

The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, *Wisconsin.*

THE MICHIGAN TEACHER, *Michigan.*

THE ILLINOIS SCHOOLMASTER, *Illinois.*

THE NEBRASKA TEACHER, *Nebraska.*

THE SCHOOL, *Michigan.*

HOME AND SCHOOL, *Kentucky.*

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Editorial.

IN the Washington correspondence of the Boston *Evening Transcript* of a recent date, we find the subjoined paragraph:

"The friends of the Bureau of Education express some concern that it is obliged to move from its present commodious quarters on G street to the Shepherd building on Pennsylvania avenue and Twelfth street, where there is just about room enough for the Pension office, which is already established there. Congress, however, has left no choice in the matter, and the result, it is feared, will be to seriously impair the usefulness of both offices, by crowding them into insufficient quarters."

This piece of information is reproduced here that the friends of education in this country may gain some conception of the estimate placed upon this great national interest by the average member of Congress. The Bureau of Education began its existence under commissioner Barnard, in the loft of a building on New York avenue and Fourteenth street, and during his incumbency of the office it was compelled to perform divers and sundry migrations, seeming like Noah's dove to have no permanent place whereon to rest the sole of its feet. Since the administration of Gen. Eaton began, it has experienced no less than three more changes. Now it is compelled to take up its abode in an already occupied suite of rooms in the Pension office. We shall next expect to hear of its being doomed to the apartments of the "old capitol prison," or, perhaps, to a permanent abode in the tomb of the Capulets, as a fitting climax to the policy of our national statesmanship toward the cause of education.

If anything could be better calculated to shake the faith of the truly thoughtful in republican institutions of government, than the at least apparent indifference of our national law-givers to the interests of education, we know not what it is. We say *apparent*, because we are willing to err on the extreme side of charity, rather than seem unjust toward the self-denying patriots who serve their country at Washington at five thousand a year, and mileage thrown in. It may be that they are statesmen—all friends of "the dear people," and therefore of universal en-

lightenment. If this be so, then the chief end of statesmanship as indicated by their actions is to make long speeches; contrive expedients for counting dubious votes; curtail appropriations for every conceivable purpose; starve out the heroes who saved the country; embarrass all efforts at civil service reform; sink the patriot in the partisan, and defeat the aims of a wise and honest President to restore fraternity and peace to a long distracted people. Why is it that the representatives of free institutions should so persistently ignore the necessity of a constant renewal of their foundations? Why is it that this "government of the people" should so obstinately refuse perpetually to reinaugurate, purify, and strengthen itself by elevating, improving, and promoting the education of its people? Why should politics become so "despicable a trade" as to lead its devotees to pervert the wisest and noblest powers and functions of self-government to the basest uses?

The best answer to these questions must be found in the obvious truth that our education itself is one-sided, partial, and faulty in the extreme. It is defective alike in many of its motives and methods. It holds up to our children and youth too many false and pernicious incentives to intellectual activity. It virtually depreciates the labor of the hands. It fosters an unhallowed ambition for public place, rather than a love for the quiet virtues and refinements of private station. To all intents and purposes it exalts the honors of office, and the blandishments of wealth and power as the paramount objects of human pursuit. It fails to inculcate at every step the dignity of labor, the virtue of kindness and charity, and the glory of even the humble duties, when faithfully and well performed. Imbued with the rankest heresies in childhood, is it any wonder that the average legislator is false to his manhood, false to the true interests of his constituency, and true only to the promptings of selfish and unbridled ambition?

It is perfectly obvious that the cause of education in this country needs a new baptism. It is perfectly obvious that a new gospel should be preached to every creature, even to the average member of the American Congress. It is perfectly obvious that American educators need to press the claims of the great interest they represent, persistently to the front. It is perfectly obvious that the true principles of statesmanship as applied to the development of a free society based upon the diffusion of intelligence and virtue among the people, demand a new revelation, and a more vigorous proclamation. It is perfectly obvious that politicians and partisans should be taught that they do not own the people, but that they serve their party best who serve their country best, and they serve their country best who labor the most intelligently, faithfully, and successfully for the intellectual, moral, and social development of its citizens.

We are in favor of the Bureau of Education as the only national agency we possess for the promotion and representation of the interests of education, both at home and abroad. We are in favor of developing its resources and enlarging its scope to the fullest extent of its possibilities. We are opposed to crippling or embarrassing it in any manner whatsoever, not excepting either its pecuniary means or its "material environment." We are opposed to the restriction of its appropriations, and in favor of giving to it all that it can judiciously and profitably use.

We are opposed to consigning it either to garrets high, to basements low, or to any intermediate stages already preoccupied with other matters. It is discreditable to Congress and discreditable to the country, that the claims of this important agency are not fully recognized, and that it has not a local habitation worthy of its past achievements, worthy of its capabilities, and worthy of a cause that confessedly lies at the very basis of our happiness and prosperity, our grandeur and glory, as a free people. Again, we call upon our state and national associations of educators soon to assemble, to take decided action looking to a more just and wise policy on the part of Congress toward the Bureau. Let committees be appointed, and let memorials be prepared and circulated demanding ample appropriations, commodious and respectable quarters, and an adequate working force for the accomplishment of the beneficent work assigned to it. It will be far easier to save the Bureau and enlarge the sphere of its work, than it will to restore it if once lost. As it was established in obedience to the demand of the friends of education, it becomes them to see that it is not only preserved, but enlarged and improved in the extent and character of its work. We trust that the National Educational Association will take vigorous action in this connection.

We publish this week the address by the Society for the Propagation of the Faith, to which we referred editorially in the WEEKLY of June 7th. We do this partly in defense of the position we then assumed, and partly for the further edification of our readers, as we were by some censured, and by others commended for what we then said. A few subscribers even ordered their paper "stopped," because, forsooth, it saw fit to defend that system of public education which has become the pride of the American nation, and which the WEEKLY was established to represent and defend, at least as far as the broad principles of public freedom and intelligence lie at the basis of the system. When such a bold and open attack is made upon an institution which is held dear by every loyal American, it cannot be deemed improper for those agencies which represent such institution, and which, above all others, should be its visible guardians and protectors, to call attention to the impending danger, and summon all true friends to make common cause against the enemy, and in defense of that which all hold dear.

This address, it will be observed, is a document which carries with it the weight of authority, beyond an ordinary degree. It is pronounced in no mistakable terms, and cannot be safely disregarded by the friends of our public free school system. It is only the next step beyond that which demanded, and, to a large extent secured, the expulsion of the Bible from the schools. It is now made an offense punishable by exclusion from the sacrament for Catholics to permit their children to attend our state educational institutions—high or low. The next will be the demand—indeed, already heard—for a division of the school fund, the endowment of Catholic colleges, and other educational institutions, and the total destruction of the present system of free schools. It behooves our legislators to keep a careful watch set upon those fellow "members of legislative bodies" spoken of in the address, and to guard and protect, by the most vigorous measures, that which is acknowledged by all to constitute a chief corner-stone in the foundation of our national government.

And yet, as we said before, there are, and will be, some among the Catholics themselves, who cannot be controlled by a

demand so unreasonable and unjust as that contained in this address, though it does emanate from the seat of the Papacy at Rome. Catholic children will be found in the public schools, and Catholic teachers will prepare for more efficient service in the normal schools, and Catholic students will seek the advantages afforded by our state universities. And while these things are so, while there are so many intelligent Catholics who think and act for themselves, though it be in direct opposition to the edict of the Pope, there is no immediate danger from Catholic hostility. Let "absolution in the sacrament of penance" be actually denied some of the more conservative Catholics, like ex-Mayor Kelley, of Pittsburgh, on account of patronage of the public schools, and there will ensue a rupture in the ranks of that church which cannot and will not be risked by Pope, priest, or prelate.

W.

Contributions.

THE MODERN TEACHER.*

MISS A. is ambitious. She longs to make some sort of a stir in the world. The desire does not spring from entirely selfish motives, either. She thinks there are so many things wrong in the world, which she might help to right. She sees so many go down to utter ruin, because there are so few honest, faithful workers to show them a better way. She takes a very broad view of the subject, and, in imagination, overcomes obstacle after obstacle, achieves victory upon victory, until, to her fervid fancy, the glories of the millennium seem just ready to burst upon us.

In this exalted frame of mind, she resolves to take upon herself the duties of a teacher. A teacher of *young* children, she chooses to be. She will take up these little threads of life as near the beginning as may be, that they grow not tangled in the starting, at least. Perhaps it will keep some of them from becoming so hopelessly snarled by and bye. Just here a vision comes before her mind's eye, in the shape of Miss L., next door, who has grown gray in this same service. Now, this thought dampens our young friend's ardor somewhat, for Miss L. begins to look wrinkled and care-worn; shows symptoms of nervousness, and seems disposed to be fidgety and absent-minded. In short, Miss L. is forced to put in for repairs, as it were, after only seventeen years' work, too! But, then, she shall not teach after the manner of Miss L. Hers shall be a model school!

Gail Hamilton has said that "if children are suffered to have their own way, they will naturally take the right way." Now, Miss A. believes in Gail Hamilton, and she knows there's no need of all the trouble and worry that teachers bring upon themselves. All this fuss, too, about teachers "wearing out" is nonsense. Why! "Only six hours a day" of work that is, after all, mere play, if one but knows how to take hold of it, as she does! And, then, besides the delight of teaching, there will be so much time for self-culture, such nice long evenings for reading and writing. She has thought, for a long while, that she would write a series of books for children, and 'twill be such a good time to do it when she has so many living examples before her every day. Then, too, her music shall receive more attention, and the first bright hours of the morning, before school, she will spend with her painting, and Saturdays she can go on with her botanizing and geologizing. So she goes on building her air castles. What will become of them? Miss A. has many beautiful theories, surely. Will they stand the test of practice?

The eventful moment arrives when, for the first time, she stands before a room-full of eager little faces that look up with shy, wondering glances at the new teacher. Somehow, their appearance doesn't strike her, at first, as being especially angelic, after all. Most of them have arrived at that interesting age when children lose their front teeth, and too many, alas! have forgotten their handkerchiefs. Some of the faces wear a hardened look, young as they are; others, a listless, vacant stare, that shows a mind of little depth. Some jolly little fellows, with bright, laughing eyes; some poor, sad, little faces, that give one the heartache to look at. She takes in all this at a glance, as she steps behind her desk, and a strange feeling of awe comes over her, for she just begins to realize what this work is that she has undertaken.

I wonder if we ever know ourselves fully, until we are tried in some such

* A paper read before the teachers of the Moline Public Schools, at their regular semi-monthly meeting, March 3d, by Miss Sarah C. Reed. Published by request.

way as this? Miss A. has been so sure of her ground, how is it that in a few weeks we find her so changed? She has discovered that these little atoms of humanity are, after all, very much like their elders. She finds, too, that her own motives, which she thought so pure, are sadly mixed with selfishness. She works with all her might, but much of her energy comes from the fear that others will outshine her, and she looks with jealous eyes on her sister teacher who, with less labor but more tact, accomplishes the same results as herself. She is found in her school-room as soon as the doors are open; she stays at night until the janitor, in his ignorance, locks her in, and she is forced to make her exit through a back window. She burns the midnight oil, making out report-cards, and her chief joy consists in correcting examination papers. She becomes perfectly absorbed in the gayeties of teachers' meetings—she reads nothing but educational journals, and converses on no topic that does not, in some way, pertain to school matters.

About these days, the friends at home begin to be watchful of her eccentricities. They smile pityingly when she stammers absently through a whole roll-call, before she hits upon the right name of her favorite sister. She often starts to school with her hat on wrong-side-before, and, frequently, when the other teachers meet her with a cheerful good-morning, they are, all the time, counting the number of buttons missing, or noting numerous other signs of general decay in her apparel. Her mother sees, with sorrow, that she is becoming a person with a single idea, but expostulates in vain. Her young friends try to prevail upon her to take some recreation now and then, but she is deaf to their entreaties. Finally, one of them advances the idea that "there's something useful in going into society occasionally, and meeting with new faces and other friends whom one does not see every day;" she really believes that one can work the better for it, and suggests a church sociable, as a mild sort of amusement well suited to Miss A.'s mind. She consents; she goes. On entering the parlors she sees, not far away, Miss B., (who teaches in the grade above), and this reminds her that she has neglected to speak to Miss B. concerning a boy she has promoted, so she immediately flies to that lady's side, and opens up the interesting subject. This naturally leads to other topics of a similar nature, and they are presently joined by Miss C. and Miss D., other teachers, shortly followed by three more, with a friend who has taught eleven years at —. Then the conversation becomes animated, indeed, and school discipline, methods, map-drawing—every thing, in fact, from the superintendent's duties down to those of the janitor—is most fully discussed. Miss A. is finally lured away to meet other acquaintances, and the first remark from each is, almost invariably, "are you enjoying your school this year?" One lady has been, for a long time, wanting to see her, to ask about Johnny's progress; so fifteen or twenty minutes are spent in a rehearsal of Johnny's merits. Then, an elderly gentleman, formerly one of the school board, enlightens her as to the manner of conducting schools when he had something to do with them, and kindly winds up with the statement—settled in his mind—that "too many lady-teachers, now-a-days, teach for the money. They do not make it a profession—a life-work—but merely a financial retreat, whereunto they may resort until Providence sends them an offer of marriage." And so the evening flies, and she goes home, works out a list of questions for each of her geography classes, and retires. Then she wonders the next morning, on her way to school, how it is that she doesn't feel more rested. Day after day she goes on with her work, growing more and more mechanical, showing less and less of love for her duties, and, before the end of the third year, she gives up—a broken-down teacher.

My dear sisters, this picture of a modern teacher may be overdrawn, but are we not, all of us, prone to fall into some of her errors? I believe, as fully as any one can, that every teacher should enter into her work with her whole heart. How can she conscientiously do otherwise? But, I believe, too, that we should show some wisdom in our work. To do our pupils justice, we should show some justice to ourselves. No teacher has a right to drag on in one rut, day after day, until she comes before her school with a worn, haggard look, and listless manner that tells upon every one of those about her. Get away from yourselves and your work once in a while. Don't shun society entirely, but get out, now and then, and meet the friends who would gladly help you on, by their cheery, cordial words. Don't go about with that forlorn look that invites every one you meet to ask you, the first thing, if "your school is unusually hard this year." On the contrary, if any one shows a disposition to start the conversation in that direction, head him off. Talk of politics, women's rights, blue glass,—of *any thing* but yourselves and your work! Think you all this will take your mind from your duties? Nay, verily! You'll go to them the more bravely for the rest you have had. How many of us are "teaching for the money, and waiting for a

husband?" One glance into the stern, resolute faces of some before me assures me that no such bauble could tempt them for a moment. Lest some of the younger of our number may need a word of warning, however, I will merely add: Seek first the *honor of your calling*, and, perhaps, all these things will be added unto you.

Finally, teachers, if, after all our guarding against them, the "dark days" do come—as come they do, to all of us, sometimes—let us not forget that He who fashioned hearts is willing to strengthen them. It is God's own work we are doing, and if, in all our ways we acknowledge Him, He will direct our paths.

ASTRONOMICAL GEOGRAPHY.—II.

Prof. L. F. M. EASTERDAY, Carthage College, Illinois.

THE SIZE OF THE EARTH.

ASSUMING the earth to be spherical, it is not an insurmountably difficult matter to discover with accuracy its actual size. Pursuing a very simple method we have but to obtain the height, above the level of the sea, of a mountain located at the ocean's shore, and also the greatest possible distance at which a brilliant light floating upon the surface of the water may be seen from the summit of the mountain. A proposition in plane geometry now comes to our aid, furnishing us assurance that it is necessary only to divide the difference of the squares of the two numbers above considered by the first one in order to secure the diameter of the earth.

Another method is to select two points upon the same meridian, but separated from each other by a considerable distance. The distance between these points upon the surface of the earth is now accurately to be measured, and also the exact size of the angle formed by lines conceived to extend from these points to the center of the earth. This is found by measuring the difference of the apparent positions, relative to the zenith, of a designated star viewed when passing the meridian by observers at these respective points. It is clear, now, that the linear distance previously considered is the same part of the circumference of the earth that the angle mentioned is part of 360 degrees. By repeating this process at many different localities, the size of the earth has been most accurately determined. The length of the diameter is usually considered to be, in round numbers, 8,000 statute miles, and the circumference 25,000 miles.

The necessity of securing the greatest accuracy in the determination of the length of the diameter of the earth is apparent when it is considered that this is a fundamental factor in the computation of the distance from the earth to the moon, and from the sun to the earth; and also that all other astronomical distances, including the volumes and masses of all celestial bodies, depend for their accuracy, either directly or indirectly, upon the accuracy with which we have determined the dimensions of our own wonderful earth.

THE ROTATION OF THE EARTH UPON AN AXIS.

The earth is favored in having two special and distinct species of motion. These, separately and combined, furnish her inhabitants with many most striking and useful phenomena. The first to be considered is its constant and uniform spinning about one of its diameters. By this rotation upon its axis, the earth divides into day and night, into light and shade, the evermore moving stream of time.

It will certainly be considered most fitting that some attention should here be given to the proof of the assertion that the earth does thus move, when it is remembered that during the long ages in the world's history, even by the wisest of men, the existence of such motion was not in the remotest degree suspected. And is it strange that this truth remained so long undiscovered? The motion of the earth cannot be felt, it cannot be heard, it cannot be seen. The deceitfulness of appearances has ever prominently and successfully figured in retarding the progress of science.

The *possibility* that the observed daily movement of all the heavenly bodies from east to west is only *apparent* and not *real*,—that these phenomena *may* all result from a constant and silent rotation of the earth from west to east, must first be admitted. All are readily constrained to make this admission who have been located upon one of two trains standing side by side upon parallel and smooth tracks. The eyes being fixed upon the opposite train, and either one being put in motion, the train at rest will be as apt to seem to the observer to be the one in motion as will the train really in motion. Passengers on board of a boat are often similarly deluded. Very many of the experiences of life show conclusively that things are not what they seem.

Now, not only that the earth *may* revolve, but that it certainly *does* revolve upon its axis is to be shown. Various arguments may be produced by which to establish the proposition. Of these, only a few will here be presented.

1. To suppose that the earth does not revolve would be to suppose that the sun, moon, and stars, known to be so exceedingly distant from the earth, every day do make their ample rounds about the far extended axis of the earth. All the stars, too, from age to age presenting the same configuration upon the sky, however unequally distant from the axis of revolution, would be required to make their respective rounds of indefinitely varied lengths in precisely the same period of time. To suppose the earth is silently to spin upon her axis once each day, would be to allow all the glittering hosts of heaven to rest in peace. The probability of the correctness of the latter supposition is almost infinitely great.

2. By multiplying the measurements mentioned in the second method previously presented for finding the size of the earth, it has been found that the earth is not a perfect sphere, but that it is most nearly flat in the region of the poles. This can be accounted for only on the supposition that the earth revolves upon its axis, and that the centrifugal force resulting has made its equatorial diameter longer than its polar diameter.

3. A body weighs perceptibly less upon the equator than does the same body upon a high latitude. This difference in weight can be accounted for only in part by the supposition that the points at which the weighing is performed are differently distant from the center of the earth. The discrepancy is fully accounted for only by the consideration that the centrifugal force resulting from the revolution of the earth upon its axis is greater at the equator than at any other point on the surface of the earth.

4. If a pendulum be supported directly above the center of motion of a turn-table, and it be caused to oscillate in the plane of the meridian, the plane of oscillation will in no way be affected by the revolving of the table. The pendulum would continue to move in the same plane in which it was started, whilst the table would move round beneath. Could such a pendulum be suspended above the north pole of the earth, the plane of oscillation would seem constantly to twist around toward the right, making an entire apparent revolution in twenty-four hours. To witness these two experiments would be to admit that the great earth beneath the pendulum in the second is the turn-table which is ever revolving upon its axis. At the south pole the apparent twisting of the plane of oscillation would be towards the left. The impossibility of practically performing this experiment is acknowledged. The experiment, however, is as conclusive, if not so striking, wherever between the poles and the equator it be performed. At the equator the phenomenon, for manifest reasons, would not be presented.

5. It is found that a ball descending from the summit of a high tower invariably falls a little to the east of a vertical line drawn through its point of starting. If the height be 235 feet, the deviation to the east of the vertical will be one third of an inch. This is accounted for in no other way than by admitting that the earth revolves from west to east, and that the top of the tower, being further from the axis of the earth than is the bottom, has the greater velocity. The descending ball, having the velocity of the top of the tower during the time of its descent, passes to the east of the point at the bottom corresponding to the point at which it was freed.

It will be noticed that only the first, fourth, and fifth of the above arguments indicate the direction of rotary motion of the earth. Also, the circumference of the earth being about 25,000 miles, and the day being divided into twenty-four hours, the velocity of the surface of the earth at the equator on account of the rotation is a little more than 6,000 miles an hour.

THE MARKING SYSTEM.

G. P. PEDDICORD, Walnut, Illinois.

THIS is a subject that has been ably and well discussed by the leading educators of our country. Some think it an admirable working system, others that it is more hurtful in its effect than beneficial. The leading objections to this system, I believe, are: (1). That it consumes too much time in the practice of it. (2). That the mark is simply for the recitation and that no account is taken of differences in opportunity for preparation and in natural talents. (3). That it is apt to divert the minds of the pupils from the high objects for which studies should be pursued. Let us look for a moment at the first objection.

1. "It consumes too much time in the practice of it."

This may be true if the teacher does not attend to it during recitation or immediately after it; then the recitation of each pupil is fresh in his mind and he has nothing to do but mark opposite the pupil's name the measure of the recitation. This can be done with the loss of almost no time at all if the teacher has a well arranged class book; for he can mark the pupil's recitation and at the same time call for recitation from another pupil. It is claimed

that it takes time to form a decision as to what mark a pupil shall have. This is true without a doubt, but this time should be the time of the recitation. As the pupil is reciting the teacher is deciding in his own mind the worth of that recitation, and by the time the pupil has completed the recitation the teacher's decision is formed. If time is lost it is to that teacher who, by reason of his ignorance of the lessons, is unable to measure the recitation as it is being given. His time must be occupied in tracing the words as they are recited.

It takes a great deal of the teacher's time to make out the weekly, monthly, quarterly, or yearly report of each pupil, and to the overworked teacher this is quite an item. This is true, but it only follows the general rule that the teacher's success depends on the amount of labor he expends. Yet this labor may be lessened by having the pupils make their own reports on cards prepared for that purpose. Our plan is as follows: We distribute at the beginning of each month, monthly report cards, containing blanks for each day's recitation, attendance, punctuality, deportment, weekly and monthly averages. Each pupil makes out his average at the end of the week, which can be shown to the parent if desirable, and at the end of the month the card is properly filled out, and taken to the parent or guardian, who reads the printed explanations and suggestions on the back, signs his name showing that he has some idea of his child's work for the month. And this fact to the child is a wonderful stimulus to better work, for what child is there that does not desire the approbation of his parents. After the parent's signature has been attached the card is returned to the teacher, who retains it and the others until the end of the year, when they are given out to the pupils. At the end of each recitation, but a moment need be taken in reading the marks to the pupils, who transfer them to their card. And this moment is nothing compared with the beneficial results of the method as a means of education.

2. "The mark is simply for the recitation, and no account is taken of differences in opportunity for preparation and in natural talents."

The purpose of marks for study should not be for anything else than to show the character of the recitation. The teacher who marks his pupils on recitations would be acting the wise part if he were to explain to his classes at the outset that the marks simply indicate the quality of their recitations. Right here some well-meaning teachers who, being conscious of the great influence the marks have on certain pupils, make a fatal mistake by diminishing the marks for some offense committed in the class. This is an abuse of the system in that it is putting it to an illegitimate use and thereby lessening its salutary effect. Often some of our best pupils in recitation are those who are likely to be doing some improper thing in the class, through some eccentricity perhaps, but more probably through the pure love for mischief. The teacher in marking for deportment should be careful and give the pupil credit for being diligent and for improving his opportunities of study to the best advantage, as well as the propriety with which he conducts himself. Want of neatness should not be marked off on deportment. Many good pupils inherit untidy habits.

3. "It is apt to divert the minds of the pupils from the high objects for which studies should be pursued."

In answer to this I would say that the status of the merit of most pupils is not such that any very high ideals of human perfection are formed, and consequently we cannot expect our pupils to be actuated by motives prompting them to the attainment of these ideals. The vast majority of pupils want something that is an immediate reward. I cannot refrain from giving in this place some very forcible remarks on this subject by one of our leading educators. He says: "The real uses and benefits of a good education are beyond the comprehension of the child. They are too far away in the hazy and uncertain future to arouse his enthusiasm or rivet his attention. Years are almost interminable cycles of time to the mind of youth. The prospect of being Chief Justice of the Supreme Court is not nearly so exciting to his young ambition as the race to be first in his class, though the class consists of but 'me and another girl.' Give him his mark, his rank and his relative standing; let him say to himself, 'I am next to Mary and above John!' and he appreciates your work and enters more heartily upon his own than if you preached to him about developments and progress and the elevating tendencies of homogeneous cultivation, till the crack of doom. The mark is his reward, and has one quality which makes it more valuable than any other—it is immediate. His effort is a note that is cashed at sight; it is a bird in the hand of the present, worth a flock of the warblers that hide in the bush of the future." In regard to the artificial character of the system this same educator says: "Granting that the marking system is artificial: so is clothing; so is civilization; and is not education itself artificial? True, education is the application of laws that are natural. The civilized man and the savage both claim the

same mother in nature; one swelling with pride in having been well-trained, the other equally proud in not having been trained at all. Education and civilization are all growths of human nature; so is the marking system."

It becomes the duty of the teacher, we believe, to appeal to the child in such a way as to be the most effective and gradually train him up to higher and nobler motives. Marks should be understood to be nothing but symbols of something nobler and better. The marking system takes the lead among the reward systems employed so generally, as all pupils may be marked according to the character of the recitations, and the record being made daily, is a guarantee against any mistakes that might occur. The marking system when rightly employed, aids in giving system to the workings of any school. It is a handy method of conveying to parents and friends the exact standing or progress of pupils in their studies or conduct. In graded schools, or in schools where there are several teachers employed, the marks furnish to the principal a detailed report of each pupil and inform him when transfers from one room or one school to another may be made.

This system, when properly used, is not only a powerful incentive to study and good conduct on the part of the pupils, but is a valuable incentive to the teacher. In case there is a delinquent pupil, the mark is a standing reminder to the teacher that that pupil needs a little extra attention. The teacher is spurred up to a sense of his duty by the presence of the mark.

It is sometimes advanced as an objection to the system that there are some pupils who are indifferent to the mark any farther than they merely wish to reach the standard that they may not be transferred to a lower class. May we not answer this by the question, Would they be doing even this well if it were not for the marks? We would suggest, however, that the standard be raised. It would make no difference to the careful, industrious pupil, but it would increase the exertions of pupils who simply want to "carry."

The habit of letting marks of demerit cancel those of merit is pernicious in its result. If a pupil has been meritorious, let the mark stand to show that if he has been otherwise, let him have a mark for that also.

The marking system is sometimes abused by teachers who lack exactness in judging of the quality of a recitation. If the pupil deserves 9 (on a scale of 10), do not out of kindness of heart give him 10. Let a perfect mark be something that requires honest effort to obtain, and the pupil will appreciate it.

It is sometimes advanced as an objection that there are pupils who having natural tendencies for complaining, will complain of unfairness. My observation has been that such pupils are chronically afflicted with this fault-finding and we can only console ourselves with the fact that they are few in number.

TRUANCY—ITS CAUSES AND REMEDIES—SECOND PAPER.

SUPT. HENRY SABIN, Clinton, Iowa.

THE second cause of truancy is the influences and surroundings of home. I think we do not realize how much of that which is bad in the life of the child or the man has its origin in his home. If the child lies, it is because no one at home has taught him that truth is better than falsehood. If he plays truant, it is because no one at home has taught him how much more desirable knowledge is than ignorance. In dealing with any case of truancy it is of extreme importance to know how the child is treated at home. Is he alternately coaxed and threatened, hired and beaten? Is the offense viewed one day as trivial and the next day as criminal? Does his mother connive at the offense by sending false excuses to his teacher or by concealing it from his father? Is there an entire absence of all elevating, civilizing, Christianizing influences about his home?

To attempt to break up the habit of truancy without taking into consideration the possible existence of these or kindred facts argues either a criminal carelessness or a blind stupidity on the part of the teacher. It is not always pleasant to visit the parents of the truant. Possibly the teacher will say, "I will teach the boy, when he is in school, but it is not my business to bring him here." This is true if you follow the strict letter of the law; but if the teacher is really actuated by such a spirit, the boy has an excuse for playing truant. There are two reasons why the teacher should seek to know something of the truant's home. In the first place, such knowledge may induce the teacher to pity, and not to punish. It may convince him that his proposed course of treatment is wrong because in the same line with the child's usual treatment at home. Perhaps, beaten for every trivial offense at home, the child comes to look with fear upon anyone who attempts to exercise any authority over him, and so he flees from his school, as from the camp of an enemy.

A teacher who is thus convinced that the boy's evil ways are not due to his total depravity alone, will seek for remedies suited to the case: It is impossible to specify these remedies, but is safe to say that those are most effectual which seem calculated to counteract the influences which surround the child out of school. The teacher must know what these influences are before he can select his remedies. A failure in discipline made through a misunderstanding of circumstances generally aggravates the evil. The more imperative the demand for the use of the surgeon's knife, the greater becomes the necessity that it be used with the utmost skill.

The second reason is, that it is sometimes possible to change the home life of the child in some important particulars. The influence of the teacher may induce a more perfect frankness between the father and mother, it may convince them that to beat the boy merely is not the surest remedy. A hint may be dropped to the mother, that perhaps certain things could be done to increase the self respect of the child; that an interest manifested in his progress would be a pleasant surprise to him; that the one thing needful is to convince him that he is of some consequence, and not utterly worthless in the world. These suggestions are given as worthy at least of some thought. It is only an endeavor to purify the stream at the fountain head, before the waters are polluted beyond remedy.

One of the most prolific causes of truancy, as it originates in home training, is the disposition of parents to keep the boy from school on every trivial occasion. The child is generally a shrewd reasoner. If his parents are not willing to sacrifice their convenience in order to send him to school, why should he sacrifice his pleasure by attending? I have known cases of truancy broken up from the day parents became convinced of this truth. In what I have written I do not wish to be understood as discarding punishment. I only urge the point, that we are too ready to commence by severity, punishment which should be the last resort, and end by studying the home life of the child, and by consulting his parents, which we ought always to do as soon as he manifests a disposition to play truant.

ROMAN CATHOLIC VIEW OF AMERICAN PUBLIC SCHOOLS.*

THE Sacred Congregation for the Propagation of the Faith has been frequently informed that most serious loss threatens the Catholic youth of the United States from the so-called public schools. Wherefore this sad news brought to pass that the Sacred Congregation thought fit to address some questions to the most worthy bishops of that country, regarding, partly, the causes for which the faithful allow their children to attend non-Catholic schools, and partly, the means by which the young may more easily be kept from them.

Moreover, the replies obtained from the said bishops were laid before the Supreme Congregation of the Universal Inquisition for discussion, and the matter having been diligently investigated, the most eminent fathers concluded, on June 30, 1875, that it was to be settled by following instruction, which the Holy Father accordingly, on Wednesday, Nov. 24, 1875, deigned to approve and confirm.

Moreover, the character of the instruction of youth, special and peculiar to these schools, was, of right, to be first considered. But that character of instruction appeared, even in itself, to this Congregation, full of danger and very much opposed to Catholic interests.

For the pupils of such schools, since their peculiar system excludes all religious teaching, neither learn the rudiments of the Faith, nor are taught the precepts of the Church, and so lack that knowledge which is of the utmost necessity to man, and without which no one can live a Christian life.

In fact, in these schools the young are educated from boyhood, and almost from early childhood, at which period, as is evident, the seeds of virtue and vice take root strongly. Therefore, it surely is a very great evil if an age so pliant grow up without religion.

But moreover, in the said schools, being separated from the authority of the Church, teachers are employed indiscriminately from whatever sect, and, besides the law makes no provision to prevent them from bringing destruction to youth, so that it is free to them to infuse errors and the seed of vice into the tender minds.

Certain corruption is also imminent from this, that in these schools, or at least in many of them, the young of both sexes are gathered in the same class-room for lessons, and are compelled to sit upon the same bench, the boys next to the girls. All which shows that the young are unhappily exposed to the injury of their faith and danger to their morals.

But unless this danger of perversion be changed from proximate (immediately) to remote, such schools can not be frequented with safe conscience. This even natural as well as divine law proclaims. This also the Holy Father proclaimed in clear words, writing as follows to the former Archbishop of Freiburg, under date of July 14, 1864:

"Certainly if this most pernicious design of driving the authority of the Church from the schools should be formed or should be in process of execution in any places or countries whatsoever, and the young should be unhappily

* Address by the "Society for the Propagation of the Faith," Rome, Italy.

exposed to injury of their faith, the Church not only ought, with persevering zeal, to use every endeavor, sparing no pains, so that the young should have the necessary Christian education and instruction, but also would be forced to admonish all the faithful that schools of this kind, opposed to the Church, can not in conscience be frequented.*

These words being founded on natural and divine law, lay down a general principle, have a general force, and pertain to all those regions where this most pernicious system of educating youth has unhappily been introduced.

It behooveth the bishops, then, by every power and work to preserve the flock committed to their care from every danger from the public schools. But all agree that nothing is so necessary for this as that Catholics should have in every place their own schools, which should not be inferior to the public schools. Provision should be made with all care for building Catholic schools, where they are wanting, for enlarging and more perfectly providing and furnishing them, so that they may equal the public schools in instruction and management. And for carrying out so holy and so necessary a purpose, the members of religious congregations, either men or women, may, if it seems fit to the bishop, be employed with benefit, and that the expenses necessary for so great a work may be supplied by the faithful it is very necessary when opportunity offers, both in sermons and in private conversation, to remind them that they will be grievously delinquent in their duty if they do not provide Catholic schools by every effort and outlay.

Especially those Catholics who excel in wealth and influence among the people, and who are members of legislative bodies, are to be admonished of this. And in truth, in those countries no civil law hinders Catholics from instructing, when it shall seem proper to them, their children into all knowledge and piety in their own schools. Catholics, therefore, have it in their power easily to avert the detriment which the system of public schools threatens to the Catholic religion.

But let all be persuaded that it is of the utmost importance, not only to individual citizens and families, but to the flourishing American nation itself, (which has given so great hopes of itself to the Church,) that religion and piety should not be expelled from the schools.

However, the Sacred Congregation is not ignorant that sometimes circumstances are such that Catholic parents may in conscience send their children to the public schools. But they cannot do so unless they have sufficient reason for it. Whether any such reason is sufficient in any particular case or not, is to be left to the conscience and judgment of the bishop. And from what has been said, sufficient reason will commonly exist where there is no Catholic school at hand, or when that which offers is not sufficiently suited for educating the young properly and suitably to their condition. But that these public schools may be frequented without sin, it is necessary that the danger of perversion (which is always more or less connected with their system) should be changed from proximate to remote; therefore, it is first to be observed whether in the schools, concerning attendance at which there is a question, the danger of perversion is such that it clearly can not be made remote, as, whether sometimes things are done or taught there contrary to Catholic doctrine and good morals, and which can not be heard or done without detriment to the soul. For such danger, as is self-evident, is to be avoided, no matter at what cost—even that of life.

Moreover, that the young may without sin be permitted to attend the public schools, they should duly and diligently receive at least the necessary Christian education and instruction outside the time of school.

Wherefore, let pastors and missionaries, mindful of what the Council of Baltimore most providently determined about this matter, diligently attend to catechism classes, and especially exert themselves in explaining those truths of faith and morals which are more attacked by heretics and unbelievers. Let them endeavor with great care, one while by the frequent use of the sacraments, one while by devotion to the Blessed Virgin, to strengthen the young exposed to so many dangers, and let them stimulate them over and over to hold firmly to their religion. But the parents themselves, and those who hold their place, should watch with solicitude over their children, and either themselves (or if they be not able, others for them) should interrogate the children concerning the lessons heard; they should examine their books, and if they perceive any thing hurtful therein, they should supply the antidotes; and they should wholly keep them away from and prohibit the intercourse and association with those fellow-pupils from whom danger to faith and morals might threaten, or whose morals might be corrupt.

But whatsoever parents neglect to give this necessary Christian instruction, or allow them to frequent schools in which the ruin of their souls cannot be avoided; or, in fine, although there be a suitable Catholic school, properly provided and arranged, in the same place, or although they may be able to educate their children in a Catholic manner in another place, nevertheless send them to the public schools without a sufficient reason, and without taking the precautions by which the danger of perversion will be changed from proximate to remote—such parents, if they be contumacious, can not be absolved in the sacrament of penance, as is manifest from the Catholic doctrine of morals.

Kindergarten Department.

MOVEMENT GAMES IN THE KINDERGARTEN—WHAT DO THEY COMPREHEND?*

KINDERGARTEN plays are divided into five classes: 1. Representation of symbols—the little thread and all the ball plays, etc.

* Lecture given to the Normal Class by Miss Susie P. Pollock, Washington, D. C. Continued from last week.

2. Representations of nature, such as: the flowers and the gardener, the bees, the pigeons, etc.

3. Representations of industries, such as: John the farmer, the joiner, the miller, the teamster, etc.

4. Gymnastic exercises, such as: the little master of gymnastics, the imitating game.

5. Conversational exercises, such as: the grocer, all the songs connected with public festivals, etc.

The child is taught in the kindergarten how to use a stick, a block, a piece of paper, to symbolize objects in imitation of nature and the activities of life around it. Children copy instinctively the habits of their parents, and in the kindergarten they are taught in their play to imitate the different trades of humanity and the habits of harmless animals, so far as these various representations are conducive to their amusement and healthful exercise.

Now, as to the way in which these games shall be practically taught to the children. Fröbel intends that the play should open the child's heart to all noble sentiments, and to the beauty surrounding it, which it is so ready, so joyful to take in, and he wishes him also to fully understand what he plays. Without this, the greatest educational value of the plays would be lost. The child is to gain a clear idea of *what* he is playing, and it is, therefore, requisite that every play should be proposed and introduced by a conversation, an object-lesson, or a story.

Movement plays comprehend three subjects: words, text, music, and movements or motions. Why do we name the words or text first? Because they convey the meaning or movement of the play. We now come to the music. Fröbel says that there is rhythm even in the first cooing of the baby; this, its exquisite sensitiveness to sounds, is one of the finest instincts to be developed; and the movement plays, accompanied by music as they are in the kindergartens, are of incalculable benefit in that respect. How shall music be taught in the kindergarten, or any school? Attention should be paid to five points. 1, a proper position of the body; 2, the right management of the breath; 3, a good quality of utterance; 4, correct vocal sounds and distinct pronunciation; 5, good articulation and intelligent expression.

In teaching young children to sing, the method of teaching by ear is pursued; it develops more musical power in them than the singing from notes. There are various degrees of an ear for music, but *no* ear for it is certainly an exception in early childhood. It is very easy, when an ear for music has been cultivated, to teach poetry, languages, spelling, or memorizing in any direction. The elements of good time can, and must, be taught in the kindergarten. Many of Fröbel's plays were originated wholly with a view of teaching music. The best and highest end attained by music is its moral effect. Therefore, let every kindergarten allow only pure harmony and beautiful ideas and words to be taught in her kindergarten. Simple they may be, no matter how simple; but remember that singing is breath made beautiful, the poetry of sound. When teaching a new song, sing, and, if possible, play it over, first softly, to obtain their close attention, then louder. As soon as one child has become familiar with the tune to sing it alone, call upon it to do so, for children catch far more readily a tune from one another than from a grown person. If any child sings discordantly, make it sing softly.

In teaching any one to sing, see to it that, 1, the breath is well taken and managed; 2, the mouth must be open; 3, no straining of the voice must be permitted.

In reading notes, or notation, which is the alphabet of music, it is well to remember that every note has three properties—length, which depends on the shape of the notes; pitch, which is designated by the position of the notes on the staff, and power, which is its soft or loud quality.

Quite a number of kindergarten plays are played by the children forming a ring or circle, which is one of Fröbel's perfect symbols, and it is an important point of the play that each circle be perfectly round. At first, a constant watch on the part of the teacher is required, to have this done; but in course of time the children will regulate that themselves, as it were, unconsciously.

Rules to be observed:

1. Let each child, on leaving the ring, join the hands of the children whose hands he has released.

2. On no account allow any one to go through the ring, but direct them to go behind the children outside of it.

3. On joining the ring, always let them take the right hand of the teacher.

The importance of play is, the power it gives to create an independent world, thus enlarging existence, and allowing the necessities of life to be forgotten for awhile, and promoting joyousness. Times like these, of absolute freedom from care and toil, are recommended by the best physicians of our

day for all ages and classes. This subject has received, for years, the serious consideration of thoughtful men in Europe. There, no school or house is without a play-ground. Switzerland educates her strong and healthy citizens by her athletic games. Many of the parks of London, and, indeed, throughout Europe, are used for like purposes.

In this connection we may also mention Bois de Boulogne, in Paris, the public play-grounds of Belgium, as well as those of the Jugendwehr, in Germany, their turnerhallen and gymnasiums for young men, women, and children, and their excellent swimming-schools, for boys and girls. How to play, needs to become a study, a science, to be perfected by the men and women of the future.

To conclude, we will say, in Richter's words: "The child's welfare needs and deserves our most sacred and holiest considerations, for there is nothing in all creation so worthy of it, and on which depends so much in the future. With a child you set in motion, through the short lever of humanity, that long one whose sweep in the height and depth of time you can with difficulty measure.

FACETIÆ.

REJECTED TEACHERS.—The minds of some people have been much disturbed by their friends being refused license to teach school. To satisfy the disturbed minds, the School Examiner of a county in Indiana furnishes them, through the columns of a local newspaper, the following answers that the disappointed applicants gave to the questions asked them:

Question—"What is affectation in reading?"

Answers—"It is affecting to hear a scholar when he gets up to read, to speak his words distinct and mind his punctuation marks. Affectation is sympathy for the piece."

"I have my class sitting, but when one reads they rise to their feet."

Define sugar, sincere, calf.

A.—"1st. I can't define. 2d. Sincere, more sincere, most sincere. 3d. Calf, calves, and calves." "Generous" was defined as a person with a free will; "sugar," a mineral; scissors, spelled sizars; skull, schull; gnaw, pnaw.

Location was defined as a situation for a term. "Presently," anything that is to take place after awhile. Iowa was spelled "Iway."

What is the difference between the local and and simple value of a figure?

"I don't understand the question."

What is a cubic yard?

"It is a cubic yard containing a certain number of solid inches."

One requisition was to write 894 in Roman characters, and out of the number of marvelous combinations of the alphabet we select the following:

"CCC,CCC,CCC,LXXIV."

"Pitch is a raising or lowing of the voice. Emphasis is to place more distress on some words."

"The food is first masticated, and then passes through the phalanx."

"Respiration is the sweating of the body." "The chest is formed of two bones, the sternum and spinal cord." "The animal part can be shown by pooting a bone in acid."

"The Ohio river flows northeast, and forms the northern boundary of Ohio." "The Red Sea and Yellow Sea are in Europe." "Brazil is in Asia."

"The beautiful scenery and fertile soil led to the discovery of America." "The number of broad acres laying untilled led to the discovery of America."

"At the time of the discovery the Indians were kind and in good circumstances." "They was in a critical condition at the time of the discovery."

"Virginia obtained its name from the Virgin Mary." "Virginia, so named by Queen Victoria, called it a virgin State."

"The Puritans was of poor character." "Gen. Washington was born in Virginia." "Washington was Commander-in-Chief in war of 1812, and afterwards President."

In one instance the article "the" was parsed as a verb in the nominative case.

THE VERB "TO BREAK."—"I begin to understand your language better," said my friend, Mr. Arcourt, to me; "but your verbs trouble me still, you mix them so with your prepositions." "I am sorry you find them troublesome," was all I could say. "I saw your friend, Mrs. James, just now," continued he. "She says she intends to break down housekeeping. Am I right there?" "Break up housekeeping, she must have said." "Oh, yes, I remember. Break up housekeeping." "Why does she do that?" I asked. "Because her health is broken into." "Broken down, you should say." "Oh, yes. And since the small-pox has broken up in your city—" "Broken out." "She thinks she will leave it for a week." "Indeed! And will

she close her house?" "No; she is afraid it will be broken—broken—how do I say that?" "Broken into." "Certainly, it is what I meant to say." "Is her son to be married soon?" "No; that engagement is broken—broken—" "Broken off." "Ah! I had not heard that. She is very sorry about it. Her only son broke the news down to her last week. Am I right? I am so anxious to speak the English well." "He merely broke the news; no preposition this time." "It is hard to understand. That young man, her son, is a fine fellow; breaker, I think." "A broker, and a very fine fellow. Good-day." "So much," thought I, "for the verb to break."

THE teacher had been giving out words, says the Newburg, N. Y., *Gazette*, which the scholars were to incorporate into sentences. He gave to one young miss the word "obligatory." He explained that obligatory meant binding. The young miss laid her head upon her hand, and seemed puzzled. But in a moment or two her eyes rested upon her well-worn spelling-book, and her features brightened as a happy thought seemed to strike her. The next instant the astonished teacher read the sentence: "The obligatory of my spelling-book is worn out."

"EDDYKASHUN."—Jake was heard calling across the fence to his neighbor's son, a colored youth, who goes to school at the Atlanta University:

"Look hyar, boy, you goes ter school, don't yer?"

"Yes, sir," replied the boy.

"Gittin' eddykashun, aint yer?"

"Yes, sir."

"Larnin' 'rithmetick and figgerin' on a slate, eh?"

"Yes, sir."

"Well, it don't take two whole days to make a hour, does it?"

"W'y, no!" exclaimed the boy.

"You was gwine ter bring dat hatchet back in an hour, warn't you?"

"Yes, sir."

"An' it's bin two days sense yer borrowed it. Now what good's eddykashun gwine to do you thick-skulled niggers when yer go to school a whole year and den can't tell how long it takes to fotch back a hatchit?"

Musical Department.

Editor, W. L. SMITH, East Saginaw, Michigan.

MUSICAL LITERATURE.

IT is a matter of sincere regret to those interested in æsthetic culture, that, in collecting libraries (especially those of a public character), one of the most entertaining and instructive departments of literature has been to a great extent ignored. We refer to that of music; and when we speak of *musical literature*, we do not wish to be understood as referring to text-books. Music, although comparatively a modern art, has already quite an extensive literature, with which the public should become better acquainted. While the shelves of our libraries are being filled with many volumes of less elevating or useful character, why not give a little attention to this class of literature? We presume the neglect in regard to this matter has not been of a willful character, but has been occasioned by ignorance on the part of those in charge of libraries. For the purpose of bringing the subject before educators in a *practical way*, we are preparing a list, to be given in these columns shortly, of the most meritorious publications on the subject, which would prove of interest in a course of general reading, including critical, historical, and biographical works, and also books of fiction. None but the very best works will receive attention, and we trust that the list will prove of value to those interested.

BOOKS RECEIVED.—The following books have been received, and will be noticed in due season:

Authors.	Names.	Publishers.
Moscheles,	Recent Music and Musicians,	Henry Holt & Co.
Seiler,	The Voice in Singing,	J. B. Lippincott & Co.
Sheppard,	Charles Auchester,	Estes & Lauriat.
"	Rumor,	" "
"	Counterparts,	" "
Palmer,	Theory of Music,	John Church & Co.
Boardman,	Kingdom of Mother Goose,	Mrs. G. N. Boardman.
"	Penny Songs for Public Schools,	" "
Zundel,	The School Harmonist,	Harper & Bros.
Horsley,	Text-Book of Harmony,	" "
Humphreys,	Art of Reading Music, Parts I & II,	Mrs. L. B. Humphreys.
Meignen & Keys,	The Music Reader,	Wm. H. Boner & Co.

Notes.

THE *North American Review* for July and August contains the following articles: "The Electoral Conspiracy," by J. S. Black; "The War in the East (with maps)," by Geo. B. McClellan; "Fitz-Greene Halleck," by Bayard Taylor; "The American Constitution," by Oliver P. Morton; "Moral Reflections," by a Japanese Traveler; "New Russia," by M. W. Hazeltine; "How Shall the Nation Regain Prosperity?" by David A. Wells; "Reformed Judaism," by Felix Adler; "America in Africa," by Gilbert Haven; "Contemporary Literature," by the Editor.—Jansen, McClurg & Co. have issued the twentieth thousand of *Fericho Road*, in paper cover, price fifty cents.—*The Teachers' Metric Manual* is promised by the American Metric Bureau, Boston, to appear before fall. It is designed to furnish a complete guide to the most effective teaching of the metric weights and measures, with full illustrations and examples.—The July number of the *Canada School Journal* announces the "amalgamation" of that journal with the *Home Companion and Ontario Teacher*, and the suspension of the *Journal of Education*.—D. Lothrop & Co. bring out at once a handsome edition of "The Confessions of Augustine," a rare religious work long out of print. They also have now in preparation about one hundred new books for the holidays, some quite small, some quite large, and all very fully illustrated.—It is stated that Webster's Unabridged Dictionary contains 335 words of seven syllables, twenty-four with eight syllables, and three with nine.—An unusually large number of colleges have found fame through the columns of the press this summer, from the dissensions and quarrels in which their faculties and regents have become involved. The public school teacher or superintendent sometimes envies his friend, who is a college professor, because he—the professor—is not so much subject to the whims of a changeable board of education. As a rule this is true, but if the present year is a fair indication of what is to be the practice among colleges, we are not sure but the tenure of office is quite as secure in the public schools as in the schools of higher grade.—The address of Clarence King, delivered before the Sheffield Scientific School, at New Haven, at the late commencement, was a bold and aggressive presentation of views, which must arouse an animated discussion among the ranks of the scientists themselves. The *New York Tribune* says: "There has not been for many years so significant and bold an utterance in the field of science, or so confident a challenge to the upholders of opposing views. The importance of Mr. King's theory of the evolution of environment may be judged from the fact that its establishment is at once fatal to the fundamental doctrines upon which has been built the scheme of development by natural selection and the survival of the fittest. The publication of this address will have the effect of changing the character of the discussion, and, in a measure, the field of controversy, for in it Mr. King has turned the guns of geology upon the biologists, and given them a broadside from their own weapons."—The visitation of public schools by the patrons of those schools is not a thing to be commended, according to the notions of a London contemporary. In commenting on the announcement of Supt. B. G. Roots, of Fort Smith, Arkansas, which was published in the Illinois department of the WEEKLY, May 10th (this contemporary calls the WEEKLY "an Arkansas paper"), our neighbor says: "This kind of thing may please Mr. Roots, but there are few teachers who would care to have their daily work interrupted by a stream of 'citizens,' or to be favored with the criticism of these visitors. The real work of a school is not likely to prosper under the interruption of casual spectators. That the system of visitation is popular in America will be seen from the following, which reaches us from Ohio" (then follows the whole of our Ohio department, of May 17th). In England they have an official examiner, who is expected to give notice when he is to examine a school, and at such times he is in supreme command. "No other visitors allowed" is the prevailing sentiment, and the teacher's work is known only by the uncertain reports of the pupils, and the formal reports of such inspectors. Evidently the co-operation of the parents is not desired, and there is consequently a lack of interest in the cause of popular education. Teachers there are a peculiar class, less a part of the people than in this country, where there is too little that is common between teachers and parents. The public schools should be in the broadest sense the schools of the people, open every day and constantly to inspection by any and every citizen. Nothing should be done in a corner, and if the regular work of the school will not bear the inspection and criticism of those who have placed their children there to be educated, then it has not been entrusted to the proper hands. A good school is inspired and benefited by frequent visitations from parents and others. We would like to have the walls of the school-room made of glass, that nothing could be done or said

which was not open to the observation of the public.—A writer in the *Polytechnic Review* argues that crime is not diminished by school education. He says that the ratio of crime to population is less in Ireland than in Massachusetts, and that property is more secure in Italy, with its many millions of illiterates, than in the Old Bay State with all its schools.—The editor of the *Maryland School Journal* announces in the June number that he does not propose to continue its publication. And thus another of the monthlies closes its career. It was begun in September, 1874, and has always been well edited, but meagerly supported. It was originally edited by the late William R. Creery and M. A. Newell, but since the death of Mr. Creery the journalistic labor has all fallen upon the surviving editor, and this with increased work in other departments of public education, has forced Mr. Newell to relinquish the publication.—Mr. Motley received from the Harpers as copyright the comfortable sum of \$60,000; while Prof. Charles Anthon got upon his writings \$100,000. The firm paid to Mr. Jacob Abbott \$50,000; to the late Albert Barnes, \$75,000; and to Marcuis Wilson, the author of their series of school readers, about \$200,000.—An article by Supt. Searing in the *Wisconsin Journal of Education* for June gives some of "The Truth Concerning Text-Books." The writer says that "it is as certain as anything in the range of statistics that the average cost of text-books, per pupil, in country districts—where the chief complaint is heard—is considerably less than two dollars per annum." Respecting the profits accruing from the sale of text-books he says: "We venture the assertion, without hesitation, that the aggregate profit, above first cost, paid by every family, on its sewing machine, would, if put at interest, yield amply enough to meet the annual cost of text-books for the average country family. The same statement would hold good, if applied to the reaping or mowing machine of the farmer. The profit on clothing is as great as that on school books. The profit on patent medicines—some form of which is consumed in nearly every family—is several times greater than that on text-books." He then gives the following reasons for the outcry against the cost of school books: "There is a radical and just cause of complaint in the present want of method in supplying text-books to schools, which makes them a source of chronic irritation in every state of the Union. This cause is to be found in three unfortunate results of the present absence of method, viz.: (1). Lack of uniformity in books. (2). Lack of a sufficient supply of books. (3). Frequent changes of books."—Dr. J. D. Hooker, President of the Royal Society of London, has undertaken this summer, in company with Prof. Gray, of Cambridge, and others, a tour of investigation to the Far West. The reports of the exploration will be made to our government.—We have received the Annual Circular of the State Normal School, at St. Cloud, Minn., D. L. Kiehle, A. M., Principal. The fall term opens August 21st. This institution is the most beautifully located of any in the state, being on the banks of the Mississippi at an elevation of seventy-five feet above the surface, and at a bend in the river affording some of the most picturesque views anywhere to be found. The building is new, of brick upon a granite foundation, well heated, lighted, and ventilated. Prof. Kiehle is a graduate both of a normal school and a college, and superadds to his skill as a teacher an experience of several years as superintendent of one of the most populous and wealthy counties in the state. He is, therefore, thoroughly acquainted with the wants of the common school, and is consequently in a position to give his students a careful preparation for their appointed work. It is the only normal school in the state that affords special facilities for inexpensive and perfectly satisfactory boarding. It occupies the first rank among the institutions of Minnesota for the ability and efficiency of its teaching force, and for the sound discretion of its internal management.—The twenty-third anniversary of Albion Academy was largely attended. Music was furnished by the Bower City Band, of Janesville. The degree of Bachelor of Philosophy was conferred on a graduating class of five gentlemen and one lady, who had completed the four years' classical course. The previous week was occupied by examination of classes, sessions of the literary societies, and public addresses. Rev. C. H. Richards, of Madison, gave an address before the societies. Rev. W. P. Stowe, of Janesville, preached the annual sermon. Rev. Dr. Swing, of Chicago, was to have given the annual oration, but at a late hour it was found to occur on the same evening he was to lecture at a college in Iowa. The Alumni dinner was attended by about fifty of the one hundred and twenty graduates of the institution, and was one of the most interesting occasions that ever occurred at the institution. The Academy has, probably, the best literary society rooms in the Northwest, and has many other advantages. A glass of ardent spirits was never sold in the town. The names of the present graduating class are Geo. N. Campbell, Thos. A. North, M. G. Stillman, Wendell W. Cornwall, Louis R. Head, Sara E. Luse.

REVIEWS.

RECENT FRENCH PEDAGOGY.

BY his *Rapport sur L' Instruction Primaire à L' Exposition Universelle de Vienne*, (Paris: 1875), M. Buisson conferred a great favor, not only upon France, but upon the whole civilized world. The industry of a German might gather up the teachings of the Vienna Exposition upon popular education, but it is doubtful if any one but a Frenchman could colligate the really important facts and present them with that clearness which would make them self-interpreting.

In his *Rapport*, M. Buisson traverses the whole field of primary education, as it was presented at Vienna, brings into sharp outline the characteristic features of each system, and throws into the current of educational thought the net results of the progress hitherto achieved in primary instruction.

M. Buisson was president of the French Educational Commission at our Centennial Exhibition, and has just published a work, unique in its character, and destined to convey to Continental scholars a very complete view of American schools, as estimated by the work which they are actually performing. This is his *Devoirs D' Écoliers Américains recueillis à L' Exposition de Philadelphie (1876)*. This is nothing less than a collection of examination papers, essays, themes, etc., as they were prepared by American public schools, and sent to Philadelphia for exhibition, and literally translated into French. It is not a criticism of our schools, but an actual showing, good and bad, of what our state and national systems are doing.

The following synopsis of the contents will show the comprehensive nature of the publication:

Part First—Primary Schools.—Lessons on objects; language lessons; number, oral and written; geography; drawing.

Part Second—Grammar Schools.—Language lessons; descriptive essays; narrations; letters; domestic life; school life described by scholars; about the Centennial; history: civil government; geography; natural history; arithmetic; music; work of Chinese children educated in the United States; drawing.

Part Third—High Schools.—School compositions; literature; narrations and fiction; literature and literary history; public oratorical exercises; dissertations; history; political essays; versions and Latin exercises; free translation; French compositions; mathematics; physical sciences; natural sciences; drawing.

Part Fourth.—Normal Schools.

These selections are made chiefly from the larger American cities. The names which appear most frequently are, Indianapolis, Cincinnati, Cleveland, Boston, Milwaukee, Saint Louis, Washington, Baltimore, and New Orleans. It is, perhaps, a fact worthy of mention, that Western schools furnish the greater part of the material here collected. In Michigan, only Ypsilanti (Normal school) and Bay City are represented. Chicago has one credit; Detroit none; Cincinnati, twenty-two; Milwaukee, thirty-six; Cleveland, twenty; Boston, nineteen.

As the author informs us, this is but an appendix to his forthcoming *Rapport de la Commission scolaire déléguée à Philadelphie*. From what M. Buisson has already accomplished in this field, it is not too much to expect that his report will prove the most valuable document which will result from the educational exhibit at Philadelphia.

Along with the volume just mentioned, we have received specimen sheets of a *Dictionnaire de Pédagogie et d' Instruction Primaire*, by the same author. Its general divisions are the following: General or Theoretical Pedagogy; Special or Practical Pedagogy; the History of Pedagogy; School Legislation and Statistics; a Bibliography of Pedagogy.

In the preparation of this encyclopædic work, M. Buisson has the assistance of many eminent co-laborers, and, judging from the specimen sheets which have been forwarded, it is safe to say that this *Dictionnaire* will excel all similar works hitherto published.

W. H. PAYNE.

Handbook of Natural Philosophy, for School and Home use. By W. J. Rolfe and J. A. Gillet. Fourth edition, revised. (New York and Chicago: Potter, Ainsworth & Co. pp. 328. Introduction price, \$1.35).—In this briefer course in physics, an attempt has been made chiefly to set forth the most important facts in the science clearly and briefly. This adapts the book to the wants of the ordinary high school. It is noticeable, furthermore, that the facts discussed most fully are those which are of the most practical interest to the student. The chapter on machines, for instance, covers 25 pages. Electricity,—mostly voltaic and magnetic electricity,—occupies 35 pages. An appendix of 94 pages gives, at considerable length, such problems, notes,

description of apparatus, etc., as the student will find of service in private study, or the teacher in enlivening the recitation in the class-room. The presentation of the subject throughout is made in a vigorous, popular style, and the latest conclusions of science are given suitable prominence in the work. One feature of marked superiority over other books of its kind is the fullness with which the phenomena of the atmosphere are treated.

A Brief History of Turkey. From the German of Dr. Johannes Blochwitz.

A Brief History of Russia. By Frances A. Shaw.

The Eastern Question. By James M. Bugbee. (Boston: James R. Osgood & Co.; price, in paper 25cts. each.)—These three little volumes contain a clear and concise history of the nations now involved in war, and of the difficulties between them, the third mentioned being a summary of the first two, so far as the causes of the present war are concerned.

The difference in style between the first two strikes us as peculiar—it is the characteristic difference between man and woman; the one relating facts and events as he finds them, without expressing decided opinions as to the motives which actuated the men who were instrumental in bringing these events about; the other portraying the inner life of the prominent actors, and, with genuine female intensity, either lauding or censuring beyond all reasonable bounds. The man considers a Selim I. "the most cruel and brutal among the sultans," and his reign "unusually prosperous;" the woman looks upon an Alexander as next to Deity in godliness, incapable of doing any great wrong, while a Catharine is a demon incarnate in thought, word, and deed. However, the three volumes are very readable, and should be in the hands of every person who has a desire to have a thorough understanding of the so-called Eastern Question. The maps accompanying each volume, although not remarkable for clearness, will be found valuable for reference.

ANSWER TO H. L. B., IN "WEEKLY" OF MAY 10.

TO THE EDITOR OF THE WEEKLY:

AFTER waiting long for others, I venture, in answer to H. L. B.'s inquiry in your issue of May 10th, to give my idea of Wordsworth's meaning in the Ode on Immortality, where he says:

"But there's a tree, of many, one,
A single field which I have looked upon,
Both of them speak of something that is gone."

A careful study of the whole poem is the first step. By this we find that the poet was, in mature years, recalling the spiritual states of his childhood, and comparing them with those occasioned by the same things in manhood. "The visionary gleam" of youth was gone; he sees now but by "the light of common day."

To interpret the passage, we must put ourselves in like mental attitude. We teachers can not too often faithfully re-present to ourselves our own child soul-life. It gives us a reverence for the young spirits in our care, that quickens all our work.

Two years ago I went back to the rather wild home of my earliest years. Unseen since my ninth year, its picture was in my mind just as the boy-dreams had fashioned it. No pen can tell the thrill of expectancy as I came near the old place. But a moment of sight, and it was all gone. Even now it is easy to recall my feeling as I went to sit at the foot of the great oak by the mill dam, in hope of regaining the old feelings. Once it had for me more than a Dryad's life in it. It had looked down on my musings with almost a mother's look, and, with a child's simple faith, I had communed with it for hours. But at this time it was only an oak tree, "of many, one," no more.

I looked about me. There was a field, "a single field,"—for I think he uses "single" here in the sense of *separate, having fixed bounds*,—not the broad landscape, smiling in its oneness toward heaven.

The child-look had seen but the general landscape with the God-smile ever restin upon it; the man's gaze, narrowed by the petty cares of life, was conscious of the fence bounding a part for farming purposes. The tree is now but one of the countless oaks, fit for beams, shingles, or bridge-planks; the landscape, in this faded "light of common day," is but a lot of single fields allotted to grass or corn or flax.

With what pathos do they "speak of something that is gone," a "falling from us, vanishing." With this view, I take the "there" as an *adverb of place*.

J. O. N.

WOOSTER, O., June 30, 1877.

TO THE EDITOR OF THE WEEKLY:

I CANNOT agree with your disposition of "who" in the sentence, "I know *who* did the mischief." In my opinion, "who" is an *interrogative* pronoun, the object of "did," and "who did the mischief" is the object of "know," and an indirect question. The sentence means, "I know the answer to the question, Who did the mischief?" If you supply an antecedent, as, "the person," you simply state that you are acquainted with the one who did the mischief, but you may, or may not, know who did it. For instance; You ask, "Who did the mischief?" John says, "I know." That is, John knows the answer, and may, or may not, know the person. Suppose he is a stranger; you ask, "Who knows him?" George says, "I know him." George knows nothing about his doing the mischief, but if that is the person who did it, he knows "the *person* who did it," but would not know "*who* did it."

J. A. HOLMES.

It was heterophemy—it was heterophemy—that is just what we thought we said—of course, and Mr. Holmes has said it well.

THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

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Nebraska: PROF. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign: HENRY A. FORD, Kalamazoo, Michigan.

CHICAGO, JULY 26, 1877.

Kentucky.

LOUISVILLE.—Several years ago there was a clause in the charter of the city of Louisville which declared that any one who was related to any principal or teacher of the public schools, by blood or directly my marriage, or who was directly or indirectly interested in any contract for supplies or building, to which the school board was a party, should himself be ineligible as trustee of said schools. The rule was proper and worked well; but, at the instance of persons who wanted to both give out and receive contracts, it was repealed, and the Legislature has since refused to re-enact the clause. At a late meeting of the school board it was resolved that no teacher should be employed who was related by blood or marriage, directly, to any member of the school board, and that no contract should be entered into for supplies or building in which any member of the board was directly or indirectly interested. The passage of the resolution was followed by the resignation of three of the trustees. Thus the board, while it could not define the qualifications of its own members, could fix the status of its employes, and regulate the signing of contracts, so as to free itself entirely from the charge of favoritism. At the election of teachers, owing to changes in the organization of schools, some lost their places temporarily; they will probably be engaged in September, when the attendance shall justify. F. T. Salisbury, 1st assistant in Madison Street School, takes the principalship of the Portland School; Major Geo. E. Roberts takes charge of the New Grayson Street School; J. T. Gaines, a very worthy gentleman, formerly of Lexington, Ky., succeeds to the principalship of the 3d Ward School, J. B. Reynolds having been called to take charge of the Male High School in New Albany, Ind. The teachers of Louisville are making full preparations for the forthcoming National Teachers' Association. Halls of sufficient capacity to entertain twice the largest estimated number have been engaged; excursion trips have been provided for. The hotels have reduced their rates to very low figures, and the Association will find that nothing has been left undone which should have been attended to.—O. B. Hay, formerly of Hodgenville, Ky., goes to Lexington, Ind.; J. T. Payne to Corydon, Ky.

Nebraska.

THE closing exercises of the Normal School occurred June 10-14, and furnished, perhaps, the most interesting occasion of the kind in the history of the school. There were ten graduates, all of whom acquitted themselves in a very creditable manner. Their names are as follows: F. H. Arnold, L. A. Bates, J. A. Bond, Leslie Lewis, Lillian Bain, Jessie Bain, Elsie DeCou, Ida M. Dennison, Ella Logan and Sue Prichard. The alumni meeting on Thursday afternoon was an occasion of especial interest, many graduates and former students being present who had not visited the school for many years. Miss Lydia Bell was elected Prest. of the Alumni Association. The usual society exhibitions, concert by the the vocal class, under Prof. Worley, and social re-union on Commencement evening, passed off in a pleasant and satisfactory manner. The Board of Education met on Wednesday, and adjourned to meet at Lincoln, July 6th, at which time the vacancy in the Faculty caused by the resignation of Miss Bell was filled by Mrs. Curry, wife of the Principal. Miss Bell retires on account of ill-health, and will return to her home in Pawnee City. She is an excellent teacher, and a host of friends will follow her with their sympathy in her affliction, and their best wishes for her speedy recovery.—Commencement at the University occurred June 27th. All the exercises of commencement week were held in the Opera House, and even this was too small to accommodate the large audiences which assembled on the various occasions. The Baccalaureate sermon by the Chancellor was given Sunday evening, and the literary societies gave a joint exhibition on Tuesday evening. On Wednesday morning, in addition to the exercises of the graduating class, Mr. Poppleton, of Omaha, delivered the University ad-

dress—a very able and eloquent lecture, which added greatly to the interest of the occasion. Mr. Poppleton is attorney for the Union Pacific Railroad, and it is said that he wrote this address in the midst of one of the most trying lawsuits of his life; yet it showed no want of care in its preparation. The graduating class consisted of four young men, as follows: Chas. L. Brainard, Ag. B., A. W. Field, S. B., F. M. Lamberton, A. B., W. A. McAllister, S. B. In the evening, a large and brilliant company assembled at the chancellor's residence, for social purposes, including besides those connected with the University, many of the state officials, and a number of other leading citizens of the state, both from Lincoln and abroad. The Board of Regents met on Tuesday and Thursday. Among the business transacted by them, was the organization of the Latin [Preparatory] School as a separate department, under Prof. C. B. Palmer, as Principal. It is intended by this means, and by an increased thoroughness in entrance examinations to raise the grade of this department and make the work more systematic and efficient. Military drill was made compulsory for the freshman, sophomore and junior classes.—The Board adjourned for one week to obtain reports from architects in regard to the condition of the University building. Although a large and imposing structure costing over \$100,000, it was so poorly constructed both in workmanship and materials, that it has with difficulty been kept from falling until the present time. A few years ago, parts of the foundation were renewed where most needed, but this only postponed the final catastrophe. For some time past it has been evident that the building was unsafe, and the board of architects agree not only that it is unsafe, but that it cannot be repaired. The entire foundation, of red sandstone, is crumbling to dirt, the brick walls are crumbling and cracking, key stones are falling out, etc. The Regents, therefore, on reassembling, decided to tear down the whole structure, from turret to foundation, and build a new building, provided a part of the fund can be raised by subscription in the city. Thus the University is left without a building, and just what will be done to provide for the immediate future cannot now be predicted.—State Supt. Thompson is holding a series of summer institutes throughout the state, with good success, at Grand Island, Fremont, Plattsmouth, etc.—The Lincoln School Board have reelected all the old teachers. Ditto at Beatrice. These are healthy signs indicating a more steady policy in school management.—Prof. Collier, of the University, has returned from California, restored to health and ready for work. Prof. Church sailed for Europe June 23. He will make his home at Munich for the next nine months.

Iowa.

THE second annual session of the Iowa State Normal Institute was called to order, June 25th, by State Superintendent von Coelln. Prof. D. H. Lewis, of Washington, was elected President of the Institute. Mr. King, of Des Moines, and Miss Kate Tupper, of Marshalltown, were elected Secretaries. Mr. Smith, of Des Moines, was chosen Treasurer. The President returned thanks for the honor conferred upon him. Supt. von Coelln delivered a fine address of welcome, and briefly defined the purpose of the Normal Institute. Prest. Lewis responded in behalf of the Institute, Supt. Johnson, in behalf of the county superintendents of the State, Prof. Zeller, of Winterset, responded for the city superintendents, and Prof. Piper spoke for the book agents. Music, and a very enjoyable sociable, followed. Tuesday morning, Miss Bucklin, of Charles City, presented Methods in History. She outlined her subject in a manner that was clear and comprehensive, and produced a very favorable impression upon the members of the Institute. A very animated discussion followed, and quite a difference of opinion was expressed, although Miss B.'s methods were heartily endorsed by prominent members. The subject of Arithmetic was presented by Prof. Baker, of Oskaloosa, and J. K. Lansing, of Waterloo. The discussion was engaged in by Messrs. Colby, Houghton, Buckbill, and others. Miss Lucy Carter, of Wheatland, illustrated, by means of a class, her method of assigning lessons, and of securing accurate and rapid pronunciation. Her class-drill indicated a thorough acquaintance with the needs of the work. This exercise was followed by a lesson on the same subject by Prin. N. N. Spear, of Gilman. He claimed that words should be taught as individual things—not as parts or compounds. The Sentence Method has its peculiar advantages. It trains the eye to keep in advance of the voice, and teaches ease and naturalness of expression. The phonic method tends to cultivate clearness and distinctness of articulation. This lesson was well received. Primary work in Reading was presented by Miss Mary McGowen, of Waterloo. She conducted a class of children in a way which finely illustrated the principle she wished to place before the Institute. She maintained that the teacher should insist upon a thorough knowledge of words, correct phrasing, and a cheerful tone of voice. The discussion which followed was by Messrs. Wedgewood, Shoup, Rogers, Porter, Stuart, Seerley, Thompson, of Des Moines, and Prof. Piper, and Miss Kellogg, Mrs. Peck, Miss McGowen, Mrs. Hatch, and Mrs. McGonigal. The subject of teaching grammar in institutes was next presented by Supt. A. W. Stewart, of Ottumwa, Miss Graham, of St. Louis, and Prin. R. G. Gilson, of Fairfield. The following persons engaged in the discussion: Messrs. Schoup, Boltwood, Goldthwaite, Gilson, King, Mrs. Bennett, and Hon. S. R. Thompson, of Nebraska. Orthography was presented by Supt. J. W. Stewart, of Shell Rock, and discussed by Profs. Boltwood and Goldthwaite. The subject of Normal Institute organization next engaged the attention of the Institute. Supt. Valentine, of Mason City, gave some excellent practical hints. He advised the teaching of Didactics by means of a text-book, a review of each day's work at the commencement of the next day's recitation, the holding of two sessions each day, frequent talks on subjects before the Institute, and he would have teachers conduct class recitations occasionally. Questions were

asked, and much profitable discussion followed. Profs. Ira C. Kling, C. P. Rogers, and Supt. Cook were appointed a committee on resolutions. The subject of Geography was presented in an able manner on Thursday morning, by Prin. L. T. Weld, of Cresco. Supt. J. W. Johnson, of Oskaloosa, followed with a fine lesson on the same subject. Following a discussion on these lessons, was Supt. J. F. Thompson's paper on Didactics. Prin. H. A. Boltwood, of Princeton, Ill., followed in a most excellent lesson that was highly praised for its many good points. The committee on resolutions presented their report, which was adopted. Thanks were extended to the executive committee for their official labors, to the Des Moines School Board for the use of the building, to the different railroads for reduced fare, to the *State Register* for its full reports, and to Miss Treat and Rev. D. E. Jones for music kindly furnished. The fifth resolution expressed implicit confidence in the ability, integrity and efficiency of the present Superintendent of Public Instruction, and pledged him our united support in all measures tending to the welfare of our public schools. The sixth recommended that music and drawing be taught in county normals, as far as practicable. The seventh resolution was a determination to be faithful in teaching morals and manners, and by precept and example to strive against the sin of intemperance. Prin. H. A. Boltwood, of Princeton, Ill., lectured, on Tuesday evening, upon *The Dangers of the Profession*. It was a good, practical address, replete with excellent hints, and was well received. Hon. S. R. Thompson, Superintendent of Public Instruction, Nebraska, spoke to a full meeting of the Association on Wednesday evening. We regret that lack of space prevents even an outline of this excellent address. At noon on Thursday, the work of the Normal closed. A unanimous wish was expressed that the Normal Institute be held again next year.

Minnesota.

THE exercises attending the tenth annual commencement at St. John's College, St. Cloud, took place on Wednesday, June 28.—The closing exercises of the Northfield schools, June 28th, included the graduation of a class of five young ladies.—June 28th seems to have been a red letter day in this state. Austin now reports great enthusiasm on that day over the graduation of two young ladies, the first fruits of their public school system.—Supt. Cathcart, of Meeker county, reports the completion of a new school house at Swede Grove in that county, which he says is the most comfortable and best furnished in the county. Let us have more of them.—Your editor for this state has folded his tent and glided westward for his vacation, leaving a pair of scissors on his table. School news at this season is scarce, but any unusual poverty in this department may safely be charged to the poor scissors.

Wisconsin.

THE Primary Department of the State Normal School, Platteville, under the charge of Miss Brayman, is one of the most interesting as well as one of the best conducted departments of the Normal. Her school numbers about forty little boys and girls between the ages of five and twelve and is intended to exhibit a model of a well-regulated graded school.—Grant County *Witness*.—A class of seven in the full course, and one of seventeen in the elementary course, graduated from the Platteville Normal Sch.—Stoughton is making a three thousand dollar enlargement in its school building.—A correspondent of the *State Journal* says that the exercises of Commencement week at Milton College have never been excelled.—Principal J. C. Crawford of Marinette publishes in the *Eagle* a full report of the result of the examination of all the pupils in the various studies. Mr. H. Tibbals reports the Peshigo schools in the same paper.—The Sheboygan Board of Education have made a formal demand on the Mayor and Common Council, that they recognize the rights of the School Commissioners, failing to secure which they will resign.—“Most of the graduating class will teach the coming year, after which the male portion will divide itself about equally between the law and the medical professions, also sending one of their members to the University.—*Ripon Free Press*.—Miss Hosford is giving the teachers excellent advice through the columns of the *Eau Claire Free Press*.—The city schools closed for the year on Friday last. The exercises on the last two day were of a very gratifying and somewhat novel character. Friday afternoon instead of the usual declamations and essays, there were class examinations and essays on topics which had been selected during the term. A class in geometry was sent to the board and questions given them which had been prepared by the examining committee. The figures were all correctly put upon the board, but that was a very little thing as they were all simple, but the manner in which the class went to work at them told volumes. There was no hesitation, no communication, no looking from one to another, each did his work and waited quietly and with no anxiety for the teacher to call for the demonstration. Every one in the class seemed to *know* he was right. There were several essays on topics in Natural Philosophy all showing a thorough knowledge of the matter as laid down in the text-books. Essays by Misses Williams and Dayton, on Longfellow and Poe respectively, were very pleasing and showed considerable appreciation of the authors treated. It is evident that some good reading has been done by the class in English Literature. Altogether Mr. Burnham had great reason to feel proud of his class that last afternoon, and to do him justice, he did look proud. He has done much hard work during the year, for in no other way could the thoroughness and interest manifested last Friday have been produced.—*Waupaca Republican*.

Illinois.

INSTEAD of the ordinary news items, we present, this week, an article from Mr. Clark, of the Aurora High School. As will be inferred from the article, a move has been made to test the legality of the highest grade in these schools. The discussion is of such general interest that we quote the entire article from the *Aurora Herald*:

HIGH SCHOOLS.

The school in District No. 3 is organized under the general law applying to districts of from 2,000 to 100,000 inhabitants. The following are the essential provisions of the law:

“Every school established under the provisions of this act shall be for the instruction in the branches of education prescribed in the qualifications for teachers [orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, the elements of the natural sciences, the history of the United States, physiology, and the laws of health], and in *such other branches*, including vocal music and drawing, as the directors [or Board of Education], or the voters of the district at the annual election of directors [or members of the Board of Education], may prescribe. They [the Board of Education] shall direct what branches of study shall be taught, and what text-books and apparatus shall be used in the several schools. Such board shall have power, and it shall be their duty, to establish schools of *different grades*, and make regulations for the admission of pupils into the same.”

It is under the authority of the above provisions that the high school grade in District No. 5 has been established and the studies *permitted*, but not *required*, to be taught in the public schools, have been mainly assigned to that grade. If the language of these provisions is not full enough to authorize all that has been done in this district in the way of instruction in *permitted*, or high school studies, will some one tell the public how it can be made full enough?

But we are told there must be a limit to the teaching of high school studies in the common school. Very well. Why not then leave the fixing of that limit where the law leaves it—with the directors and voters? May not an intelligent community of 2,000 inhabitants or more be supposed to be best acquainted with their educational needs and the most competent to provide for them? It would seem to most people that the Legislature showed unusual wisdom in leaving this matter of high school studies just where it has been left—with the people and their immediate school representatives. If the high school grade in any district is lower than the people would have it, the directors or voters have a legal method, in the law cited, for raising it. If, on the other hand, it rises too high for their appreciation, it takes but a short time—two years at most—under the same law, to degrade it.

But we are told further that a decision of the Supreme Court has fixed this limit, and has fixed it below high school studies. Let us see if this is so. What was the case before the court? A child was expelled from school because the parent declined to have him pursue book-keeping—a *permitted* but not *required* school study. The court below held that the directors acted in violation of law, and awarded damages. The Supreme Court sustained the decision. The court held that the directors violated the law, not in requiring book-keeping to be taught in the school, but in requiring a pupil to study it. This is the language of the Supreme Court decision:

“We are clearly of the opinion that the General Assembly have invested school directors with the power to compel the teaching of other and higher branches than those enumerated to those willing to receive instruction therein, but has left it purely optional with parents and guardians, whether the children under their charge shall study such branches.”

What could be more explicit than this language of the court? And in what particular have the Board of Education of District No. 5 exceeded the authority with which the court admits them to be invested?

But we are told still further that there is another part of the decision that is very clearly against the high school. It is this:

“Nor can we hold that this license to have other and higher branches taught empowers the directors to establish and maintain high schools, as they are denominated. If the provision referred to conferred such power, why create such schools by special enactments, which are found in large numbers in our statutes? If such powers were intended to be conferred by the general school law, the General Assembly would not have so repeatedly conferred, by special enactment, powers already possessed by school directors. This is an interpretation given by the General Assembly that is entitled to much weight in ascertaining the legislative intention in framing our common school system.”

The term “high schools, as they are denominated,” clearly means, not the highest grade of the common school in which *permitted* studies only are pursued, but high schools of the character of those established by special acts,—that is, high schools where directors have the power to prescribe courses of study and to require the studies prescribed to be pursued. The context sustains this view, and on no other hypothesis is this part of the decision reconcilable with that before quoted. Under this view, then, the high school grade in District No. 5 is far from being pronounced illegal by this oft-quoted decision. But to present the matter in the light most favorable to the high school, we will suppose that the term “high schools” in the decision includes the highest grade of the common schools. How then does the case stand?

It is to be kept in mind that the decision referred to was under the statute of 1865, a statute enacted under the old constitution, when any town or city that wished could get a special act for organizing its schools. It is to be observed, too, that the sole ground alleged by the court for holding that directors had not power to establish high schools was this, to-wit: that the General

Assembly had so repeatedly conferred such power by special enactment. But under the present school law, enacted since the adoption of the new constitution, no high school or other school can be established by special enactment; all schools must be established under the general law. The entire ground, then, for the opinion held by the court on this point has ceased to exist. A new constitution and subsequent legislation under it has knocked the foundation completely from under that opinion.

Should the Aurora injunction case, therefore, go up to the Supreme Court, as I very earnestly hope it will for the good of the schools of the state, a decision against the high school must be sought on other ground than that given in the opinion above.

Again, in that part of the general law under which the school in District No. 5 is organized,—in the same section—provision is made whereby districts whose schools are organized under special enactment may give up their special laws and organize under this general law.

Was it not, then, the intention of the General Assembly that this general law for districts of 2,000 to 16,000 inhabitants should take the place of the special enactments for cities and villages so far as subsequent organization of schools was concerned?

Under the old constitution were special laws for establishing county normal schools. Under the new constitution provision is made for establishing such schools by general law. Under the old constitution were special laws for establishing township high schools. Under the new is a general law for that purpose. Under the old constitution were many special laws for establishing free schools in villages and cities. Under the new is a general law for districts of 2,000 inhabitants and upwards. No one denies that the general takes the place of the special in the first two cases. Why not in the last?

Will not, then, the Supreme Court, with its great respect for "legislative intention," hold that any studies or grades legal under the special laws are equally legal under the general law that has taken their place?

The Galesburg *Register* contains a very full account of the anniversary exercises of Knox College, from which we gather the following facts and conclusions. It appears that the finances of the institution are in a sound condition—that the institution is living within its income, and does not owe a dollar; that there is the most perfect harmony and good feeling in the Board of Trustees, and in the community, in respect to the college; indeed, the marks of confidence and good will toward President Bateman are really extraordinary. The literary standing of the college is high, and the institution thorough and complete in all the departments. The late commencement is said to have been the best in the whole history of the college, in respect both to the *matter* and the *delivery* of the orations. The outlook is in the highest degree encouraging—the next freshman class will number thirty or forty admirably prepared classical students. Knox College is recognized as the peer of the best in its standard of scholarship, while the expenses to the student are less than one third those of eastern colleges. There is, consequently, no good reason why students from that region should go east to be educated.

Ohio.

THE exercises of the twenty-eighth annual meeting of the State Teachers' Association were of usual interest. The attendance was, perhaps, larger than at any former meeting since its organization. An intelligent reporter says: "In *personnel*, in depth of purpose, in breadth of view, and in progressive spirit, the Association itself will compare favorably with any organization with which my journalistic duties have brought me in contact." The discussion in the Superintendent's department upon Suspension as a Means of Discipline, and upon Ungraded Schools, were animated and of much practical value. The general opinion seemed to be that suspension should never be resorted to as a means of discipline, but immoral and hopelessly incorrigible pupils should not be allowed to corrupt the other members of a school. Suspension for the protection of the greater number was admissible. The attempt to sustain an ungraded school in a graded school system, for truant and irregular pupils, was in most of the cases unsuccessful. The inaugural address of President Findley touched some of the vital points in the aim and management of public schools. Moral instruction, its kind and extent and the means used, the crowding and cramming process, as charged by some persons, were ably discussed. "The past and future of education in Ohio," by Hon. T. W. Harvey, was an able review of the past, from which he took a most hopeful view of the future of education in Ohio. Prest. Andrews of Marieta College, in the Annual Address, expressed confidence in colleges and public schools. He paid a high tribute of praise to Kenyon and Western Reserve, and to the life and character of men educated within their walls. Henry Winter Davis, Edwin M. Stanton, Stanley Mathews, Judge David Davis, and Rutherford B. Hayes were educated in old Kenyon. He claimed that there is no need of state aid for colleges in Ohio. The paper on "The Spelling Reform" by Mr. E. O. Vaile, of Cincinnati, was an able argument in favor of the reform, and greatly interested the members of the Association. Mr. John W. Dowd made a rejoinder, advocating with much skill the conservative view. Much was done by Mr. Geo. H. Tuss and Prof. T. C. Mendenhall, to bring before the teachers the metric system of weights and measures. Resolutions were passed recommending the teachers to make themselves familiar with it and to bring it into practical everyday use. It was agreed to hold the next meeting at Put-in-Bay. The following persons were elected officers: President, T. C. Mendenhall, of Columbus; Vice Presidents, E. W. Coy, of Cincinnati; H. P. Ufford of Chillicothe; Miss Lucia Stuckney, of Cleveland; Miss M. M. Ebbert, of Tiffin; A. A.

McDonald, of Toledo; Secretary, J. W. Dowd, of Troy; Treasurer, A. G. Farr, of Columbus; Executive Committee, E. F. Moulton, of Warren; J. M. Goodspeed, of Athens. All agreed in pronouncing this one of the most profitable meetings of the Association.

CHICAGO NOTES.

THE University of Chicago seems to be doomed to an existence of turmoil and trouble. About a year and a half ago a new loan was effected in its behalf, on which the interest has not been paid, and the company holding the mortgage have decided to foreclose unless it is promptly paid. The management of the University decline to pay interest, as they claim that the Board of Trustees had no right to encumber the property covered by this mortgage, and therefore the mortgage is not legally valid, and a foreclosure cannot be enforced. It strikes us that a pretense so unusual, except perhaps among private individuals of a litigious character, should not be made without a better showing of honor and justice, especially by the administrators of a public institution of the character of a "university." Respecting this the *Examiner and Chronicle*, a leading Baptist journal, says: "But the fact is, such a motley company of unconverted Gentiles have been brought in there, and so many beloved brethren have, some way or another, been crowded out, that Baptists generally cannot have much heart there, however strong their legal rights may be. This sort of policy may have been pursued from the best of motives, but it has been, in the opinion of many, a sad mistake. The University is dying for lack of homogeneity, outsiders being judges. There is some prospect that Professor Pratt, formerly of Suffield and of Hightstown, may take charge of the Young Ladies' Seminary at Morgan Park. The property is owned by the land company. The school has been in successful running order for several years, but the present occupant wishes to retire. The Theological Seminary building is almost completed, and is pronounced by competent judges as the best arranged edifice for this purpose in the land."

EDUCATIONAL CALENDAR.

[Announcements of educational gatherings, in all parts of the country, are invited for insertion in this list.]

- AUG. 1. Montgomery County Institute, Independence, Kansas.
- " 7. Pennsylvania Teachers' Association, Erie, 3 days.
- " 7. Exam. of Candidates for State Certificate, Madison, Wis., 5 days.
- " 13. Normal School, Ligonier, Ind., 8 weeks.
- " 13. Miami County Normal, Ind.
- " 13. Crawford County Teachers' Institute, Linesville, Pa., 4 days.
- " 13. Georgia Teachers' Association, Tooca, 3 days.
- " 14. National Educational Association, Louisville, Ky., 3 days.
- " 20. County Institute, Brownstown, Ind., 1 week.
- " 27. County Institute, Lawrenceburg, Ind.
- " 27. County Institute, Salem, Ind.
- " 27. County Institute, Anderson, Ind.
- " 28. State Teachers' Association, New Brunswick, N. J., 2 days.
- " 28. Minnesota Educational Association, Mankota, 4 days.
- " 28. Arkansas Convention of County Examiners, 3 days.
- " 28. Amer. Assoc. for the Advancement of Science, Nashville, Tenn.
- " 29. Arkansas State Teachers' Association.

Publishers' Notes.

THE school teacher who gradually receives a higher salary is the one who renews his subscription to an educational journal.

—The school teacher who is sure of reappointment is the one who reads every number of his educational journal.

—The school teacher who honors his profession, and who is honored by the people for the position he holds, is the one who carefully scans what is said in the educational journals.

—Van Antwerp, Bragg & Co. have responded to the call for special geographies, and are now advertising a special geography for Illinois. This firm is never behind in enterprise.

—The absence of nearly every one of our many editors from his post of duty (?) last week (including the managing editor), which necessarily caused some delay in the appearance of the paper; the absence of many of our readers from their homes; and the prevailing opinion that it would be more satisfactory all around if we should take our second week of vacation in July instead of December, induced us to omit the issue of last week. Number 50 of the WEEKLY will therefore appear during holiday week.

—From the publishers we have received the following:

HOW A WOMAN MADE \$100 IN GOLD.—A Connecticut girl made \$100 in gold, clear of all expenses, in one month, taking orders for "Buckeye Cookery," a superb book, (sample pages of which we have seen,) which we think will sell, even in these hard times. A bright woman wanted to introduce the book in every town in this county. It costs just one cent to send postal card with your address, and get sample pages full of valuable recipes, and all needed particulars besides. Commissions *very liberal*. Agents net from \$1 to \$5 per day.

BUCKEYE PUBLISHING CO.,
Marysville, Ohio.