THE EDUCATIONAL WEEKLY.

THE UNION OF
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The Illinois Schoolmaster, Illinois.
The Nebraska Teacher, Nebraska.
The School, Michigan.
Home and School, Kentucky.
The School Reporter, Indiana.

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S. R. Winchell, 170 Clark Street, Chicago.

CHICAGO, THURSDAY, FEBRUARY 22, 1877.

Editorial.

No truly intelligent and honest citizen, no worthy patriot, no sincere friend of a government by the people and for the people, will venture to deny that a wise and generous education for every child in the republic is a prime necessity. They who have the hardihood to utter and act upon a contrary maxim are enemies of their country and foes of mankind. So sure as light is better than darkness, intelligence than ignorance, virtue than vice, prosperity than adversity, happiness than misery, so sure as glory is to be preferred to shame, and the exaltation of man to his degradation, so sure is it desirable and necessary that the whole people should be taught and trained. This is indeed the true, and, as it should be, the leading aim of a free government.

In the absence of this as a guiding principle, freedom in human society loses its significance and must eventually die out in fact as well as in form. It must become as "sounding brass and a tinkling cymbal." Self-preservation is the first law of nature. It is no less the law of the body politic than of the body human. If a government of the people be the best in theory, it can become so in practice only through the intelligence and wisdom of the power that governs,—the people. If it be the best, so much greater the obligation to preserve, protect, and perfect it by the universal diffusion of that light and knowledge which alone can impart the wisdom to guide, direct, and save. If it be the best, then it is the first duty, and the sum of all the duties of one generation to transmit it to the next, unimpaired, unshorned, inviolate.

The truth of the foregoing propositions being admitted, the next question is, by what ways and means is it possible that the necessary ends may be secured? If the national welfare and self-preservation be the supreme duty, then the methods by which they may be most effectually secured must be earnestly sought and persistently pursued. The question of cost is of secondary importance, since an increase of wealth is sure to follow an increase of moral and intellectual power. Mental activity is the generator and promoter of mechanical and muscular activity. With the advancement of intelligence must come an increase of the wealth-creating industries of life. If we are to have no idle and vicious men, we must take care that we tolerate no ignorant men. If we want no law-breaking citizens, we must see that we have no disobedient children. If we would diminish waste, destruction, and poverty, we must add to the number of wealth-producers by training up every child in habits of industry, forethought, prudence, economy, and thrift. The surest, cheapest, and best way to correct evils is to prevent them. It is folly and madness to be eternally tampering with effects while failing to give proper heed to the causes that produce them.

To this end, the teacher must be abroad through the lengths and breadths of the land. His office must be greatly magnified, his average ability and skill vastly increased. He must be more highly educated and more carefully trained. He must be fitted to become a leader of the people, as well as a teacher of the children. The fact must not be concealed that the people outside of the schools require an education quite as urgently as the children within. This education differs in kind but not greatly in extent. The schools suffer quite as much from the prevalence without, of erroneous ideas of education, its ends, nature, and means, as from the ignorance, inexperience, and incapacity, that rule within them. The average school board and the average legislator are average obstructionists, not so much from a lack of good intentions as from a lack of the right kind of information. Thousands of school district voters will go farther and do more to gratify a personal grudge, or employ a cheap teacher, than to provide the best means and agencies for the wise education of their children. The desire to diminish the cost of the school, as a general rule, is greater than the ambition to increase its efficiency and elevate its character. These are the natural results of an inadequate conception of the ends to be gained and of the means and agencies that are requisite thereto.

Hence we reaffirm that the teacher must be able to lead the people as well as instruct and guide the children. It is indispensable that the men and women who occupy the places of honor, trust, and responsibility, within the school, should also be masters of the situation outside of it. By their characters, attainments, practical skill, and broad sympathies, they must be able to command respect, win confidence, and shape public sentiment in harmony with the objects of a generous scheme of education, leading it to sanction the most liberal measures for promoting the efficiency and real success of the schools. The importance of thus securing the hearty acquiescence and support of the people cannot be over-estimated. Without such support, the wisest plans must fail. With it, all things are possible, since, in this country, public opinion is all-powerful. The teacher is the pivotal point in the entire system of education. The school will be what the teacher makes it. No more, no less. It is his business to know all that is essential to complete success. By his
intelligence and character he should be able to command all that is needful.

Next in importance to the teacher, his character, motives, and methods of instruction, stands the subject matter of instruction. If education is ever to become practically universal, then all obstructions and hindrances must, as far as possible, be removed. The course of studies, or the subject matter to be taught to the masses, must be restricted to that which is practicable. The branches which are essential must be distinguished from those which are merely desirable, while that which is to be taught must be unmistakably well taught. The virtue is no less in the quality of the teaching than in the quantity taught. "In Education," said Edward Everett, "the method, the method is everything." A few things well taught are far better than many things poorly taught. The best course of study ever devised by human intelligence may be spoiled by a vicious method of teaching it. "Teach and habituate the people to make a right use of the faculties which God has given them, and then leave them fearlessly to themselves," said a profound statesman. The same golden rule applies to the children. Teach them how to study, how to think, and how to act, and you have done all that can be done for them. What remains will be done by them.

It is not our purpose at this time to suggest a course of study for the common schools, those "colleges of the people." That task is reserved for the future. Our aim now is, rather to indicate two reforms that are indispensable as a means of practically lengthening the school period, now altogether too short for the educational needs of the country. We refer to the reform in our orthography, by means of which at least two years may be saved to the study of the English language, and a reform in our system of weights and measures, by which a year more may be saved in the study of arithmetic, thus practically doubling the average actual school period. In respect to the first, it may be affirmed that the educational needs of millions of people are too great to warrant a persistence in the time-honored intricacies and absurdities of our mother tongue, merely to preserve the etymological analogies of a few thousand words. In regard to the second, it is sufficient to add that uniformity and simplicity in the business transactions of two hemispheres are considerations that so powerfully reinforce the advantages of an economy of time in the process of learning at school, that there is no room left for argument upon the question. The more such great and beneficent reforms are urged, and the sooner they are consummated, the better for the interests of the millions to be affected by them. We are glad to express the belief that the active agitation of these subjects now in progress, both in Europe and America, will, within a reasonable space of time, eventuate in a simplified orthography, and a simplified system of weights and measures, both of which are consummations devoutly to be wished. To both the Weekly will lend its hearty and unwavering support.

The State Normal Schools of Minnesota are firmly re-established on a sound financial basis. The Legislature of that state, by a very strong vote of both branches, has made a permanent appropriation for the support of these institutions. It has repudiated the action of its immediate predecessor, and declared that the training of teachers shall henceforth be recognized as a part of its educational policy. The amount appropriated for the three schools is $30,000 per annum. Of this amount $13,000 goes to the institution at Winona, and $9,000 each to the schools at Mankato and St. Cloud. This action of that frontier state does not seem to indicate the movement of a "refluent wave" as feared by some earnest friends of the cause, nor does it give much point to a certain editorial entitled "Doomed Normals," that appeared in one of the educational journals a few months since. As that short-sighted, not to say absurd utterance was quite widely copied and commented upon, the Weekly would commend the above statement to the "sober second thought" of those who were too ready to give credence to a palpable fallacy.

Frequent change in text-books is the popular evil to decry just now; but there is a fitfulness and lack of permanence which is working a hundred-fold more damage to our schools than this: we mean the frequent change of teachers. The one at most affects only the pockets of a few parents to the amount of a few shillings or cents each;--the other affects the character and usefulness of the school. An illustration will make our point. The writer has charge of one of the leading departments in one of our larger schools. He has an assistant who has been with him three years, including the present. This assistant was an excellent teacher when he entered upon the service, well qualified by attainment and experience, and was "a born teacher." His classes this, the third year, are doing from one-fifth to one-third more work than they did the first year, and are doing it better in an equal ratio; while he is working with much more ease and comfort to himself, and with largely increased power to mold the character of his pupils. All this grows out of his knowledge of the work to be done, the possibilities of the case as regards the pupils, and the general increase of power which a mutual increase of confidence begets. Now what is true in this case is true to a much greater extent in such positions as principals and superintendents in our public schools. In these positions the elements of power and usefulness are much more numerous and complicated than in the one mentioned, and the advantages of a thorough acquaintance with them, and a complete mastery of them, are correspondingly greater. Nevertheless, in a great majority of our schools, such teachers are retained only long enough to become acquainted with the possibilities of the situation, and to be able to meet them; i.e., they are retained till they are fit for the place, and are then exchanged for another set of raw recruits. O.

How often does a man who is growing about retrenchment in school expenses, or opposing a slight increase in the salary of a faithful and successful teacher who has just become capable of doing the best service for the school, compute the exact difference to him in dollars and cents between retaining the tried and successful teacher at a slight increase in his salary and taking the new one at the lower money rate? Let us see: You are paying the present teacher $1,200 per annum, and can retain him for an indefinite period for $1,500; while a new man can be had at $1,000 for a year or two. The difference is $500. The evaluation of property in your village, or city, is $1,000,000, and you are assessed on $1,000. The difference to you is, therefore, just fifty cents! But what is the difference to the school? What the risk you run in making a change? What the difference between a tried man who knows the field, knows the work, knows the grade of pupils he has to deal with, knows all the possibilities of the case, and one who has all these to learn? And then the policy you propose will make this thing perpetual; you will never retain a man any longer than just till he is good for something, and then will change for another. O.
ADVANCE THE GRADES IN SPRING.

There are scores of graded schools in our country, that have what they call high school departments, which are now running with from six to a dozen pupils. Perhaps most of them had twice as many in the fall, but all will have even less in the spring. Now what is the sensible and right thing to do in such cases? Generally the lower schools are full, and often crowded. Always the teachers have more work than they can do in the best manner. We have rarely or never seen a school of grammar or lower grade where the teacher could not have done better work if there had been less of it. We once knew a graded school in this condition. The board, for reasons which they thought satisfactory, proposed to give the superintendent and principal (one and the same officer in this instance) an opportunity to resign, that they might put the teacher of the grammar department in his place. In effecting the change they asked the grammar school teacher if he thought it was possible to get the pupils along and fill up the high school. He said yes, he knew it could be done. "Well, how long will it take?" was the next question. "About half-an-hour," was the answer. "What do you mean?" "I mean that it will take just as long as it will take forty or fifty pupils to pass from the grammar room into the high school room, and a like number to move forward in the lower departments." The thing was done, and relief came instantly all along the line. Overcrowded intermediate and secondary rooms were relieved,—the principal was seen to be willing to "take off his coat" and go to work at the work which needed to be done, and new life was infused into the whole system. There wasn't so much talk about geology and French, but there was vastly more work done, and vastly better work done. The high school, instead of the stupid, lifeless sham it had been, became at once a scene of wholesome, happy activity. Nor did the school lose, either its own self-respect, or the respect of the community; but it gained a hundred fold in both regards.

CONTROL OF STATE UNIVERSITIES.

The following sentence from President Anderson's paper on "Voluntarism in Higher Education," read before the N. Y. Convocation of Teachers in last July, is exceedingly and painfully suggestive to those who know the history of our state institutions: "As a general rule throughout our country, the literary managers of state institutions (colleges or universities) have been in a state of chronic trepidation lest their best efforts should be rendered nugatory by the caprices of unintelligent legislation." Had President Anderson had a little nearer view of the case, he would probably have written, "As a general rule throughout our country, the literary managers of state institutions have looked forward to each successive session of the state legislature with the deepest anxiety, and have watched each session with trembling solicitude, lest their best efforts should be rendered nugatory by the caprices of unintelligent legislation." Such, at least, has been and is the fact in the case. Nor does this fact reflect in the least upon the purity or patriotism of the intentions of such legislators. In the very nature of the case it is impossible that a body of men as large as a state legislature, gathered from all classes of citizens, and of all grades of intelligence, with the thousand political, commercial, and other interests of the state pressing upon them, with the scheming of interested parties beguiling them, with but three or four months' lease of life, and a new body succeeding every year or two, should legislate wisely with reference to the internal management of such schools. President Anderson alludes to the University of Michigan as affording, as yet, the sole instance of any eminent success on the part of state universities. Possibly, however, he did not know the real secret of that success. Those who have known most about that institution, and have been the most competent to judge, are of one opinion in reference to this secret: it is that the control of the University was, by the constitution of the state, put into the hands of a Board of Regents elected for this sole purpose, instead of being left under the control of the Legislature. If the day shall ever come in which the internal management and character of this school shall fall into the hands of the Legislature, its exceptional pre-eminence (if it has any) will speedily disappear.

But should not a University supported by the public funds be amenable to the people? Most assuredly. But this is not the question. The question is, whether such an institution can be best managed by a comparatively small board of men selected for this special purpose, and with special fitness for the duties devolving upon it, or by the heterogeneous mass-meeting constituting our state legislatures. Either body of men is equally responsible to the people, while the one is so constituted as to have a reasonable prospect of success in its work, and to the other success is impossible. As well might you diagnose and prescribe for some insidious disease by the votes and investigations of a town meeting, as to attempt to run a great educational institution in such a manner; and the prospects of the patient would be much the same in either case.

O.

CHAIRS OF DIDACTICS IN COLLEGES AND UNIVERSITIES.

Prof. S. N. Fellows, State University of Iowa.

Graduates of universities and colleges occupy chief places of teaching in all our schools. They become principals and superintendents of graded schools, and professors and presidents of universities. They rightfully take these places by virtue of their superior scholarship and culture. And yet, is it not lamentably true that graduates fresh from college are almost totally ignorant of the science and the art of teaching, and only after repeated mistakes and sad failures do any of them gain success? I appeal to any college president or professor, if he does not remember frequent blunders and mortifying mistakes committed in the earlier years of his experience, after leaving college. The question then arises, should not some provision be made for the professional training and instruction of those who, after graduation, intend to become teachers? Such is the design of a chair of Didactics. Didactics may be defined as the science and art of education. In its higher sense, it includes the science of mind, the order of development and laws of growth of the physical, mental, and moral powers of childhood and youth, together with the branches of study and methods of instruction and of organizing and managing schools that should be employed in all grades of general education. It is evident that Didactics is intimately associated with, or conditioned upon, physiology, psychology, logic, and ethics, and may be legitimately united with any of these in order to form a full chair if deemed desirable or necessary. As a minimum course, practicable in almost every college, it is suggested that Didactics be made an elective study during the senior year. The exercises of the class may consist of recitations in approved text-books, expository readings from standard works on education, discussions in which all the members of the class participate, lessons in method, observations in public schools, examination of text-books in common use, and reports thereon, together with lectures on various subjects relating to the history and systems of education in our own and other countries, to the organizing, grading, and governing of schools, and the duties and responsibilities of principals and superintendents. Besides, the various members of the faculty might give brief courses of lectures on methods of teaching in their several departments. The benefits of such instruction would be very great. Nothing would be lost in culture, and much would be gained in professional fitness for their life-work. The graduates would enter upon their chosen profession with an intelligence, an inspiration, and an aspiration, that would almost assure success. The reflex influence upon the institution sending out such teachers would be equally manifest in the increased reputation and success of its graduates, and the introduction of more scientific methods into its own work. Such instruc-
tion would supplement that of normal schools and normal departments, whose chief aim is to qualify teachers for elementary schools.

President E. C. Hewett, in his late address, stated that "our normal schools are doing their work as faithfully as they can, but in these there is room for improvement. Yet, the small number of normal schools in this state (Illinois) at present, can do but little directly towards instructing the vast army of teachers that our schools require." This is true of every state in our country. Nor will any state endure such expense as would be necessary to build and sustain the requisite number of normal schools. We must therefore look elsewhere for additional normal training.

May not colleges and universities assist greatly in this professional instruction, and by so doing not injure, but improve their own methods and work? There need not be any marked changes in their courses of study, for at present, the chief difference in courses of study in normal and other schools is in their length.

The courses of study and methods of teaching in the higher institutions are, or should be, very nearly such as would be selected if they were organized and conducted for the sole purpose of educating teachers of highest grade. Such teachers need primarily accurate and comprehensive scholarship, combined with liberal culture. The instruction in language, science, mathematics, and literature, is designed to meet this demand. If to this is added professional training, the graduates will go forth instructed in the learning necessary to fit them for teaching, and in the methods that will qualify them to do it well.

Such instruction would be a deserved recognition by higher institutions of the value and need of this professional training. Hitherto colleges and college men have been too indifferent to such instruction. Such a recognition would strengthen and encourage normal teaching of every grade. Some will receive this professional instruction who do not become teachers. They will carry with them more intelligent convictions of the methods and value of public schools, and will be more ardent in supporting them, in whatever position they may labor.

Chairs of Didactics in colleges would render valuable assistance in the development of the science of education. If we ever arrive at truly scientific methods of instruction, those methods must be reached by our keenest observers and profoundest thinkers. Observers of facts may be found in every grade and kind of school. The thinkers who can coordinate these facts, evolve principles, and establish a true science, are found mainly in our highest institutions. Educational literature, also, would be much improved. Rosenkranz says that "treatises written upon pedagogics abound more in shallowness than any other literature. Shortsightedness and arrogance find in it a most congenial atmosphere, and criticise and deprecate the most费erent from their own. To this I reply that, far from lowering the family ties, the kindergarten, the school invented for such young children, by the change, returns the child after each session to the mother more loving and cheerful than when it has been in her company all day long. Rather than estrange the child from the family, the kindergarten assists the latter also in this respect.

So much for the blessings of the kindergarten for the children who come from well-to-do families. How infinitely greater are the benefits to the children coming from families, where the mother, for want of help, is either engaged all day in household duties, or, as in many cases, has to assist in earning the daily bread; and the plants just budding into existence, the future men and women, are left to run at large, to grow indolent and vicious for want of healthful association and proper occupation.

Now, when children are thus associated, the next thing is to keep them busy, but with what? Here Frederick Froebel furnishes his twenty gifts or occupations which, under the guise of play, lead the little ones to love work. They are not costly toys, ready made, but cheap playthings, which tax the creative and imaginative faculties—the children learn by doing.

[Here Mr. Raab gave a full description of the gifts and occupations, as quoted from Miss S. E. Blow, with which most of our readers are familiar, and we omit it for want of space. Ed.]

You will now undoubtedly see that this kind of work and instruction, begun in infancy, continued and encouraged at school, must prepare the intellect for study, keep it fresh and cheerful, and the musculature of the body in perfect order. The combined will make the children orderly, truthful, and obedient, in one word, make them moral and virtuous. Thus, moral sense has been taught by precept so to say, by police-regulations; the command is "This thou shalt do, and that thou shalt not do." In the kindergarten no child can be stubborn, disorderly, false, rude, or immoral; all propensities for the true, the beautiful, and the good are awakened and strengthened, while all inclinations for evil are checked in the beginning.

The number of kindergartens in the United States, as in all countries of Europe, is increasing daily; but far from remedying the evil, they only widen the gap between the wealthier and the poorer classes; they are established and maintained by the well-to-do citizens, and, while their children are better qualified to receive instruction, and consequently to perform the duties of life, the children of the lowly are left to pine and famish in darkness. They are left in the cold, because "they have no wedding garment."

If the state undertakes to educate her future citizens—and, who doubts that she has the right to do so—she has also the duty to make education accessible to all alike. It is true that by statute the state holds herself bound to educate in her common schools all between the ages of six and twenty-one, but for reasons which I have shown above, the facilities are not the same to all the classes of the people. For the preparation of those who enter school is so different, that the boon of public education cannot be grasped by all alike. You will
tell me that kindergartens are constantly being established by individuals and by associations of men, and we might therefore leave it to private enterprise to make them accessible to all. But with the same reason we might leave education entirely to private enterprise, but who would then be the recipients? None but the wealthy, and the gap in the preparation for school and life would become still wider, the wealthy would become more powerful, and the masses would remain in darkness and misery. The state must educate the masses, and to do this successfully, she must incorporate the kindergarden into the public school system. To corroborate this postulate, I quote the resolutions passed by the National Educational Association at its meeting at Elmira, N. Y., August, 1873.

Resolved, That this Department of the National Teachers' Association, recognizing the kindergarden as a potent means for the elevation of primary education, and for the development and promulgation of the principles of sound educational psychology, do recommend (the encouragement) of the establishment of kindergarden institutions both public and private, and also a Normal Institution for the special purpose of training kindergarden teachers.

Resolved, That, this Department of the National Teachers' Association does hereby urge upon the attention of all practical educators and boards of education, the importance of initiatory experiments with the intent to determine the best methods of connecting the kindergarden with our current educational systems.

Notwithstanding these resolutions, no state has as yet done anything by legislative enactment to put them into practice. Fellow-teachers! The present state of society calls for immediate action. In summing up the tenor of this paper, I would propose the passage of the appended resolutions:

1. Education comprehends the development of all the faculties of man— physical, intellectual, and moral.
2. Our present system of education has failed to develop all these faculties.
3. The only healthful state of society is based on the condition that every human being is a worker during the active part of life.
4. By physical and intellectual work the moral nature of man is educated.
5. Kindergarten education according to Froebel's system is best calculated to educate children to work.
6. The State Teachers' Association will therefore resolve:
   a. That the school-law of the state be so amended as to make cities of more than 5,000 inhabitants to introduce the kindergarden into their public school system (to fix the legal school age from three to eighteen years).
   b. That the normal schools of the state establish in connection with their model schools model kindergartens according to Froebel's principles where women may be instructed in the science and art of kindergartening.

DANGER TO THE COMMON SCHOOL SYSTEM.

President Geo. F. Magoun, Iowa College.

Nearly a year since, the New England Journal of Education, under the title of "Shadows Before," took notice of a growing opposition to some forms of higher education by the state, and predicted that it would increase, while the primary schools would go on unchallenged. The grounds for this opposition, as stated by the Journal, implied a well-established American view of what the common school is, and what are its limits, and a widespread fear of its being overthrown or infringed upon by the pushing of higher public education. Such a fear and opposition have shown themselves in many quarters and many ways. Perhaps the "unjust and ungenerous" tone of a few connected with higher state education,—so appropriately touched in No. 1 of the Weekly,—has had something to do with them,—expressions have been used, within our knowledge, that imply it,—perhaps extreme views advanced by some in favor of what has been called "State Absolutism in Education," have had more. But now it is not only becoming clear that the movement will go on, "and in many parts," as the Journal said, "with ultimate success," but that it is liable to go farther than has been anticipated, and injure the common school itself. Nothing could be more obvious.

In the first Annual Message of Governor Robinson, of New York, January 2, is a noteworthy passage, beginning with a recognition of the superiority of public common schools to private ones, and an expression of the hope that the common school experiment of New York may be "successful, and so conducted as to merit the confidence and support of the entire community." The passage closes with a profession of "sincere friendship to the common school system," and a hope that it may be placed "above suspicion," and continue "strongly entrenched in the confidence of the people." Dropping out of view other points, there is ground for strong doubt whether that suggestion of the message which directly touches the common schools would conduce to these ends.

The Governor asks whether the normal schools "are really worth to the system what they cost." Everybody knows that there is ground for asking the same question—from a mere pecuniary point of view—about everything carried on with public funds. He states that many of the graduates teach but little. This is certainly an evil, as it is an evil to educate young men for farmers with the people's money, who do not become such. But the first question with a statesman should be, can that evil be cured? The others answered in the negative, and some radical ground in philosophy or policy which makes against the state's educating its common school teachers is found, does the second question arise: Should the normal schools be abolished? Governor Robinson seems to put the second question first, or without putting the first at all.

He does not say that taxes for normal schools are a "clear violation of personal rights," as he says of taxes for "academies, high schools, and colleges." He evidently admits that common school taxation interferes with no personal rights. But it is clear that a great common school system cannot be administered without provision for the education of teachers. If this provision had been made by "individual effort," public normal schools would, of course, be superfluous. But it never is. It will not be made in New York, or any where else in this way. It must be made by the state, or for the most part not at all. And it must be made, or common schools can neither be kept up to their best mark, nor saved from becoming a waste of the taxation required to carry them on. A regard, then, both for their usefulness and for economy in the use of the people's money, requires that common school teachers be trained. If it were true that high schools, academies, etc., to the normal schools, efficiently provide the necessary instruction in common school branches and professional training, or if it were true that the normal schools are places for collegiate or other education, beyond or aside from needful preparation to teach the common branches, the case would be different. So far as either of these is true anywhere, it is a legitimate question whether the state normal institutions should not be diminished in number. But nothing of this sort appearing to be the fact, a proposition to abolish them altogether, on the mere score of the non-realization by the state of so much benefit to the schools as ought to accrue, is to say the least, questionable statesmanship.

It is not necessary in vindicating the policy of normal instruction, to assert that it should be anything else than properly normal. It is not necessary to claim that such instruction, in New York, or anywhere, is perfect. It is not necessary to mix with the question any other question—or to consider anything but the necessity of the normal schools to the common schools. If this cannot be made out, as we heartily believe it can be, no other ground will be strong enough for them to stand on. But they should be seen to stand on this strongest ground, and placing them, even partially, on any other, weakened their claim upon the money, the respect, and the permanent support of the people. If a late article in the National Teachers' Monthly is correct in suggesting that normal schools are "losing favor," it may be that this fact is caused (1) by inferior teaching in them, or (2) misapprehensions as to their true object, or (3) the smallness of their permanent contributions to the stock of good common school teachers. It ought not to be difficult to cure the two of evil. They are manageable within the normal school system. The third, in the nature of the case, cannot be so. The low esteem in which the community holds common school teaching, and the gainful enticements into other pursuits which it holds out to well educated teachers, may be the whole source of the evil. Is it quite fair, then, in the Governor of a great state like New York, to propose to abolish the normal schools of the commonwealth for the reason alone that this evil exists? In due time it would surely bring sore evil and trouble. Is it quite fair, then, in the Governor of a great state like New York, to propose to abolish the normal schools of the commonwealth for the reason alone that this evil exists? In due time it would surely bring sore evil and trouble.

Since we began to write, one house of the New York Legislature has voted against an appropriation ($1,500,000) for the normal schools. This is in the line of the Governor's suggestion. But in a commonwealth there is no one institution which in value rises above skillful instruction in the rudiments of education. Learning alone may sometimes answer in a professor in some higher institution, his maters pupils having already learned to study. But it never will in a common school. And if the Legislature of New York wishes to deprive the people of indispensable skill in their primary teachers, it will go on to complete the destruction of their noble normal schools.

Blackboards.

We copy the following practical suggestions upon the manufacture and use of blackboards, from the last number of the School Bulletin. It is worth preserving.

Size.

It is generally best to extend blackboards entirely around school-rooms.
saving of course windows and doors—though it may be necessary to put blackboards on doors. The boards should extend as high as the teacher can conveniently reach, and the bottom should not be much more than two feet from the floor. The teacher will frequently desire to place work on the board to be left, above the work of the pupil, who, if small, will use the lowest portions, and even the older pupils will occasionally use the board to the very bottom.

MATERIAL.

Actual slate is expensive, is not continuous, and is rather noisy. Wooden boards, if well made, are good, but very noisy. Concrete, unless on a brick surface, will crack and is easily marred.

From six years' experience with paper blackboards, I am forced to give a decided preference to paper over all other materials for all such use. It is cheap, continuous, noiseless, durable, and presents for the slating a most excellent surface.

Ordinary heavy manilla paper is used; it is cut from rolls and is usually 48 or 56 inches wide. The retail price is about 14 cents per pound.

HOW THE PAPER IS APPLIED.

If the wall is new and free from whitewash, it needs no preparation. If, however, whitewash is on the walls, it must be removed. The paper having been cut to the required size, is brushed with water, until it applies itself evenly and evenly with good flour paste, and apply while every portion of the paste is still wet. The application of a small wooden roller will improve the evenness. Secure the edges with a neat moulding.

When the paper is thoroughly dry apply any good slating; one or two coats of which will make a good and durable blackboard.—I think the very best.

The following receipt is nearly as I found it many years ago in Superintendent Wells' Annual Report of the Chicago schools. After a long trial I still use it; but when good slating can be bought for five or six dollars per gallon, it will scarcely pay to make it:

BLACKBOARD SLATING.

To make one gallon of slating, take 10 oz. pulverized pumice-stone, 6 oz. pulverized rotten-stone, 10 oz. lampblack, and mix them with alcohol enough to make a thick paste. Grind the mixture very thoroughly in a paint-mill; then dissolve about 16 oz. of shellac in the remainder of the gallon of alcohol. Now stir the whole together, and the paint is ready for use.

The shellac prevents the paint from rubbing off. If the shellac is of poor quality, it will require a little more.

When using, stir often to prevent the pumice-stone from settling.

In putting on the second coat be careful not to rub off the first. One gallon will furnish two costs for sixty or seventy square yards of blackboard, on walls not previously painted.

The surface of a plaster wall that is to be painted for the first time, may be somewhat improved by first putting on a coat of strong glue sizing, prepared by boiling one pound of glue in a gallon of slating, take

SQANDERED.

RUTH READE.

I FLUNG my diamonds into the sea,
I said: "They will all return to me,
The gods love men who deal bounteously."
I leaned from the side of my bounding bark,
Their wondrous glittering light to mark—
Saw only the mad waves green and dark.
I sighed not then, but sang: "In a day
That comes with the future far away,
All men will see how the gods repay."
The days have stretched into weary years,
My song was wrecked in a flood of tears,
And my heart has learned the anguish of fears.
When storms are tearing the sea and sky,
I watch with a straining of mind and eye,
And think of the place where my diamonds lie.
I pace the sands in a dreary beat,
And the waters lay as an offering meet,
A tangle of sea-weeds at my feet.

LANSING, MICHIGAN, January, 1877.
faced and tipped with a narrow line of gilt paper. The letters should be of ornamented patterns, and be fastened on the wall with pin-head tacks. At the usual elevation of mottoes, the tacks are not visible. The paper need not be attached to pasteboard. For small mottoes, to be framed with evergreen or rustic work, take white card-board and trace the letters and accompanying vines on it. Then paste dried fern leaves and other leaves over the tracing and you have a motto quite as beautiful as any that can be purchased. For cheap frames, encourage the boys to whistle out strips of pine, dip them into a strong solution of logwood, and glue them into the shape of common rustic frames. They look nearly as well as walnut. For money to buy pictures, get parents to contribute, deny yourself some luxury, or give an evening entertainment, conducted by the school, always stating clearly for what purpose the money is to be used. Select the pictures yourself. Have nothing glaring; quiet, tinted landscapes, children at play, animals resting, these have a charm for any one, though they are nothing more pretentious than lithographs. Procure a large chromo or engraving for the front of the room, if possible, and let it be a subject from which many an instructive “talk” can be framed. I know nothing better for this purpose than the portraits of Washington or Beauce Cenell.

Brackets can be made in the same manner as the rustic frames. I know no prettier design for the front of the room than a paper motto arches above this large picture, or a group of small pictures, and a bracket placed each side, upholding a vase from which Madeira vines run along the wall and twine among the letters of the motto. English ivy is a beautiful vine for this purpose; in fact, any vine looks lovely on white walls. Have some plants, even if they are wild plants, and make rustic or wire hanging baskets for moss and vines. In winter, when plants freeze in your school-room, replace these vines with the common partridge berry, whose green leaves and scarlet berries are always beautiful, and your moss and vine will grow all winter. Perforated card-wall-pockets, worked with bright zephyr, are very pretty. Cigar-lighters, or strips of tinted paper, sewed with zephyr into the usual diamond form for card-pockets make lovely receptacles for ferns and pressed autumn leaves. Gentlemen teachers must delegate these two classes of ornaments to the young ladies. In autumn, gather maple leaves, press and varnish them, and you have material for wreaths, crosses, anchors, etc., whose beauty is unfading. The stems from bunches of raisins, dipped in melted red wax, form good imitations of coral branches, and from these, pretty baskets, brackets, and small frames can be constructed.

Encourage your pupils to make botanical collections. Very young children, with a little instruction, can classify the common rocks and earths, and learn the parts of plants and flowers in an incredibly short time. Last, not least, however, comes the teacher and his appearance. It is not necessary that this individual possess a faultlessly beautiful face and figure. But there should be on his face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher’s attire should be in good taste, and suited to the dimensions of his person. However cheap the material, let it never be slovenly, gaudy, or monotonous. With this room, and this teacher, few children will turn from school with hatred. A new interest in the place, and care for it, will instantly be manifest, and one week’s enjoyment will amply repay all trouble and expense.

PRACTICAL HINTS AND EXERCISES.

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

REMEDIES, WISE AND OTHERWISE.

To certain physicians, all the ailments that flesh is heir to are crowded under two or three very broad classes, and treated accordingly, with rather surprising results. Now and then, teachers, likewise, are seen, whose comprehension of duty is equally vague, whose knowledge of wrong-doing is measured by the discomfort given to themselves, and whose remedies are liable enough suited to the cases in hand. The wonder is, that the average boy and girl pass through so much, and come out, in the end, as healthy as they do.

Here is one of the methods employed, I am sorry to say, in many school rooms. A sharp snap of the teacher’s fingers, in a time of noise and confusion, means, come out, in time. A slowly moving class is pushed by a snap. The same explosive noise brings to an untimely end a feeble recitation. Pupils are snapped in and out of their seats, snapped up and snapped down in their classes. There are snaps because they are too fast, and snaps because they are too slow. To the observer, it is marvelous that the teacher is not disabled, as to her fingers, for the remainder of her natural life.

Another teacher believes in encouraging her pupils, and so proceeds to manufacture various and sandy remedies, which sometimes have the form of flattery, sometimes of foolish excuse, and, occasionally, of actual falsehood telling. A very forward and disagreeable boy—belonging to a wealthy family, and always well-dressed—is told in his reading-class, that he has a wonderful talent for oratory, when he has done no more than his blundering and most ordinary next neighbor. Another, who easily commits to memory a recitation, and moves with tolerable grace, is told, before his mates, that he will some day sit in the Senate or fill the Presidential chair. An indolent pupil, who has been idle the last half hour, and of necessity falls utterly in his class, has various apologies offered for him, such as: “he was sick and out of school at the beginning of the term,” “he has a headache to-day,” he is usually one of my brightest pupils, but is strangely dull to-day,” “he made a mistake, in learning the wrong lesson,” etc. Here is a pupil who reads in a drawing, inarticulate manner, who makes constant mistakes in his mathematics, who copies essays bodily from some book of reference, and the teacher is aware of the facts as well as anybody else. How are the faults treated? Does the teacher kindly show him defects, and help him correct them? Is the stolen exercise returned because it is not his own, and the writer made to understand the serious results of such doings? Instead of treating the matter with gentle firmness and entire truth, he “must be encouraged,” and so is told that his wretched reading is “quite good,” that he “will make fewer mistakes in calculating by and by,” that his writing is really “creditable to a student of his age.” The result is, a satisfaction with his poorly executed work, and a continuation in the same line of action.

The opposite fault in an educator is also to be deplored. There come to mind those whose notions of duty compel them to censure with extreme severity whatever does not exactly reach their imagined line of perfection, and no circumstance or condition can, in any manner, lessen the retribution they visit on the poor offender’s head. They wear always a solemn countenance; they ornament their faces with frowns; they criticise, blame, scold, till their classes feel in very truth that “there is no such thing as excellence in this world!” The presence of visitors in no way lessens the severity of the reprove, or sets aside for a moment the infliction of merited punishment. The best recitations are still pronounced “pretty well,” and the defective ones “perfectly unendurable.” The unfortunate pupil who is tardy a moment in the morning, because of late breakfast or some other domestic hindrance, prefers to lose the class-room drill for a whole day, to venturing before his implacable master with such an unredeemable sin on his guilty soul. We have visited households where the mother would have received our unbounded gratitude if she could have found it in her heart to pass over her children’s minor faults for just one meal, or, at least, if the troublesome ones could be dealt with in some other room. And teachers and mothers are very much alike in this respect. Most certainly, it is not just to permit at one time what must be condemned at another, or to pretend to be oblivious to acts evident to anyone, and without doubt, wrong. But is it necessary to deal with shortcomings at once and finally? We believe it always best to keep family matters at home, to lock up “the skeletons,” if there is any kind of a “closet” to lock them in, and to trouble people outside just as little as possible with the rubbing and creaking of the home machinery, for with the best of management it sometimes will wear out a trikl or get a little “out of gear.” And one thing more concerning this subject, or very closely related to it: What is a teacher thinking about who punishes a child by sending him to stand in an adjoining school-room, or what excuse can be offered for one who so far acknowledges weakness as to call in the aid of other teachers when trying to subdue a rebellious pupil. It is better to summon the principal or superintendent in the extremest cases alone. It is unwise even to request an associate’s help.

—A young man was teaching in a district school when one day the following conversation took place: Teacher (to a little girl whom he sees weeping violently) — “What is the matter Fanny?” Fanny — “Je — Je — Je — Johnny’s.” Teacher (interruptingly) — “Johnny, were you trying to kiss Fanny?” Johnny — “No sir.” Teacher — “But she says you were.” Fanny — “No — no — no. He w-w-w-was t-t-t-t tryin’ to kiss M— M— Maggie J— Jackson.”

“Are you the schoolmisers here?” inquired Perkins. “Yes, sir,” faltered Miss McCutcheon. “I thought so,” said Perkins, as he took her dimensions by an obtuse look of the left eye.

“Well,” he continued, “you know Ned Perkins, my second son, has not been at school for a week back, and I can’t account for it.” “I can,” said Harvey Gurney, with a mischievous smile on his face; “people generally go to Dr. Bole’s for weak backs!”
Notes.

EUGENE LAWRENCE contributes a powerful article to Harper's Weekly for February 17th, on "Education and the Southern Illiterates." In this paper he points the contrast very sharply between the quiet, orderly, and uninhibited elections at the North and the directly opposite character of the canvass and polling at the South. He says: "Throughout all the states so recently in rebellion, and where the fires of civil discord can scarcely be said to have ever died out, the canvass, the discussion, the election, the counting of the votes, the furious threats, the savage mobs, the armed bands of ruffians, were worthy of a section in which three fourths of the people have never learned even the elements of knowledge and of self-restraint." No bolder illustrations of the value of popular education as conducive to good citizenship could possibly be presented than Mr. Lawrence has brought forward in this article; and it should be read by every teacher, patriot, or citizen who wishes well to the land we love.

Mr. Wendell Phillips has recently expressed the opinion that the American school girl, judged by the letters she writes, is by no means so intelligent and well cultivated as her Canadian, Scotch, or Swedish sister. Possibly. The word of a man like Mr. Phillips is not to be lightly controverted. But it is some consolation to know that the travelers say that she is the most beautiful and generally bewitching school-girl in all the world.

It is profoundly to be regretted that one of the most generous and hopeful benefactions of the age has failed of its purpose. The island of Penikee and generally bewitching school-girl in all the world.

In the name of humanity, one may ask, what is the diploma of such a college? "Indeed, it will be the word of a man like Mr. Phillips is not to be lightly controverted. But it is some consolation to know that the travelers say that she is the most beautiful and generally bewitching school-girl in all the world."

The Educational Weekly. [Number 8}

-Dartmouth College is fortunate in the possession of a Centennial curiosity, in the shape of an electric battery, once owned and used by Dr. Franklin, and also for a time in the possession of Dr. Priestley, the discoverer of oxygen gas.

-It is a fortunate thing for the higher education in this country that the pressure of the time has not squeezed the benevolent spirit out of our wealthier benefactors. For the latter half of 1876, the gifts to the larger colleges and universities in the United States aggregated nearly a million of dollars. In many cases, too, the givers have chosen to administer their own estates by making their gifts in their lifetime, and personally seeing to their application in educational growth. All of which is very encouraging.

-The students of the curious and the antique have a pleasant prospect in the early publication, in London, of an elaborate and thorough work on "The Geometry and Optics of Ancient Architecture," by Mr. John Pennehouse. It will be an imperial folio, and comprise fifty-six full page illustrations, many of them colored, with many other pictorial exemplifications of the text.

-Colonel Higginson, the talented and graceful essayist, after a summer spent (at Newport, we suppose) in "the most fastidious of American social circles," expresses himself as constantly struck with the limitations of its influence, and with the little power exerted by its members as compared with that which may easily be wielded by tongue and pen. He adds: "To be at the head of a normal school, or to be a professor in a college where coeducation prevails, is to have a sway over the destinies of America, which reduces all mere social position to a matter of cards and compliments and pages' buttons."

This is an important comfort for all teachers, since what is true of these high grade workers must in its essence, by an interval greater or less, be true also of those who are teaching by them. Truly, as said Zeno the philosopher, "To be a teacher is more than to be a king."

-Woman's course in education is on the march. She is getting into some of the theological seminaries, and a lady in Ireland has lately been admitted to examination for the degree rather singularly entitled (for her), "Fellow of the College of Physicians of Dublin."

-At a recent meeting of the National Spelling Reform Association a report was adopted earnestly recommending the formation of branch associations and making suggestions to facilitate their formation. Some very able and judicious men are leading this movement, and something really valuable in the way of reform in our written forms bids fair to come of it.

-The efficient State Superintendent of Public instruction in California, Hon. Ezra S. Carr, is supported and supplemented in his work by his wife, who is doing excellent service as Deputy Superintendent. Her lectures and addresses at teachers' institutes are very highly spoken of by the press.

-They are in the very ecstasy of the delusion of oral teaching in San Francisco. "Progressive teachers long for an opportunity to teach the common branches orally, and to cast aside the fetters which were always a part of the way of developing rational methods of teaching." Numerous text-books in arithmetic, grammar, and geography have been discontinued; "English grammar is taught orally in all the grades," etc., etc.

The San Francisco Superintendent and principals, whose work is thus stated, will learn after a while that they have made a mistake. For every teacher that does tolerably good work in this way, they will find two whose work will be mischievous and wholly execrable. They will find passably good printed text-books supplanted by miserable abortions written upon the black-board. It is stated that their present course was adopted by the Board at the request of the "leading principals," who also manufactured the oral course. If the "leading principals" of San Francisco acknowledge their own work after that course has been in operation for a year or two, the experience of that city will be different from some others that might be named. Indeed, it will be true that the plan advocated by such a reaction in favor of text-books as to prevent a judicious and profitable amount of oral teaching.

We believe that to be the present condition of this matter in Chicago.

"Memory can not be too much exercised in early youth," says the Superintendent of San Francisco. Yet "English grammar is taught orally in all the grades," "the History of the United States will be taught by topics," "the material of political geography has been considerably curtailed," and "in the study of arithmetic no book is allowed in the hands of pupils up to second grade" (seventh grade in Chicago). One would suppose that this programme would afford but very meager opportunities for memorizing.

The character of the teaching force in San Francisco is not superior to that of the rest of the world; for "many a class is not taught but simply kept." "People...are awakening to the fact that there is an enormous waste of time, energy, and money, and that the results obtained are not at all commensurate with the labor and treasure bestowed on our schools." Nor have they any special facilities for, or "royal road" to unusual success at the Golden Gate, "for, to prepare the subject-matter of an object lesson worthy the name is a task of the most difficult order, and requires on the part of the teacher a deep knowledge of psychology, language, and natural history." Moreover, the relative number of pupils in the primary and grammar departments (72+ per cent. in the former, and 27+ per cent. in the latter), "indicates that a large number of children never reach the grammar grades."

Now is not bad policy, in view of these facts, to make the lower grade pupils dependent on oral instruction? And by oral instruction is meant such oral instruction as is provided when text-books are banished, and not that magnetic and inspiring agency by which the living teacher explains and elucidates the text. Is it not unreasonable to expect adequate development and salutary discipline, when pupils come daily before the average teacher, like empty vessels, and sit, or stand, waiting to be filled? Is it not a conspicuous error to permit a majority of the children who come to us, to leave school without having been taught how to use books—how to study? Is it not a phenomenal folly in school management in this age to deprive pupils and teachers of all the advantages prepared for them by the book-makers—in fact, to ignore the printing press?

Much can be done in the way of oral instruction in connection with text-books. More can be done than is usually done in that regard. But oral instruction should not be divorced from the text. The latter should contain the skeleton which the teacher can fill out, enliven, adorn, and beautify according to her powers.

-The Pharmacist of January, 1877, page 20, (published in Chicago) contains an article about the preliminary education of medical students. This article not only shows the enormous ignorance of medical students, but a very injurious negligence of the regents of medical colleges. The following paragraph speaks for itself: "In most (medical) institutions, however, it is entirely unnecessary that a matriculant should be able to do more than sign his name. He can enter, and it is possible he can get through, with no more than this." In the name of humanity, one may ask, what is the diploma of such a college worth? Is it not a shame that a profession which, in many respects, is more important than that of a teacher, should be allowed to be practiced by illiterate
men—by an ignoramus,—who, as it happened here some months ago, believed that the word “divide,” in a prescription of pills, means an herb, and that distilled water is a very costly drug? Is it not natural that people rather swallow all kinds of patent medicines than consult such turnouts of medical colleges? Leave your medical societies and examinations of doctors, but provide for a thorough high school education before a candidate is allowed to enter the college.

—The Jericho Road is the name of a new “Story of Western Life,” which has been issued by Jansen, McClurg & Co., of this city. The mystery is, who wrote it? It has been attributed to half a dozen different writers of distinction, among them, Prof. Swing, Henry Ward Beecher, Breit Harte, and Mr. Habberton, the author of “Helen’s Babies.” It is a very readable narrative—a story of the misfortunes of a poor fellow who fell among thieves, and suffered a good many other misfortunes, though his “good Samaritan” proved to be one of the thieves. Some pungent points are made, in the book, against the religion of the good (?) people of Mount Zion, where the scene of the story is located, and which might be examined with profit by many who would be loth to acknowledge that they ever manifest such a spirit as is attributed to “Squire Barkum” by the author of the story. “The Jericho Road” shows very clearly how few the “good Samaritans” are that pass along the way where a needy traveler sits by the wayside. It is easy reading, and teaches a good moral lesson. Price, one dollar.

In Memoriam.—We are indebted to Professor Thompson, of the State University of Minnesota, for a neat pamphlet embodying the proceedings of various public bodies on the death of Prof. J. Walker, M. A., late Professor of Latin in that institution. The pamphlet constitutes a touching tribute to the memory of a most excellent teacher and a worthy man. The resolutions of the appropriate addresses of Rev. A. A. Russell, Professors Thompson, Brooks, Campbell, Folwell, and others. Professor Walker graduated from Waterville College, now Colby University, Maine, in 1849, with the honors of his class. He occupied the several positions of Principal of the New London Academy, N. H., of the China Academy, Maine, of Superintendent of Public Schools, Winona, Minnesota, and of Professor of Latin in the University of Minnesota, all of which places of trust he filled with ability and conscientious fidelity. His death created a vacancy in the educational ranks of Minnesota which it will be difficult to fill.


The interest which has been excited in the public mind by the experiments of the author of this book is becoming very general. The possibility that a new force has been discovered, whereby animal and vegetable growths may be greatly stimulated, disease prevented and healed, and the sum of human suffering diminished, is, of itself, sufficient to challenge universal inquiry. The remarkable facts stated in this book, entirely aside from the theoretical considerations advanced by the author, are calculated to arrest attention and give new zest to that spirit of investigation so characteristic of an intelligent people. If the half that is here told be true, Gen. Pleasanton deserves to be ranked among the best benefactors of the race. We regret that the book has not been arranged in better order, with a proper division and classification of subjects, and a table of contents or index of topics, for the greater convenience of reference. As it is, however, the book will thoroughly repay perusal by all who would realize, more thoroughly than ever before, the wonderful power and beneficence of the solar ray.


That we are at last beginning to teach our language in a philosophic way is evident, and the men and women who have been largely instrumental in the introduction of rational methods deserve much consideration from a long suffering public. The little volume before us is another contribution in the same direction, and we hail its advent with pleasure. It contains about 175 pp., and proceeds upon the only method for beginners—the inductive. It begins with the sentence, and introduces at once the use of the capital letter and the period. Pictures are presented to give a sharper conception of the meaning of sentences. Sentences are classified in respect to their uses, and the appropriate marks for closing the different kinds are given. Technical grammar is introduced at an early stage,—rather too early, we think,—but numerous oral and written exercises keep the pupils at work upon sentence-making and punctuation. We heartily commend the method of teaching the formation of plural forms, as shown in Lessons XV—XX, and suggest that at least four times as much work of the same kind should be done with the readers as is here presented.

In general the subjects are ingeniously introduced, and the calls for written exercises are numerous throughout the book. Indeed, it is this feature of the book which will especially recommend it to teachers.

We have but one adverse criticism. The author tells too much. He should lose no opportunity to make the pupils discover what is obvious in the examples presented. He violates this primary precept in numerous instances. In favor of the work, we have the following points to offer:

1. Its general method is the right one, as we have stated above.
2. The only way to teach the correct use of language is to have the pupils use it under intelligent instruction. This is accomplished by the numerous exercises called for.
3. The special treatment of several topics is most ingenious and suggestive.
4. The method of teaching composition—writing and criticism,—although not altogether systematic, is simple and will achieve good results.
5. The pages of “errors to be avoided” may be studied with profit by teacher as well as pupil.

This little book, properly used, will do more towards securing correct speech and proper written forms, than a half dozen ordinary grammars of three times the cost and size.

The western agent is C. E. Lane, 117 and 119 State street, Chicago.

EDUCATIONAL INTELLIGENCE.

Editor, Henry A. Ford, Kalamazoo, Michigan.

Home.

GENERAL.—There are now in this country fifteen universities where colored students are in attendance.

ALABAMA.—A bill has passed one branch of the Legislature appropriating $50,000 from the state treasury for the schools, in addition to the trust funds.

CALIFORNIA.—A Chinese young lady was a recent applicant for a teacher’s place in one of the public schools of San Francisco.

COLORADO.—The first State Teachers’ Institute was held recently at Boulder, and a very good programme executed, for a beginning.

CONNECTICUT.—Ex-President Woolsey of Yale, although a graduate of overflow, is still in the public eye. He is now at work on a new book, which will be published some time next spring. It will be called “Woolsey’s Political Philosophy.”—Wm. A. Houghton, recently a tutor at Yale, has sailed to Japan, for a three years’ absence as Professor of Literature in the University of Yedo, and is there a wise custom in vogue at New London. The Board of Education occasionally meets the teachers’ of the city to discuss matters of practical detail in the schools.

DELAWARE.—This little state has but 370 schools, with 21,587 pupils and 430 teachers. It has spent during the past year, for school purposes, $216, 275. 49.

KANSAS.—The recent catalogue of the State University shows an attendance of 282 students during the year. Of these 105 were from other places than Lincoln, the seat of the University.

MAINE.—A young lady in the Freshman class at Colby University has just received the prize for best college preparation. It is enough to pay her term while throughout the course.

MARYLAND.—The last quarterly distribution of the state school fund gave $704,673 to the white schools and $24,000 to the colored schools. The total expenditure for public school purposes last year was $1,640,477. The average cost for each pupil in actual attendance was $22.44. In Baltimore the average pay of teachers is $60.89; in the country districts, $28.30.

MASSACHUSETTS.—The whole number of students at Harvard this year is 1,670. The number has trebled in 30 years and doubled in 20 years; the divinity school has been stationary, the law and medical schools have fluctuated in number of students, and the scientific school has fallen off. The Harvard examinations for women will be held simultaneously in the first fortnight of June, ’77, at Cambridge, New York, and Cincinnati.—The Boston University Women’s Educational Society, having completed its organization, will shortly apply for an act of incorporation.

The State Institute of Technology has several Japanese students.—The School Committee of Berkeley have an original Down-East notion about absenteeism. This is the way they figure it: “Three thousand one hundred and fifty days were lost last year through flu..."
absence. Supposing each child in the school gets one new idea in the day, there is a loss to the town of 3,150 ideas.

Foreign.

GENERAL.—In a recent number of the WEEKLY, we gave some statistics of the illiteracy in European countries among recruits for the army and navy, taken almost exclusively from the common people. We now add the following:

In Switzerland the average is 2 per cent., one canton ("The Little Land of Appenzell") not having one illiterate. In France the average is 23 per cent. for the army and 14 per cent. in the navy, one department (Haute Bienne) having as many as 53.5 per cent. In Belgium the average is 25 per cent.; in England 29.5 per cent. In the Austrian-Hungarian Empire the difference between certain localities is very marked. The average for the whole country is 44 per cent.; but in Lower Austria the average is only 38 per cent., in Bohemia 24.5 per cent., in Silesia 38 per cent., in Hungary 27.5 per cent., and in Dalmatia and Istria 59.6 per cent. In Russia there is 19.5 per cent. of illiterates in 1868, and in 1871 the average was still 88.5 per cent.

CANADA.—In Gloucester county, New Brunswick, nearly 60 free schools, out of a total of 80, are organized under the recent school act. The principal difficulty now is the want of teachers.

CEYLON.—Nearly ten years ago (on the 9th of November, 1867), a number of educated tamils met at Batticaloa and agreed to establish a college at Jaffna. It was determined to raise, if possible, 50,000 rupees ($25,000) in Ceylon and India, towards the local endowment of the institution, and to seek from abroad a Principal or President, and a further endowment of 100,000 rupees ($50,000) for his support. The entire amount has not been raised, but the college has been opened and is open for two or three years. The Rev. E. P. Hastings is at the head of it, aided by a corps of native instructors.

GERMANY.—The "Polish Unions," composed solely of patriotic Poles, are said to number 20,000 in Berlin, 8,000 in Leipzig, Munich, Dresden, and five hundred in Danzig, where the Polish element has been scarcely noticeable. Saxony has a highly developed education. There are even schools where the manufacture of toys is taught, as well as weaving schools, schools of embroidery, straw-plaiting, spinning, navigation, drawing, etc. The Government appropriated 22,000 thalers in 1872 to its industrial schools. Berlin has a school for the training of girls as children's nurses.

STATE DEPARTMENTS. Wisconsin.

A BILL has been introduced into the Legislature, to provide for a state uniformity of text-books, and, as we are informed, was referred to a committee of one. Such an unusual procedure argues that the bill will not be noticed by the newspapers, and that it will not be discussed by the public. The bill is said to be a measure of economy. It may be, however, that the bill under consideration is a misnomer, and that the name "uniformity" is intended to mislead.

Editor, J. Q. EMERY, Fort Atkinson.

A PERMANENT organization of the District Association, at Louisville, was the occasion of the formation of the following officers: T. C. Campbell, President; Hiram Roberts, Vice-President; Malcolm Brown, Secretary. Messrs. W. J. Davis, W. J. Chenaull, and J. B. Reynolds, were appointed a Committee on Constitution; W. H. Bartholomew Executive Committee to select the next time of meeting for the District.

The following is the outline of an address by the editor of this Department, promised in a previous number of the WEEKLY:

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KENTUCKY.

The Educational Weekly.

Iowa.

Editor, J. B. REYNOLDS, Louisville.

THEY are having prize reading matches at Waterloo, under the auspices of the Ladies' Aid Society. The awards are made by committees of competent judges. The spelling-bell served a good purpose in its day and generation, and may not the reading match be productive of good in its way?—Superintendent Rogers, of Marshalltown, reports 1277 pupils enrolled, and an average daily attendance of 790. Over five hundred were neither absent nor tardy during the month ending December 3, 1876. The percentage of punctuality was 99.6, and the percentage of attendance was 96.5. The public schools held their third and final exhibition at the close of their winter term.—The State Homeopathic Medical Society will hold a convention at Iowa City, on the 7th of March. The diphtheria has been prevailing to an alarming extent in P. Dodge. The schools have suffered severely.

Kentucky.

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to disparage in any way the claims of science upon the attention of students and educators. The habits of observation, investigation, and classification, enforced by close scientific study, cultivate concentration of thought, bring the mind under the control of the will, and greatly increase the sum total of its powers. Indeed, I think no study affords better mental discipline than the study of nature. The theory of equality among men, whatever the science of mathematics or languages, in a disciplinary point of view, is apt to be overlooked by those who use the term 'practical' against the classics. What they frequently mean, yet are ashamed to say, is some study that can be pursued to-day, and to-morrow, and to the day after, by their children, without their sending them to school young, to avoid taking care of them, and want them to study something 'practical,' so that they can get rid of feeding and clothing them. People seem to care so little for the greater future of their children that they have no more respect for the study of languages than for the study of business colleges—colleges requiring from six to eight weeks for matriculation, attendance, and graduation, to which a child is taken from the first or second grades of our Ward schools, to be taught book-keeping, telegraphy, and enough commerce to make him a successful man. That's the kind of spirit, reinforced by a little work, that is going to bring on an educational revival in this state.

The above is the kind of talk, brethren, which we rejoice to hear. It is just what our educational friends in the different parts of the state should be saying. The new system of apportionment, based on the theory that the property of the state should educate its children, will, if pushed to its extreme, infest with an incalculable evil. Superintendent Burt's postulate is this: 'If it is right to tax a man to provide a superior school for his own children, it is right to tax property in general for the education of all the children of the state.' In reply to this the St Paul Pioneer Press says: 'We admit the premise that it is right to tax the rich or childless for the education of those who can pay, but we still think that the people's children, therefore it is right to tax the people of Ramsey county to maintain courts and sheriffs and jails in Fillmore county. That is Mr. Burt's practicality. His aim and effect is to teach the less advanced of these local communities not to provide by a prudent use of their own resources and a watchful care over public expenditures for their own schools or other public necessities, but to rely on the state. It directly encourages every one to get the benefit of their own peculiarities, or for the purpose of stealing from other counties and shifting its own burdens on its neighbors; while it insulter and outrages other local communities by robbing them of the chance for a normal growth and development. It is contrary to the principle of the neglect of thorough, broad, wide, and deep culture in the department of language is afforded an arena to liberal culture in language and literature is by no means a necessary result of any, however aspiring he may be. A thorough acquaintance with the,
Publishers' Notes.

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We have sent to county superintendents, as far as we have been able to learn their names, special circulars respecting subscription rates for the WEEKLY. We may not have been sufficiently explicit in that circular, but it was not our intention that any subscriptions should be taken from teachers for less than the regular clubbing rates,—two dollars a year, or a dollar and a quarter for six months. County superintendents who have not received this circular are invited to send to us for it.

Our State Departments are very much condensed this week, but only that other interesting and valuable matter may appear in their stead. We think the call for practical, helpful articles is this week well responded to by our contributors, as well as by the editors.

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