Editorial.

The most momentous problem now challenging the attention of American statesmen is the problem of education in the South. That the nation is in danger from the existence within its borders of such vast numbers of ignorant and vicious voters, no thoughtful person, acquainted with the facts, will undertake to deny. The actuality of this danger was never so apparent as now. Universal suffrage is a real blessing only where universal intelligence prevails. The ballot in the hands of the illiterate is simply a curse. The free will to do wrong, when freely exercised, is the worst form of human bondage. In giving unqualified suffrage to the ignorant blacks, and the equally ignorant whites, in the late Confederate States, American statesmanship committed a stupendous blunder. Can any man demand a more complete verification of this truth than the present aspect of our national affairs presents? If so, we should be inclined to say that he is incapable of comprehending the relation of cause and effect. A glance at a few comparative figures from the last census, bearing upon this subject, will be sufficient to present the question in a clear and convincing light. These figures are summoned before the bar of public opinion in no partisan or sectional spirit, but under the earnest conviction that the welfare of the country demands it. The best men in the South join with the best men in the North, and with good men everywhere, in the expression of the belief that in universal education alone lies the hope of better days.

Of the persons over ten years of age, who cannot read, we have, in the different sections, the following percentages:

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Pop</th>
<th>Unable to read</th>
<th>Per-cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern and Middle States</td>
<td>13,593,534</td>
<td>476,000</td>
<td>3.5</td>
</tr>
<tr>
<td>Western States</td>
<td>13,032,029</td>
<td>499,175</td>
<td>3.8</td>
</tr>
<tr>
<td>Southern States</td>
<td>13,878,435</td>
<td>539,425</td>
<td>3.9</td>
</tr>
</tbody>
</table>

As to the voting population, the figures stand as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>Voters</th>
<th>Unable to read</th>
<th>Per-cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern and Middle States</td>
<td>2,747,694</td>
<td>226,592</td>
<td>8.2</td>
</tr>
<tr>
<td>Western States</td>
<td>2,664,879</td>
<td>217,492</td>
<td>8.2</td>
</tr>
<tr>
<td>Southern States</td>
<td>2,914,736</td>
<td>1,173,393</td>
<td>39.6</td>
</tr>
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The expenditure for education, in the three sections as above, in 1873, were: In the Eastern and Middle States, $5,245,601; in the Western States, $3,828,628; in the Southern States, $1,175,344.

From these figures, it appears that the Southern States, with a population greater than either the Eastern or Western sections, expend only one third as much for the education of the people. It may be further mentioned that the State of New York, with a population of 4,387,464, spends $11,256,894 annually, a sum greater than the amount above given for the entire Southern section. The following comparison will prove very suggestive. It is between states of nearly equal population, north and south:

<table>
<thead>
<tr>
<th>State</th>
<th>Population</th>
<th>Expenditures for Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey</td>
<td>906,096</td>
<td>$4,741,343</td>
</tr>
<tr>
<td>Alabama</td>
<td>996,092</td>
<td>$490,604</td>
</tr>
<tr>
<td>Iowa</td>
<td>1,164,080</td>
<td>$2,229,452</td>
</tr>
<tr>
<td>Georgia</td>
<td>1,164,109</td>
<td>$223,660</td>
</tr>
</tbody>
</table>

These comparisons might be almost indefinitely extended, but the above will suffice for the present. It will be seen that New Jersey, with a population somewhat less than that of Alabama, expends five times as much for education; while Iowa, with a slightly greater population than Georgia, expends nearly twenty times as much, for the same purpose.

It is not necessary to enter into any argument to prove that the material, social, and political condition of the Southern States finds its explanation in these figures. On the contrary, the fact will be assumed as already established. It will also be assumed that there is a grievous burden of illiteracy at the East and in the West. It is a national disgrace that at the end of the first century in the life of the republic, there are, even in the Northern States, nearly one million illiterates over ten years of age, 443,995 of whom are males of voting age. As self-government is predicated upon intelligence, it is self-evident that its powers should be mainly directed to the work of self-preservation by stimulating, and in every way encouraging the growth of that intelligence. Social, political, and material regeneration can be effected only on the basis of intellectual and moral regeneration. The intellectual and moral regeneration of a community is possible only through a wise and generous system of education, universally diffused. This is the pressing need of the South. This is the remedy which alone can reach the disease that is deeply seated in the body politic. Is there statesmanship enough in the republic to discern, and apply this cardinal truth? We shall see.

In view of the actual situation, the Weekly insists that there should be no delay in pressing to its final passage the bill setting apart the proceeds of the sales of our remaining public lands for the education of the people, and the equitable distribution of the same, on the basis of the illiteracy existing in the several states. This is the first step, and it should no longer be delayed; for it will require at least a whole generation entirely to reconstruct society on the firm foundations of general intelligence, and give to the people that repose and security so essential to their social and material progress. The South, devastated...
and impoverished by the war, needs just such a measure as this to start her upon a career of educational development. Let her have the means, the information, the generous sympathy of the patriotic and the wise, and she will do the rest. To this end, too, the Bureau of Education, as the receiving and distributing center of educational intelligence, should, in every way, be aided, encouraged, and liberally supported. We should not object to the enlargement of the scope, and the increase of the powers of this beneficent agency, to the extent of enabling it to command, if necessary, the cooperation of all the leading public school agencies in the several states. It has already accomplished a work for education, of which its pecuniary cost is no adequate measure. With the Southern States aroused to the necessity of a thorough system of schools, the importance of the Bureau would be vastly increased, and its value to the nation would be absolutely beyond computation. What the South needs is general education. To this end it must be aided, encouraged, and enlightened upon a subject so vital to all its interests. In a future issue, we shall again refer to this topic, presenting other figures significant of the needs of the people of this section, and the dangers of the nation.

There is an earnest desire among the truly thoughtful and patriotic people of the United States that the civil service of the country should be thoroughly reformed. This desire has been so frequently and so variously expressed, that there can be no doubt of its existence and of its wide-spread character. Individuals have given voice to it. Parties have affirmed it. The public press has echoed it. Official authority has sanctioned it. A commission, composed of many of our ablest and best men, once attempted to give practical effect to it, and yet we do not realize it. How is it that, in a republic where the will of the people is, theoretically, the supreme law, and where merit is presumed to be the highest and best test of fitness for public station, this righteous demand is still practically unrecognized?

The first answer to the question must be found in the fact that the professional politicians are, in the main, opposed to the principle. In their estimation, the subordinate offices under the Government are their property, to be assigned at will to their satellites and retainers, as a reward for partisan service. As adventurers, who subordinate the public good to personal advantage, barter away the interests of the masses, tarnish the honor of the country, and corrupt the morals of the people for the storm of faction and fanaticism shall beat in vain.

The second, and really the fundamental answer to the query as to the failure of our attempt to secure this reform is, that the American people, as a whole, are not fully educated up to the requirements essential to the establishment and firm support of such a system of civil service. In a country where the educated class is the ruling class, or where a personal government exists, the case is different. In that case, it is possible to devise and execute the best measures without let or hindrance from the populace. But, in a government of the people, the ballot of the illiterate is as potent as the ballot of the philosopher, and the uneducated classes, swayed to and fro by the wiles, plausiblewines, and intimidations of the demagogue, become the aids and abettors of the schemes of a selfish and greedy ambition. For such evils there is, there can be, but one effectual remedy. That remedy must be a better education for the whole people. Make every citizen worthy of his high duties as a popular sovereign. Make him capable of comprehending what he votes, and why he votes. Give him the intelligence, the virtue, and the patriotism to vote according to the dictates of his better judgment and his conscience, and his ballot will be cast in the interests of public order, private morality, and pure government.

And here, again, it must be stated that there is a very inadequate conception, even among the more intelligent classes, including the public men of this country, of the power of right education in moulding the character of individuals and of nations. Indeed, this is the chief end of education, and if we had the wisdom to use our educational influences aright, there are no possibilities of national achievement to which we might not reasonably aspire. According to the Prussian maxim, "whatever you would have appear in the life of a nation you must first put into its schools." If, therefore, you would build up a civil service, based upon merit, worth, and fitness, instead of ignoble partisan subservience, you must lay your system of education upon the same broad and deep foundations.

Let the teachers of our public schools and institutions be selected in all cases on competitive examinations, and such other tests of qualification as may be of the most conclusive character. Let superintendents and school officers of every grade be admitted to the service of the public, only upon similar conditions. Let boards of education be reduced in numbers, and improved in quality, by eliminating ward politicians, and substituting men of character and culture, according to the same principles. In short, embody the principles of a reformed civil service in a reformed educational service, and you will build from the foundation. You will make better citizens, better public servants, and a purer and more efficient government. You will raise up more patriots and less partisans, more statesmen and less demagogues. By such means we shall conserve and promote every true interest of the State, diminish vice, magnify virtue, stifle partisan malice, develop a genuine statesmanship, and prove ourselves to be wise master-builders, upon foundations against which the storms of faction and fanaticism shall beat in vain.

The Kindergarten furore which just now fills so many parents and teachers, is not very surprising, and will doubtless accomplish some good. Anything is better than apathy and stagnation. Forty years ago it was Lancasterianism, and pupil monitors were to give school work a new efficiency. Twenty years later it was Pestalozzianism, and object teaching was the proposed panacea for schoolroom dullness and failure. To-day it is Froebelism, and the Kindergarten is the latest gospel of education. Each of the movements has a truth at bottom, or they could not have commanded the attention of so many intelligent teachers. And each one proves, in its way, both that something better lies before us in education, and the ardent desire of teachers to attain it. It
may help to moderate the enthusiasm of our Kindergarteners to reflect that their predecessors were just as enthusiastic as themselves, and believed just as earnestly, that they had made the great final discovery in educational philosophy. There is wisdom in the old precept "Prove all things;" but the second part of the precept is equally important, "hold fast that which is good." To the good of the past, add the new good of the present, and thus make ready for the grander good of the future.

G.

The necessity of remembering the past is illustrated by the confusion of views among many of our Kindergarteners. Some, under the name of Kindergarten, are simply giving object lessons with Froebel's gifts as objects. They see no difference between Pestalozzi and Froebel. In many respects the two men were alike. They were both enthusiastic lovers of childhood. Both were dreamers, catching insight into deep truths, but failing to give these truths any clear and logical expression. Each was at times inconsistent with himself, and therefore each occasionally got on to the ground occupied by the other. But they differed fundamentally in the views held. Pestalozzi sought to enable the child to understand and use the world around him. Hence he chose familiar objects as means of instruction. Froebel's great thought was "to put the child in possession of itself," hence he devised the children-garden, or play ground, and gave them playthings, that by their plays they might be led to learn the use of their own bodies and minds, their limbs and their senses. Pestalozzi's aim was objective; Froebel's was subjective. Each involves the other, since the mastery of the world around us necessitates the development of our powers; and the mastery of ourselves includes a knowledge of the world around us as the sphere in which we live and act. Does not this prove that neither of these great German educators had the whole truth? Each saw it on the side next him. The full truth includes them both, and the perfect primary teaching requires the object lessons of Pestalozzi and the Kindergarten plays of Froebel.

G.

There is an evil prevailing in some of the high schools, especially in the smaller places, which is doing much to prejudice the people against the high school as a part of our free system of public schools. We mean the attempt to run a full high school course when the community does not furnish the material in the way of pupils. Thus we sometimes find in a village of 1,000, or less, population, a man in charge of a graded school of four departments, who is also the teacher of the high school. We find the three lower grades full, and the teachers over-worked, while in the high school there are not more than a dozen pupils, and two-thirds of the superintendent and principal's time is given to three or four of this dozen. Moreover, we find that this man is paid nearly or quite as much as the other three teachers. It can but be that people will become dissatisfied with this state of things. Possibly the principal is giving a couple of hours each day to one or two pupils who are studying Latin or Greek, or both, or some more advanced mathematics than the rest of the school is prepared for. The whole thing is wrong. It is an injustice to all parties concerned. First of all, it is unjust to those who support the school, that so large a portion of the funds should be appropriated to three or four pupils. Then it is unjust to the lower grade pupils who are fairly entitled to the time of the principal, under the circumstances. It is also unjust to the over-worked lower teachers; and lastly to the principal himself, and, as has been said, is calculated to bring into reproach our entire system of high schools as a part of the system of free public schools.

E. O.

Nor have we put the principal in as doing himself an injustice, simply to fill out the catalogue. He is in great danger of losing his hold upon the confidence of the people as a superintendent, and thus making a failure. He is also attempting to do for his two or three protégés what it is simply impossible that he should do well, under the circumstances, and thus making a failure as a teacher. But what should be done? Simply exercise a little common sense. Tell those three or four pupils that they cannot be well served at home, and cannot be served at all without gross injustice to others, and recommend them to go to the nearest public high school which is so situated that it can do such work and is doing it. And when this is done, have a general promotion "all along the line," and fill up the empty seats in the high school room, and let the principal go to work with the rest of the teachers to do honestly and well the work that needs doing.

E. O.

Should not every graded school have a high school? No, not by any manner of means, if by a high school is meant a school in which are taught the branches assigned to the high school in the graded school course of twelve years, now coming to be generally adopted in our western states. To attempt such a thing in the majority of our graded schools is a dishonest farce: there is neither the material in the way of pupils to make such a school out of, nor can the teaching force requisite to give instruction in such a course be secured. Few places with a population less than 6,000 or 8,000 can supply with pupils or support with teachers the full high school course as laid down in the schedule referred to, especially including both the Latin and Greek languages. In most villages of 500 to 1,000 inhabitants, the highest department in the public school ought to be that recognized as the grammar school, and it ought to be so designated instead of calling it a high school. In most villages, or cities (1), of from 1,000 to 2,500, the highest department should not attempt anything more than the English high school course. In such a place the highest department in the public school might be called an English High School. In many places of from 3,000 to 6,000 there may profitably be added to the English high school course, a Latin and perhaps a French or German course, and the school be called a Latin High School. In places of larger size, the full high school, including the English course, Latin course, and the full classical course requisite for preparing for the classical course in college, may profitably be sustained. History, mathematics, natural science, and literature may be wisely put into the lower grades of high schools in larger amount than usual whenever there is found to be a demand, and the teaching force can be made adequate. These branches afford excellent means for filling out and extending the course, as, for example, from the minimum work of a grammar school to the work of a good English High School; and again from the minimum English High School, to the Latin High School, etc.

E. O.

Nor can any one tell us why some such system as this ought not to be recognized in our school law. Would it not be a move in the right direction if a well digested plan of this sort were to be recognized in our school laws, and a provision made that each village or city having a system of graded schools should formally decide what rank the highest department of the schools should take? For example, in Michigan, there are not more than ten or a dozen places where a high school course, including a full classical course preparatory to college, ought to be attempted; and perhaps it would be wiser if but eight should attempt.

E. O.
ORAL READING.

Prof. J. C. Pickard, Champaign, Illinois.

I think I may safely say that, of all the young men and young women to whom I have given instruction during the last ten years, not more than ten per cent. could read, at sight, an ordinary newspaper article fluently and intelligently. Give many of them a page of average prose to read, and they will often stop, stammer, repeat, and mispronounce even common words: they will leap a period-chasm without apparent effort, but fall breathlessly at a comma. A word somewhat unusual, though not difficult of pronunciation, is a barrier to their further progress, and they must be pushed through it or boosted over it before they can go on. Their reading is mechanical, monotonous, spirit-killing. It is a mere attempt at calling the words, and an unsuccessful one at best, since any mere word calling is not reading.

What then is reading? It is the vocal transfer of a writer's thoughts and feelings to the mind of a listener—a sort of oral projection of the mind of the writer upon the mind of the hearer. It is implied that the reader takes up the thought and feeling of the writer into his own intellect and heart, and then conveys them by means of vocal expression to the intellect and heart of the hearer. It is obvious, therefore, that the good reader must be intelligent; must be quick to see, and quick to feel. He must understand what he would read. For the time being he must stand in the writer's place, thinking his thoughts over after him, and gathering into his own bosom all the emotions of the writer. This is a great deal, but it is not all. We have secured the spiritual impression; there must now be had the physical expression in order to communicate that impression to others. The reader's voice must bridge the space between the giving and receiving souls. Spoken words are wanted—winged words—message birds—to fly from lip to ear, and bear the message from soul to soul.

What are spoken words? They are but air-puffs, made audible. The lungs are the reservoir of the raw material, which they supply as wanted to the physical laboratory above. The mouth, not to be too precise, is a word-factory. Obviously the physical expression will depend upon the factory. If a part of the machinery be wanting, as palate, or tongue, or teeth, or if it be stiff, unyieldy, or in any way fettered in its action, or if the motive power of the will be weak or insufficient, the product must be of doubtful value. Coins clipped all around the edge, and having no stamp, and being of light metal too, will not pass current, nor serve the purpose of commerce. What message can words that die before they are born, convey? If words are vehicles on which thoughts ride from soul to soul, will they be of any service if the propelling power fails and leaves them to fall midway on their course? or if they are so constructed that no thought can find a seat? or if they start off on their journey without taking any thought aboard?

Good reading is intelligible. The good reader makes himself heard and understood and felt. What are the characteristics of the reading of which I complain? Without attempting to enumerate all the particulars in which it falls short of good reading, I will say that they naturally fall into two classes. There are (1) those which arise from a want of that spiritual impression which is essential to the good reading, and (2) the faults of vocal expression.

1. To what is this lack of spiritual impression due? So far as a reader fails to comprehend his author, he will have no thought to utter, and will be a mere parrot, or a machine grinding out words—say at the rate of 160 a minute. If he fails to perceive the logical relation of the ideas, or their relative value, he will surely fail to give his reading the shading of emphasis which expresses to the hearer such relative value. Sentences, interrogative and declarative, will stand side by side; clauses, and even entire sentences, will be unnecessarily and inappropriately long; and words, syllables, and letters will be unnecessarily and inappropriately repeated. The pupil has been made to associate complete words with the sense; while the correct association is between the part of the word and the sense. The pupil may even sit down to study (7) what he is to read. There are words in the selection which he has never seen before; he guesses at the pronunciation; no dictionary is consulted for definitions. “Sundries” might as well be substituted for every such word.

The fact is, that from childhood, through all his training in school, he has dealt with words as dead things. The truth may have been thrust into his consciousness that words are “fearfully and wonderfully made,” but he has never been taught that they are informed with life—have living souls. Words have been dealt with almost wholly for lessons in spelling. He has never been fed to him from the beginning. His reading lessons have been exercises upon marshaled corpses, to learn to distinguish one from another, with occasional practice in disjointing some of them. Though the most of the words be those which he puts to use daily with no lack of intelligence, yet when they appear before him on the printed page, they are either unrecognized, or viewed as dead and laid for burial. He may call their names, but his voice and manner will be unnatural, and his tones will lack the potency of a resurrection-trump.

The remedy is obvious, even if hard and slow in operation; but the present, also obvious, is comparatively easy of application. Children must be taught, and made to feel, that words do mean something—that every word has some meaning, and they must be made to feel what that meaning is. They must not be allowed to stick in the back. They may as well be taught from the beginning practically to distinguish between form and content, shadow and substance, life and lifeless, spirit and matter, body and soul. Let children have the facts presented to them those simple words which they have already learned to use, and which, therefore, represent ideas with which they are familiar. By all means discard those imane phrases and sentences that are so numerous in primers and first readers. It need not be a difficult task to find interesting words and pleasing combinations of words which children can be taught to utter with the naturalness of original expression. When a new word is introduced, its meaning must be made plain, and it must be used, handled, till it can be used properly and readily. Herein the teacher may show great skill.

2. The faults of deficiency in physical expression remain to be considered. These are manifold, too many to be here mentioned in detail. I will speak of a few that are common, and may be cured.

There is the difficulty which arises on the appearance of an unknown word. Some adventurous spirits will take a hasty look and then shut both eyes and strike out wildly for it, “hit or miss.” The greater number, however, will modestly stop at once, as in the presence of a stranger to whom they have had no introduction, and whom they know not how to approach. The word is a barrier which they can neither climb nor leap. Accustomed to being lifted over all hard places ever since they began their a-b’s, they stand and wait, looking up to you with a look that seems born of reproachfulness and impotence.

This inability to cope with a new word is generally due to ignorance of the powers of the letters, and of the various combinations of letters. The remedy will be found in phonetic spelling, begun very early, perhaps with the first word, and soon combined with ordinary letter spelling, to which must be added the naming of the silent letters, if there be any.

The little child that has been so trained for one year, will master new words more readily than one who has had the usual training for two years. By such drill he is made surer tongued. If by and by he stands in the presence of stranger vocabularies, he will not wait for an introduction. He has learned how to approach them and to make their acquaintance.

In this connection, I must express my high opinion of “Leigh’s Pronouncing Orthography” for primary grades. I would like our ordinary characters with Webster’s markings of the vowels and consonants, but the silent letters present too great an obstacle. No device, so far as my knowledge goes, for indicating such letters to the eye, has been found that will bear comparison with Leigh’s.

Another obstacle in the way of fluent reading is want of eye-power. It is too slow in its action, and the tongue overstates it and stumbles. One who remembers how much has to be considered and settled by the mind of the reader before the tongue ought to pronounce the words—that the drift of the thought must be carried, that the meaning of the sentence as a whole, and the relative worth of the various clauses, and even the pronunciation of the words, must be predetermined—will see at once how important is the prompt and correct action of the eye, and that its place is considerably in advance of the tongue. The eye, then, needs training in what may be called cuellar gymnastics. It must have a predatory practice, until with a swift swoop it can dart upon a whole line, or more, and carry it away with a glance.

The failures which are the result of improper or defective use of the organs of speech, claim attention, but will soon be dismissed. Here we are all in fault,—in our daily speech as well as in our reading. Our utterance is either
School examining boards, ever examine applicants for certificates one-half old Lee and House this raw to thorough examination in reading? How many think it of any consequence puss—is folded up in Lacy's lap. And Tuck, the fat and sleepy, frequently, but not abandoned till the child leaves reading done by, the most give time enough to reading, more, indeed, than is improvement in the manner of teaching it. Dinah, and had her make up training of everyone of the organs of speech, including the muscles which production of every bone. No less, indolent lifting and lowering of the arm will develop its muscle. There must be system enough to secure the training of every one of the organs of speech, including the muscles which govern the movements of the lower jaw.

Both the evil considered and its remedy are obvious enough, and easily stated. The evil we have; the remedy we see. But how shall the remedy be applied? That is the question. Where are the teachers who are competent? How many of them interest themselves in the matter enough to inquire whether there be any evil, or any remedy? Content to do as they have been done by, the most give time enough to reading, more, indeed, than is really needed; but they give no thought to the question whether there can be any improvement in the manner of teaching it.

Are county superintendents blameless? How many of them, or of other examining boards, ever examine applicants for certificates one-half as thoroughly in reading as in geography? How many are competent to make a thorough examination in reading? How much think it of any consequence whether a teacher can read well or not, provided he knows the name of the ninth President of the United States, and can "diagram a sentence?"

Let all who appreciate good reading not be wanting in well-directed efforts to hasten the Reading Millennium.—National Teacher, August, 1875.

GRANDMOTHER'S FAIRY.
[Story for School Children.]

TARPLEY STARR, Virginia.

LACY LEE was down on the rug—her feet crossed, Turk fashion, under her—gazing into the fire—thinking. Nip and Tuck are cuddled cozily down with her. Nip—pretty, white, miss pass,—is folded up in Lacy's lap. And Tuck,—the fat brown Fup, is beside her on the rug tucked under Lacy's dress as snug as can be. Both look lazy and sleepy, and, like their little mistress, are gazing into the fire—thinking. And what wonder, since this is the very first fire that has been kindled on the hearth this fall! Spring has danced in with all her fair flowers, and sweet songs, and danced out again. Then summer has come with her fine fruits, and sunny hours, and golden grained harvest, and gone. And now the chill autumn winds are beginning to whistle over it all, and to have their own way around old Leeand House this raw September twilight.

So Mother Lee, who loves to shed the home light about her, has called in Dinah, and had her make up the first little blaze that has shown its shining face there, since last spring. Now there is something about the first little wood fire of the fall, that makes everybody feel quiet and pleasant, and sets them a-thinking, even to the children, and—the cats and the dogs, if they have any think in them.

So Lacy and her two little pets sat thinking and blinker, and blinking and thinking. Lacy kept thinking of what the wind was talking so loud about, and they thought that it must be a fine time she had last summer, and then she thought of something else—as she will tell you presently. Nip and Tuck were thinking about their supper no doubt.

There was no one else in the room but Lacy's mother, who was in an armchair, gazing into the fire, and thinking also, very intently. After a while Lacy drew herself back from the fire suddenly, and throwing her head in her mother's lap exclaimed, "Dear me! I do wish I was one."

"One what, love?" returned her mother, putting her hand caressingly under Lacy's dimpled chin.

"A Fairy, mother! Do you know I was just thinking of a pretty story Grandmother was telling me the other day, about such a nice little dear fairy, that lived in somebody's house—whose was it now?—let me see— I can't remember. But anyhow, all the lady who lives in the house had to do was to rub her watch, and this sweet little thing would come flying right to her, and if she wanted her breakfast set on the table, in would come the breakfast in a twinkle; or, if she wanted wood on the fire, here came in the wood, or, if she wanted her work, the next minute she'd see her stockinged darned, or, her sewing finished and ready to put away! Now wasn't that splendid, Ma?—just like Aladdin who had the Slave of the Ring and the Slave of the Lamp to do everything for him he wanted—only this lady's "Slave of the Watch," wasn't any great black African slave, that might scare anybody out of his wits, but a beautiful little silver winged fairy, that flitted here and there like light—Then she didn't bring diamonds and rubies and hang them up on trees and do all those— such big things that nobody could do but an "African Magician," sure 'nough; she only made this sweet lady's house a lovely, clean, sweet home, where everything was in place and everybody in time, and all so happy and pleasant!—She had fruits, too, but they were good, nice apples and pears and—and but Ma, you've read that story haven't you? If you haven't Grandma's got it, I'll read it to you to-morrow."

"I'd love much to hear it, Daughter. I never read it. But Lacy, who did they say the little fairy was?"

"O! It never said at all Ma,—who do you think it could be?"

"Well, Dear; it seems to me it must mean that you are to understand the little fairy's name was 'Order,' or 'Energy,' or something of that sort from its being called The Slave of the Watch."

"No indeed, Ma! you just put all that on it, 'deed the story didn't say so!"

"Well, you must read to 'Ma' to-morrow and then we'll see all about it. And so my little darling wants to be a fairy, does she? A sweet little fairy that can make a home pleasant, and clean, and happy?"

Lacy looked up for a moment here, as if a light began to break in on her, and she half guessed that her mother was going to pull down one of her own dreams, for, to tell the truth, Lacy Lee was a little girl that was much fonder of sitting down dreaming, than of jumping up acting. All the household knew this, and often Grandmother laughed and called her Lacy Lee. Sometimes the little lady would steal off with a pretty story and get so taken up with it she would get quite into a naughty temper if she was called off suddenly to attend to any little housekeeping matter such as getting out the pickle, or having the crusts filled for dinner. Her mother had often heard her exclaim, on these occasions, as she brushed her book down—"A dear! I do wish people would let me alone!" And she always noticed that after one of these selfish spells, Lacy looked shrug-shouldered and fretful, never in a bright, happy mood.

This grieved her very much, for she knew Lacy was a child with a stock of good sense, and good feelings, and good energy about her, and if she could once set to work in the right way, and get over this bad name of Lacy that the house had given her unfortunately, she was quite sure that her little daughter would be a comfort to the household, and a pleasure to her own little self. So now she patted Lacy under the chin very lovingly, and said: "So you can be, my darling, if you wish."

"A Fairy, Mamma! What do you mean?"

"Yes, Daughter, the dearest of little fairies. But then, my Pet must promise me—honor bright, now, that she'll try to be the house-fairy I'm going to tell her about. Will she promise Mother?" Lacy looked up again with a sudden flushing of color. "Mamma" was going to give her a plain everyday talk, rather than a sweet little twilight fairy tale, but her mother went straight on in such an earnest delightful way that when the lamps were brought in she felt as if she had been away off in dreamsland, only her feelings were much more stirred up than if she had been there all by her dreamy little self. And when she kissed her dear Mother at bed-time she laid her small hand in hers, looked full in her eyes, and said earnestly.

"Mother, I promise you. I will try."

* * * * *

Next morning when "Grandma" came down to breakfast she seemed to be in an unusually good humor. The boys noticed it, and all around the table remarked on the circumstance as soon as the old lady's back was turned. At dinner it was the same pleasant thing, and at supper. Grandmother said nothing, however, for several days. At last she could contain herself no longer, and on Saturday morning she had no sooner entered the room than she cried out—
early in December, she sat at the mantel instead of the small one she had straight, and was just going out as quietly as she came in, when her mother and in walked Lacy with some kindlings in her hand. With these she made to the conclusion they would catch the fairy, or phillis, or whoever it might there.

And it's not only in the morning, but it's all day long! I have and earnestly her little daughter was trying to keep her promise. And the often when they feel pouty and unhappy it is because they thing this whole week—and this morning I found a pair of new knit garters.

The Educational Weekly. [Number 4

after kindling light enough to see, and went deliberately into the depths of this Christmas bag. One thing after another—sweet, things, pretty things, nice things, she liked them all! After a while she came to a square package, tied in fair paper. She knew this was something very nice, and tore off the paper in haste.

Sure enough! It was just what she wanted. A pretty little book—green, with the name in gold letters on the back,

"The Little House Fairy."

Lacy was too glad to get hold of this—for it was the very story Mother had told her about—so glad indeed, she began to read it right away, quite forgetting to go on with her search.

But she kept hearing something go tick—tick—tick.

She seized the big stocking again, and thrust her hand down into the very toe. There was, indeed, something else there! A large something, too, for it stuck tight enough in the toe. Pull, pull! Presently out it came. A morocco case. She opened this in a twinkle. And lo! there lay a real, ticking, enough, watch; a lovely little gold watch, in an enamelled case; all wound up too, tick—tick.

Lacy was with rapture. Looking at the chain, she espied a slip of paper around the clasp. Opening this, she found written in a clear, neat, old-fashioned hand,

"Grandmother's Fairy shall be the Little Lady of the Watch."

Chicago Notes.

NOTWITHSTANDING the subject has come to be somewhat trite, and a great multitude of things have been spoken, written, and published thereon, the following brief abstract of Mr. Pickard's account of his visit to the Centennial Exposition, which was given at a recent meeting of the Chicago Principals' Association, will be found worthy of perusal.

Mr. Pickard found the educational work very much scattered as to the Centennial buildings. It required much perseverance and some skill to find much of it. A very large proportion of the exhibits were those of foreign countries. On this branch of the subject these figures were found: Thirty-two different exhibits were found in sixteen different places, at which seventeen different languages were spoken. Fourteen of the exhibits were foreign, although the English language was well spoken by those in charge of the exhibits.

The Japanese exhibit was remarkable in many respects. Cuts and prints of various kinds represented the old and the new of that distant empire most graphically. Their writing and whatever in their exhibit depended upon their powers of imitation were characterized by most wonderful excellence. This was also true of the Chinese exhibit. Their examinations for promotion were very searching and exhaustive. In the French department of the Japanese exhibit, the average of candidates for promotion was wound up too, tick—tick.

The exhibit of Norway was good, especially in penmanship. The furniture of the school-room exhibited was poor. This was true of foreign furniture generally, as compared with ours.

The Swedish exhibit was shown in a building constructed by the Swedish Government out of Swedish materials. The plan of the building was peculiar; accommodations for a library and a sort of exhibition hall being shown in it. An abacus differing from those in use in this country, and superior to them, was here seen; also, a very peculiar and excellent contrivance for showing the place of a note upon the staff in music, in connection with its sound. By means of this, when a key of the piano or other instrument was struck, the corresponding note was mechanically put in its proper place on the staff, in view of the class. There was also shown a peculiar and very excellent map for the study of the geography of Sweden. This consisted of an outline map of the country, accompanied by a set of small blocks, which were, to speak, the beads of pins. Upon these were printed the names of places in Sweden, and the recitation consisted in sticking these in their appropriate
places on the map. They could then be removed, and the process repeated at pleasure. The heating of the school-room was done by a porcelain stove. The Swedish groups representing scenes in peasant and military life were surprisingly true to nature.

The exhibit of Russia was the largest in the Exhibition. It contained 100 specimens of matter, illustrating religion, mathematics, natural history, geography, history, physics, penmanship, music, games, and work of pupils. Russia, however, only exhibited the educational work connected with her army, and the same was true of Spain. Canada was credited with a remarkably good exhibit in many respects. Switzerland, the Netherlands, Brazil, and Egypt made very neat exhibits. Those of Italy and Hawaii were better. Germany exhibited no pupils' work or school appliances. The exhibit of Great Britain and her colonies was very full and complete, especially in matters of geography.

So far as the United States were concerned, New England made a good showing, though her penmanship was bad. In the matter of penmanship and appearance of papers, Ohio took the lead, especially Cleveland and Cincinnati. Indiana was awarded the place for the best arrangement of her exhibit. The idiocracies of superintendents were shown in the exhibits of New Jersey and Rhode Island; ninety-six per cent. of the work of the former state consisted of maps, and a like proportion of the work of the latter was spelling. The Wisconsin exhibit was good, but scattered about in two or three places. The Kindergarten work of St. Louis was good. The work of Philadelphia was shabby, while that of Pittsburg was laborious and remarkably fine. The work of Michigan was not seen. The work of Massachusetts consisted partly of drawings, which were creditable; that of Maine was careless. The exhibit of New Hampshire was chiefly remarkable for a relief map of the state. A similar and very remarkable dissected map of the United States was exhibited from Pennsylvania. As illustrating the accuracy of the relief feature of this map, it was stated that New Hampshire, with its White Mountains, was easily slipped under Colorado. The Illinois exhibit was good.

Mr. Pickard commended that feature of the Swedish and other school-desks, which allowed pupils to dispose of their slates, etc., by slipping them down through an opening in the desk, made for that purpose, whereby the twinnings and contortions necessary for an American child to undergo in order to put away his slate, are wholly avoided. He was also of the opinion that the foreign primary school work, as shown at the Centennial Exhibition, was superior to that done in American schools.

Pupils are admitted into the Chicago High Schools semi-annually—in June and December. The number of those who succeeded in passing the last examination was 117. They have been divided into four classes, one for each of the High Schools. We believe that this is the first time a beginning class was found at the Central School at this season of the year.

—The effort to teach geography in Chicago by means of a syllabus, has ingloriously succumbed to the inevitable. The fevered dream in which geography was seen as "the peg upon which the greatest quantity of useful and entertaining scientific information can be suspended!" is o'er, and now naught is expected there save what is found in the text-book.

—The members of the Normal class which graduated at the close of last term were assigned to the different schools to do work as substitutes in the absence of regular teachers, at the last meeting of the Principals' Association.

—The Superintendent made a prudent suggestion at the meeting of principals held January 13th, in reference to guarding against accidents and panics in case of fire. Teachers should be instructed to yield obedience to signals for dismissal, no matter when or by whom given. The practice of occasional dismissals and recesses, at unusual hours, was recommended, so that such dismissals should not themselves cause a panic or alarm. It was thought that any school in Chicago might be dismissed in an orderly manner, the pupils taking within them their wrappings, in a surprisingly short time. The recommendation is one of more than local application.

—Some misunderstandings have arisen in reference to what shall be done about institutes which have been announced on days that, by some lucky chance, turn out to be pay-days. Institutes will always be held according to the published programme. The announcement is made in the interest of definiteness. No immediate changing is anticipated.

—It will be a pleasure to the many friends of Mr. S. H. Peabody, of the Chicago High School, to learn that he has been chosen to take charge of the cabinets and materials of the Chicago Academy of Sciences. The managers of this latter body have shown wisdom in making such a selection, for Mr. Peabody's merits are only excelled by his modesty. It is matter for congratulation too, that the engagement of Mr. Peabody by the Academy will not sever his connection with the High School, or interfere with his labors there.

The nature of Mr. Peabody's duties at the Academy is in harmony with his tastes and recent studies, and will bring him pleasure and honor. On the whole, the appointment is one eminently fit to be made, and will redound to the interest and prosperity of all concerned.

PRACTICAL HINTS AND EXERCISES.

Editor, Mrs. Kate B. Ford, Kalamazoo, Mich.

[The following is a beautiful selection from the later poems of Alice Cary. It is excellently adapted to recitation by a young girl in the grammar or high school.]

THE OLD STORY.

The waiting-women wait at her feet,
And the day is fading into the night,
And close at her pillow, and round and sweet,
The red rose burns like a lamp alight,
And under and over the gray mist folds;
And down and down from the mossy eaves,
And down from the sycamore's long wild leaves
The slow rain droppeoth so cold, so cold.

"Ah! never had sleeper a sleep so fair;
And the waiting-women that weep around
Have taken the combs from her golden hair,
And it slideth over her face to the ground.
They have hidden the light from her lovely eyes;
And down from the eaves where the mosses grow
The rain is dripping so slow, so slow,
And the night wind cries and cries and cries.

From her hand they have taken the shining ring,
They have brought the linen her shroud to make,
O, the lark she was never so loth to sing,
And the mourners put on the mourning shows;
And dripp-dbrop, drip-drop over the eaves,
And dripp-drop over the sycamore leaves,
As if there would never be sunshine again.

The mourning train to the grave has gone,
And the waiting-women are here and there,
With birds at the windows and gleams of the sun,
Making the chamber of death to be fair.

And under and over the mist unblankets,
And ruby and amethyst burn through the gray,
And driest bushes grow green with spray,
And the dimpled water its glad hand claps.

The leaves of the sycamore dance and wave,
And the mourners put off the mourning shows;
And over the pathway down to the grave
The long grass blows and blows and blows.
And every drip-drop rounds to a flower,
And love in the heart of the young man springs,
And the hands of the maiden shine with rings,
As if all life were a festival hour.

HINTS.

We notice, in one of our exchanges, that a new system of instruction is to be introduced into the Massachusetts Institute of Technology. Workshops are to be provided with every needful appliance and whatever tools are necessary for making machinery; and the future machinists and engineers will have an opportunity to learn the practical as well as the theoretical part of their professions. From books and lectures they will still learn the scientific principles of bridge building, how to calculate distances, the relative strength of iron and wood in various shapes and positions; but the review of all this in the workshops will secure to them a permanent hold on everything learned, and we may by and by look for many real masters of the industrial arts. Why cannot this principle, to a certain extent, be brought into our common schools? Children might learn to measure, count money, and accomplish a multitude of business transactions. We know of one graded-

MAKING THE PLUM-CAKE.—A DIALOGUE.

[Adapted from Miss Alcott’s “An Old-Fashioned Girl.”]

DRAMATIS PERSONAE.—Polly, a girl of fifteen or sixteen years; Tom, a large boy of the same age, or a year or two older; Maud, Tom’s sister, a delicate girl of about twelve years.

In your very excellent account of the Massachusetts Teachers’ Association, the absence of any woman’s name on the programme cost the printer a lot of italics and wonder-marks which seem to reflect a little adversely upon the women of Massachusetts. I feel called upon to say a word in their vindication. There is not a more able or more ready set of teachers, anywhere. It should be borne in mind that our meeting came in holiday-week, a vacation in the cities but term-time in the country; and, what you may not understand in your longitude, this meeting is the yearly signal for a terrible snow-blockade on the railroads. In the late making up of the programme, every one of the women who were asked to take part in the meeting, declined for a good and satisfactory reason. The time of holding the meeting is unfortunate and ought to be changed; but no impatience should be made upon the women.


A. P. Marele.

To THE EDITOR OF THE WEEKLY:

Some of your Michigan readers greatly regret to see that the late report of proceedings of their State Teachers’ Association, appearing in your journal, is conspicuous by at least one unfortunate omission—the failure to note that women had any share in the transactions. But for the bare mention of one lady in the list of officers elected, it might be supposed that we hold the model sermon, Polly—short, sweet, sensible, and not a bit sleepy. I’m one of your parish, and will see that you “get your celery punctual,” as old Deacon Morse used to say.

Polly.—Thank you, brother. “My wants is few, and never scarcer than they used to be,” as dear old Parson Miller used to answer. Now Maud, bring on the citron. (Takes the bowl away from him, adds a trifle to its contents, and pours them into a cake tin, Tom and Maud looking on with great interest. Meanwhile she addresses Maud.)

Polly.—Now make your custards, dear. Tom may like to eat the eggs for you. It seems to have a good effect upon his constitution.

Tom.—(Smoothing his apron and looking cheerful.)—First rate. Hand ’em along.

Polly. (As if just recollecting a message.)—Oh, I forgot to tell you. Fan has got the books and maps you’ve been wanting so long. Go and rest now. I’m much obliged. Here’s your wages, Bridget. (Hands him a stick of cinnamon, and bowing, waves him out.)

Tom.—(Crunching his cinnamon, and slowly going.)—Don’t always get my pay so soon. (Turning just as he reaches the door.) Good luck to your messes!

(Here the curtain falls; or, if no curtain is in use, the two girls, with hands full of baking utensils, etc., step toward the front, one on each side of the table, bow, and leave the stage on the side opposite to that taken in Tom’s exit.)

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STATE DEPARTMENTS.

Illinois.

Editor, John W. Cook, Normal.

THURSDAY EVENING SESSION.—Topic: "The Duty of Public Schools in Respect to Moral Education." Superintendent Pickard, Chicago, gave us a grand address. Drs. Edwards and Gregory followed, in the same strain, all taking high ground on this subject.

Mr. Leslie Lewis, chairman of Committee on Resolutions concerning Mr. Francis Hanford's death, reported the following resolutions, which were unanimously adopted by a rising vote, amid expressions of intense feeling:

Your committee, appointed to prepare suitable resolutions upon the death of Mr. Hanford, respectfully presents the following report:

By the death of Francis H. Hanford, the Illinois State Teachers' Association has lost a valued and honored member, who had endeared himself to all of us by his genial and manly course.

For many years he had been a prominent educator in our state, and in all the positions he was called upon to occupy, he was eminently successful.

Being a thorough scholar, a patient, persevering, conscientious, and skillful instructor, he easily won the respect and support of parents and school officers. Being kind and just in his dealings with his pupils, he always had their love and esteem.

As a citizen he was public-spirited, honest, honorable, and faithful in every trust. As a friend he was generous, warm-hearted, and self-sacrificing.

He was an active member of our Association, always with us when his circumstances would permit, and often was his voice heard in our discussions, and always on the right side. No one was ever more willing to do what he could to further our interests.

We now present the following resolutions, and would ask that they be adopted:

Resolved, That we extend to the afflicted widow and fatherless children of Mr. Hanford our heartfelt sympathies in their sad bereavement.

Resolved, That we solemnly and earnestly protest against any and every attempt to defame the character of him who was known to us as a pure and upright man.

Resolved, That this report be spread upon our records, and that a copy of the same be sent to Mrs. Hanford.

The following resolution, in respect to the death of Mr. Simeon Wright, one of the founders of this Association, was unanimously adopted:

Resolved, That in the death of Simeon Wright we are reminded of his devoted and efficient work in the early years of this Association, of our Normal School, and our school system. We will endeavor to imitate the persistent earnestness and self-denial of those early years.

The committee to whom was referred Mr. S. H. White's Centennial Report, reported in favor of appointing a committee to carry out the suggestion contained in that report, in regard to having the work of our schools exhibited on exhibition. Many members came out early to inspect these, and found that they made a much better show here, where they had plenty of room, than they did in their restricted quarters at Philadelphia.

The Committee on President's Address reported the following:

Resolved, That the Association heartily endorses the proposition to establish a system of Teacher's Institutes, to be conducted principally at the expense of the State, by regularly appointed State Agents, who, when not employed in institute work, shall employ their time in lecturing, and, in other ways, promoting the interests of popular education. We recommend that Institutes of one week each shall be held annually in each county, where provision is made by the County for all local expenses.

Report accepted, and referred to Committee on School Law.

The committee appointed to audit the accounts of the Centennial Committee reported:

We have carefully examined all these accounts, with all accompanying papers and vouchers, and find:

1. That said committee had drawn warrants on Hon. S. M. Collom, Treasurer of Centennial Fund, to the amount of $3,341.09.
2. That the bills and vouchers are on file for the expenditure of same amount, $3,341.09.

THURSDAY EVENING SESSION.—The Lessons of the Centennial.—Dr. Gregory, as Secretary of the Centennial Committee, then presented a very full and satisfactory report of the work of the committee, showing how every dollar had been expended. Mr. Pickard also made a verbal report. Reports accepted, with hearty thanks to the Centennial Committee for the admirable manner in which they discharged their onerous duties. The committee was continued, to settle up, and turn over property, books, etc., to the Executive Committee of the Association.

Prof. Hillman, Chairman of Committee on Resolutions, reported a series of resolutions, which were adopted. These included, besides the customary thanks for favors received, the following:

Resolved, That in the gravity of our national situation we recognize a warning of the need of sound moral culture for our youth, and of devoted patriotism, forbearance, and justice, on the part of every citizen, that we may be delivered from our present perils and preserved from their recurrence.

On motion of Mr. W. B. Powell, a committee of three, afterward increased to five, was ordered to take into consideration the exhibition of the work of our schools, at the Paris Exposition, 1878. As this is such an important committee, the President was allowed time to fill it; the members will be announced at some future time. Pending the discussion of this motion, the Association adjourned to meet in the evening.

EVENING SESSION.—The matter of the Paris Exposition being disposed of, Mr. S. H. White made a verbal report from his committee, concerning an annual exhibit of the work of our schools at this Association. The committee have under discussion various plans, which he sketched briefly, that will require time to perfect; when perfected, they will be announced through the papers. Report approved, and committee continued.

The Treasurer was directed to pay orders on bills made by these two committees in discharge of their duties, said bills not to amount to more than $100 in the aggregate.

During the afternoon, Mr. E. L. Wells, from Joint Committee on School Law, reported the list of amendments agreed upon. Voted that this report be taken up item by item. This work was commenced, but there not being time to complete it, it was laid over till evening. Now the report was taken from the table, and, after mature consideration and thorough discussion, the following amendments to our School Law were recommended to the Legislature:

1. That Section 8, Fees and Salaries Act, be made so explicit that it will be clear on what amount State's Attorneys are entitled to receive commission.
2. That County Superintendents be required to examine annually the books of all Township Treasurers with their counties, and that they shall have power to compel corrections of all errors and irregularities that may appear.
3. That orders for payment of teachers shall be separate from schedules.
4. That in Section 45, School Law, the clause relating to the payment of school taxes, by town and county collectors, to one treasurer, shall be reinserted as in the law of 1865.
5. That no township or county collector shall pay any school funds to any township treasurer, unless said township collector or county treasurer shall have on file a certificate from the County Superintendent, that said township treasurer has in force a good and sufficient bond.
6. That in the first proviso of Section 33, School Law, the words "or form non-adjacent districts," be inserted after the words, "shall change the boundary of any district?"
7. That all unclaimed witness fees, not otherwise disposed of by law, shall, after reasonable delay, be paid into the County School Fund.
8. That districts already organized under an erroneous construction of Section 32, be legalized.
9. That school directors shall not transact any school business except at a meeting of the Board.
10. That the week of five days be the unit of time in school legislation.

Voted that the President, at his leisure, appoint a committee to present these recommendations to the Legislature.
As before stated, the resolution approving of a system of State Institutes was adopted by the Association. When the question came up of incorporating this as one of the amendments to the School Law, objection was made that the establishment of this system would necessitate increased appropriations, a thing it was not thought best to ask for at this session of the Legislature.

It was the almost unanimous opinion of the Association that the adoption of the township school system, instead of our present district plan, would greatly increase the efficiency of our schools—especially our country schools. But as this change is so radical, that to accomplish it would require an almost entire rewriting of the School Law, it was thought the time for such change had not yet fully come.

All business being disposed of, President Hewett, in a brief, appropriate speech, thanked the Association for the honor conferred upon him, and announced the Twenty-third Annual Meeting of the State Teachers' Association of Illinois adjourned, to meet at the call of the Executive Committee.

The members now repaired to the Fine Art Gallery of the University, where two hours were most delightfully spent in examining the art treasures collected there, and in listening to explanations of the statuary by Dr. Gregory, assisted by Superintendent Harris, St. Louis. With these were interspersed songs and select reading by Prof. Haight, of Alton, Pickard, of Champaign, and others.

So pleasantly endeth our Centennial Association.

MARY ALLEN WEST,
Secretary.

Michigan.

Editor, Lewis McLouth, Ypsilanti.

From Gov. Bagley's retiring message we learn that, by the school census of 1876, there were in the state 457,785 children within the school ages; of this number, 351,047 children were actually enrolled as pupils in our public and private schools. These figures show an increase over 1875, of 21,680 in the whole number of children, and of 17,905 in the number enrolled.

There are in the state now 5,917 school-houses, furnishing 419,662 sittings, or sittings for 75,000 more than the entire enrollment. The value of school buildings and grounds is $9,382,270; and the total expenditure for the year ending Sept. 30, 1876, for school purposes, was $4,128,707.

The number of public school teachers for the year was 12,990. The amount of the primary school fund, held in trust by the state, on Sept. 30th, last, was $3,147,917.13, which yielded an income for the schools of $214,360.83, which is about 46 cents to each person within the school ages in the state.

The indebtedness of the school districts is $1,674,175.

The value of the ground, buildings, and all appurtenances of the State Schools, is given as follows: University, $433,500; Normal School, $92,700; State Public School, $153,380; Reform School, $245,340; Agricultural College, $252,300; Total, $1,197,220.

The Insane Asylum, at Kalamazoo, is alone valued at $2,500,000; all sold, the institution will have a fund of $725,000.

The Normal School endowment fund amounts to $53,501, in the hands of the State, and $16,229, in the hands of purchasers of lands. The part in the keeping of the State draws but six per cent. interest, the remainder, seven. The annual income from this endowment is about $4,867. Only 160 acres of Normal School lands remain unsold. Just why the State should pay only six per cent. interest on the Normal School fund, while the other trust funds draw seven, does not clearly appear.

Two years ago, when the Legislature repealed our County Superintendent Law, one of the reasons given by those who urged the change, was the reason of economy. It was claimed that the county system was too expensive, and that a system of township supervision, while at least as effective, would be a good deal cheaper. Many were unable to believe that the change would save money, and knew very well, moreover, that the new system would be comparatively inefficient; but the cry of economy was potent and prevail'd.

As throwing some light upon this kind of economy, we quote the following from State Superintendent Briggs' report for 1875, only recently issued:

"The statistical reports returned are so incomplete in number and make up, that no account is here made of them. It is impossible to show by figures, from anything yet received, the real expense of this [the new township] system of supervision, as compared with the county superintendent. It appears, however, from the inspectors' reports, that the amount of compensation received by 722 [township] superintendents, for five months' service, was $5,627.50. In 193 townships, the inspectors make no report under this head. Estimating these at the average pay of those reporting, the total is $12,267.72. This is equal, for the year, to $29,442.48, while the estimated expense of the county superintendency, during the year ending Sept. 7, 1874, was $24,828."

This leaves a balance of about $4,600 per year, in favor of the county system.

School reports, and all kinds of educational intelligence, are solicited from teachers and superintendents in all parts of the state, in order that our chronicle of news may be as fresh and as full as possible. Send direct to the editor of this department, Ypsilanti, Mich.

Iowa.

Editor, J. M. Dearmond, Davenport.

Miss P. W. Sudlow, Superintendent of the Davenport public schools, was elected President of the Iowa State Teachers' Association at its last meeting. The distinguished honor could not have been more worthily conferred. A wide circle of friends who recognize her sterling worth and appreciate her noble services in the cause of popular education were highly gratified on learning of her election. She has been connected with the schools of this city, as teacher, principal, and superintendent, for the last sixteen years. Her excellent and satisfactory management of one of our largest grammar schools, and subsequently, of the Training Department of the High School at a critical juncture in its history, determined the Board of Education in its election of her to the superintendency of the city schools, two and a half years ago. It is distracting from the well-earned laurels of none of her predecessors to say, that the Davenport public schools never were in a better condition than at present. To a cultured mind, a clear understanding, and a noble, generous heart, Miss Sudlow adds a sound judgment, rare executive ability, previous acquaintance of the minutest requirements of duty. Her whole heart is in her work, with which she carefully oversees, thoroughly understands, and controls with justice, firmness, and moderation. The Iowa Teachers' Association honored itself in electing Miss Sudlow to the highest office in its choice.
The report of the U.S. Commissioner of Education contains many items of importance concerning the progress of popular education. It appears that Iowa pays female teachers $284.44, average wages per month. Male teachers receive an average of $365.68 per month. Indiana pays male teachers an average of $65.56 per month, while Michigan pays female teachers an average of $45.50 per month. Nebraska pays the same wages to males and females for the same work. This is as it should be. Iowa's increase of school population is 25,858. Her increase of teachers is 1,152.

Dr. William Reynolds was Iowa's first Superintendent of Public Instruction. He was appointed in pursuance of an act passed by the territorial legislature in January, 1841. His salary was fixed at two hundred and fifty dollars per annum.

The proceedings and papers of the State Teachers' Association will be published in pamphlet form, as soon as the Publication Committee can make the necessary arrangements therefor.

We clip the following item from the Grinnell Herald:

The teacher of one of the public schools of Waterloo has been fined $30 for drunkenness, but is still continued in his pedagogical duties.

The Iowa goods that were on exhibition at the Centennial are now in the cellar of the Capitol building at Des Moines. They will be unpacked and distributed as rapidly as possible.

Guthrie Center feels proud, as well she may, over her new, elegant, and commodious school-house.

Women are eligible to the office of County Superintendent in this state.

There are Normal classes in six of the Iowa colleges.

Davenport employs ninety-two teachers.

Minnesota.

I bend my pedagogical neck for the collar marked "Minnesota," and now commence to pull on "The Educational Weekly" with my brethren from neighboring states.

Happily the longest arm of the lever has been assigned me, and I speculate about this ambiguous adjustment. Possibly you did not anticipate frequent contributions from the "Minnesota Department," and you were willing to lose time, in the hope thereby of gaining power. However this may be, under favorable circumstances, I plead an inability to properly discharge the responsibilities which invest my little editorial chair. But the difficulties just now are peculiar, and emphasize the importance of the work on which we have entered. The seed which has remained fallow. For a long time, now, without the influence of an educational journal published within our borders, the news which naturally gravitates toward such a publication, finding no outlet, has disappeared altogether. Now this must be sought for and set in motion. The demand will bring the supply. Then, too, localities have been, from such a state of affairs, cultivating a sort of individualism, and teachers lack that esprit du corps which is kept alive by frequent and free interchange of thought concerning common interests. We must work, and pray, and wait for a new and better order of things, and we must have the help of all who desire fraternity, thrift, and growth, in our profession. It needs no argument to prove the value of an enterprising and thoughtful school journal to our teachers. There must be commerce here as elsewhere. Commerce means breadth, civilization, while isolation means narrowness and stagnation. But we require a journal for the Northwest; a medium that shall reflect local events and local needs, and be to this territory what the New England Journal of Education is to the East.

To this end, if we are to become a living member of this great consolidated body, we require the help of every educator in our state. We must get into active communication, into living sympathy with the life that is going on in our schools; we must know the city and county superintendents; find out what they are doing; understand their needs, and invite an expression of their views on all things pertaining to the organization, the discipline, and instruction of schools. In this hope, and actuated by this spirit, let us press forward.

The Common Schools.—The statistical tables of the State Superintendent's report, just published, give the following interesting items:

Cost of schools for the year ending September 30, 1876, $1,517,234; number of school-houses, 3,119; value of houses and sites, $2,763,463; number of teachers, 4,403. Teachers' wages—Average wages of male teachers, $34.85; average wages of female teachers, $29.10. The total enrollment in all the public schools is 151,866. Our permanent school fund, as reported last year, was $2,191,042. To this there will be an addition, the present year, of nearly $200,000.

Indiana.

The Indianapolis High School has been peculiarly afflicted during the past term. Two teachers have been obliged to resign on account of failing health. A third, Herbert E. Copeland, died December 13th, after an acute illness of about four weeks. Copeland was a young man of rare promise, both as a teacher and scientist. He was a discriminating and enthusiastic collector. He had been especially devoted to botany, but during the past year he had been engaged with Prof. D.S. Jordan in collecting and classifying the fishes of Indiana. He was an occasional and valued contributor to some of the scientific periodicals of the day; one of his recent articles in the American Naturalist being on "A Neglected Naturalist." He was a graduate of Cornell University, of the class of '72. He had taught one year at Rensselaer, near Chicago; afterwards, in the Whittier Normal School, of Wisconsin; and since September, 1875, he had been teacher of Natural Science in the Indianapolis High School. He also had general supervision of the science work in the schools of the city. His work here has been thorough and effective, and he was very highly esteemed by his pupils and associates.

The vacancy occasioned by the death of Copeland has been filled by the appointment of Ambert W. Brayton, of the Cook County Normal School, of Illinois. Mr. Brayton has entered upon his work with a spirit which promises well for his success in his new field.

Progress of Ideas.—Indiana has been attempting, after a sort, to educate her colored population in the public schools. It has been, however, by the maintenance of separate schools for them. In districts where the number is too small to justify the support of separate establishments, they have failed badly, though, of course, in many cases, their presence in white schools has been winked at. Indianapolis maintains separate schools for the colored below the High School. Here they are admitted, by suffrage, and mingle with their white peers, and, as a rule, hold their own with them very well. Senator Dykein (Democrat) has just introduced a bill into the Legislature, providing for separate schools in districts where there are fifty or more colored children. When, however, the number is less than fifty, they shall be admitted to the regular school on the same terms as white children. His bill also provides that, beyond the graded schools, that is, the high schools and University, I suppose, white and colored shall be educated together.

The Relation of High Schools to Colleges was warmly discussed at the late meeting of the Indiana Teachers. A committee, previously appointed for that purpose, made their report on a plan for connecting the two grades of institutions. So diverse were the views of the committee, that the whole subject was referred back, with instructions to bring in a more harmonious report at the next meeting. Greek is still the great stumbling-block, some insisting upon two, some three, some five, and some n.o terms of preparatory work in Greek. This contest promises to be at once stormy and bloody, as the famous war between Greeks and Trojans, in the early history of the great English Universities. One thing, however, is certain. When our Legislature is seriously considering the proposition to limit, by law, the rate of taxation to a figure which will reduce the school revenues of the city of Indianapolis about 30 per cent., the friends of higher education have got to look a little out.

Education and Whiskey.—"Par nobili fracum," Marion County has just received its apportionment (on paper) of school moneys, under the following heads:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Revenue</td>
<td>$44,844.64</td>
</tr>
<tr>
<td>Liquor Licenses</td>
<td>28,350.00</td>
</tr>
<tr>
<td>Direct Taxes for School Purposes</td>
<td>211,057.59</td>
</tr>
</tbody>
</table>

Making a total School Revenue for the County, 1876: $274,392.23.

Indiana has probably the most magnificent school revenue of any state in the Union. The enumeration of children of school age shows a total of 679,312. The funds ready for apportionment amount in the aggregate to $815,151.17.
Notes.

The New England Journal of Education imparts the information that "a district school recently visited by the State Superintendent of California is thirty-two miles long by sixteen wide, and numbered a year ago, fifteen scholars!" This is what we should call rural sweetness long drawn out. A space thirty-two by sixteen miles would make a good sized school district; but as a district school story this will take rank with some fish stories of savoyt memory. By the way, our contemporary makes the point in the same column, that in the first number of the Weekly there are some typographical errors. This is a sharp criticism, and we will match it by saying that there are some typographical errors in almost every number of the Journal. Its Chicago correspondent writes that the Weekly "has failed to absorb The Common School of Iowa, one of the Indiana journals, and the Wisconsin Journal of Education, and has not therefore, as clear a field as was expected." As no great effort was made by the Weekly to "absorb" two of the above, none at all to "absorb" the nameless Indiana journal, and as a greater number than was expected actually entered into the consolidation, we fail to see how the absorption theory can be made to hold water by any known process, or how the "field" is any less "clear than was expected." As the New England has become "National," and has not absorbed all the other journals on the continent, we suppose its field is not as clear as the lines and conditions of progress. All are treated with the hand of a his divinity, his work, Holy Spirit, sanctification, the church; future life; and see how the absorption theory can be made to hold water by any known process.

A Philosophical of Religion; or the Rational Grounds of Religious Belief. By John Bascom. 16mo, pp. xx.—566. (New York: G. P. Putnam's Sons, 1876. Price, $1.75.)

During several years we have given some special attention to the literature of Prof. Bascom's and are free to say that no other book has met our wants so nearly as his. His well known metaphysical ability, manifested in the "Ethics," "Principles of Psychology," "Philosophy of English Literature," and "Philosophy of Rhetoric," which have successively flowed from his fluent and lucid pen, not less than his devout Christian spirit, especially fits him to handle the great topic of this new volume. After a clear and well-stated prolegomena, he proceeds to the consideration of the mental powers, in a single brief chapter, and in succeeding chapters, to the being of matter and mind; the being and attributes of God; nature; man; inspiration; interpretation; primitive facts—sin and divine law; constructive facts—Trinity, Christ, his divinity, his work, Holy Spirit; sanctification, the church; future life; and the lines and conditions of progress. All are treated with the hand of a master, and together make a quite satisfactory philosophy of the religious instincts of man and of the Christian system.

H. A. F.

One of the most notable of the Centennial books is "The History of Liberty," a paper read before the New York Historical Society, last February, and now presented, with copious notes and appendices, in a beautiful little dollar book, by A. S. Barnes & Co., New York and Chicago.

Miss E. P. Peabody, of Cambridge, the apostle of the Kindergarten movement in this country, will resume the publication of her Kindergarten Messenger as soon as a thousand subscribers are pledged, at the petty rate of one dollar a year. Kindergartners who send more than one subscriber's name besides their own, will receive their copies gratis. She no longer maintains a Kindergarten Department in the New England Journal of Education.

A notice of The Sunday School Times, of Philadelphia, was published in the December number of The Michigan Teacher, which gave the price of that admirable weekly as $1.50. A line from the Business Manager calls attention to the increased rate of subscription, which is now $2.15—an increase which is abundantly justified by the constant improvements made upon this journal. Address J. W. Wattles, 610 Chestnut St., Philadelphia, Pa.

An encouraging tendency to remain at the great schools for post-graduate study is manifest. At Yale College, ninety members of the last graduating class are continuing their studies. Another good sign at Yale is the choice of political economy by the senior class as the most popular optional study. The German tongue and English literature rank next in popularity.

Publishers' Notes.

It may not be inappropriate for the publishers of the Weekly to state explicitly at this time, that they desire to make it the best educational journal in this or any other country. To this end, it can be and is the organ of no particular party, sect, creed, class, or interest, except the great educational interest. It is not the property of any publishing house, nor is it under any obligations to one more than to another of this or any other class of business establishments. We hope to prove ourselves to be friends of all the great business interests of the country by promoting that intellectual and moral development which is the basis of all material development, and by offering to all alike fair and honorable terms in our business transactions with them. The columns devoted to editorial and other literary matters are, without qualification, under the control of the Editor-in-Chief and the gentlemen associated with him in the work, whose names appear in the proper place. The characters of these gentlemen are, surely, a guarantee that the columns of the Weekly will be prostituted to no selfish or improper uses. The paper will, in fact, be made to speak for itself. By its fruits we are willing that it should be known and judged.

Subscribers who fail to receive any number of the Weekly will do us a favor by informing us by postal card. The Weekly is sent to nearly every state and territory in the United States, and to many foreign countries; the mailing clerks are liable to mistakes, and very likely some names are at first omitted. After this week, however, we shall have our mailing arrangements very much simplified.

In evidence of the value of the Weekly as an advertising medium, we publish the following voluntary statement received from an enterprising business firm in Milwaukee:

Our advertisements in your paper have brought us the most prompt returns of any we have ever had inserted, and from places which we have never before reached. To-day's mail brought two orders of this class. We are perfectly satisfied with the result.

S. Chapman & Son.

In order than our subscribers may know how the Weekly is regarded by those who are competent to judge of its merits, we shall continue to publish opinions which come to us, as follows:

Unlike many journals of its kind, which move in a certain limited circle of old ideas, it makes its articles of special interest to a class, while rendering them generally pleasing and instructive to those who are not directly connected with the cause of education. Every contribution is scholarly and well chosen, and shows a determination on the part of the management to make their journal in all respects a superior one. Philadelphia Evening Herald.

I have no doubt the Weekly will be a superior national journal. —Hon. J. W. Simmons, New Hampshire.

An excellent periodical devoted to the interests of education. This combination of talent and union of educational forces will doubtless make the Weekly one of the foremost educational journals of the country. No teacher in the Northwest can afford to be without it. Winona Daily Republican.

Go ahead with your much better than good paper; you will make it the best. —President C. S. Farrar, Milwaukee.

I received the second number last evening, and am more than pleased with it. It rings like a trumpet, I wish it could reach every ear in the land. —Hon. John G. McVey, Racine, Wis.

I am gratified to learn of the plan proposed by the managers of the school journals in the Northwest, to unite them and issue a weekly periodical. By thus concentrating the editorial ability of the several independent journals upon one possessing the excellences of all, and from which their defects are carefully eliminated, the result must secure a pronounced character and influence for school journalism in the Northwest. I most cordially commend the undertaking, and have no doubt that business as well as professional men will appreciate the great advantage of an issue of this character, weekly instead of monthly. —Hon. S. M. Etter, Supt. Public Instruction, Illinois.

The articles are written with ability, and the selection of matter evinces good taste and judgment in the editors. Chicago Inter-Ocean.

The first number is all right, and gives promise of just the sort of journal we need. —Supt. W. P. Perry, Ann Arbor, Michigan.

The first number abounds in able, vigorous, practical articles. —Whitewater Register.

With its large corps of able editors, it will, in this consolidated, concentrated form, no doubt attain a large circulation and wield a powerful influence among practical educators. Chicago Tribune.