small animal; a larger variety is found in Texas and California, and other species still are to be found in South America. The peccar, or flying-opossum, is, found in South America only. Its wings are, like those of the flying lemur, merely a thin skin which connects the fore and hind feet.

All the other species of the Marsupialia may be classed with the family of the kangaroos. These are all found in Australia only. They chew the food, like cows and deer. These animals are remarkable for the extraordinary length of their hind feet and large powerful muscles on all four, for their fore legs are very short, but their long hind legs enable them to advance very rapidly by leaps. On these large feet they also have a very large tail, almost like a hoof, with which they can administer most powerful kicks. But it is a very gentle animal, and will “never attempt to do me any injury, find itself unless at bay.” They are intermediate between the mammals and birds, and the “Birds and Reptiles.”

The order Monotremata contains but two species, the echidna or spring-ant-eater, and the Erinotheryx, or duck-billed platypus, both of which are found in Australia only. It was for something doubted whether these animals belonged to the class mammals or not, so peculiarly are they constructed.

The animal, however, thought by many, imperfect one, between the mammals and the birds; their feet are like those of birds, and their lips take on, in mature years, a horny consistence, like the hils of birds.

The bill of the echidna is a long narrow beak, and has a slender, extensible tongue, like that of the ant-eaters. The body is covered with quills in a manner resembling those of the hedgehog, and like the hedgehog, when frightened, it can roll itself into a ball with protruding points in every direction. It lives in holes in the ground, and when pursued it can, by the aid of its broad, strong fore feet, run so rapidly that it can hide itself from even the swiftest foe.

The Erinotheryx is so curious a creature, that when the first figured specimen was brought to England it was supposed to have been made up by attaching the feet and back of a bird to the head, and body of an otter. It was not until many specimens had been brought from Australia, that naturalists could be satisfied as to its natural animal.

The Erinotheryx lives on the banks of rivers, subsisting on river insects, small shell fish and waterplants. It is a very timid animal, and evades its enemies by diving under the water when alarmed.

LIFE IN UNDERGROUND RIVERS—BLIND FISH.

An interesting exhibition of blind animals was recently given to a party of visitors by a gentleman living in the immediate vicinity of Mammoth Cave. The cave, as well as many others, has its subterranean rivers and lakes that are stocked with a fauna peculiarly its own, and the observations that have resulted in our present knowledge of its are of peculiar interest. Years ago, the fishes undoubtedly entered the underground river, and, in succeeding generations, its organs of sight have almost disappeared—the result of inactivity. In the young fish more perfect, and the fish gradually grows, the unused optic nerve remains inert or gradually dwindles away, so that the most careful scrutiny oftentimes fails to find it in the adult forms. In its eye it becomes covered with a white membrane, probably a fatty substance, and has the vacant stare of a balled coil. The fish that was originally a minnow assumes a pale and ghastly appearance, and when observed under a glazing torch darting about in the inky water, strikes the vision like a strict lobster among tigers, which are, to say the least, grimy, ghastly and peculiar. To observe the fishes and capture them in some sort of net is out of the question, almost perfectly still the water must be maintained, and the white forms will soon be seen darting to the top of the water and are quickly protruding to the shelter of some adjacent ledge. But if you place them on the water, however, attract them, and if a net is dexterously used, the game can be secured. —W. Y. Slay.

PUBLISHER’S NOTES.

Training schools for teachers in England are strictly sectarian, and a pupil who will not attend church is not allowed to remain in the school.

“Hurstford’s Acid Phosphate possesses claims as a beverage, beyond anything I know of in the form of medicine, and in nervous diseases I know of no preparation to equal it.”

The Cobden Club, of England, has offered a medal to every one of the larger of researchers of the world, to be awarded to the most successful student in public economy.


Gentlemen: Having been applied for, for several years with indignation and general ability, by the advice of my doctor I used Hop blitters, and must say that they afforded me great relief. I am glad to be able to testify in their behalf.

T. H. di G. Knox.

Italy is intending to withdraw the government’s patronage from art schools, convert her academies of art into museums and picture galleries, and leave young artists to the benefactions of private instruction.

MOTHERS DON’T KNOW—How many children are punished for being uncouth, willful, and in different opinions? The reason is because they are out of health! An intelligent lady said of a child of this kind: “Mothers should know that if they would give the little ones moderate doses of Hop blitters for two or three weeks, the children would be all a parent could desire.”

Portugal is beginning to waken up a little in educational matters. There has lately been held in Lisbon, an exhibition of plaster casts and models, for the benefit of students in drawing and designing. There were specimens obtained from the Museum at Stuttgart, in Wurtemburg.

Notwithstanding the fact that there have been during the last decade half-a-dozen or more flourishing colleges founded and developed in different parts of Great Britain, the general Universities of Oxford and Cambridge have increased in numbers. Cambridge has this year the largest attendance she has ever known; the freshmen class alone are two thousand. 

Subscribers to art periodicals are naturally desirous of selecting the best. The ART AMATEUR is of high practical value to students and amateurs. Its large size enables the publisher to give not only pictures, but an abundance of working drawings, which, with the simple directions which accompany them, are the current (December) number, for instance, there are no less than fourteen pages of practical designs for china painting, wood carving, art needlework, painting on silk, “etching” on linen, etc., etc. These have included sets of large and small plates; highly decorative plates of heads, birds, flowers, panels for screens and furniture, and even a complete face for a mantel, consisting of eighteen full size tiles. George R. Hahn and Company will continue to furnish designs for windows, ball programs, fans, frets, borders, etc., and leading artists will contribute original designs for ladies’ dress. The suggestions for Home Decoration will be especially valuable. The price of THE ART AMATEUR is $5.50 per year, monthly, 57; in three volume subscriptions $12.00. Each additional subscription, $5.50.

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