James H. Smart, A. M., for six years State Superintendent of Public Instruction for Indiana; Louise Allen Gregory, late Professor of Hygiene and Domestic Science in Illinois Industrial University; John Hancock, Ph. D., Superintendent of the Public Schools of Dayton, Ohio; W. P. Jones, A. M., for twelve years President of the N. W. Female College, now Woman’s College of the Northwestern University; Superintendent Mary A. West, for eight years Superintendent of Knox County, Ill.; Professor G. S. Albee, Principal of the State Normal School, Oshkosh, Wis.; Professor O. V. Tousley, Superintendent of the Public Schools of Minneapolis, Minn.

This is the last number of "The Weekly" that will be issued under the present name. Hereafter this paper will be known as "The Present Age," and "Educational Weekly." It will aim to be, first, a Journal of Education, in the broadest sense of that title, yet not a strictly professional paper. It will address itself to Parents, Teachers, and School officers, as the three great classes charged with the duty of educating the young; but it will ask an audience also of all patriotic citizens who are concerned for the intelligence and civilization of this country. It will lend its best efforts to aid teachers and to improve the schools, but it takes into account the evident truth that education is not a product of the school alone, and that the efforts for its extension ought not to be confined to persons of the school ages. The Edition of "The Present Age" for December 22nd will be the first number of the new issue, and many copies will be sent to those whose subscriptions the paper hopes to merit.

Let all who desire to see a strong educational paper firmly established in the West kindly prove it by joining their efforts with ours to give such a paper substantial encouragement. In the first number of "The Present Age" we shall offer very tempting inducements to Subscribers.

The faculty of Illinois’ Industrial University has taken a firm stand against college secret societies. In this action they are supported by the public sentiment of the State.

Genuine democracy and sound republicanism are by nature averse to secret organizations, and view with extreme jealousy every association that secludes its discussions and screens its operations behind oaths of secrecy and a system of signs and passwords. Whatever apology may be made in the name of benevolence for the maintenance of Free Masonry, Odd Fellowship, and certain other orders, it does not apply to college secret societies, and the objections to the latter, (owing to the age of students, their relations to each other, to the faculty, and to the benefactors and organic rulers of the institution,) which are peculiar to students as students.

If there are any good purposes served by secret societies in colleges which are not just as readily or better served by an open organization, we have never been able to discover them. On the other hand, there is an exclusiveness, a narrow mindedness, cultivated by these societies, which one who is thoroughly awake to their influences cannot avoid deprecating.

The Supreme Court of Indiana has just affirmed the authority of the faculty of the State Agricultural College, Purdue University, to suppress secret societies in that institution, and there can be no doubt that our own Supreme Court would decide as the Indiana court has done.

New York Trade Schools.

In the fall of 1880, under a joint arrangement between Richard T. Auchmuty, of this city, and the trustees of the Metropolitan Museum of Art, a technical school for the industrial education of artisans in the elements of mechanics and of design was established in a building specially erected and presented by Mr. Auchmuty for the purpose, and situated in First Avenue, near 68th Street. The school at once drew a large attendance. Classes were formed for practical instruction in drawing, and design, decoration in dis- temper modeling and carving, carriage draughting, and plumbing and no less than 143 pupils were enrolled. The school was open day and evening. Lectures were given by specialists in the trades and arts, but a prime feature was made of shop instruction by foremen and
journeymen from factories in this city. Since the schools were closed last spring a wealthy gentleman of this city has given $50,000 to the Metropolitan Museum of Art, to be devoted to the advancement of art education. It has therefore been thought best to withdraw the art classes from the building at 68th street, and to establish them on an independent basis at Glass Hall, in 34th street. The artisan classes will remain in the 68th street building and be known as the New York Trade Schools. The school for the decorative arts will be under charge of John Buckingham, former manager of the schools, and the trade schools will be under the superintendence of Mr. Charles F. Wingate, sanitary engineer, who had charge of the classes last year in plumbing and sanitary engineering.

The course of instruction for the ensuing year will embrace many new features. There is a large and well appointed workshop, where instruction will be given in the manual branches of the trades. Attached to this workshop will be a collection of the articles and materials used in plumbing. It is proposed to make this collection as complete as possible. Dr. Chandler, President of the Board of Health and Professor Egleston, of the School of Mines of Columbia College, will take part in the series of lectures to be given to the class.

These trade schools are not intended to be either charitable or money-making institutions the charges being based on the actual cost of the instruction given.—N. Y. School Journal.

IS INSANITY INCREASING?

An article in a recent issue of the Scientific American considers this question with, however, somewhat different conclusion from that arrived at by hasty generalizers. It admits a steady increase in the number of inmates of insane-asylums, but judges that there may be two other reasons for this than an actual increase in the proportion of persons of unsound mind to the entire population, to wit: More general and systematic commitment of insane persons to asylums, for protection and medical treatment; and steady accumulation of insane persons, owing to the better care of the insane, and the constant lowering of the death rate of such persons.

That these two causes are forcible, the article proves by reference to the statistics of insane-asylums. So as people become convinced that the good of the public, as well as of the individual, demands that all insane persons shall have care and medical assistance, the number of those annually in the retreats provided for them may be constantly increasing without any real increase of the per cent. of insane persons in the country. Further, the more humane treatment accorded to the insane in these days, and the increased efficiency of the medical staff employed in asylums, serve to prolong the lives of lunatics, and not only adds to the numbers under care at any one time, but also causes an apparent increase in the number of cases treated. A very large number of cases of acute mania, when treated unskillfully, result in the patient's death, or his chronic insanity. In these instances the patient counts but one. But, under more careful treatment, the disease is assuaged and the patient is discharged. With such, however, the disease is likely to recur at any time, and in the course of years, the same individual may be under treatment many times, every time adding to the statistics of insanity.

The article in question concludes with a very positively expressed doubt of the general opinion, that the hurrying, "high pressure" life of modern times tends to unhinge the mind. This, because the majority of the inmates of insane-asylums come from the classes least affected by this life. "The records of asylums show that most of the insane come, not from the busy, professional, mercantile, and manufacturing classes, but from those whose lives are a monotonous round of petty drudgery, or, what is equally killing, petty inaction, unfruitful idleness and dissipation. Frivolity probably leads more men and women to the insane-asylum than the hardest and intensest pursuit of mental or material wealth."

GERMANY.

A considerable number of German educators and statesmen have long been agitating the question of placing education in the whole empire under the control of the imperial government. At present each of the twenty-six states constituting the empire has its own education department, with a complete staff of officers. The result of the recent elections for the Reichstag gives, however, little hope for the adoption of the scheme during the present parliamentary period. The German parliament, the symbol and expression of German unity, is at present divided into nineteen distinct and different political parties, each of which would have its ideal school system. Prince Bismarck once said that every German, if possible, would like to have a king of his own; but the day seems fast approaching when each will be the founder of a new school system. The conservatives want no change in the present educational systems; ultramontanes want the Falk laws repealed; the national liberals would give their lives for Falk and his laws; the progressists don't say what they want, but it is thought they want schools without religion; the social democrats want gratuitous and unsectarian education for rich and poor; the Poles want a great deal of religion and the Polish language in their schools; the Gospels want an orthodox Lutheran education for their children; the Alsace-Lorrainers don't care for any German system, but would like to return to France, and the savages don't meddle with education at all. Their only object seems to be speculation. The ultramontanes and ultra conservatives are holding the balance of power, and it is therefore very probable that all the Falk laws will be repealed, and Germany be ruled again by parties who have always been hostile to the unity of that great nation.

ONE OF MY EXPERIENCES.

BY MARION.

There is depravity, I take it, more or less total, in every heart, and one of the difficulties besetting the teacher is to steer clear of it, as far as possible. For not a little thought, ingenuity and care are needed to make our punishments and rewards act upon the young mind that they do not stimulate the very evil growths that we are trying to check, or others quite as immoral. Now, there was one theory that I held in early stages of my teaching, to wit, that "moral suasion" was the one need of perfect discipline. That all children would prove to be little angels if you could only stimulate in them the germ of angelic development. Well, this theory might hold good if the angel Gabriel had the work of finding that germ, but in my experience it has been often wholly invisible, and I have more than once had good reason to doubt its existence. But when I was younger, I was very credulous, as well as sanguine, and very eager to try philanthropical experiments. Somewhere in my reading I had met with the experi-
ence of a very successful teacher, a genuine star in the educational firmament, who prescribed, as a convenient way of stimulating the sprouting of angelic attributes, the conferring of special honors on the incorrigibles. He recounted at length an instance, which I have always since feared was hypothetical, in which he appointed a most troublesome boy as monitor of his school, with the results of transforming him into a thoroughly model pupil. His self-respect was aroused by the unexpected honor; he felt himself trusted, etc., etc.

Well, this suggestion gave me an idea. I had a boy in my school at this time who was THE VERIEST TORMENT that ever made a teacher's life a burden to her. He was bright enough, naturally, but was so incorrigibly lazy that he never could keep a respectable position in his classes. He had been spoiled by a foolish mother, until he did not seem to understand even the meaning of the word, obedience. He was so restless that he disturbed and fearfully demoralized all the boys in his vicinity, and it was no use to devise employment, for, restless as he was, the last thing he desired was to be employed. His was that idle restlessness—the hardest of all things for the teacher to deal with. Of course he was more than a little inclined to be saucy, and I had to be thoroughly self-controlled and very quiet with him, always, to hold this disposition in check.

At that time I was trying the monitor system in my school, and the idea struck me that it might be a good plan to test Eddie's latent self-respect in this capacity. Fortunately, I had never made the appointment contingent on good behavior, but had selected the incumbents rather arbitrarily. This made it comparatively easy for me to say, on the next Monday following this brilliant inspiration of mine: "Eddie Jones, you may act as monitor this week."

The boy looked at me with wide-open eyes, then giggled outright. This was rather an unpropitious beginning for the grand work of reform expected, especially as the scholars could not but perceive the absurdity of the choice, and a quite audible laugh ran around the school-room. Still looking intently at Eddie, and taking no notice of the others, I said, calmly:

I SHALL RELY UPON YOU TO HELP ME A GREAT DEAL, EDDIE; AND THEREUPON CALLED UP THE FIRST CLASS ON MY PROGRAM.
circumstances this plan has practical difficulties that are not easily overcome; indeed, judging from past experience, it would seem impossible to overcome them. Some of these have already been mentioned. But there are others:

The human voice is capable of producing a large number of sounds; and these sounds, especially the vowel-sounds, vary in definiteness in different individuals and are modified more or less in the same individual, by consonant connections, accent, etc., so that it is one of the impossibilities to determine, with exactness to everybody’s mind, just how many elementary sounds we have and what they are. And then, too, we have sounds, which all admit are not elementary, so closely united and related that an agreement as to their representation is not yet, nor is likely to be established. Every man reasons from his own standpoint, his own consciousness, and, behold! Babel walks forth and there is no power to bind him—no Higher Law recognized as master. And so it has come to pass that the conflicting schemes have failed of the desired results; for, when “doctors disagree,” no one can blame the patient for refusing all medicine.

Without commenting on the various schemes (there are some thirty or more including their modifications) heretofore proposed, I want to step in as a compromiser, a sort of peacemaker. I have no apology to offer for this presumption, save my great desire to see some practical benefits result from the effects of spelling reformers. It is certain that we can not get just what we would like to have; and I am one of those who think “a-half loaf” better than nothing.

The plan which I propose takes advantage of “human nature” and existing laws in our language, and is largely directed by them. For instance: We have a letter which we call oo, and use it as in the last in the words no, go, spelling these words n-o, s-o, g-o—just as many letters in each word as it has sounds, and the sound in each is represented by the letter o. How easy for the mind, “as at present constituted and controlled,” to expand the idea till it reaches the conclusion that the oo sound at the end of a monosyllable should always be represented by the letter e. This would spell such words as now, bean, toe, dough (o-oo, b-o, t-o, d-o). Indeed the query, “why not?” would instinctively rise in the mind and shut out all antagonism to the idea.

The same idea would naturally extend to the other long vowels ending monosyllables, and we would find ourselves almost unconsciously asking “why not spell such words as may, m-a; gray, g-r-a; neigh, n-e-a; see, s-e; knee, k-e-e; my, m-i; nigh, n-i; pie, p-i; saw, s-o; know, n-o; new, n-u; blue, b-l-u; view, v-u.”

Webster, Worcester and other lexicographers agree that each of the vowels (a, e, i, o, u) have at least two sounds heard in mate, mat; mete, met; bite, bit; note, not; and agree to distinguishing them as “long” and “short” vowels.

Now at least two sounds, the “Laws of the Language” are:

1. Vowel sounds are “long” when ending words of one syllable. (And the same law has few exceptions when applied to the accented syllables of other words. In unaccented syllables is generally short; example—navy.) While m-a, would (by one way under this law) spell may, and n-e, knee; s-i, sighth; b-o, bean; and v-u; view; m-a-t would not spell mate, nor n-e-t, neat, because the words do not end in a vowel sound, but in a consonant sound, and another “Law of the Language” governs the pronunciation. This law is:

ii. Vowel sounds are “short” in words of one syllable when followed by single consonant sounds. Thus m-a-t is known to be mat, not mate, s-i-t, not seat. Under this law we spell bed, fed; why not under it spell said, s-e-d, and head, h-e-d, etc. That such spelling would necessitate the omission of silent letters and representing the vowel sounds by their own proper vowels (as e-s-e-d for said, s-i-t for sieve, etc.) is no good argument against, but rather for, this spelling; because practical spelling is simply making words visible.

Adding an e to the word mat, adds no sound to the word, but it makes a new word of it by changing the vowel (a) from its “short” to its “long.” The consonant sounds are not changed. The word now is not mat, but mate. By the same addition hat becomes hate, and fat, fate. The added e in such cases is silent, and is used simply as an index to denote that the vowel before the single consonant sound is “long” and not “short,” as under the last law. When in words of the second class (under “ii Law”) new words (spoken) are made by simply changing the vowel from “short” to “long,” why not indicate in the written word this change by the index, e, silent as a final letter) as used in the examples given, instead of using new and doubtful devices for this purpose? We now spell bed, b-e-d, but head, h-e-a-d; fed, f-e-d, but feed, f-e-e-d; mad, m-a-d, but maid, m-a-i-d; bot, b-o-t, but boat, b-o-a-t; sit, s-i-t, but sight, s-i-g-h-t; hit, h-i-t, but height, h-e-i-g-h-t. These devices for indicating the changes in the vowel sounds could be tolerated if they were certain; but h-e-a-d is hed, not head; f-e-a-d is either red or reed; s-a-i-d is nad, not sad, and the i in rim becomes...
The sound of *o* in *or* is another of the sounds. It is the vowel sound heard in *for, nor, war, all, full, paw, ought, caught.* I do not like either *au* or *aw,* the only proper diagraphs, to represent this sound, and I try writing these sounds. I prefer a new letter for it.

iv. The sound of *u* in *full* is another. It is the vowel sound used in *put, pull, foot, back.* I see no way to represent this sound by any present device. A new letter for this purpose is necessary, but examples should be spelled exemplar, for *x here—ge, not ks.*

Z sometimes has a second sound, as in *azure,* and *n* a second, as in *ink, language:* while *j* is always a compound of *d* and *z* (*or zh*); *ch* in *chip* of *ts* and *sh,* and *wh* of *b* and *w.* For practical purposes there is no special call for change in their use, though a new digraph (*zh*) might be used for the *z* and *ng* for the sound of *m,* in such cases.

No change in the digraphs.

The sounds *ch,* *sh,* *th,* *wh* and *ng* are necessary; but as they are called sub-vocal sounds, it is not always followed by *t* in the sub-vocal heard in *th.* This change would spell *the,* *this,* etc., *dhe,* *dhi,* etc.

The sound *ur* is very common, perhaps the most common in our language. It is heard, in her, sir, bur, word, dollar, neighbor, heard, earth. R in fire, more, care, there, has nearly the same sound. To the ordinary ear flower and flour, sour and sore, manner and more are very nearly alike. The *r* sound heard in fire is not just the *r* sound heard in rat, but it seems to be preceded by a *u* sound; less distinct, but still the same as heard in *bur.* I suggest that the *u* sound be recognized as a second sound of *r* where it is the only vowel sound heard in the syllable. This would spell her, *h*r; were, *w*r; neighbor, *n*a—*r* earth, r-th heard, *n*d—*r,* and save space and time. Where this use of the *r* would make the pronunciation doubtful of the word, the *u* would alter the pronunciation. This use would not change the spelling of the words, *more,* *sore,* *fire,* etc.

It is very gratifying intelligence to learn, from reliable authorities, that the French Canadian immigrants to the New England States are gradually adjusting themselves to American civilization, sending their children to the public schools, and taking up papers of naturalization for citizenship. At a late hearing in the State House, Boston, before the Massachusetts Board of Statistics, it was shown that the French Canadians are not only law-abiding and industrious, but are making up their minds to stay. In Clinton county, New York, 3,500 French Canadians naturalized; 1,850 own real estate, and 2,500 children are in school. In Winooski, Vt., almost all Canada naturalized. In Nashua, N. H., Fall River, Lawrence, and Worcester, Mass., the same is true. The French Canadian is probably the most conservative of all immigrants. But joined out of provincial by Yankee energy and Irish emulsi., in New England, he will find his place, too. Meanwhile let him waste none money on *his* children in chaotic schools of second-rate merit, while the best free schools in the world stand with open doors, inviting his children to learn the great lesson of American citizenship.
GENERAL NEWS OF THE WEEK.

Postmaster General Sampson has resigned, he is said to take effect January 1st. He expected to stay in the cabinet during the fiscal year, but the directors of the Lincoln National Bank, of New York, of which he has been elected president, have notified him that the bank will open for business on the 8th of January, and requires his services immediately. His successor will not be elected until after the holidays, when Congress resumes work.

The General trial has nearly exhausted everyone connected with the proceedings, except the prisoner, who is as audacious as ever, interrupting witnesses, counsel, and court with unbounded effrontery and brutality. The testimony is now nearly all in, and the case will soon go to the jury.

Frank Moore, of New York, was fined $500 for sending lottery circulars through the mails.

The Pope's departure from Rome is so serious that the Government is said to have conferred with the bishops who attended the canonization ceremony.

In the senate Mr. Jones, of Florida, has submitted a resolution relative to the surveys for and cost of a ship canal across the Florida peninsula.

The Board of Trade of New York City will memorialize Congress to appropriate money to construct the proposed canal from Rock Island to Hinesville, III.

The terrible calamity of the configuration in the Ring Theatre, Vienna, has proved to be, without exaggeration, one of the most awful events of the kind in history. Over a thousand persons, or more than fifty per cent. of all the persons in the house, perished in the flames. This is equal to the list of killed in many of the great battles of modern times, and is, of course, a far greater proportion of all exposed than was ever killed in a military campaign.

A Berlin dispatch says that Count Bismarck, the German Chancellor, or Premier, is seriously sick.

The Indiana, Bloomington and Western road, which recently secured a lease of the Indiana-pis, Decatur & Springfield, has decided to erect a light engine on the former's territory, and build a latter track from Decatur to East St. Louis, 110 miles, for which surveys will at once be made.

In a letter to Secretary Blaine, under date of Nov. 21, the Chilian Minister complains of the expressions of sympathy given to Peru by Ministers Christmas and Hur butt, and denounces in language of the most bitter, description the effort of the American Peruvian Guano Company to press its claims. This company has a claim of $1,000,000 against Peru, which, it represents to our Government, will be lost if Chile pursues its recent policy of spoliation and ultimate sequestration of Government; and it claims the interception of the United States in behalf of the Peruvians as one of the many acts of its citizens, as well as nationals on humanitarian grounds. The amount of the company's claim is undoubtedly preposterously exaggerated, yet at a fair valuation, it is probably a large one. Congress has taken steps to investigate the entire subject.

STATE NEWS.

ILLINOIS.

The term of Mrs. C. E. Lane, as County Superintendent of County Home, is about to expire. Professor G. R. Shawhan has been appointed by the Board of Supervisors to fill the period from such expiration until the regular elections of County Superintendents, next fall. Mrs. Lane's energetic administration of this office has given her an enviable place among the Superintendents of Illinois, and she has been re-elected by the county of over work, and it is probable that she will resign from the office with a feeling of gratification. She has more than once said that she would not be a candidate for election to another full term. Professor Shawhan, her successor, is a graduate of the Illinois Industrial University, an able teacher, and stands strong in the esteem and respect of the profession in Champaign County. There were four other candidates for the place.

The Woodstock public schools are in a very flourishing condition. There is a general feeling of satisfaction among the leading citizens, which speaks well for the character of the schools, in all the grades, but the higher grades and the primary department receive the largest share of commendation.

The executive committee of the State Teachers' Association have published a card announcing that the public school teachers of Springfield, through their superintendent, E. F. Petshans, will receive the members of the state association, at the residence of Mr. F. M. Tracy, on Thursday evening, December 20, at 6 o'clock.

Professor French, the indefatigable naturalist of the Southern Illinois Normal University, has found a wheat insect not hitherto described.

The Teachers' Association of Ford County published an educational journal named The Gazette.

P. K. McMillin, of Toledo, editor and publisher of a paper called the Educational Bulletin, for free distribution among pupils, patrons, tax-payers, and his brethren of the profession in that vicinity. Varny, he shall have his reward.

The Rochester schools long held high rank among the best graded schools of this state. The Illinois School Journal, for December, says of them: "The Rochester schools, P. R. Walker, superintendent, enroll 454 pupils. During the past five weeks they have had 94.8 per cent. attendance, with only seven tardy. Seven minutes are given for recess half day, and pupils are sent out doors at that time if they return immediately. Miss S. S. Robinson has charge of the high school. She taught one year in the State, normal University, after eight years' work as a pupil in Rochester. She has never taught in Rochester nine years, and is doing excellent work. Miss Callie Allen spent one year at the same normal school. Miss J. W. Allen, is teaching there the second year. Miss H. M. K. Good is a graduate of Illinois normal school in New York, and is teaching there this year. Misses White, Glenn, Stratford, and Dresser are graduates of the Rochester High School. Miss O. Valis has taught the primary ten years. Her class took the first premium at the State Agricultural Fair at Peoria. All of the teachers are doing good work. The high school numbers fifty-nine, and all are doing well. There are now twelve in the high school, required up to grade examination in each study. No one can graduate until he has made at least 75 per cent. Rochester has a beautiful school building nearly paid for. It cost $40,000 in 1887."

The meeting of the Cook County Teachers' Association, at the Methodist Church Block, Chicago, last Saturday evening, was well attended, and was one of the best and best meetings. One of the special features of the meeting was the address of Dr. John M. Gregory, who, to say the words of one of our city journals, "in a comparatively brief space of time, gave his intensely interested audience matter for pleasant and profitable reflection for many a moment in the days to come. One of his hearers regretted that the eloquent doctor had not been given the entire session."

INDIANA.

The next annual meeting of the College Association of Indiana will be held at the New Dennison, Indianapolis, during the holidays, commencing on Monday, Dec. 26, at 8 o'clock, and closing in the afternoon of Dec. 29.

Professor John L. Campbell, of Wabash College, will speak on "The Methods of Science," to be followed by a discussion led by Professor Charles R. Barnes, of Purdue University. The Rev. Dr. Alexander Martin, President of Asbury University, is President of the association, and will deliver an address on "Our Own Schools." On Tuesday, beginning at 9 o'clock, Mr. President H. W. Everett, of Butler University, will speak on the co-ordination of college studies, to be followed by a discussion introduced by President T. C. Smith, of Union Christian College. Then President Joseph F. Tuttle, of Wabash College, will present a paper on "College Editing," to be followed by a discussion led by President J. W. Fisher, of Hanover College. In the afternoon of Tuesday President Joseph Moore, of Earlham College, will deliver an address on "The College and Commonwealth," which will be followed by a discussion led by Professor John R. B. DeMotts, of Asbury University. Those desiring to be present at last year's meeting can be regarded as a sample, will be rich and racy as well as scholarly. There are men in this association who, at times, when they wax warm in debate, recall the war of the giants.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of the Illinois State Teachers' Association will be held in Representative Hall, Springfield, Dec. 27, 28 and 29.

The programme is an unusually attractive one, because of the large proportion of brilliant speakers engaged to take part, and because the Chicago meeting is held in the city with its delicious music. The exercises open on Tuesday evening, with an address by His Excellency Governor Cullom, the annual address of the President, Superintendent E. A. Gaston, Decatur; remarks by the State Superintendent, the Hon. James P. Slayle, and informal speeches by some of the youthful teachers on the floor. Wednesday—Appointment of committees; the Township System, its Advantages and Disadvantages, A. R. Sabin, Lake Forest, III.; discussion of
Evening: - Lecture, The Opening Business. In the evening, the President of the Association is as follows:


3:30 p.m.—Music. Lecture by the Hon. James F. Wilson.


2 p.m.—Opening Exercises. The Normal Institutes—The Character of Their Work and the Results, paper by Superintendent R. M. Ewart, Delaware County. Discussion by Superintendent C. C. Cory, Pella. The Graded Course of Institute Instruction—(4) What are the results of the first year's work? (2) What recognition should be given to the teacher who completes this course? (3) Should its use be made obligatory to all normal institutes? Teachers especially interested in this, or any of the preceding topics are earnestly requested to come prepared to express their views, so as to make the association profitable to all.

Railroads and Hotels—All who pay fare going to the association may return on certificates of its Railroad Secretary, at the following rates: Chiea o & Alton; Illinois Central; Wabash, St. Louis & Palling; Springfield & Ohio; Chicago, Burlington & Quincy; Chicago & Iowa; Ohio & Mississippi.

All further information concerning railroads can be obtained at A. F. Nightingale, Railroad Secretary, Wright's Grove, Cook County, Ill. For other information regarding the programme, address C. E. Mann, Chairman of the Executive Committee, Geneva, Ill.

TO THE IOWA STATE TEACHERS' ASSOCIATION.

The Programme. — The twenty-sixth annual meeting of the Iowa State Teachers' Association will be held at Oskaaloosa, as arranged in the following programme:

Tuesday, Dec. 27—Opening exercises at 3 o'clock p.m., followed by an address of welcome by the Hon. L. C. Blanchard, of Oskaaloosa, and the response; the appointment of committees, and other business. In the evening, the President of the association, Professor S. Calvin, of Iowa City, will deliver the annual address.

Wednesday, Dec. 28—Opening exercises; The Program of Professional Training and How to Make This Available by John T. Ray, Oregon; paper by Superintendent J. A. McLean, Montgomery County; discussion by Professor M. W. Bartlett, Cedar Falls; Effect of Methods of Instruction Upon the Result of School Work, discussion by Superintendent M. F. Arey, Fort Dodge.

Thursday—Address by the President, G. W. Smith, Flora; School Supervision, Professor J. F. Arnold, Newton; discussion, led by D. W. Elliot, Albia; and Robert Pence, Nashville; Absence and Excess of Teachers, paper by Superintendent, led by W. F. Scott, Fairfield, and C. W. Mills, Loivisville; lecture, The Value of High Ideals, Professor S. H. Deneen, Ph. D., McKendree College.

The hotels will reduce their regular rates to those attending the association. All persons paying full fare on the O. and M., Illinois Central, and Vandalia Line will be returned for one-third fare on presentation of certificate of association properly signed. The Louisville, New Albany and St. Louis will return persons who have paid full fare. N. S. Scovell, Newton, J. W. Hen- ton, Secretary, Governor's Committee; J. T. McKib- bon, Secretary, Saovaldo.

THE IOWA STATE TEACHERS' ASSOCIATION.

The annual meeting of the State Teachers' Association of Indiana will be held this year at Indianapolis.

The sessions will begin Dec. 27, and continue through the 28th and 29th.

On Tuesday evening, Governor Porter will welcome the teachers. The President of the association, John Cooper, Superintendent of the Evansville schools, will respond. The President-elect of the association, Superintendent H. B. Jacobs, of the New Albany schools, will then deliver his inaugural address, and the rest of the evening will be given to business.

The rest of the programme is as follows:


10:30 a.m.—1. Paper—Work, Miss Isabel King, of the Indianapolis schools. 2. Discussion by the association. 3. Miscellaneous business.

Afternoon Session, 2 o'clock—Paper—School Keeping in the Primitive Days of Indiana, B. C. Hobbs, ex-State Superintendent, Bloomington.

2. Discussion by the association.

3 p.m.—3. Address—Public Schools and Temperance, Mrs. Mary H. Hunt, of Boston, Mass.

4. General discussion.


3. Discussion opened by Mrs. Emma Mont. McLean.

10:30 a.m.—1. Paper—The Unions of Our Public School Systems, Walter R. Houghton, of the State University, Bloomington.

2. Discussion.
THE Educational Weekly.

The School Room.

Need of Self-Government.

It has been often said that the first requisite for governing escolars is to govern one's self. Truete is the principle, it is a force far beyond that of the usual maximis reiterated for the consideration of teachers. It might be called a law of nature, for if disregarded, there follows the chaos and ruin that ever follow a violated law. No man, lacking the quality of self-possession, can obtain due control over the minds of others. Especially is this true as regards the temper. No person, who is unable to thoroughly govern his temper, who is not able to control the expression of anger, though he may not escape the feeling, can command the respect and obedience of children. An open exhibition of anger or pettiness always lessens the due weight of authority. It renders the children angry, too, of the principle that like begets like; it makes it very difficult, indeed, almost impossible, for the teacher to follow the code of strict justice toward his pupils, and, by arousing the children's resentment, renders it doubly difficult for him to make amends for his fault when his anger has cooled. He will find that, as early as the first stage of his discipline, his efforts are constantly at disadvantage by his own acts, and that the preservation of due discipline is a thing impossible. Whereas, a teacher should prepare himself for the onslaughts of vexations that are likely to break down his barrier of self-control. He should endeavor, by thoughtful consideration, to weigh the probable force of an act upon his pupils and upon himself. He knows that his patience will be sorely tried in the school-room, that to expect the current of work to run smooth for even as much as a single day, is to expect too much. Forethought of this kind will give him self-command, and when annoyances come, he is ready for them. If a teacher is really unable to control his angry impulses, he is unfit for the profession, and the sooner he leaves it the better for himself, his pupils, and the good name of the profession.

Primary Department.

Teaching the Little Ones to Write.

By Lyman D. Smith.

One of Prof. Smith's best articles on this subject, lately contributed to the Primary Teacher, is on the subject of teaching the little ones the writing movement, as follows:

The free use of hand and arm is essential to fluent writing. The child has many difficulties to overcome, at first, in acquiring the correct writing movement. He will be inclined to rest his arm and hand heavily on the desk, and get no lateral motion except from the wrist. The wrist joint should be entirely ignored in writing. It has its uses in many manual performances,—such as playing the violin, where the bending of the wrist-joint in writing should be carefully avoided, and this is the object of giving free-movement exercises. The thing to be secured is free and unobstructed motion of the hand, wrist, and forearm (all one unit), from left to right, without any hitch or stop. When the pupils, to keep his hand in the same relative position for each letter, will stop and raise his arm to get a new start, while it is well, for the mental motion, his forearm involuntarily moves along, while the fingers are at work, extending and contracting to form the letters.

Drill Exercises.

The little folks should have a daily drill in movement. I have often had a class move dry on the floor, and have sent them through other motions, before practicing the regular lesson. Let there be movements of different kinds,—side ways, with arms and down, with forearm nearly or quite to a vertical position, keeping the elbow stationary; then, dropping third and fourth fingers against inner side and straightening, they practice finger movement, bending and straightening the pen-fingers while holding the pen in the proper position (this gives the teacher an opportunity to see all the hands); do not keep up this practice so long as to tire the pupils,—half a minute at a time is sufficient; at a signal all fore arms fall gently to the first position, seeing how many pupils let the third and fourth fingers touch the book at the same pen-point; at another signal, let the pupils raise fore-arms to vertical position, and immediately down again, then up, then down, then the sideways or lateral movement. Devote five or ten minutes or so to drill-exercises, where lessons are of thirty minutes duration. All this helps to train and get control of the arm, hand and fingers.

If time admits, have slips of paper prepared,—four or five inches wide, five or six inches long—and drill pen with pen or pencil, making letters in groups an inch or two inches apart across the paper, two inches apart, and a similar distance from the elbow joint, the from which the young pupil should be taught to swing their arms. Have the pupils make the letters gradually smaller together, still maintaining the raising of the elbow as the centre of motion,—the movement is the same in kind, only in degree. In this way, the cases contracted until the letters are half an inch apart, then less than this, until the letters are gradually brought together as found in their copy-books. The pupils are thus led almost imperceptibly into the true writing movement.

Good Reading.

History of the Postal Card.

A treatise on the history of the postal card has been published in Berlin. The originator of the idea is said to have been a German State official, Dr. Stephan, who wrote in 1856, that the idea might be a good thing. Austria was the first to adopt it, beginning in 1856. The first three months witnessed the passage of 2,000,000 cards through the post. They followed suit in 1870, and on the first day after the introduction of the postal card 45,458 were sent out from Berlin post offices; and in 1879, 190,000,000 were used. Other countries soon imitated the same practice. During the Franco-Prussian war, the postal card was a great boon to both armies. Over 100,000,000 cards passed during the campaign between the German soldiers and their friends and homes. The greatest proportional consumption of postal cards occurs unquestionably in the United States. The whole of Europe is estimated to use annually 150,000,000, while the consumption in the United States alone will probably not fall short of 250,000,000. Germany consumed in 1879, 122,747,000. The use of the postal card, moreover, constantly increasing, and, to some extent, at the expense of letter correspondence. There are now said to be seventy-three countries in which it is introduced. Austria, which has the honor of first putting the idea into practical execution, is now said to have cards in common use as a substitute for the most expensive and most inconvenient form. —New York Sun.

A little girl passing the Washington Statue, lately, asked a lady who was with her if Washington was buried there. "No," said the lady. "Where is he buried?" said the little girl. "I don't know," said the lady. "Then I guess you don't read your Bible much," said little innocence.