Editorial.

The Educational Weekly desires to keep it before the people that there are in round numbers 5,500,000 illiterates in the country who are above ten years of age; that these, more than 2,000,000 are adults, and about 1,000,000 are voters; that upwards of 2,000,000 more are from fifteen to twenty-one years of age, and hence morally certain to remain in ignorance; that of the 1,000,000 between ten and fifteen years but few will ever enjoy the advantages of a common education, but will move on in the procession of the generations to recurnt the ranks of poverty, pauperism, and crime, at once the burden, the menace, and the disgrace of the republic. It desires to emphasize the truth that ignorance is not the stuff out of which good citizens are made, and that poor schools are not the agencies by which ignorance is to be eradicated, vice prevented, and crime repressed. It is of the highest importance that every child should not only be educated but well educated. The question is not so much one of quantity as of quality. A good common school must be established and supported in every neighborhood. Illiteracy must be suppressed. Every ballot must be made to register the will of an honest, intelligent, law abiding citizen. No republic can be a model republic whose aims and efforts stop short of this grand achievement.

As the supreme want of the nation is good citizens, so the supreme need of the people is good common schools. Illiteracy is a curse, but that style of teaching which produces mental distortion, moral insensibility, careless habits, and reckless characters is no less a curse. Between bad teaching and no teaching at all there is but a narrow margin for choice. Of the two, however, the latter is to be preferred. Much stress has been laid upon the ability to read and write, without considering that both may be made the instruments of evil, rather than of good. The virtue is not necessarily in the reading and writing, but in the tastes, tendencies, and habits that are formed during the process of acquiring these arts. They are simply means to an end. That end may be either good, bad, or indifferent. It depends upon the quality of the teaching. They may be badly taught, per se, or they may be measurably well taught amid vicious influences and surroundings. In the first case there will be a misdirection and consequent perversion of mental power. In the second there will be fostered a disposition to misapply an otherwise beneficent attainment by turning it to base uses. Our penitentiaries and other penal institutions are, after all, mainly filled with those who can read and write. Only a minority of this class are illiterates. So, too, there are tens of thousands of bad citizens who can read and write. There are tens of thousands more who, although not bad citizens, yet make a failure of life, not from the lack of ability to read and write, but from a want of proper early training, from wrong habits, and a misconception alike of the ends and means of true living.

Just here is a truth of transcendent importance, which seems to be almost universally overlooked. We erect school houses throughout the land. We expend vast sums in the aggregate for the support of schools. We employ a large army of teachers, a majority of whom are young, inexperienced, untrained, and incompetent, with no rational or just conceptions of the nature of education or of the requisite means for promoting it. As a whole, the attendance of our children is more conspicuous for its irregularity, perhaps, than for its steadfastness. The country schools, in which a vast majority of the people receive their only chance for education, are poorly equipped, half organized, and badly conducted. Their outhouses are an abomination and a disgrace to our civilization. They are, in many cases, themselves efficient schools of vice and promoters of youthful depravity, which is the source of adult depravity. But the school house is there, the children are there, the teacher is there, and there, as a general rule, our interest ceases. There is little thought of the quality of the teaching and the influences that prevail in the school. There is little concern about the character of the teacher, or of those unconscious influences that are either purifying or poisoning the lives of the future fathers and mothers of the republic,—influences that are all the more potent because silent and unseen; all the more potent because exerted during the susceptible formative period of existence.

Here is the rock upon which we are in danger of splitting. We set up the form and omit the power. We erect the shadow and shut our eyes to the substance of what we need. We have 150,000 schools in this country, with but little true education. Among the masses we have an abundance of the half educated, the miseducated, and the noneducated, with an immense "shortage" of the truly educated and wisely trained. Out of these masses come the crime class, the corruptible citizens, corrupting demagogues, and corrupt public officials. From this same source issue the stupid ballots and the venal ballots, the "bull-dozed" and the "bull-dozer." From it springs the blind partisanship that thinks more of power and pelf than of country and humanity; more of successful falsehood than of long-suffering truth and bleeding justice. Let us not deceive ourselves until too late. It
is as true to-day as a century ago, that a republic can exist only upon the basis of intelligence and virtue diffused among the people universally. It is as true to-day as a hundred years ago, that "we must educate or perish."

To this end, we must have more and better elementary schools, more and better teachers, more and better school legislation and administration, more and better statesmanship. To our discredit it be it said that the average American statesman has scarcely learned the alphabet of his business, if we may judge by the fruits he produces. Said an eminent English statesman:

"It is to this interior world, to the enduring soul of man, that the legislator for millions and generations ought to look. If that be pure and sound, there is no fear of what may proceed from it. Teach and habituate the people to make a right use of the faculties which God has given them, and then trust them fearlessly to themselves. With such a guide within them, it matters little who may be over them. Self-government, of all governments, then becomes the easiest and the best."

Said the late Horace Mann:

"In our country and in our times, no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. * * * * * Unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman."

We rejoice to see that our New England cotemporary has already appeared under a new title, in an edition known as the National Journal of Education, which is to be "national in spirit and in character." That is precisely the spirit and character that the Weekly proposes to exemplify in its walk and conversation, and we hope that such a spirit breathing both from the East and the West will soon animate the whole country with its life-giving power.

A committee of the State Grange of Kansas, appointed to investigate the common school system and course of instruction pursued in the high schools and colleges, with a view to recommending any changes that in their judgment may be needed the better to adapt them to the wants of the industrial classes, report that "of the children attending the common schools of that state, the same being substantially true of other states, fifty-nine per cent. are of the agricultural class. Taking the children of all industrial classes together, they constitute eighty-eight per cent. of all the children of the state." The committee conclude, therefore, that common school education should be especially adjusted to the needs of these classes, making up as they do so great a proportion of the people; to which conclusion the Weekly heartily subscribes.

The Hon. Mr. Forster, M. P., who has been styled the father of the new educational system of England, is also Rector of the University of Aberdeen. Quite recently (Nov. 24th) Mr. Forster made a formal address to the students of the University, in which he said some things worthy of note on this side of the Atlantic.

Mr. Forster touches another live question of interest to American as well as to English scholars. Without denying the real value of classical studies, he confesses it as his opinion that too much time is spent over them, and "avows that he would gladly sell all that he had acquired before he was twenty-one to be able to speak fluently with Frenchmen and Germans as if they were Englishmen;" that is, to speak French as a Frenchman and German as a German. There can be no reasonable doubt that a slow-coming but sure revolution is in progress in the public mind of this country and Great Britain in regard to what studies are of most worth, and that this revolution will dislodge the Latin and Greek languages from the high and almost exclusive place they have occupied in our systems of higher education. It is not likely, and no true scholar will desire it, that they will be cast out entirely from our high schools and colleges, as some very radical people wish and sanguinely assert; but they will not be allowed to engross the time that is needed for science and modern languages; and much less will they continue to be insisted on as a necessary part of higher education to all classes of students. Every experienced teacher knows, what this Rector of the University of Aberdeen so strongly asserts, that to the average lad the study of Latin and Greek is very nearly useless. To the comparatively few who are born to high scholarship, the study of these languages and their literature is of priceless value, but to the many "ground-grinding" yields but small profit. It may be thought that no other studies will be of great value to the dull or disinclined student. This is half true, but it must be remembered that less than half of the time and effort required for the mastery of the ancient languages will give a most useful acquaintance with English literature and with one of the modern tongues.

The English statesman's commendation of the study of the modern languages of Europe is certainly timely. The time when separate nations were almost necessarily enemies has passed away. Humanity is rapidly rising above nationality. "All the world is kin." The future battle-fields are world's fairs. The empire struggled for is the empire of markets. The rattle of machinery replaces the rattle of musketry, and the power of art succeeds be a good investment of time and money. But it must be remembered that a public school system is not based on considerations of personal and private good. Public taxation for the support of public schools could not be defended on this ground. The parent educates the children as his, and out of his desire for their personal prosperity, but the State educates them as citizens, and for its own safety and good. It seeks to guarantee its own future national power and well being by making sure of the intelligence and culture of its coming citizens. Ought not these high public aims of their education to be urged then persistently on the pupils of our public schools? The personal advantages to come from their education they will be quick to see. Parents and teachers are prompt to present these as motives to greater diligence in study. But it will demand frequent iteration and abundant illustration to lead our children and youth to fully comprehend their obligations to the State for their education, and their duty to use that education for the public good. True patriotism is a sentiment of slow growth. Let it be presented early and cultivated with incessant care. Let the prize for best teaching be given not for the best product in scholarship merely, but for the most pure and intelligent patriotism also. Let it be written upon the walls of our school rooms: "We study not alone for ourselves, but also for our country."
the prowess of arms. Education has a new and grander mission. It must add the commerce of speech and thought to the commerce of trade. How many an American at Philadelphia longed for the command of some language which would allow him to converse freely with the distinguished foreigners who came to see the Centennial! It was worth noting that while many of these gentlemen could not speak English, all spoke French. Spanish, Portuguese, Italian, German, Swede, Turk, Russian—none were so poor in speech that they could not talk, besides their own language, the French, and often also the German or the English, while our own men, though many of them were graduates of colleges, were confined, with a few exceptions, to the mother tongue. Shall we go to Paris in 1878, and to other coming international fairs—those great congresses of nations—those parliaments of the world—still tongue-tied and deaf? Can our educated men be much longer content to be cut off from the growing literatures and scientific thoughts of great living peoples, except as these literatures come filtered to them through some poor and tardy translations? We forbear the discussion of the utility of the study of these languages as a linguistic discipline, though, as Mr. John Morley, another Englishman, said lately, the French and especially the German will satisfy "a glutton of discipline."

**READING.**

We have often wondered, as we have witnessed the ordinary reading class exercise in school, why the teacher needs a book. For ourself, as a visitor, we always decline the proffered book. One of the main purposes of such a reading exercise is to give the pupil ability to communicate the sense of the author to a listener. Of his success in doing this the teacher is to be the judge. But with book in hand, and eye on the word, it is absolutely impossible for him to discharge this, the most important function. He, with his eye on the page, thinks he understands all that is read, while a more attentive listener, without the book, scarce understands anything. Who has not noticed that listening to a choir with a book in his hand is quite a different affair from attempting to understand the words without the book? Now the conditions which the reader is being trained to fulfil should be met as nearly as possible in his school-room drill. What are these? First, He is usually to read something which is new or unfamiliar to the hearer; and, Second, He is to read it so that his utterance alone will convey the sense to the listener with the least possible effort on the part of the latter. Both these conditions are rendered practically impossible by the ordinary practice, since the teacher has heard the book read and re-read until every piece is entirely familiar, and then, to complete the ridiculousness of the performance, he stands book in hand and eye on the page!

Again, this method has a most injurious influence upon the pupil's own mental state. He knows that nobody is depending on his utterances to get the meaning of the author, and hence cannot, in the very nature of the case, make much effort to convey the meaning; he is deprived of the most important incentive to do the very thing for which the exercise is chiefly designed.

The remedy for this evil is self-evident. The matter read, in all somewhat advanced classes, should be of their own selection, and not from a familiar reading book; and it should be read as matter of interesting information to the teacher and the rest of the class. Small classes might jointly select and read to the teacher a single piece, each reading a paragraph or two. In larger classes clubs might be formed, each of which would "render" its own piece. The function of the teacher would be that of critic upon the character of the selections, and of listener to determine whether the sense of the author was fairly communicated. His teaching would also be mainly in these two directions. He should be able to guide the pupils as to the character of their selections, and also to instruct them how to overcome the difficulties they encounter in giving distinct and fitting utterance.

The other leading purpose to be subserved by reading, which, indeed, is logically antecedent to the above, is that the reader should himself, and for himself, grasp the sense of the author with ease and rapidity. To develop this ability an entirely different set of conditions is required. For example, let the class come to the recitation room without any book whatever. Let the teacher have in readiness suitable selections, with which he is himself entirely familiar, and let him have previously determined just the minimum time which a pupil of that grade ought to require to obtain the substance of the paragraph to be put into his hands. Then, handing a marked paragraph to a pupil, he says "two minutes," or "one minute," as the case may be. Then, in perfect silence the pupil runs his eye over the paragraph or page, the teacher marking the time with the utmost rigor. As soon as the allotted moment has passed, the pupil closes the book and gives in his own language the sense of the portion read. In this manner the exercise is continued through the hour. Of course, the reading may be a continuous article, and should be so selected as to be of interest to all concerned.

The class reading in all of the more advanced classes, say all after the "Third Reader" grade, should be conducted mainly in these two methods. In the lower grades these exercises should be more or less frequent, being carried down even to the "First Reader" grade. This distinction is based upon the fact that in the earlier part of his course the pupil's work is acquiring a stock of words, and ability to recognize them at sight. During this period, which we have designated for convenience as extending through the "Third Reader" grade, the style of class exercise will be in the main directed to such methods as will secure this leading end; but even during this period, the acquisition of the sentiment by silent reading, and conveying it to others by vocal reading, should not be neglected.

When will some of our vast number of publishers of children's publications give us sensibly constructed papers, recognizing the limited vocabularies of the principal grades of school children, as determined by the ordinary reading books? E. O.

**INDIVIDUALITY OF PUPILS IN PUBLIC SCHOOLS.**

**SECOND PAPER.**

**GRACE C. BIBB, ST. LOUIS.**

When our schools have done all that can be done to arrange their classification in such a manner that it shall be rather an aid than a hindrance to individual growth, there still remains the much lamented tendency to the mechanical in recitation. That there is such a tendency no one can deny. In the fact of its universal acknowledgement lies our safety. It is only half-recognized evils of which we need be much afraid, especially in the province of education. Of course, in the detail of any system there will be occasional, perhaps frequent, failure, but here, as elsewhere, in the very degree that error becomes flagrant it tends to its own correction. The thorough and sympathetic supervision of our schools insures the comparison of different methods of carrying out general ideas, and the selection of the best. It also insures a change of methods when the old ones manifest a dangerous tendency to routine. Mr. Francis Adams, in his recent and very valuable work on "The Free School System of the United States," says that American teachers and school officers are the first to detect and to acknowledge defects in the system, and are the first to devise remedies. To this recognized search after the best things we may safely submit the next question.
Upon much the same basis we must consider objections to text-books. It is quite as evident to the teacher as to anyone else that there is a possibility that text-books may be made use of in such a way as to prevent self-reliance and to dwarf the reasoning powers, but it is also very certain that in most cases they are not thus made use of, and though we may not get from them all the good we could hope, yet we perhaps escape with as little as may be of the evil.

With reference to the supposed ill effect upon the immature mind, of the strong personal influence of the teacher, the point hardly merits our consideration. The change of instructors is so frequent that one influence must naturally correct another, even were not most people, teachers not excepted, too much in doubt of the absolute value of their own conclusions to wish for any longer period than is absolutely necessary to impress their convictions upon others.

But perhaps there are other inherent tendencies, in our methods of instruction, or in the subjects studied, to prevent that full development of individuality, in the best sense, upon which our government finally rests—upon which, also, the truest good of each, whether as man or as citizen, is ultimately based. If so, we can perhaps aid in a reform, if in the first place we discriminate carefully between work and play, between serious business and recreation. To prolong our work beyond a certain number of hours, varying in different persons and in the same person at different times, is to destroy correct habits. We should not work when the mind wanders, and hand and brain are weary—that is of necessity to confuse work and play, to weaken the barriers which separate them.

It is in the play of the child, in the self-selected amusements of the man, that individuality most shows itself. Here, then, is to be found a hint; suppose the tension be somewhat great; let there be enough healthful play, enough suitable amusement, and tone is restored.

The greater the amount of absolute relaxation which can be given consistently with the attainment of the necessary knowledge and facility, and such subordination as the exigencies of the State and of polite society require, the better.

In the school-room itself, as subserving the same general purpose, are those branches which we sometimes call culture studies, and through which we offer to the emotional nature aesthetic training. Among these, music, drawing, and literature—more especially poetry—hold important rank. In music man finds response to his soul's profound needs; in drawing, he is enabled to perpetuate those forms of beauty which present themselves to the bodily or the spiritual eye; in poetry he finds the aesthetic as the result of the ethical.

Nor will it be a matter for much regret if the child sometimes does nothing, and that vigorously; the best soil must sometimes lie fallow; elasticity of constitution is often of more value than useful information.

The points I have tried to bring out (not, as I fear, with much success) may not suffer from a brief restatement.

1. The schools resting upon the authority of the State, and being the direct outgrowth of our civilization, reflect the various phases of our local culture, and are adapted to the wants of the particular community in whose midst they are.

II. The great and increasing demand for directive skill has attracted in a special manner the attention of the people to the public schools as one of the influences strongly affecting the development of that personal individuality out of which directive power springs.

III. That those peculiarities of the system which most directly appeal to the observer are the very ones against which, when viewed in their isolation, the charge of individual repression can be most successfully directed.

IV. That the point of greatest difficulty is to determine the true limit of individuality in civil society. That, this limit decided, our systems may be so modified, have in many cases been already so modified, as to produce few ill effects which are justly to be attributed to the system itself.

The Massachusetts State Teachers' Association.

JUST at the time that the teachers of Illinois were feasting—figuratively—at Champaign, we of Massachusetts were gathered in council at Springfield. Now be it known unto you, O Reader, that this Springfield is near the Connecticut river, about three hours' ride from Boston, and that in this part of the country distance lends no enchantment to the view. At any rate, either because said Springfield was so far (?) away or for some other unknown reason, the attendance was very small, but the lack of numbers was more than made up by the interest felt and manifested by the teachers present. I remember long ago, on one rainy evening, when a few of us were gathered for a prayer meeting, that a good old deacon said he always made it a point to go to meeting on stormy nights because he was sure that everybody there would be interested. Well, I felt very much like that at our convention. I was sure all of us were interested.

"The day was ushered in the night previous," said a fourth of July orator, and that was about the way with our convention. It commenced its session the night before with a lecture by Supt. Harris, of St. Louis. You know all about that, as he flew from here to Champaign to enlighten you in regard to "The Educational Significance of the Centennial." Then came the address of the President, A. P. Marble. You all know Marble. He is one of the few men who arc so much interested in education as to attend the National Association even if held at Minneapolis. His address was one of the best I ever listened to. I must give you just a few of his many points.

Speaking of the idea that business men should run the schools, he said: "On this plan we should put teachers in charge of hospitals, but how about the patients?"

"Most people who have ever been in school—and some who have not—feel competent to direct in matters of education, but every one who has studied the subject thoroughly finds a good deal to learn, and gradually becomes modest in regard to his ability to master all the difficulties. Not every one who has ridden on the railway can successfully manage the engine. Phaeton's drive made him a sadler and a wiser boy, but it was an expensive lesson to the owners."

"Lawyers without clients, preachers without a hearing, doctors without patients, merchants in bankruptcy, mechanics idle, and landless farmers are ready for the undertaking. Is failure or indifferent success in another undertaking an evidence of fitness in this? Shall faithful and efficient servants be discharged or half paid to give place to a hungry horde of educational tramps that stand ready to work for any price or no price? Teaching has been too long and may still be too much a stepping stone to the other professions; since it has risen to importance and dignity is it now to become the grave stone to hopes of success in other callings?"

W. F. Bradbury, of the Cambridge High School, read the first regular paper before the Association on Wednesday morning. It was a remarkably fine presentation of the strong points in the metric system. Which reminds me that, although the West seldom permits the East to get ahead of her in reform, we are rather the pioneers in the metric system. I wish that, the next time the report is held, the metric system be introduced!

W. P. Bradley, of the Cambridge High School, read the first regular paper before the Association on Wednesday morning. It was a remarkably fine presentation of the strong points in the metric system. Which reminds me that, although the West seldom permits the East to get ahead of her in reform, we are rather the pioneers in the metric system.

Dr. Hammond, of Munson,—another of those men whom the National Association is incomplete without—gave an historical and logical treatise on the subject, which was at length put to rest by a witty remark from Rev. Mr. Mayo, that as this topic had kept since the time of Queen Elizabeth, he guessed it wouldn't spoil before another year.

But I see that my letter is getting altogether too long, and I must therefore pass over the practical paper by Prof. A. G. Boyden on "Form-study in Primary Schools," the exhaustive and entertaining talk by Col. Parker, formerly of Dayton, Ohio, I think, on "The Best Way to Teach Reading," "Compulsory Education," by Sept. Johnson, of Newton, which ought to be printed in every educational journal in the country, and the many other excellent papers furnished to the convention.

"No criticism"? O, yes, plenty of them. In the first place the convention was always behindhand. Hardly a section began on time. Few, if any, of the papers were within the prescribed limits. There was no general meeting for acquaintance sake, such as is held in nearly every northern state, and one is reminded a little of the old joke on the Boston man who refused to save a lady from drowning. "How could I save her? We had never been introduced!" "No lady's name was on the program. O tempora, O mores!" Women on committees, women in the pulpit, women on the platform, but no woman's voice in that profession where she does herself the most honor! I do not wonder that so few lady teachers—about fifteen—came to the Convention.

Publish it not in Chicago. Tell it not in the streets of St. Louis. When the Massachusetts Teachers' Association was formed, ladies could not become members! As the state grew more enlightened an amendment was made to the Constitution by which certain ladies teachers could become honorary members, but it was reserved for 1875 to strike out the odious distinction and place the sexes on a level in the Association. The financial situation may interest some of your readers. The fee for joining the Association is one dollar, afterwards there are no assessments. The State nobly provides for all expenses and the Association has money in its treasury.
The success of the Convention was largely due to Prof. Stone, of Springfield, who did all in his power to make teachers feel at home. He assumed to consider all of us as his guests and we certainly enjoyed ourselves through his exertions.

SCHOOL CONTROL IN CITIES.

PROF. JAMES HANNAN, CHICAGO.

Patriotism is a great virtue. It incites to heroic efforts and inspires magnificent sacrifices. It annihilates greed and selfishness. It apologizes for ignorance and kindred facts when their existence, presence, or manifestation stains the record of past or current events. Many men feel patriotism; most men profess it; all men praise it. The fact of its existence and universal distribution is the great central fact of American history. It is this fact, and the intelligent appreciation of it, that gives stability to our institutions, and confidence to our people while the ceaseless din of the petty politicians and alarmists of one kind or another is heard in the land.

This virtue of patriotism, like that of charity, covers a multitude of sins. Every one knows how much of truth there is in the popular estimate of shoddy contractors, chronic office seekers, and other professional patriots. The honest entertainment of patriotism seems often to possess the power of casting a glamour over facts and events, obscuring their true character, relations, and consequences. It lulls the people into a false security or at least contentment with clumsy governmental machinery, shallow expedients, and imbecile policies.

There is no department of the American government in which these things prevail to a greater extent than in the administration of school affairs. And yet there is no feature of the American system of government with which the people are better satisfied, or of which the press boasts so much, as of this administration of school affairs. In fact it is almost tantamount to treason to suggest any imperfection in connection with it.

There are imperfections, nevertheless. There are serious and extensive imperfections in the state of public sentiment as to the scope, and function, and reason for the existence of the public school. There is much reason for believing that outside of the newer states of the West and Northwest there is not a very pronounced sentiment in favor of recognizing the administration of school affairs as a governmental function at all. The great evil of parsimonious support in many instances, of unskilful and incompetent teaching, and of defective and burlesque supervision are more generally perceived, appreciated, and acknowledged.

The country school, and the country school problem, have been the recipients of a considerable amount of recent attention. No one at all familiar with them will deny that they need such attention. But there is one great, significant, and hopeful fact in connection with them, which is often overlooked. The country district school, as usually organized, can always be made a success by the presence of a few realists, common-sense, and intelligent patrons in the district; for a good school is more attractive than a poor one in the humblest neighborhood, provided always that unwise practices generated by radical theories, are not permitted to stir up ignorant pugnacity and dormant prejudices. The country school has therefore the capacity for growth and development. It is an index to the intelligence of its neighborhood and patrons. They, if of sufficient knowledge, will tolerate nothing less than excellence. If that knowledge be lacking, it is very un-hill work to supply it from external sources. It is in such cases that the tact and competency of the teacher may work wonders. To be sure, the number of such teachers is not large in proportion to the need for them, and it is one of the misfortunes and discouragements of the situation that this number is growing continually less; that is, there is a constant movement of the best teachers from the country schools towards the city schools.

This is to be accounted for principally by the better salaries paid in cities. This in turn is to be explained by the peculiar nature of that expedient which placed the management of city school affairs in the hands of what are known as boards of education. There can be little doubt but that this expedient originated in the fear of those who established the schools as a department of municipal government, to trust wholly their delicate and momentous interests to all the exigencies and emergencies of local politics, that is, a distrust of the intelligent patriotism of city populations. It thus came about that men were selected because of their special knowledge of educational economy and appointed to constitute the school boards. These often in advance of their constituency, seeing the immense advantage of capable teachers, established the city normal schools, and offered inducements to experienced and successful teachers from beyond their borders, with the result already stated. It has gone abroad that the city schools of the United States have reached a wonderful degree of perfection.

The time has come when the management of the public schools can be safely relegated to the people. The time has come when the people especially should select their own city boards of education. The people of our cities have a sufficient knowledge and appreciation of their schools, and pride in them, to be more safely entrusted with that duty than any other agency. There is not a city in the country that has not recently suffered to some extent in her schools, except such as have placed their schools directly in the hands of the people. This is conspicuously illustrated by the cities of Chicago and St. Louis. No one supposes that the latter city has a more generous, intelligent, school-loving, or patriotic population than Chicago. Yet the St. Louis Board of Education, which comes directly from the people and is directly responsible to them, has seen its way to pursue its course steadily; has compelled the performance of no pedagogical trapeze exhibitions, and has prevented the financial embarrassment and punishment of her veteran teachers by continuing through the present year without curtailment of their old salaries. The Chicago Board of Education is appointed by the Mayor and confirmed by the Council. All moneys expended by them have to be first appropriated by the latter. The Council, therefore, is the supreme body. Any one can see what an amount of uncertainty, vacillation, and imbecility is possible under such a system. As a matter of fact, during the last two or three years changes of doubtful utility have been made in the course of instruction, optional work has been unnecessarily and injuriously increased, teachers and their salaries have been the sport of the majestic trinity of powers that shape the destiny of the schools. There is no reason whatever for believing that the citizens of Chicago wished these things.

The people will now take better care of the schools than a mayor elected upon some insignificant or fraudulent issue, or than a Council, often largely composed of members intolentarily unfit for such a duty. A small board, not to exceed fifteen members, holding office say three years, with one-third of their number elected each year on the minority plan, and having full power to decide the amount and character of all school receipts and expenditures, is the best, if not the only means of controlling and maintaining the supreme interests of the American city, to-wit: the interests of its schools.

Facetiae.

- The best mathematician—that which doubles the most joys and divides the most sorrows.

- Mr. Blank—"I always found that at school, the stupidest boy carried off all the prizes." Miss Sparkle—"Did you get many?"

- An opponent of the public school system insists that if you teach a boy to write, he is much less likely to make his mark in after life.

- An editor, evidently henpecked, says that "if in our school-days the rule of three is proverbially trying, how much harder in after life do we find the rule of one!"

- Schoolmaster—"What is the meaning of equinox?" Pupil (who knows something of Latin derivations) —"Please, Sir, it's Latin for 'nightmare.'"

- Punch.

- First schoolgirl (sweet eighteen)—"I am so tired of walking along by two and two in this way! It's as bad as the animals going into the ark!"

- Second ditto (ditto, ditto)—"Worse! Half of them were masculine!"

- Ibid.

- A schoolmaster who had an invertebrate habit of talking to himself, was asked what motive he could have in doing so. He replied that he had two good and substantial reasons, in the first place, he liked to talk to a sensible man; in the next place, he liked to hear a sensible man talk.

- A Boston master said, one day,

"Boys, tell me, if you can, I pray,
Why Washington's birthday should shine
In to-day's history, more than mine?

At once such stillness in the hall,
You might have heard a feather fall;
Exclaims a boy not three feet high,
"Because he never told a lie!"
EDUCATIONAL INTELLIGENCE

The Educational Weekly.

Home.

The Trustees of The last catalogue of Harvard study of arithmetic no book on the subject is allowed in the hands of pupils considerably curtailed, up to the second grade. The material of political geography furnishing monthly a biographical sketch of some great man will induce our children to pay more attention to general reading at home, and lay a broad foundation for a better understanding of historical events. The revised course provides material for biographical sketches of eminent men. State Superintendent Bolander says: "This exercise of furnishing monthly a biographical sketch of some great man will induce our children to pay more attention to general reading at home, and lay a broad foundation for a better understanding of historical events." The revised course provides, further, a suitable number of poems to be memorized, recited, and transposed. The transposition of poems leads to a thorough understanding of the subject matter, a logical arrangement of thoughts and sentiments expressed, and to an insight of the syntactical structure of the language afforded by no other exercise in the study of language.

CONNECTICUT.—An eminently good thing has been done lately by Prof. Hart, of Trinity College. He has formed an extra class in mathematics, composed of freshmen, who are required to make up original proofs of certain problems. Miss Ellis, a student at the Wesleyan University, has been forced to resign her appointment as Class Poet by the opposition of her ungallant brethren to a woman's holding the honor.

GEORGIA.—The State Superintendent reports that the appropriation of $10,000 made by the Legislature for Atlanta University has been withheld, "because white teachers have been known to accept invitations given at the houses of colored citizens," and because the children of freedmen are being educated in the school.

INDIANA.—The Trustees of Purdue University, at Lafayette, have had to direct the foreclosure of a mortgage upon property of the late Mr. Purdue, to secure payment of the balance of his large subscription. They will petition the next Legislature for an appropriation to enable them to finish the new college building. Prof. II. E. Copeland, a graduate of Cornell, and teacher of natural science in the Indianapolis High School, died in that city on the 12th ult., of brain fever. He was a young man, but had already reached some eminence.

MARYLAND.—The new Johns Hopkins University, at Baltimore, has had application for admission as follows: For graduates 39; for undergraduates, 115; total, 154; accepted; 59: rejected, 95. Received as graduate students, 24: as undergraduate students on trial (to be examined for matriculation in January, 1877), 24: as special students, not candidates for degrees, 11: fellows, 20; total attending the University, 79.

MASSACHUSETTS.—The last catalogue of Harvard University, just issued, comprises 1,370 names of students and officers in the several departments. The number of teachers is 124; college students, 821—divinity, 23; law, 187; scientific, 29; medical, 226; candidates for higher degrees, 45. The Bussey Institution has only six students, and the Episcopal Theological School 13. The College library numbers 160,000 volumes, which the various department libraries increase to 219,000. The summer course of instruction for 1876 in chemistry, botany, and geology was given to 59 students. Three candidates received certificates in 1876 at the preliminary examinations for women. The total invested fund of the University amounts to $3,438,218, and its gross income is $218,715. Prof. Wm. Everett, son of Edward Everett, has resigned his chair, rather than teach the new methods and pronunciation in Latin.

The School of Theology, in Boston University, is shortly to have a course of lectures from ex-President Hopkins, of Williams College, in "The Scriptural Conception of Man." Miss Elizabeth Stuart Phelps began a course on "Representative Modern Fiction, before the College of Liberal Arts, but was obliged to stop by the failure of her voice. An association of ladies of high standing has been organized in Boston, to co-operate with the University in giving young women, through loans and scholarships, the same opportunities for the highest education as young men. About $40,000 are to be placed in the hands of the association. The trustees of Smith College, Northampton, has voted to erect a new college building, to meet the pressing demand for larger accommodations. The Boston School Committee has voted $1,000 a year to James Robinson, a veteran teacher and arithmetician of that city, who is now 95 years old.

NEW HAMPSHIRE.—The Faculty of Dartmouth College numbers 32 members, against 37 last year, and 439 students, against 479. Seven hundred books have been added to the library, which now contains 54,600 volumes. Three new scholarships have been added and two taken away. Seven less are received from the income of lands donated by the State and two less from the ministry fund. The New Hampshire Agricultural College, connected with Dartmouth, has, on the contrary, more students than ever before. The Rev. H. G. Jesup has been added to the Faculty as professor in botany, C. W. Scott as tutor in mathematics, and C. H. Peteet instructor in civil engineering. Prof. B. T. Blanpied takes the late Prof. Diamond's place as executive of the department, and also temporarily fills Prof. Diamond's place in the chair of theoretical chemistry. In the Literary Department of Dartmouth a young woman is allowed to attend all class recitations and lectures, and to be examined with the men, though reciting privately, and only occasionally, to the professors.

NEW YORK.—Cornell University has this year a superb selection of topics for prize orations: 1. The Self-Control of the American People. 2. The Servian War. 3. The Alleged Decline of Reverence. 4. Phocion and Demosthenes. 5. The Moral Type Constituting the Ideal in Different Ages. 6. Civil Service Reform. 7. The Personal Equation in Social, Moral, and Political Estimates. 8. Organic and Critical Periods of History. 9. The New England Township. 10. "The Sun never Sets." 11. Individual Genius in Conflict with National Strength. 12. The Speeches of Brutus and Marc Antony in Shakespeare. A strong effort is making to secure the opening of Columbia College to women. President Barnard is said to be much inclined to entertain the proposition, but it meets with decided opposition from other members of the Faculty and from the Trustees. A teacher named George Gaulier, lately in a French school near Central Park, New York, has been convicted of having and exhibiting obscene books, fined $5,000, and sent to the State prison for six years.

OHIO.—The next annual session of the Association of Colleges of Ohio will be held in Delaware, Dec. 26th and 27th. On the first evening, President Andrews of Marietta College, will deliver his inaugural address as President of the Association, on "The Class System in American Colleges, as compared with those in Europe." Other topics for reports, papers, or discussions are "A State Board of Examiners;" "Cooperation between Colleges and High Schools;" "The Place of Science in a College Curriculum;" "Elective Studies; How Far Desirable;" etc.

PENNSYLVANIA.—The new Normal School for girls, recently dedicated in Philadelphia, is described as something magnificent. It has twelve rooms on each floor, and accommodates 2,480 pupils. Its total cost was $266,102.29. The entire building is lighted by handsome gas chandeliers, and the furniture, including the tables, secretaries, bookcases, benches, desks, etc., are made of oiled walnut, the latter being elevated on ornamental cast-iron stands.

TENNESSEE.—A school of some ten years' standing, at Gallatin, rejoices in the eponymous title of "Nepogehon College," and has a new catalogue in print that is equally unique. One passage from it is this—and it's not a bad one: "The young ladies and gentlemen are permitted, we may say required, to have interviews in the drawing-rooms twice in each month, and the refining, elevating, and stimulating effects of these associations must be seen to be appreciated."

GENERAL.—An industrious compiler in Scribner's Monthly, has found that the tuition fees of various colleges differ as follows: Syracuse, $60; Cornell, $75; Bowdoin, $75; Rochester, $75; Brown, $85; Dartmouth, $80; Williams, $90 to $95; Amherst, $100; Yale, $140; Harvard, $150; Pennsylvania, $125 to $170.

Foreign.

CHILE.—There were in this country last year 1,284 elementary schools, both public and private, with 54,422 pupils; 24 higher schools under the auspices of the State, and good English and German schools in the cities. The University of Santiago has a faculty of thirty-five professors. There are a military school, a naval school and four normal schools.

CANADA.—At a recent convention of Protestant teachers in Montreal...
Principal Dawson, the distinguished scientist and theologian, delivered an address showing a high standard of education in Ontario, which had carried off the palm at the Centennial Exhibition. At the same meeting Mayor Hingston delivered an address giving as his opinion that compulsory education was not yet necessary. - The Toronto Globe says that every male teacher in the Dominion is by law required to pay into the fund for superannuated teachers, two dollars every six months, one-half of the total contribution being refunded to him in the event of his quitting his profession. So popular is the teacher's profession in Canada that at each normal school there are several hundred applications ahead of the capacity of the institution, and six hundred at the most celebrated of the schools.

CHINA.—A polytechnic institution for native Chinese, supported by private enterprise, has been opened recently in Shanghai.

EGYPT.—A traveler in this country some years ago visited a number of Arab schools, in almost all of which he noticed they kept a silk cap. Upon asking why this was done he was told that it was the greatest punishment that could be inflicted upon any of the children to be compelled to wear it.

FRANCE.—M. Waddington, Minister of Public Instruction, thinks compulsory school attendance will be established shortly throughout the Republic. Seventy-one millions of francs are spent annually for primary instruction, of which a part is paid by the State and the remainder by the communes and the parents of the pupils. This is more than is spent for that purpose by any other nation of Continental Europe. In the proportion of scholars to population Germany surpasses France. The former has 15 per cent. to 13 per cent. in the latter.—In France, Belgium, and Germany, there are twenty-five separate schools of instruction in connection with textile industries, besides seven belonging to polytechnic institutions. The majority of them are as well equipped with scientific laboratories, and as complete in their organization and arrangements as any schools on the Continent.

GREAT BRITAIN.—At a recent meeting in London, it was shown that the average attendance of children in efficient elementary schools has within the past five years grown from 175,000 to 306,000, and that out of this number no fewer than 40,000 have been brought into these schools at the expense of the Boards and by aid of school-messengers. The Coronor for Southwark, London, lately held an inquest over the body of Eman Black, four years of age, who had died of fright in being shut up in a dark cupboard at a boarding school. The first meeting of the Society for the Development of the Science of Education has just been held in London. This society has for its object the examination, systematising, and propounding of definite and verifiable principles upon which the practice of education should be based, and it aims, among other things, at collecting and classifying educational facts, discussing educational problems on some definite plan, examining and reporting on school organization and educational machinery, criticising the labors of eminent educationalists and teachers, and examining the lives of typical men to consider the educational influences affecting their careers. It proposes, in brief, the scientific investigation of the objects, methods, and instruments of education, having a scope yet sought by no other society. The President is the Rev. Barnham Zincke, Chaplain-in-ordinary to the Queen. He directed a large part of his opening address to the discussion of the broad view of education, both of intelligence and morality, and the restriction of education in schools, which, he said, a difficulty in the society's way. He also expressed an opinion that no system of education could be perfect unless it was applicable to all classes and both sexes. In this the present system had signally failed as well as in importing true knowledge, which was ideas, and not merely reading, writing, and arithmetic.

ITALY.—The Government intends to establish free schools. They are greatly needed, inasmuch as sixty of every one hundred men in the country can neither read nor write. It is unfortunate that, while Italy devotes $6,000,000 annually to her army and navy, she has, hitherto, given less than $5,000,000 a year to popular education.

JAPAN.—Wickersham's School Economy and Methods of Instruction, well known American books, have been translated and published in Japanese. The Government has established in the capital of the Empire a public library and an educational and industrial museum.

MEXICO.—Gratuitous and obligatory instruction now prevails in nineteen Mexican states. There are 8,166 schools and 369,000 pupils now in the whole country, against 5,000 and 269,000 in 1871. The instruction consists of reading, writing, Spanish grammar, arithmetic, the system of weights and measures, "morality, and politeness." In addition, they teach in nearly all the schools the duties and rights of citizenship.

SPANISH.—A law was passed by the Spanish Cortes, Dec. 10th, making school attendance or other education obligatory.

SWEDEN.—The University of Upsala will celebrate the 200th anniversary of its foundation in September of this year.

SWITZERLAND.—An old man recently died at Baumgarten who, for thirty years, had troubled the society of his fellow men. He bequeathed, however, 130,000 francs for the scientific instruction of certain young people of his acquaintance, and when these have died, the legacy is to constitute a fund for the teaching and fostering of music in Baumgarten. The public schools of Zurich closed for "the vintage vacation," that the children might help to gather the abundant produce of the vineyards.

TURKEY.—The American College at Aintab has its building in rapid progress toward completion. The building, when finished, will accommodate 120 students, besides containing library and lecture-rooms. The site of the College, which was presented by a Mohammedan, contains 34 acres. The Sunday-schools of this country have contributed some $4,000 toward the building.

EDUCATIONAL MISCELLANY.

Thoughts.

—The best way out of text-books is through them.

—Do not ask if a man has been through college; ask if a college has been through him. If he is a walking university—Dr. E. H. Chapin.

—Happy child, to you your cradle seems a wide and boundless space; Grown to manhood, then the boundless world will seem a narrow place—Schiller.

—The best thing that I can think of as happening to a young man is this, that he should have been educated at a day school in his own town; that he should have opportunities of following also the higher education in his own town, and that at the earliest convenient time he should be taught to earn his own living; and I never yet knew a man who was not the worse for university props and bribes—John Morley.

—It is far better for a child to play with his whole soul than to study with but a fragment of it. If he be thus trained in his youth, if work and play and study, each in its turn, absorb him utterly for the time, there will be but little danger of his growing up to be an absent minded man. Those in mature life who have unfortunately acquired this pernicious habit may, by a similar process of self-culture, gradually overcome it.

—The recommendation lately has been going the rounds not to be ashamed to say: "I don't know." But the great trouble is that so many just about half know. Knowledge and uncertainty are so mixed that their teaching is like an attempt to cross a log; now they have firm footing—and now they haven't; now they have a shaky fact to stand upon, but the next minute they are floundering in an ocean of ignorance and perplexity. James T. Fields affirms that the great bane of American scholarship is lack of accuracy, and says: "Moderately accurate scholarship is like a moderately good egg—nobody wants it."—National S. S. Teacher.

—Another point I make is the teaching of unimportant things. In connection with some studies are found many things that either have no essential connection with them at all, a mere temporary connection, or one that is worthy the attention of professionals alone. It makes one shudder to think of the trash which scholars have been compelled to learn in connection with the simple studies of grammar, geography, and arithmetic. Small text-books, containing only the essentials of the subjects treated of, only those parts that have life in them, that cannot be eliminated without leaving the subject imperfect, are rare. It takes a brave man, and one merciless toward himself, to make a small, simple, but thorough text-book. Such books we must have, if we use text-books at all.—President Chadbourne.

How few people are able to go straight to the point in doing and saying! What a host of false motions and useless words are daily put forth! Watch ten carpenters: not more than one of them will place his tools right while doing. How few people are able to go straight to the point in doing and saying! What a host of false motions and useless words are daily put forth! Watch ten carpenters: not more than one of them will place his tools right while doing.

C. A. Morey.
PRACTICAL HINTS AND EXERCISES.

[Edited by Mrs. Kate B. Ford, Kalamazoo, Mich.]

THE PYTHAGOREAN PROPOSITION.

LAFAYETTE, Indiana, Nov. 4, 1876.

TO THE EDITOR OF THE WEEKLY:

I send you the following demonstration of the “Pythagorean Proposition,” which may possess some interest. I have never seen it anywhere.

Let A B C be a right angled triangle right angled at A; then AB² = AC² + BC².

Draw DE through A parallel to BC, and let AE be equal to DE. Join AD, BE, and CE.

Produce AB and AC and lay off BD equal to AD, and AE equal to AC, and DF and BP parallel to AG. Lay off GH = AD and DK = AC. Draw BE, CH, and FK.

The triangles ABC, AHG, DKF, and DKB are all equal since they all have two sides and the included angle equal, and their sum equals ABC.

The two rectangles AO and OF are evidently equal; and since their bases and altitudes are equal to the base and altitude of the triangle ABC, AO + OF = 4ABC.

The sides of the quadrilateral BCHK, are equal, because they are the corresponding parts of equal triangles; OCB = ABC + GCH; HCB = GCO = AD, a right angle. BCHK is therefore a square, and is described upon BC, and may be represented by BC². BDOE and GCO are evidently equal to the squares described upon AB and CD; or GO = AB², and DO = AG². But BCHK = BC² = AF = 4ABC, and GO + OD = AB² + AC² = AF = (AO + OF) = AF = 4ABC. ± BC² = AB² + AC². Q.E.D.

Yours very truly,

Wilbur Buzzell.

TEACHING READING.

I believe we make a mistake when we hold to any one way of teaching reading. The word method, the phonetic method, even the old method of learning the alphabet and spelling out every sentence, has its good points. I have learned by observation that more rests on the teacher than on the book used or the method followed. The competent leader will make walruses from cotton-bales, or lead his army over the Alps in the depth of winter. Giants, modern ones, I mean—are sometimes overcome by a single sloop and stone.

One can make an excellent beginning with the word method, but the little people very soon ought to be taught to spell and to form the words previously learned by observation that more rests on the teacher than on the book used or the method followed. The competent leader will make walruses from cotton-bales, or lead his army over the Alps in the depth of winter. Giants, modern ones, I mean—are sometimes overcome by a single sloop and stone.

It is a frequent occurrence that teachers wish for more time, better textbooks, or classes that will study more diligently and show more interest in their work; and all the time they fail to make the most of what they have. Let me tell you by the two or two examples what I mean. Your little class may be reading about “The Duck.” Take time to talk, and be sure to draw out this fact: Ducks and other swimming birds can do what most living things cannot do, fly in the air, walk on the earth, and swim in the water. Then do not omit to find out what they eat and how they get it. Perhaps some observing child will tell you how queer a flock of ducks looks standing perpendicularly in the water, with their heads in the muddy bottom and their tails in the air. Be sure to show them also how the legs of the duck and goose are set on the body. A large picture of one of these, placed by the side of a robin, will make the matter understood at once.

I remember once visiting a school where they sang a beautiful “Robin Song.” They performed the piece so well I am sure they must have repeated it many times; and yet, when they were questioned concerning the color and size of the robin, not one gave a correct reply. As teachers, let us concen ourselves more with the quality and less with the quantity of what our pupils learn.

Just one more illustration. “A drill in the Grammar Department have assigned them for a lesson that piece of blank verse seen in so many of our most common readers and speakers, “The Roman Soldier.” Make ready for the recitation by giving “The Destruction of Herculaneum and Pompeii” to one or two pupils, to be looked up in history and presented in their own language on the day of the reading. Detail another pair to learn something about Bulwer Lytton’s novel, written on the same historical event, and still two or three others to collect curiosities that have been brought from the lately uncovered cities, or cuts of the ruins as they may now be seen. A photograph of Rogers’ “Nydia” will also add interest to the collection.

But some teacher will say, “we can never accomplish all this in the recitation time of one day.” Of course you cannot. The time is not lost if three or more days go by before the subject is set aside.

Notes.

MR. M. W. HAZEN, for about four years past western agent for Ginn Brothers, Boston, has become the agent for D. Appleton & Co., at the “Hub.” He had made many warm friends in the Western States, and his departure has left a vacancy, which very few can fill. By the way, D. Appleton & Co. have also made some changes in their western agents. R. W. Putnam, who was the representative of Brewer, Tiliestone & Co., has taken the field for Wisconsin and Minnesota, and Mr. John Goodison well known in Michigan, has also gravitated to the centre at Chicago.

Nieluhr said: “The office of a schoolmaster [school teacher], in particular, is one of the most honorable; and, despite of all the evils which now and then disturb its ideal beauty, it is for a truly noble heart the happiest path in life. It was the path which I had once chosen for myself, and how I wish I had been allowed to follow it!”

THE FOOTPRINTS OF TIME, AND A COMPLETE ANALYSIS OF OUR AMERICAN GOVERNMENT, WITH A CONCISE HISTORY OF THE ORIGIN AND PROGRESS OF CIVILIZATION; THE RELATION OF THE OLD WORLD TO THE FREE INSTITUTIONS OF THE NEW; THE ESTABLISHMENT AND GROWTH OF THE ENGLISH COLONIES AND OF THE UNITED STATES OF AMERICA, &c., &c. By Charles Bancroft. (Burlington, Iowa: R. T. Root, Publisher.)—The title of this work is so comprehensive that its bare announcement would seem to render any further notice unnecessary, but we cannot forbear to add that after a careful examination of the book we are of the opinion that it should be in the hands of every American citizen. It is brim full of precisely the information needed by the voter who would comprehend his rights and be properly prepared for his duties. The analysis of subjects in the table of contents alone occupies seventeen pages, while the volume is a fine octavo of 738 pages. Everybody should own, study, and inwardly digest the book.

PUBLIC LIBRARIES OF THE UNITED STATES OF AMERICA. THEIR HISTORY, CONDITION, AND MANAGEMENT; SPECIAL REPORT, DEPARTMENT OF THE INTERIOR. (Bureau of Education, Washington, D. C. 1876.)—We are indebted to General John Eaton, U. S. Commissioner of Education, for this invaluable contribution to our educational literature. It is a ponderous volume of 1,187 pages, crowded with information upon every subject connected with the organization and management of public libraries, even to the plans of buildings, cases, handling and binding of books, etc., etc. It contains a history of public libraries a hundred years ago, with an exhaustive account of the school, asylum, college, theological, law, medical, scientific, mercantile, historical, state, and government libraries of this country. The libraries in prisons and reformatories, and those supported by towns and cities, all receive full attention. It presents articles on catalogues and cataloguing, on indexing periodical and miscellaneous literature, the binding and preservation of books, works of reference for libraries, titles of books, book indexes, library bibliography, and library reports and statistics, with the general statistics of all public libraries in the United States. We shall have frequent occasion to refer to this volume hereafter. It is enriched with 18 illustrations embodying both exterior and interior views of leading public library buildings, plans, shelves, etc. This report alone ought to render our Bureau of Education famous. It is a monument to the industry, intelligence, and zeal of the Commissioner and his able assistants, Major Clark, Mr. S. R. Warren, and their associates in the work.

First Annual Report of the Board of Education of the City of Yankton, Dakota Territory, for the year ending August 31, 1876.—Well done, Yankton! We welcome you to the ranks of our educational cities. You have done nobly! This Report, with its appendix, embraces 70 pages, and includes the organization of the Board of Education for the past and current years; the financial exhibit; Secretary’s Report; the act of incorporation; school regulations, etc. The total receipts of the Board for the year are shown to
have been $22,503.95, of which $7,265.89 were raised by tax. The disbursements were $15,507.98, and the cash on hand Aug. 31st amounted to $6,595.97. The school population of this far western city is 867, of which number 395 are boys, and 472 girls, and the number of schools or grades is 8, exclusive of the High School. The anniversary exercises of the High School for the years 1875 and 1876 are described in the report and are highly creditable. On the whole, the report shows a most prosperous condition of affairs. The fact that the teachers are selected on competitive examinations is one that the older and wealthier cities of the East may profitably ponder, and the example is one they may worthily imitate.

Advanced Sheets from the Report of the Educational Department, State of Minnesota, 1876.—The object of this document seems to be to afford the members of the Legislature some information concerning the public schools and the higher educational institutions of the state, in advance of the annual session. The design is a good one. We know of no legislature that might not be profited by the perusal of such documents properly prepared. The Legislature of our sister state especially needs information upon subjects of this nature. Last winter it neglected to make the needful appropriations for the support of the State Normal Schools, but the Senate passed by a large majority a bill to enable the State to go into the school book publishing business, and appropriating $75,000 therefore! A more preposterous measure was never conceived. We hope the "Educational Department" will make itself felt during the coming winter. We regret, however, to see that Superintendent Barr's prejudices against Normal Schools have led him into the folly of following the example of our sister state.

The first portion, relating to the family, is well arranged and well written. It contains enough for the adult, and not too much for the younger student. Its arrangement is good, its language plain, and its general discussions judicious. It abounds in information, briefly stated, often only suggested, respecting all the various forms of notes, cards, and letters used in common society, as well as that which is refined and aristocratic. It would serve a good purpose as a text-book on English Composition in a school, as letter writing is all the writing done by most people. Like all of this author's books, it is small enough to contain nothing but the best, and that which is essential.

Lectures Courantes des Ecoles Francais. Par Courant; Paris Librairie Ch. Delagrave.—We are indebted to M. Ferdinand Buisson, President of the French Central Commission, for this excellent book, prepared to meet the wants of the public schools of France. It is both a reader and instruction book, embarking meagrely upon topics relating to La Famille, La Maison, Le Village et Notre Pays. The first portion, relating to the family, is well calculated to impart useful knowledge concerning that institution, and to cultivate the domestic affections of the young. Among the selections in this part of the book, we note the following titles: Le Petit Frere; Petit Enfant; Le Petit Garcon allant a l'cole; La Mere, etc., etc. Farther on: Freres et Sœurs; Le Grand-pere; La Fiere eclerc, etc. Under the next topic: La Maison, we have Les Maisons des Anciens; Les premiers Maisons des hommes; La Maison de Mathurin; L' Atmosphère; La Respiration; Aération des Appartements, etc. The lessons are followed by questions designed to fix the leading facts in the minds of the pupils, by definitions of words, and by copious notes for the teachers. For example, following the article on the early habitations of men, there are quite elaborate notes in fine print covering more than two pages, on the ancient lake dwellings and caverns of the earlier inhabitants. Nearly half of the portion is occupied with a great variety of topics relating to Notre Pays. Among the articles are Le beau pays de France; Les Gauzlis; Les Regions de la France; Nos Ports; Notre Marine; Nos Montagnes, Nos Cours d'eau, etc. The book is most admirably conceived, and the plan is faithfully carried out, leading the child step by step from the home, its affections, joys, and surroundings, to a knowledge of native country, its beautiful scenery, its leading productions, arts, commerce and industries, inculcating at each step those lessons of virtue and patriotism so well calculated to secure domestic happiness, contentment, and national unity and strength. This style of reading book might be imitated in our own country with great profit to our children and youth, as well as to the nation at large.

The subscription price of THE EDUCATIONAL WEEKLY is $2.50 a year, or $1.50 a volume,—six months. In clubs of five or more, $2.00 and $1.25.

The WEEKLY is not sent to subscribers beyond the time paid for. The number on the address-label indicates that time. Renewals should be made two or three weeks before the subscription expires.

Read the grand offer of premiums made on page ii.

Subscriptions from common-school teachers are coming in very fast, which proves that a good weekly journal is what is wanted. Most country teachers who wish to subscribe take advantage of our easy clubbing rates.

In order that our subscribers may know the Weekly is regarded by those who are competent to judge of its merits, we shall continue to publish opinions which come to us from various sources. I can hardly tell you my delight on receiving the initial number of the "Consolidated路桥." Now we may soon look for a rise in our stock, and shares will no longer be a drug. Our working capital will be ample, and receipts will give timely profit to the stockholders. The Board of Directors is thus enabled to command the confidence of all, while the executive officers are men after our own heart. Much pure mineral is sure to be the outcome...

Supt. Aaron Gove, Denver, Col.

Please consider me a subscriber to your journal, and find the price enclosed. I will try to send you something soon for its columns.—Anna C. Brackett, Chicago Tribune.

I think there is ample room for such a journal as you propose to publish, and I have no doubt you will succeed. —Prof. E. A. Charlton, President Wisconsin State Normal School, Platteville.

The plan meets my heartiest approbation, and I will most cheerfully cooperate with you in extending the circulation as widely as possible.—Supt. J. Pike, Jerseyville, Ill.

You can count on one subscriber, at least, from this city for your new publication. I do not like to give up the Bulletin, but the idea of getting four large sheets every morning, the suggestions, and encouragement in one year that I have received from the Bulletin, reconciles me to its loss.—A. C. Wallin, Prairie du Chien.

It is safe to say that no other educational journal in this country is supplied with so able a corps of editors.—Whitewater Register.

If its subsequent issues are as readable as the present one, its success is hardly doubtful.—Chicago Times.

A twenty-page paper of neat typographical appearance, and made up of interesting reading matter, with a judicious assortment of advertisements,—Chicag Tribune.

I have been informed somewhat of the efforts being made to consolidate the northwestern educational journals, and have most heartily approved such a movement, if assurance could be had that it would be conducted in the interest of thorough, popular education, upon a sound basis. Such assurance the character and standing of the men in sympathy with your movements seem to guarantee, and I wish you success.—Hon. W. H. Chandler, Wisconsin.

I would be glad to support a really able journal of the character you have in mind, and though I am not very sanguine of seeing what we might reasonably expect in this field, I shall warmly welcome a creditable journal devoted to the interests of our profession.—Supt. H. W. Payne, Adrian, Mich.

I notice with pleasure the announcement of the publication of a weekly journal, of which I have been one of the warmest advocates. I advocated such an enterprise ten years ago, but we could not then find the men to take charge of it. Put my name down as a subscriber.—Jno. G. McMynn, Racine, Wis.

Your plan of a consolidation of the western school journals on the plan substantially of the New England Journal of Education, pleases me very much, and I hope you will be able to effect it.—H. S. Tarbell, State Superintendent, Elect, Mich.

There is no reason under the sun why we should not have in this fresh and stalwart young West, incomparably and unapproachably the best educational journal on this continent. I know we can do it, and I, for one, will not be satisfied with anything short of that.—Pres. Newton Bateman, Knox College.

The best thing in educational journalism that ever happened to New England was the consolidation of their local journals. If so strong a paper can be issued in the Northwest, we had best have it.—Pres. G. S. Alee, Wisconsin State Normal School, Oaksho.

If we can have a weekly of our own, setting forth our glorious West, in such hands as yours, I shall daily work and pray for success. Is it true? Supt. Aaron Gove, Denver, Col.

The plan proposed meets with my hearty endorsement.—D. L. Kilbee, Principal Minnesota State Normal School, St. Cloud.

It is quite a pretentious paper and promises well.—Milwaukee Sentinel.

It is well filled with matter of special interest to teachers and friends of education, and should receive their support and encouragement.—Milwaukee News.
STATE DEPARTMENTS.

Nebraska.

DOANE COLLEGE, at Crete, has sixty-eight students in regular attendance.

The ladies of Crete have organized a lecture association and arranged for a course of six first class lectures. Chancellor Fairfield will deliver the first one, on the 8th of January.

—Thayer and Hall counties hold institutes the week before Christmas, and Pawnee and Lancaster holiday week.

—Some important educational changes will take place this week in our state: A new state superintendent will be inaugurated, and the Normal School will have a new principal. Nebraska has never had but two state superintendents: Hon. S. D. Beals, now city superintendent of Omaha, who was appointed when the office was created, and served until the next election; and Hon. J. M. McKenzie, who was elected in 1870 and has served until the present time. Prof. Thompson has not, therefore, a very long line of "illustrious predecessors" to look back upon. The Normal School, on the other hand, has been singularly unfortunate in its principals, so far as their continuance in office is concerned. During the six years since Prof. McKenzie, who was the first principal, left it to take the superintendent's office, there have been no less than six regular principals, besides Prof. Wilson, who acted in that capacity one term; viz.: Prof. Straight, Williams, Morgan, Freeman, Nichols, and Thompson. Prof. Curry is therefore Principal No. 8, and we hope he will "stick."

—At the recent meeting of the Regents of the University, Prof. Church made application for a year's leave of absence for the purpose of studying in Europe, and, according to the published report, the request was granted and he was allowed a salary of $1,200 for the year. The unfortunate wording of the report created the impression that the University had adopted the policy of sending its professors abroad to be educated at the expense of the State, and the criticisms of both press and people upon this action were prompt and vigorous, so much so that the Chancellor found it expedient to publish an explanatory card. The facts are that the work of Prof. Church includes the Latin classes of the sub-freshman department as well as of the regular college classes, and his regular salary is $2,000. With the $1,200 granted him he is required to provide for the teaching of the college classes, and with the remaining $800 the Regents will provide for the teaching of the sub-freshman classes. There will therefore be no extra expense incurred, and no diminution of the teaching force, on account of the Professor's absence.

—Some editorial remarks in the November Teacher, on "Primary Reading and Primary Readers," have brought out the agent of Sheldon's Readers, who claims that the criticism, which we made rather general, to the effect that new words are presented to young pupils too fast, does not apply to Sheldon's Primer. Superiority is also claimed in several other points, which we have taken pains to note in a careful examination of this book. The first lesson has only the words eat and not and the indefinite article. The second lesson has the new words in, this, and the definite article. The third lesson has the new words on and fat. The fourth only one new word, hat. The fifth, only rat. In each of these lessons these few words are combined and repeated in as many different ways as possible,—all of which meets our hearty approval. But beyond the seventh lesson we come upon an error not less fatal than that of presenting too many words; namely, that of presenting words that the child does not know, and in many cases cannot, know the meaning of. Such words as cab, pad, nap, wag, jag, and many others here given, are entirely out of place in a book intended for the youngest readers. In this state children begin their school life legally at five years of age, and often by sufferance at four. How much intelligence would a child of this age obtain from a lesson like this: "A bad has a nag and a cab. This is a wag and a jag. The wag is on the jag. A pad is on the jag. The wag has the jag and the jag. The lad is at the sap. The ram is at the gap. The sap ran. The ram ran. Two men sat on a den. Ned will get a gig. This is a grand rig," etc., etc. Let those who think this is all right attempt to explain clearly to a five-year-old the meaning of wag, jag, etc., and how men can "sit on a den." No; this is not proper food for babes, and while we wish to recognize fully the points in Mr. Sheldon's work which are praiseworthy, we must conclude that we have not yet examined the perfect Primary Reader.

Michigan.

STATE UNIVERSITY.—The law students expect an address by Col. Ingersoll, of Illinois, February 22d. The Students' Lecture Association has purchased a fifteen hundred dollar Chickering piano for the University hall. A beautiful model in brass of a turbine water-wheel has been presented to the Engineering department by a Detroit manufacturer.

—The Detroit Board of Education has just appropriated $3,500 for books on American history and travel, for the public library.

—The members of the Senior class at the University have selected their optional studies as follows: Political Economy, 38; German, 22; English literature, 26; history, 40; logic and psychology, 170; Latin, 10; Greek, 12; Zoology, 11; French, 11; chemistry, 16; mineralogy, lithology, astronomy, and botany, 2. —The University boys have adopted and are now wearing the Oxford cap.—A fine model of a stamp mill, valued at $5,000, exhibited at the Centennial, has been presented to the University by the Quincy and Heckla copper mining company. —The Regents have just done a wise and just thing, so far as it goes, in raising the salary of Prof. Ten Brook, the Librarian, from $1,500 to $1,800. —It is proposed by the Regents, at the request of the Faculty, to increase the length of the medical term from six to nine months.

—The first number of the long-looked-for Educational Weekly was sent itself to the greedy eyes of the Michigan teachers on the morning of Wednesday, December 27th, at the meeting of the State Association at Lansing. Two or three hundred copies went off like hot cakes in a short time, and for the rest of the morning session attention was considerably diverted from the "papers" to the paper. All were anxious to look through at once the first number of the Weekly, and to make up their minds about its ability to take and fill the place of eight or ten of the late educational periodicals of the Northwest. For some time, anxious and eager ourselves, we "waited for the verdict;" but it came soon and heartily, and was very favorable. Everybody seemed pleased, and many subscriptions were given at once. A very few, while expressing their approval of the new journal, still thought it pos-
sible that the consolidated WEEKLY could not take the places entirely of the local journals; but it was noticed that these people, in most cases, belonged to a class that has notoriously failed to give much support to the local papers now discontinued.

The prospects of the success, in Michigan, of THE EDUCATIONAL WEEKLY are certainly good, judged from the reception accorded it by members of the State Association. Many words of encomium and of welcome were uttered, both in private and in public, and the Association unanimously passed a resolution commendatory of the WEEKLY, and promising it hearty support.

—The annual meeting of the Michigan State Teachers' Association was held in Lansing, December 26th, 27th, and 28th, Superintendent W. S. Perry, of Ann Arbor, presiding. The meeting was very fully attended, passed off in every way most pleasantly, and was, upon the whole, one of the most interesting and profitable ever held.

Dr. J. M. Gregory, President of the Illinois Industrial University, formerly Superintendent of Public Instruction for Michigan, gave an address on the evening of the 26th, on "The Ideal School System for an American State." Some of us, who knew the Doctor when he was younger, and when he was simply Mr. Gregory, and who remember kindly words of encouragement, and his eloquent words that inspired zeal, were a little saddened and sobered to notice his whitened hair; but we were pleased to know that he was warmed with one of his favorite educational themes, he has lost none of his youthful fire, while he has gained the richness and mellowness of advancing years and increased wisdom.

Dr. Gregory thinks that a public school system must have at least these parts, or elements: A territorial school division, with its local organization; school revenues for the payment of teachers, and for the erection of buildings, etc.; schools organized on some common basis; teachers chosen by and amenable to some legal authority. In addition to these, most will concede, he thinks, that there should be some official supervision and inspection of teachers and schools, some special agency for the preparation and training of teachers, and lastly a graduation of schools from the lowest primary through all the intermediate steps to the collegiate, professional, and polytechnic.

To determine what is the best school system for any state it is necessary to know which of the following aims of all educational efforts is to be considered paramount, viz. 1. To make men self supporting; 2. To make men and women in the fullest sense by developing their humanity to the utmost; 3. To prepare them for the service of the State in the special direction of increasing its revenues or of conducting its affairs.

If the aim is a general one—to develop manhood, the American and English plan of disciplinary studies will be used; if it is to prevent pauperism and to make men self supporting, it will be technical and industrial, as on the continent of Europe. Here, Dr. Gregory thinks, is the difference and the cause of the difference between American and European systems of schools. Their chief object, in the schools for the people at least, is to make their people self-supporting; ours, to give general development and culture.

On Wednesday, Rev. D. C. Jacques, Commissioner of Education for Michigan at the Centennial, gave an account of our exhibit and praised it very highly. Prof. Putnam, of the Normal School, read a very interesting history of the Association, which is to be published, when completed, in the transactions. Mr. H. A. Ford, of the late Michigan Teacher, made a report, as chairman of a committee appointed last year, upon Educational Legislation. The report was adopted, including the following resolution:

Resolved, That this Association respectfully memorialize the State Legislature in behalf of a county or assembly district superintendency, and take such further steps as may be necessary to secure its enactment.

Supt. Austin George, of the Kalamazoo public schools, presented a very able paper upon "A System of Promotion," in which he denounced the old system of year grades and yearly promotions as unfair, and in which he advocated a system of half-year or quarter year grading and promotion, claiming that the element of time should as far as possible be eliminated. This paper was pretty fully discussed by city superintendents Sill, Stone, Gower, Crissey and others, all agreeing that promotion from grade to grade should be oftener than once a year.

In the evening Prof. Thomas, of Grand Rapids, read a paper on " Literary Work for Pupils of Higher Grades."

Dr. Angell, President of the University, also gave a paper upon Our Denominational Colleges and the State University. Dr. Angell, in treating the delicate subject of the relations of the Colleges and the University to the general educational work, took a very fair and conservative position. The colleges, he claimed, have helped forward the work in the following particulars:

1. They have awakened a local educational interest; 2. They have awakened in the churches an interest in higher education; 3. They have stimulated ministers and laymen in the churches to urge young men and women to seek a higher education; 4. They have, beyond question, raised a large amount of money for educational purposes; 5. They have stimulated the ministers to higher scholastic attainments; and 6. They have carried on the work by means of their preparatory schools almost always connected with them. These things the colleges have done which the University could not do, or at least, but partially. On the other hand, the University has done what the colleges could not do. It has utilized and rendered productive the national land endowment, so that it now yields an annual income of sixty or seventy thousand dollars; in its professional and technical schools it affords a kind of training that the colleges cannot give; it has reached and affected a class of people beyond the influence of the colleges; it has attracted citizens to the state; it holds a relation to the public schools which the colleges could not assume; and lastly, its influence reaches farther beyond the limits of the state than the influence of the colleges.

On Thursday morning Prof. Langley, of the University, gave a paper on "How to Teach Natural Philosophy," illustrating his points with some simple experiments. Prof. Beal, of the Agricultural College, Prof. McLouth, of the Normal School, Prof. Spencer, of Tecumseh, and Dr. Olney, of the University, took part in the discussion.

Prof. Gore, of Detroit, read a paper urging the claims of music to a share of attention in the schools. The paper of State Superintendent elect, Tarbell, on "The Number of Contemporary Studies in a Course," for lack of time was not read, but will be printed in the transactions.

In the afternoon Superintendent Stone, of Battle Creek, read a valuable paper upon "Public School Libraries," and the veteran Deputy State Superintendent, C. B. Stebbins, who has labored in the office at Lansing for nearly twenty years, discussed in a very interesting way the subject of district and town libraries as viewed through the medium of state statistics. He claims that the interest in the libraries in the rural districts is at a very low ebb, but in the larger cities there is a rapid growth in the libraries.

Prof. John Goodison, formerly of the Normal School, gave an able paper upon "Drawing in the Schools," urging that branch as a disciplinary rather than an industrial or technical branch.

The following officers were elected for the ensuing year: President, Prof. C. F. R. Bellows, of the Normal School; Vice-President, Prof. Oakland, of Albion College, Prof. Cochran, of Fenton, and Miss Pyne, of Grand Rapids; Secretary, Prof. W. C. Hill, of Howell; Treasurer, Prof. C. B. Thomas, of Niles; Members of the Executive Committee, Prof. Olney, of the University, and Supt. George, of Kalamazoo.

In the evening, retiring State Superintendent Daniel B. Briggs gave an address upon "Our Common Schools," in which there were very many hints and suggestions of improvement in our system, occurring to him in the four years of official experience as head of the schools of the state, and which our lawmakers and law-executors would do well to heed.

—Mr. Bernard Bigsby, late of the Fort Huron public schools, but who last fall accepted the Superintendency of the public schools of Ishpeming, in the upper peninsula, it is reported has resigned his position.

—Mr. George Grant, principal of Almont union school, is reported as doing excellent work. The whole number of pupils registered during the past term is 272. The per cent. of attendance was 84, and of tardiness 2.

—Gov. Bagley made the boys of the Reform School a Christmas present of "good things" to the amount of forty dollars.

—Prof. H. N. French, Superintendent of the Marshall public schools, received from his patrons and pupils a splendid gold watch as a Christmas present at the close of the term.

—Frank Freeman, of the last Normal class, is teaching at Breedsville.

Illinois.

Editor, JOHN W. COOK, Normal.

PROF. GEO. E. MORROW, late of the Iowa Agricultural College, and formerly editor of the Western Rural, and of the Northwestern Agriculturist, Madison, Wis., has just entered upon his duties as Professor of Agriculture in the Illinois Industrial University. The College of Agriculture, connected with this University, has a stock farm of 410 acres, and an experimental farm
of 160 acres, besides large horticultural grounds, including nurseries, fruit and forest plantations, and ornamental grounds.

—The Industrial University has recently added to its practical departments a School of Industrial Designing. Peter Roos, a graduate of Walter Smith's Normal Art School, Boston, and lately Principal of the Boston Art Academy, has charge of the classes in industrial free-hand drawing and designing, and in water colors, and Miss J. Kenis, a graduate of the Fine Art School, of Louvain, Belgium, has the department of ornamental design and clay modeling. The classes are large, and doing good work.

—The educational exhibit of the Illinois schools was brought from Philadelphia and put on exhibition at the Industrial University, at Champaign, during the recent session of the State Teachers' Association. It has since been sent to its several owners throughout the state.

—The winter term of the Illinois Normal School began January 3rd. Two hundred and ninety-one students were enrolled in the Normal Department, alone. This is probably the largest attendance with which a term ever opened at this institution. The first week closed with three hundred and three names on the roll. About thirty students have been sent to its several owners throughout the state.

—The Model School is also in a flourishing condition. We shall have more to say respecting this department in a future number.

WISCONSIN.

The semi-annual meeting of the Wisconsin Teachers' Association, which was held at Madison during the holidays, was rich in valuable results to those who were in attendance. The discussions were generally calm and pointed, and nearly every paper read was practically interesting and valuable. We doubt whether there is a body of teachers accustomed to assemble in any state, which can show a greater number of truly active and competent educational workers than gathered in the Assembly Hall at Madison two weeks ago. The meeting of the county superintendents at the same time brought together, as usual, the best and ablest of those self-sacrificing heroes, though the faces of some familiar at such gatherings were not seen this winter. The city superintendents and principals, not to be outdone by any other class of educational workers, formed their little association, also, and did some very lively work discussing the study of Greek in high schools. This was to many the most interesting discussion held during the session, and seemed to be carried forward the most directly to a decisive point. It was participated in by Prof. Shaw, Mr. H. Chandler, and Prof. Phelps, and they were finally appointed a committee to report at a subsequent meeting of the Association.

The report made by State Supt. Baring on a State System of Education was very properly regarded worthy of careful and judicious consideration. It was discussed during the whole of one evening, and then adopted. It is our purpose to publish this report next week, as it is worthy the attention of educators in other states.

During the session a resolution was reported by a committee, and adopted without discussion, endorsing and recommending the Educational Weekly to the teachers of Wisconsin, and also expressing approval of the conduct of the Wisconsin Journal of Education, and recommending its continuance. Resolutions of thanks were not this time forgotten, and the neglect of last summer was fully atoned for by the adoption of a "whereas" and four long resolutions.

—Principal W. J. Bier, of Plymouth, has succeeded in raising the sum of fifty-four dollars, by an exhibition, and this money is to be devoted to the furnishing of the school library.

—The teachers of Pierce county are working together for an increase in wages.