The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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CHICAGO, THURSDAY, MARCH 1, 1877.

Editorial.

And now the normal schools of New York are on trial. The question raised by Governor Robinson in his message, as to the value of these institutions to the common school system, seems to have instigated a resolution by Mr. Ruggles, of the lower house of the Legislature, proposing to abandon them as state institutions. It will be remembered that there are eight of these schools; that they are well equipped, efficiently conducted, and are doing invaluable service to the state. In 1875, there were 2,955 students in attendance, who were preparing to become teachers, at a per capita cost to the state of about $52 each. The average attendance at each school was 369. The buildings are large, imposing, commodious, and costly. They were erected at the expense of the several localities, the state having contributed nothing excepting for the institution at Albany, which was established in 1844. The regular appropriations for current expenses have been $18,000 for each school, annually, or a total of $144,000. The entire expense of the eight schools in 1875 was $153,652.62. The pretext for abandoning these teachers' seminaries is, of course, that they cost something. And this is the proposition of men pretending to be statesmen of the empire state, in this first year of the second century in the history of the great republic, based upon "the virtue and intelligence of its people!"

The aggregate value of the public school houses and sites during the year 1875, in New York, was $29,028,626. The total amount paid for teachers' wages was $7,849,665.38. The entire expense of maintaining the common schools for the same year was $14,459,353.43. Now, when we consider that the value of this vast expenditure, and, to a great extent, the value of the immense aggregate invested in school property, depends upon the qualifications of the teachers, and the consequent quality of the schools, we shall be able to judge of the quality of the statesmanship that proposes to destroy the corner stones of the whole system. A very simple calculation will show that the total cost of the normal schools is a trifle more than one and a quarter per cent. of the total cost of maintaining the common schools, while it is a trifle more than one-half of one per cent. of the value of the school houses and sites in the state. As to the necessity of the training schools, there is no question. That proposition has passed the argumentative stage into the domain of axiomatic truth. The individual, and particularly the legislator, who denies this truth, confesses his ignorance, and his consequent unfitness to deal with the vital interests of education.

New York was the second state in the Union to accept the normal school principle as a leading factor in her educational work, following in the wake of Massachusetts. After a costly and unsatisfactory series of experiments in the effort to train teachers in her academies and colleges, after a careful and laborious examination into the history, methods, and results of normal schools, as the most direct and efficient means for raising up a supply of qualified teachers, she deliberately decided to adopt a plan approved by the wisest experience of mankind, as well as by the judgment of the ablest educators in the land; and the school at Albany was inaugurated in 1844 under the leadership of the accomplished and lamented Page. This movement was ardently supported by such men as Calvin T. Hulburd, who made a most masterly and convincing report upon the subject, Col. Samuel Young, Bishop Alonzo Potter, Francis Dwight, Samuel S. Randall, and other noble men, the latches of whose shoes no modern political reformer is worthy to unloose. In those days, there were but three normal schools on the American continent. But it is an unanswerable argument in their favor, that the number has increased to more than one hundred that are supported at the public expense; that they have been introduced into every Northern state but one; into several of the leading Southern states; into the dominion of Ontario, and even into many of the republics of South America, which, at this very time, are importing teachers from the United States to conduct their institutions. It is an unanswerable argument in their favor that there are more than five hundred normal schools in the leading countries of Europe, supported by government, and that those nations which are foremost alike in the arts of peace and war, are also foremost in their appreciation and support of seminaries for the training of teachers. That which the logic of events has decided, therefore, the logic of spurious reformers will be powerless to overthrow. No government once entering upon this work, has ever yet permanently repudiated it. The great state of New York is not the state to lead off in a movement that looks only toward barbarism and a decadence of all that tends to material, moral, and political greatness in a people.

There is one element in the New York normal school system, however, which we regard as unfortunate, and which we are persuaded has a tendency to weaken the system. We refer to the entangling alliances formed with several of the cities and towns in which some of the schools are located, by which academic departments are created that greatly overshadow the normal depart
ments, and detract from their influence and efficiency. We agree with the State Superintendent that this should never have been permitted. A normal school should be a seminary for teachers, and nothing else. Its organization, course of studies, methods of instruction, discipline, and spirit should accord entirely and exclusively with the strictly professional objects for which teachers' seminaries are created. Experience, reason, analogy, and the opinions of the most eminent men in the educational work of both hemispheres, all concur upon this point. The extent to which this academic feature has been developed in the New York schools may be seen when it is stated that the total attendance at the eight normal schools for 1875 was 6,348, whereas more than half, or 3,393, were academic students, and 2,955 were preparing to become teachers. The same objections would lie against these academic departments in normal schools that apply to normal departments in academies and colleges. The latter experiment was tried for years, at an enormous expense, before the normal schools were established, and it was conceded to be a failure, and was so reported in official documents, supported by the most convincing evidence.

It was upon the evidence thus furnished that the plan of establishing normal schools was decided upon. The school at Albany was accordingly organized as a school for teachers only. The institution at Oswego has not, we believe, made the academic feature especially prominent, but has done more truly professional work than any other in the state. Its Model and Practice schools are connected with the local system, but not in such manner as to embarrass it in any way. This institution has sent out more able and accomplished teachers, probably, than any other in the state. They have been greatly in demand in all parts of the Union, and have been quite extensively employed in the normal schools of other states. Their record has been an eminent degree honorable to themselves, to the school, and the state that aided in their preparation. We do not mean to intimate that the history of the other institutions has not been in every respect creditable to their management. On the contrary, we know that they have performed for New York and for the country a service that no other agency could have done. It is scarcely among the possibilities that in the full tide of their usefulness and success, they are to be abandoned by the state, through the intrigues of a set of demagogues, incapable of appreciating their value, and unworthy of a state that is an acknowledged leader in the great educational movement of the age.

We trust that the friends of these great training schools will, however, embrace this occasion to revise their plans of organization and management; that they will aim to eliminate the academic element which heretofore, in the language of the Superintendent, "has been permitted to overshadow the normal departments," and aim at the more exclusive and necessary function of preparing teachers for a public school system that demands the services of more than 30,000 teachers annually. The schools will thus be rendered far more efficient and useful, they will afford less pretext for attack by scheming politicians, and become so thoroughly entrenched in the confidence of the people that sanguine reformers will count their pecuniary cost in vain.

The New York Medico-Legal Society has taken vigorously in hand the question of the sanitary condition of the public schools. At the meeting of this learned body last month a number of prominent members discussed various phases of the topic. Prof. Hamilton, chairman of the meeting, said that their investigation into the condition of schools in the city was in the main satisfactory; but defects were discovered in the masonry and in a want of cohesion in the iron, which the architect and engineer failed to see. Under the present law, rendering attendance at school obligatory, the crowd and strain upon ten of the public schools were excessive, and either the pressure must be relieved, or the structures must give way. The Hon. George H. Yeaman, Chairman of the Committee on School Hygiene, next presented a report containing the following recommendations, which were adopted:

1. That the minimum age of admission to the public schools be made six years instead of four.
2. That the maximum attendance at school for children under eight years of age be made three hours per day, with suitable intervals.
3. That provision be made by law for medical inspection and supervision to secure the adoption and enforcement of sanitary rules and laws of health.
4. That larger play-grounds should as far as possible be furnished for the children; and in improving present school-houses and uniformity in building new ones, they should be surrounded on all sides with an adequate open space, the better to secure light, ventilation, and play-grounds.

Dr. Agnew stated that he found an alarming number of children suffering from weak eyes, but whether this was to be attributed to the peculiar construction of the schools or the nature of their studies he would not undertake to say. He thought that a change in the style of school architecture, particularly in the primary departments, would be beneficial. Several other gentlemen spoke to these and related matters. It is a good sign to see an association of this grade so much interested in the welfare of our children and their teachers, and so in the welfare of our American communities.

The New Johns Hopkins University, at Baltimore, is extremely fortunate in the selection of men for its management. President Gilman, in submitting some descriptions of his ideal college a few days ago, said that "three by-laws should be passed—that no waste of time should be allowed within its walls; that there should be no disparagement of any branch of learning; and that character is before knowledge. Not what one knows, but what he is should be the criterion. The first requisite of such a university is brains—a large number of learned teachers, who must also be ready to teach, and skilled in teaching. The day is passed when the same teacher can teach everything. Other requisites are choice collections of books, apparatus, etc., good plans, method and harmony, good working places, as laboratories, etc., and last, a good body of enthusiastic students. Whether the guardians of the Johns Hopkins University are aiming at this, remains to be seen." The spirit of these remarks is such as, if adequately seconded by deeds, promises great things for the future of this new institution. In similar practical strain are the recent remarks of Assistant-Surgeon Billings, of the United States Army, who is a medical professor in the University. He had just returned from Europe, and had been moved to shape the course of instruction in his department to the interest felt abroad in the new school. He said that the views of those most interested in medical education appear to be that the school should not aim to produce practitioners of medicine so much as men qualified to make original researches and discoveries, or to take up certain special lines of work, such as that of a health officer, a physician for the insane, etc. That for this purpose only those well prepared should be allowed to enter, and that the course of study should be four years at least, some recommending that it...
should be six. It is proposed that the last year of the course shall be spent as a resident in the hospital, in the study of disease in the living subject; and the plan provides space for a class of twenty- 
five students—the maximum number which it is proposed to 
graduate in any one year.

EDUCATIONAL EXHIBITS.

PROF. S. H. WHITE, in a paper on the “Centennial Exhibit of the Illinois State Teachers’ Association,” read before that body Dec. 29, 1876, made the following suggestions which should receive the prompt attention of teachers throughout the state, and are recommended to the teachers’ associations of other states:

I. That the teachers of the state secure the establishment of an educational department in their county or district fairs. In this may be exhibited articles of school furniture, apparatus, plans and models of school-houses, school-books, specimens of work done in the schools of the region, and any other things possessing an educational interest. An exhibit of simply the things necessary in every common school would be very suggestive. If steps be taken in season, plans can be matured by which specimens of penmanship, drawing, spelling, and other written work from different schools, can be presented in such form as to be attractive to the public. Prizes might be awarded to the schools showing the best results reached in accordance with specific regulations. In this way a greater popular interest in education can be excited, a stimulus to do better work in the schools given, and the ingenuity of teachers exercised to devise improved methods of teaching.

II. That this Association encourage teachers and others to present for general inspection at its annual meetings any apparatus or other aids to instruction, whether of their own invention or otherwise. The display now made by the publishing houses is of this nature, and possesses great interest. The enlargement of this feature of our gatherings would bring a corresponding increase of profit.

III. That this body present to the schools of the state a scheme for their encouragement in pursuing specified studies, the work done by each to be presented for examination at its annual meeting. Certain conditions could be made according to which the schools should present their work, and committees could be appointed to pass upon its merits and give their decision. This undertaking would involve much labor, but the good to be accomplished would warrant the effort. It is possible that the Association could award prizes or give some mark of distinction to the schools showing the greatest excellence.

THE BUSINESS PRINCIPLE.

Superintendent T. C. RICHMOND, Wisconsin.

We hear so much now-a-days about the “moral principle,” the “Christian principle,” the “social principle,” etc., etc., in our schools, that I am almost led to believe that the “business principle” is entirely lost sight of. I do not know of any other enterprise in which so much money is expended, and about the results of which a very large portion of our people are so indifferent.

If there is any business in which we should be careful to see that the return is commensurate with the outlay, I believe it is the educational business. And why? Because education, or the lack of education, so affects our homes, our communities, our states, and, even the nation, that we cannot, if we would, shut our eyes to the importance of conducting our school enterprise on a business principle. How short-sighted is the statesmanship that fails to note the importance of the educational factor in the great “Problem of Life”!

I do not wish to assume the role of a critic, and yet I cannot fail to notice the mismanagement that so often obtains in our school work. In looking over the Wisconsin School Report for the year ending Aug. 31, 1875, I find that there are 372,308 children over four and under twenty years of age. To educate these children we have at work a corps of teachers numbering 5,572. The people throughout the state, at their annual meetings, decide what wages these teachers shall have, how many months they will have school during the year, whether they will have a male or a female teacher, whether they will build a new school-house, repair the old one—too often unfit for a decent stable—or rent a room somewhere for school purposes, etc., etc.

Men who understand very little about a teacher’s qualifications are called upon to hire teachers; these teachers are engaged usually for a term of four months, at the end of which time, just as they begin to know the pupils—and there is more in making the acquaintance of a pupil than merely looking him in the face and shaking hands—we might say just when they are ready to do their best work they are told that their services are no longer needed, and so they begin to look around for a new place, finding which, another teacher is removed, who in turn supplants another, and so it goes. Our best workers are hounded about to suit the whims of some dissatisfied patron, some chronic grumbler, who is ever ready to find fault. Is this conducting our schools on a business principle? What would we think of a merchant who, having found a thoroughly competent clerk, would dismiss him just as he begins to get the run of his business and make the acquaintance of his customers? Would we set him up as our beau ideal of a business man?

But, it is said, we cannot afford to keep the same teacher summer and winter; we cannot afford to pay as much in summer as we do in winter; any one can teach in summer as we send only our little ones.

Business again! What would we think of the mother who is very careful to get a competent governess for her children from the age of eight upward, but who thinks any one can take good enough care of her infant? How about the farmer who sends his best hands into his corn when it is about two feet high, but who has a lot of boys attend it just as it is coming up, and when it needs most care? If we ever need judicious, careful, energetic teachers, it is when our children are young. Our primary departments cannot be too carefully guarded or too closely watched. The little ones always need help.

With their studies, their wants, their childish cares and troubles, a good teacher always has enough to do.

Again, men who can hardly read or write are left to decide what text-books shall be used in school. The result of this is no uniformity of books, multi-plicity of classes, some children not properly supplied with books, and an endless amount of fault-finding on the part of the patrons. In one district we have a school-house that is a credit to the county. The building and surroundings are attractive, and parents are not afraid to send their children, lest they decline physically, instead of growing intellectually. In the adjoining district, the school-house and surroundings are almost as repellent as the “Black Hole of Calcutta.” Of two children who grow up together and who are almost as intimate as brothers, one gets his education in the first mentioned school, and becomes a useful man in society, the other acquires habits in the second school alluded to which drag him down to the lowest depths of vice. Do you wonder that they complain of our school management? I maintain that every child in the state has a just claim on the state for a good practical education; that the state cannot afford to ignore such claim; that the money expended in supporting our reform and penal institutions should be invested in training the youth to be useful men and women, and that until the state guarantees to every child within its borders a good education, our educational work is not run on a business principle.

Let our work of education be guarded and controlled by some central power to let us provide good schools, not for some of the children, but for all of the children. Let us recognize the fact that our summer schools and our primary departments need managing tact and ability as well as our winter schools and our higher departments; in short, let us conclude to let others do what, from the nature of the circumstances, we cannot do for ourselves, and then, and not till then, will the state have done what it should do, and our school work will be conducted on a business principle.

“HE” AND “SHE.”

MARY P. COULBURN, Boston.

Once upon a time, when somebody wanted to designate the sexes by appropriate combinations of sounds, it came to pass that “hē,” as a word, grew to signify a male, and “skē,” in the same way, a female; it might be of animals, or it might be of the genus homo—but always of some living creature. This is all very well, and just as it should be, for one, be he either, would wish to be the other.

There could be nothing more quiet and inoffensive than these little words, as words, but having become the standard, would it not be as well to bear in mind that, children grow to understand that they are separate and final as distinguishing them, the one from the other. The father or mother, the brother or sister, or playmate, is “hē,” or “skē,” as the case is; and a certain dignity pertains to the little pronoun.

The old grammar definition, that “a pronoun is a word used instead of a noun,” and, by the same rule, that “a personal pronoun is used to designate an individual,” is the key to this article.

But what shall we say when these little absolute possessions of sex come to be usurped by inanimate things? I suppose we shall have to yield gracefully to the fact of our “masculine” sun, and “feminine” moon—though the Germans would teach us better things than even this, inasmuch as they change the gender of both the beautiful orbs—for Mythology, which is a grand settler of many disputes on such questions, has fixed this for us.

But when, for instance, you ask the hour, why must you be assured that “the clock or watch is right, for she was set by the sun!”
A boy, in telling of some supremely masculine exploit with his boot, tells you, with a conscious smile, that he rather guesses he 'let her fly that time!' The dignity of a game of base ball seems entirely, when she (the ball,) hits the players so unmercifully!

The servant tells you there is no need of more fire to the tea-kettle, for she boils now!

A man comes with a load of coal and dumps her right at your door!

A boy's sled is splendid, for she beats the crowd!

Men, women, children, and servants, are all alike in this absurd perversion of terms.

The sex (?) of a vessel has passed into the world's history: but where the wits of the knowing ones were, when they suffered the unforgiving little pronom “she” to describe, or stand for, a majestic "man-of-war" is beyond conception! [There is a fine argument here on the "woman's rights" question!]

A river is she, and as strange an anomaly as any—for the greatest of them all—the *Mrs. Sipp!* (1) is the "Father of Waters!"

These are really very ludicrous, if one sets himself to thinking of them; but the fact is, they are all so common that they pass without comment

"Johnny, my son, where's your cheese?"

"O! I eat her up, long ago!" Johnny replies. And instead of correcting the improper use of words, the indifferent mother gives him another piece.

Now, in the present state of things, is it really to be conceded that every thing is so largely imbued with feminine qualities, that the fact is patent every where, even to kites, and bells, and clocks, and vessels, and fire, and books, and sleds, and carts, and cheese, and so on ad infinitum?

If custom has so much to do with establishing things, wouldn't it be a very good move to try to eradicate these forms of speech from among our rising generation? Has not the teacher the power to bring about a different and a universal education, without which such achievements would have been an impossible task, not only without violence, but maintaining order, quiet, and decorum, and showing proofs of self-command, sobriety, and education, reflects the capabilities of our language.

But worse than all is the outlying fact of the "printed word,"—for I can point you at this very moment, to a lesson in one of our "Standard Readers," where one boy is made to tell another that, in flying their kite, "he has got strong enough to let her go almost out of sight!"

And so, too, by common consent, "he" suffers just as much, in general terms, for the little word is used quite as mal a profer.

O, there are many, many faults yet to be righted in the direction of proper diction, but none greater than the almost universal misappropriateness of the use of "he" and "she."

EDUCATIONAL LESSONS FROM THE CENTENNIAL.

Honorable B. G. Northrop, Connecticut.

The Centennial Exposition was a school for the nation. Its lessons are manifold. The grandest product of American education, the proudest exhibit at Philadelphia, was the visitors themselves. This product is as directly traceable to our schools as the fabrics there shown to the mills that made them.

That so many millions of people* could attend the Exposition, and that 268,653, by actual count of the unerring turnstiles, should gather there in a single day, not only without violence, but maintaining order, quiet, and decorum, and showing proofs of self-command, sobriety, and education, reflects more honor upon our nation than did all the works of art, skill, and inventive talent there displayed. That this Exposition, though receiving less aid from the general government than any other—mainly a voluntary work of the people—the fruit of private munificence, should prove, of all others, our foreign visitors themselves being the judges, the largest in extent, the best in quality, the fullest in attendance, and the first that ever proved a financial success, is also a tribute to American schools, a demonstration of the practical value of universal education, without which such achievements would have been an impossibility. Our visitors from abroad were struck by the self-poise and orderly bearing of our people—by the absence of gendarmes, so conspicuous everywhere in the old world. Nowhere in Europe would so large a throng be allowed to assemble without the presence of the military, which marks the necessity of constantly and visibly guarding the state, under the semblance of giving security to all public occasions and celebrations.

This Exposition has broadened the views of millions. It was to them the world in miniature, where they gained new ideas of the achievements of modern civilization. While examining the productions of almost every nation of the globe, they breathed a cosmopolitan air, a healthful corrective of conceit, narrowness, prejudice, and exclusiveness, enlarging each one's acquaintance and sympathies, and making more real the great brotherhood of the human family.

Travel is an important means of education. Personal observation gathers the most striking materials for investigation and reflection. But the Exposition, like an extended panoramic tour, epitomized to the many the lessons which a trip around the world amplifies to a few. In a brief time, and at comparatively little expense, it showed many millions of people what it would have cost each one month. If not years, to learn by travel alone. It was also a school of fellowship and good feeling. The intermingling of our people from the north and south, the east and west, meeting on common ground at the centennial anniversary of the republic, forming new social ties, strengthening old associations, kindling patriotic fervor and fraternalizing all, was a timely antidote to the repellant influences of an intense political struggle.

The intermingling also of representatives of the great civilized and semi-civilized nations of the globe, meeting on the common ground of sympathy with the progress of humanity, each nation willing to impart, and anxious to receive, all more or less prompted to deeds of national generosity, and all mutually revealing and discovering new traits of excellence, was of incalculable value in disposing the people of the world to international peace. Harmonious conferences in cases of national disagreements, and arbitrations like that of Geneva, will be the necessary sequences of the heavy international exhibition of 1876; and so long as Krupp cannons and monitor turrets are sent as delegates to such a reunion of a common human brotherhood, they will be far less likely to do that fearful work in the destruction of human life for which they are designed.

Every scholar who saw the magnificent exhibits of China and Japan will more easily orient himself, and henceforth study the geography and history of those countries with livelier interest. Still more will a new charm and vividness be imparted to all delineations of the nearer nations of Europe. It was a great and grateful surprise to all, that in the three departments of bronze, lacquer, and ceramic works, Japan was unseated. The brightness and intelligence of the one hundred and fifteen Chinese students whom I escorted from Hartford to Philadelphia, their quiet and gentlemanly deportment, and still more their examination papers and English compositions, shown in the Connecticut Educational Exhibit, have already modified public sentiment as to the character and capacity of that most populous nation of the globe. These written exercises were pronounced by eminent educators, including many State Superintendents of schools, among the most remarkable papers of the kind in the Exposition. The Bureau of Judges for Educational Exhibits, of which Sir Charles Reed, of London, was President, gave a special award to this work of Chinese students, in the following words: "The work shown is generally good, some of it of very extraordinary excellence, showing on the part of the pupils, not only great proficiency and ability, but remarkable command of the English language, and thoroughness in their studies. By introducing into the schools of this country so large a number of Chinese youth, the Chinese government has rendered a great service to the people of China, and contributed somewhat to the solution of a question of vast importance to this country."

These promising Chinese students—already favorites in the choicest schools and families of New England, and winning prizes for their proficiency, in competition with American boys—ought, by their example and achievements, to counteract the prejudice against their race, current along our Pacific coast, and thus, in the words of the judges' award, "contribute somewhat to the solution of a question of vast importance to this country."

This educational scheme is a new departure for the oldest and largest nation of the globe, and initiates a national movement most significant and prophetic, promising to expand into broad agencies and vast results. These ambitious students, when equipped with the best education—academic, collegiate, and professional—which America can give in a thorough course of fifteen years, will return to China as the exponents of the highest civilization, and become the benefactors of their country by introducing modern science, inventions, and internal improvements. This far-reaching plan has enlisted the cordial sympathy of the most intelligent minds in our country. It was a fit expression of this national feeling when the President of the United States honored these students with a special reception at Philadelphia, personally greeting each one, and the President and Director General of the Exposition, Presidents of colleges, and other eminent men, addressed them in Judges' Hall. It is a compliment to Connecticut that Hartford is selected as the permanent head-quar-
tions of the Chinese Educational Commission, for the support of which the Chinese government has appropriated one million and a half of dollars. The United States Minister at Peking forwarded to me, some time ago, a letter addressed to him by Prince Kung, the Prime Minister of China, the following extract from which shows how gratefully his government appreciated the reception accorded to these students:

"The generous and thoughtful kindness of the Connecticut Superintendent of Education towards each of the students is plainly apparent. Such generosity is worthy of praise and commendation; it is highly appreciated by this Government, and will be gratefully remembered. When communicating with your Government, I beg that you will convey to those who have so kindly manifested an interest in the educational mission my warmest thanks. Such acts of kindness tend to strengthen and make last the sympathy and friendship so happily existing between your country and mine, a fact which will be as gratifying to your excellency as to me."

"With thanks and compliments, etc.,
"Card of Prince Kung."

There has been, in some portions of our country, a deeply-seated prejudice towards the semi-civilized nations of the world, which does them injustice, and lessens our power to promote their progress and our own commercial growth. We realize and magnify their deficiencies, while we are ignorant of their good qualities, in some of which they are even our superiors. There are two chief sources of such prejudice: the superficial nature of the reports on which our information is founded, coming to us originally through the geography of the school-room; and the unfair characterization of a whole nation from the ill-conditioned elements who reach our shores. But to be able to deal justly and wisely with a weaker people, instead of indulging in contempt for their deficiencies, we must ascertain and keep before us those points in which they deserve our respect. This the Exhibition has enabled us to do, especially toward the great empires of Eastern Asia. Rash legislation in regard to the Chinese on our Pacific coast may have thus received a permanent check.

Our commercial intercourse with China, already great, is rapidly growing. The new demand there for American cottons is one of many illustrations of the growing importance of this branch of our commerce. America cannot afford to alienate China. In no other direction is there such room for the expansion of our trade and commerce as with China and Japan. Our nearest neighbors across the Pacific, they may contribute immensely to our prosperity. This is not the place to discuss the influence of the Exposition in fostering our industrial growth, and manufacturing and commercial enterprises, though it has already created a large demand for American wares in foreign markets. It is a significant fact that the excess in the value of our exports above imports, during the three months ending Jan. 1, 1877, was greater than in any other three months in our history.

One feature of the Exhibits is worth noticing, as showing either a radical difference of type between the Occidental and Oriental mind; or else, what is far more probable, the difference between the results of the imperfect, traditional, fossilized education of the great empires of Asia, and that education of Christian civilization which we enjoy. Close observers have remarked that, while in the exhibits of the so-called Christian nations, the displays of skill were largely inventive, that is, devising new combinations and appliances for increasing comfort or productiveness, the skill of Oriental nations, perhaps no less wonderful of its kind, showed itself to be but feebly inventive, being essentially and laboriously imitative, a reproducing of old ideas in innumerable forms of minute expertness in handicraft. Invention implies increase of power and growth of ideas and character. More imitation keeps a nation repeating itself for ages.

This tendency on our part to the invention of machines and appliances which confer on society new power, and to the bringing forward of new ideas which uplift whole communities into a higher stage of existence, and into broader fields of influence, may be largely attributed to the nature and the breadth of our popular education. If the common school of Europe and America did have but a scanty corner or two in the vast show, it was nevertheless represented as a leading factor in results, throughout all the broad displays of inventive genius which filled those great halls. But for the work which our present type of education has done and is doing, Machinery Hall, at least, would have been as silent as the grave.

PRIMARY ARITHMETIC.

E. H. ROOD.

ROWS of figures, to the child, are like mountain ranges to the traveler in a strange country, seemingly insurmountable. When able to interpret these mysterious signs, the child comes to believe in his ability to do more and greater things. Accomplished facts are incentives to new undertakings. Children may be taught to read figures along with the alphabet. To learn to read a language requires a great amount of time and practice; while the reading of figures is nothing more than a repetition of single numbers (with very slight exceptions) with the addition of the names of a few positions, as "hundreds," "thousands," "millions," etc. Thus 275 is never read else than two hundred and seventy-five. It may change its position, thus, 275,000, becoming the second period instead of the first, still is read as two hundred and seventy-five, with the name of the position added. Again 275,000,000 in the third period is still two hundred and seventy-five with the name of another position added.

There are only seven names for the first five periods. Should it be the years of learning to these few positions? Rather should they not be mastered in a few days or weeks at most? The teacher must be possessed of the idea that every combination of figures is, as it were, a figure word to be learned, like the words of a language. Figures are (with slight exceptions as before stated) read as individuals, with the names of their positions all soon learned and easily comprehended.

I will now explain how children may be taught to read the first period of three figures in a short time, and which contains all the possible combinations of figures; as the higher periods are only repetitions of the first.

The pupils must first learn the nine digits, also the numbers 10, 11, and 12, as these names are arbitrary. Then let the teacher proceed in the following manner:

Write the cipher (0) upon the blackboard; place, say, 2 at its left; then the teacher says to the class, "this (20) is twenty." Then rub out the 2, leaving the 0, and place 3 at the left of the 0; then the teacher says, "this (30) is thirty." Rub out the 3, and substitute any other figure in its place, and four out of five of the class will correctly the next combination, and so on up to 99.

After these combinations are fully mastered, go back to the 20, or take any of the tens with the 0. For example, we will take 20. Rub out the 0 and replace it with any other figure, say 3; then the class is told that (23) is twenty-three; next rub out the 3, and substitute, say, 5, for it, and explain that this combination (25) is twenty-five; then rub out the five, and in its place substitute some other figure and I have yet to see the class that would not tell the third combination as soon as written. Practice this method up to 99, never having two combinations of figures on the board at the same time while the pupils are learning to read figures.

After a few lessons conducted in this manner, the child sees that it is no harder or more incomprehensible to call (88) eighty-eight than it is to call each single one, and the mystery is cleared up. 65; prefix any one of the nine digits; explain that that is so many hundreds; then rub out the figure placed for the hundreds and substitute another, and in this way the nine digits become hundreds, and as there are only nine hundreds, this is soon accomplished, and the pupils have arrived at the second period, which is only a repetition of the first, calling it thousands. It will, I think, readily be seen that when the task of reading the first period is accomplished the greater part of the task has been completed, and the remainder is a short and easy work. I wish to add to this already too long article a word or two in regard to teaching the four fundamental rules of arithmetic.

Mental additions should precede subtraction, and should be practiced daily for several terms. The art of rapid addition is of more practical value to a business man than any other, except a rapid, plain hand writing.

The multiplication tables should precede division, as this latter follows easily after the former has been learned perfectly. Let teachers always bear in mind that there is no time when the memory is so tenacious as during the first years of pupillage, and that this is the time for learning what does not require the higher, or reasoning faculties.

MAXIMS AND REFLECTIONS.

(From the German of Goethe.)

Arranged by S. P. B.

A II that is wise has been thought already; we must try, however, to think it again.

The most foolish of all mistakes consists in young men of sound talents fearing to lose their originality by acknowledging truths which have already been recognized by others.
The Educational Weekly.

TARDINESS.

As a fact, it exists in your school, and you would like to get rid of it altogether. It is very much to be desired, certainly, that your pupils should all be in school at the same time every morning; it would be a delightful and encouraging circumstance to see every teacher child punctual through the term. But be assured, in the first place, that it will never be. Strive for it, and persevere in the struggle, but do not anticipate complete success. School will not be different in this respect from other gatherings. Some are tardy at church every Sunday,—and at the singing school, and at the evening meeting; of a hundred workmen in the same factory, all are never there to the minute on any day of the year, probably; railroad trains are often behind time; teachers, at their institutes and associations, are very often tardy themselves; tardiness is one of the habits of the community, and will be sure to invade the school as long as schools endure. Therefore, my first suggestion is, that young teachers do not worry about it, as though some strange thing had happened, or as if they were called on to reform the habits of their several neighborhoods. Contend with this evil, but expect its continuance.

Tardiness, again, is not always culpable. It may be so nine times out of ten, but the tenth time it is not. Your children have something to do besides coming to school; if everything must always give way to school, many would be obliged to stay away altogether; there are unexpected "chores" to be done, and unexpected hindrances for which no one is to blame; a pupil may make all proper exertion some stormy or dark morning, and fail of reaching school till a minute after the time, and be more mortified about it than you are; the roads may be full of snow; the horse that brings all the children, or the big brother who takes care of the little ones by the way, may have to go somewhere else first; children cannot always get to school, just as grown-up children are unable to be every day at a certain place at a definite minute.

Many more times again, the fault, if any exists, is with the parent, and not with the pupil. This may make it no less annoying, and may even aggravate the nuisance in the teacher's estimation, but he cannot discipline the child for it. The parent does not understand, or is careless about, what is desirable at school; he supposes tardiness is of no more account there than it is in family affairs as he manages them, or he supposes that he may treat the school just as he pleases, because the teacher is a public servant. In any case it is difficult for the teacher to reach the real agent in a great many cases of tardiness, and he may not punish the child so as to reach the parent through him. He must labor at this difficulty indirectly and judiciously, or he will only make bad worse. If the teacher could get the parents together, he might set forth the evils of tardiness in such a way as to make them ashamed of themselves, if they were capable of such a feeling on such a point. He may make rules intended to reach "the old folks at home," but they will demand the right, or invent the way, to disregard them. They look at this matter in a different way from the teacher, and while acknowledging in general that punctuality is necessary, often take no pains in particular instances that their children shall be in time.

And, still further, it must be remembered that very many parents do make every effort that their children shall not be tardy. The punctuality of the child very often represents not a little exertion, and even self-sacrifice, on the part of the parent, and thus with express intention of seconding the teacher's exhortations. For itself, and because school regulations demand it, the parent makes all the family arrangements in the morning tend toward getting the little ones off to school in time, and only those who have "kept house" know all the difficulties in doing this every day through a school term. Two of my pupils come six miles to school every day. The father came with them one morning, and asked me not to be too hard with them if they were a little late when the roads were bad, for, said he, "I have to get up at four to feed their horse, and their mother gets up at five to give them a good breakfast before they start, and it is sometimes a little late, in spite of all we can do, before we can get them off, and then if the roads are rough they can't hurry." Shall I say "No, sir! your son and daughter must be here at half past eight every morning, whether or not?" I could not do that, though I can, with good will and some force of language, berate the pupil who lives just round the corner, and saves himself from a tardy mark four mornings out of five by rushing into
school at the last moment in as much haste and disorder as school can tolerate.

Punctuality is a habit, and habits result from continued practice. Positive laws cannot, or do not, produce good habits. The child must be trained to them. He must be made to understand that evil consequences follow as well as that it is his duty, to be punctual. He must be educated to feel happiness, as other bad habits. He must be made to see that it is for his interest, that he is in better repute when he is punctual than when he is tardy.

Now, in the square Y S N L, Fig. 2, which is equal by construction to the square A G E C, take X S equal to a. Then will XY be equal to a. Take O S equal to b and draw O X. Construct squares upon O S and X S. Take N M equal to b and draw M O. Represent X O by x and N M by y. Since N M is equal to a, M L will equal a. Take L Z equal to b and draw M Z. Since L Z equals b, Z Y will equal a. Draw Z X. Now the square Y S N L is composed of five parts, namely: the square X O M Z and four triangles within the square. In the square X O M Z, represent the line X O by x, then the area of the square X O M Z will be $x^2$. The sum of the areas of the four triangles, X S O, O N M, M L Z and Z Y X equals $\frac{1}{2}x^2$, since we represent the base of each triangle by $a$ and the perpendicular by $b$, the sum of the parts of the square Y S N L is $x^2+\frac{1}{2}a^2$. Now since the squares in Figures 1 and 2 are equal by construction, the sum of their parts will be equal. The sum of the parts of Figure 1 is $a^4+2ab+2b^2$, which equals the sum of the parts of Figure 2, which is $x^2+\frac{1}{2}a^2$ or reducing, $x^2+2ab$. Reducing the equations, $2ab$ on each side cancels; we have $a^2+b^2=x^2$. Now $a^2$ is the square on the base of the triangle X S O, $b^2$ is the square on the perpendicular, and $x^2$ is the square on the hypotenuse of the same triangle X S O. Therefore the squares described on the base and perpendicular of the right angled triangle are equal to the square described on the hypotenuse.

It is believed that this proof is intelligible to scholars in the common arithmetic.

No originality is claimed in this proof. It is said there are thirty-three different proofs of the theorem.

**PRACTICAL HINTS AND EXERCISES.**

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

**THE PYTHAGOREAN PROPOSITION.**

Attention is invited to the following solution of the Pythagorean Proposition, partly as a curiosity, for the purpose of awakening an interest in the minds of students, and partly from the clearness of its conclusions. It is a solution that has been presented to the Teachers' Institutes in New Hampshire, and our readers are indebted for it to Hon. J. W. Simmons, of that state.

Draw two figures according to the following directions:—

**Fig. 1.**

Let A G E C, Fig. 1, and Y S N L, Fig. 2, be two equal squares. From any point as H on A G, draw H D parallel to G E. Take A B equal to A H, and draw B F parallel to A G. The square A G E C is composed of four parts. Represent the line A H by $a$, and H G by $b$, then the area of the square A H K B will be $a^2$, and the area of the square K F E D will be $b^2$. Since A G—A H equals A C—A B, then the area of the rectangles H G and B K DC will be $2ab$ by $b$, or $2ab$.

**Fig. 2.**

**AN OLD PUZZLE, WITH AN EXPLANATION SUGGESTED.**

Let $x=xy$.

Multiply by $x$, $x^2=xy$. Subtract $y^2$, $x^2-y^2=xy-y^2$. Divide by $x-y$, $x+y=y$. Now as $x=y$, take $2y=y$, or $y=1$.

Where is the fallacy? A pupil suggests that it is in assuming that $a^2-b^2$ is the product of $x-y$ and $x+y$, for $x-y$. Taking the full form of the product, $x-y$ multiplied by $x+y$ is $x^2+y^2-xy-xy$. Now if we add to each member of the 3d equation above, $xy-xy$, we have $x^2-xy+y^2-xy+x^2-xy$. Writing this $x^2-xy+y^2-xy+x^2-xy$, since as $x=y$, we may write $y^2$ for $xy$, and dividing by $x-y$, we have $x+y+y+y$, which is evidently true when $x=y$.

The special point is that for the particular relation $x=y$, we are not warranted in assuming that $(x-y)(x+y)=x^2-y^2$, since in so doing we make this product simply $a$, whereas in the full form it would be $x^2-xy-xy-y^2$, or $a+b$. Hence the suggestion is that the member $x^2-y^2$ should be given the full form by adding to each member $xy-xy$, as above.

**HON. J. H. SMART, STATE SUPT. OF INDIANA, TO THE TEACHERS OF ST. JOSEPH, AT SOUTH BEND, JAN. 2, 1877.**

I APPREHEND that the greater part of what we teach is lost because we teach isolated facts. Teach causes, solve what is of most worth, then strive to fix the lessons in the minds of your pupils. Condense what you teach. Put what you have to say in as concise language as you can command. Be ever ready to stick to what is good. Teach more than is in the book used by your scholars; scholars have a greater confidence in the teacher whose knowledge of the subject is not limited to the contents of one book. There is a world of knowledge outside of books; inspire your pupils with a love for knowledge and they will become educated men and women. Send the boys and girls into the world as learners; make them lovers of knowledge so that they will be learners as long as they live. Teach them to think for themselves, to weigh and measure statements that they may meet the world and remain on their feet. When they go out into the world they will be buffeted and jostled about; they will be compelled to prove their thought; teach them to do this. Make them good men and women. Were I to choose between a teacher who taught good behavior, that is, their duties to their fellow-men, to their parents, to themselves, and one who taught other things well but failed to teach good behavior, I should choose the former. The teacher must behave well herself in order to teach good behavior successfully. * * * You need to learn how to teach; can one of you pretend to tell me that you know how to teach? If so, do you know what no one else does; the fact is, we do not know how to teach; we are constantly learning something new with regard to teaching; if you are not, you have no right to be in a schoolroom. To teach well, the point is to learn how to think. Some of us profess to know. But do we? Can we fully explain any course of reasoning or any simple problem? We
A GAME IN ZOOLOGY FOR PRIMARY GRADES.

THERE is an astonishing ignorance of common things even among mature people. Various games introduced into the school-room will give a foundation for some of the neglected sciences and awaken an interest in what comes under immediate observation; then, by and by, from force of curiosity, the pupil will gather more and more, and so, whether or not botany and zoology enter into the course of study, the child shall have some knowledge of the animate world around him. Begin by mentioning anything belonging to the animal kingdom. Then let anyone follow who thinks of an animal whose name begins with the same letter with which yours ends, a third in a similar way, only requiring that every one shall belong to a different class, family, or species from the preceding one. Probably they will know nothing of classification when they begin, but a few exercises will find them well started in a knowledge of the more evident characteristics of the animal kingdom. For instance, I mention a horse, an eagle is thought of at once. Perhaps an elephant is named, but I select the egret because a horse and elephant both eat the same food and are thick-skinned, and we wish something less similar; an elk follows, then a kangaroo, and an opossum. I object to the last because that and the kangaroo are both marsupials, that is, carry their little ones in pouches. We go back again to kangaroo, and thinking of something whose name begins with o, an otter is thought of, then follow a raven, nautilus, a stickleback, etc.

MUSIC, VOCAL AND INSTRUMENTAL.

A PIANO or organ is always helpful in a school-room, and we wish it might be obtained with greater ease. But, as long as the average price runs so high, and the average amount of school funds tends persistently in an opposite direction, the matter is not even to be thought of. A wonderful amount of music, however, is sometimes extracted from such simple and inexpensive instruments as a drum or tambourine. For gymnastics, one or both of these mark the time better than vocal music alone; and for patriotic selections the drum gives a martial flavor, which will be relished by all the boys, and not a few of the girls.

One of the best school songs we have heard lately is "A Sleighbing Glee," from Millard's "Silver Threads." We suggest a novel way of having it performed. A young teacher of our acquaintance has tried the plan with excellent success, and the enthusiasm and enjoyment of the performers, not less than the skill they have attained in a short time, make the rendering a genuine treat. All sing in quick time until the words "jingle, jingle," are reached, when one strong voice is reserved to take the "tra-la-la" alone. As soon as the parts are thoroughly learned, and well sustained, add a little orchestra of six bells. Boys and girls can be selected who will ring the bells in perfect time with the words "jingle, jingle," and if two of the bells are heavier than the remaining four, and can be so rung as to mark only the accented part of the measure, the effect is better still. Care should be taken, when purchasing the bells, that these sounds form the common chord, or rather, harmonize when rung simultaneously. Ordinary tea-bells will serve the purpose, but their expense will hinder materially. Toy bells, costing from ten to twenty-five cents apiece, come within the means of any teacher. The same are sold by the dozen at prices ranging between one and two dollars, the latter sum bringing a very excellent article for a low price.

We regret that we have not been able to procure the use of this piece of music for publication, but in its stead we present a beautiful song from the new Day School Singing Book, "Silver Carol," by permission of the publisher, W. W. Whitney, Toledo, Ohio.

EVENING BÊLLS.

Words and Music by WILBREW A. CHRISTIE.

1. Listen to the distant music, Of the evening bells afar, Waking memories long for;
2. How it brings in view before us, Childhood's evening hours, When those sweet tones stole;
3. Gathering up the scattered fragments, Of these memories of mine, To my heart that sounds remote,

got ten, As it trembles through the air. Ev'ning bells, I hear them ringing, Through the

o'er us, Like the fragrance from the flower. Childhood's days, so full of blessing, Days were

calls them, Like a melody divine. And the singing, swelling music, Of those

din and distant time; Ah! what memories they are bringing, As I list their swelling chime.

bells, where'er I roam, Ev'ning turns my thoughts to gat'ral, Back to childhood's happy home.
Notes.

EX-GOVERNOR HENDRICKS of Indiana, in a sort of valedictory message to the Legislature, referred to the school policy of that state and cautioned against "carelessness and extravagance" in the expenditure of school moneys, and announced as the result of his observation that the only danger to be apprehended to the common school system, was the popular discontent that would arise in case "economy and efficiency" did not characterize their management. The ex-Governor and disappointed Vice President's statement is in itself unobjectionable as the glittering generalities of any other politician. But isn't the practical effect of such advice to encourage every parsonious country school director in the state to refuse the ordinary conveniences of civilization to his school? Does it not tend to declimate and more than declimate the ranks of the teachers annually by driving out of the business those who are most worthy to remain, because their services are not sufficiently compensated—because they have bodies as well as souls? Of course "extravagance" is to be deprecated. Of course "economy" is right and proper. Of course if "efficiency" is secured and any policy adopted by which it can be perpetuated, all is well. But those who know most about "extravagance" and "economy" in their own estimation know very little about "efficiency." It is one of the greatest causes of the schools that every little while a parsimonious, illiberal, and blighting management comes upon them, and with sickening platitude about "extravagance" and "economy" crush all life and growth and hope, while the "efficiency" is not at once effected. No honest man will uphold "extravagance," but Indiana has not suffered, and is not likely to suffer less from it than from ignorant parsimony disguised in a deceitful and false garb of "economy," her position is unique and totally unprecedented.

—The cause of education has lost an active and devoted friend in the death of Mr. Henry A. Graham, principal of the public schools of that place. Mr. Graham died of brain fever after a protracted illness of nine weeks. He was a graduate of the State Normal School at Winona, and was an earnest, industrious, and successful teacher, possessing social qualities that endeared him to a large circle of friends by whom his death will be long and sincerely deplored. Mr. Graham was one of the heroes who lived the life of a soldier for three years during the great rebellion. He was severely wounded at the battle of the Wilderness, and was obliged to suffer three amputations of one arm before being entirely relieved of the consequences of the wound. After the close of the war he entered the Normal School at Winona, of which he was a student for nearly two years, since which time he has given himself earnestly to the work of teaching. In his death the country has lost a patriot, and the profession an honored and faithful member.

—Fields' Lecture on Tennyson contains one suggestive passage. It seems that the laureate is occasionally bored by professional elocutionists who call upon him for the purpose of reciting passages from his poems as they should be. It is needless to say that the poet never agrees with these renditions, and his estimate of professional elocutionists is professional elocutionists in the same sense that a professional fool is a professional fool! No one expects any long-suffering people who have fought off sentiments like these in some degree. —Fields' Lecture on Tennyson contains one suggestive passage.

—President Robinson, of Brown University, takes emphatic ground in favor of better work in the primary schools. He says: "Men go to college and utterly break down because their early education was not properly attended to, and it has seemed to me that the one grand error in our education is the mistaken idea about elementary training. Make the studies interesting to the pupils. There is a certain amount of good to be obtained from object teaching, but there has been also a great deal of nonsense getting about in relation to it. We should not depend too much on object teaching, for the reason that all knowledge is not obtained by perception, and
STATE DEPARTMENTS.

Illinois.

Editor, John W. Cook, Normal.

The following circular explains itself. It may be considered as one of theetiional Expositions. Give it a careful reading and then open correspondence with the committee. It will be seen that some time elapses before the proposed examination. Since each school will desire to make as good a showing as possible, the test will not be strengthed unless the superintendent makes a thorough plan for a competitive examination of such of the public schools of the state as desire to participate in it. The objects of the examination are to stimulate the schools to a higher degree of excellence in their work, and to give opportunity to teachers and others to be honored by the several localities. It is intended that the anticipation of such inspection and comparison will be a healthy stimulus to both teachers and pupils. The committee send out the following scheme, regarding it as merely suggestive.

CIRCULAR.

TO THE TEACHERS AND SCHOOL OFFICERS OF THE STATE OF ILLINOIS:

At the late meeting of the State Teachers' Association of this state, the undersigned were appointed a committee to prepare a plan for a competitive examination of such of the public schools of the state as desire to participate in it. The objects of the examination are to stimulate the schools to a higher degree of excellence in their work, and to give opportunity to teachers and others to be honored by the several localities. It is intended that the anticipation of such inspection and comparison will be a healthy stimulus to both teachers and pupils. The committee send out the following scheme, regarding it as merely suggestive.

Ungraded country schools, taught by a single teacher, to be examined in penmanship, spelling, letter-writing, and arithmetic to multiplication of fractions, and drawing. The letters written in both graded and ungraded schools to occupy ten to fifteen lines of letter paper, exclusive of date, address, and subscription, and to be written after a proposition prepared by the committee.

The Grammar departments of graded schools, in spelling, penmanship, letter-writing, arithmetic to multiplication of fractions, and drawing.

The letters written in both graded and ungraded schools to occupy ten to fifteen lines of letter paper, exclusive of date, address, and subscription, and to be written after a proposition prepared by the committee.

The Grammar departments of graded schools, in spelling, penmanship, letter-writing, and arithmetic as used in an exercise in geography—the same exercise to be judged also in respect to penmanship and general appearance of the paper, arithmetic to involution, spelling, and drawing.

In Primary departments, the drawings to be made after copies and from natural objects; in Grammar departments, from models and natural objects, and those growing from memory.

High schools, in English literature, plane geometry, zoology of vertebrates, and Latin.

All schools of the same class shall be examined on the same questions and under the same regulations. The questions are to be prepared and the papers examined under the direction of the committee. It is the intention that all work presented shall be done in accordance with rules designed to secure fair competition and complete uniformity of conditions. In making their award, the examiners shall consider that for ungraded schools a county shall be a unit; for graded schools, a city; for high schools, a single school. A separate award will be made for excellence in each branch in which there is an examination. The committee will award first and second degrees of merit.

Those having the care of the schools in these respective units are expected also to take charge of the examinations and send to the committee for submission to the examiners the best 25 per cent. of papers from classes examined in high schools, and the best 5 per cent. of papers from classes examined in other schools. They shall also send to the committee a statement of the aggregate number of pupils in the ungraded schools of the county, or in the several departments of the system of graded schools in their jurisdiction.

The papers examined by the committee for the award of the examination will be present at the next meeting of the Association for general inspection, and are expected to become the property of the Association.

The expense of the examination, save that of printing and distributing questions, shall be defrayed by the county or the local agency.

The committee name the last of May of the first of June as the time for the examination.

The committee desire to receive suggestions from superintendents, teachers, and others, concerning the foregoing scheme; also, as to the time of holding the examination, or any other points which they should receive their attention. For their information, the secretary may state that any part of the examination is invited to apprise them of the fact, giving the probable number of questions needed by them.

The results of the examination of the schools in the state will be favorably disposed toward this undertaking of the Association.

The power and value of teachers' institutes, associations, and other educational gatherings, as a means for advancing educational work is acknowledged. But at these meetings theories are discussed and methods presented and compared. The object of the plan proposed is to compare results, and by them the correctness of the theories and the excellence of the methods. To the means which it employs it adds a plan of giving the pupils, particularly the most advanced pupils to write them a letter about some common topic? If they are satisfied with the results shown, we promise to be speechless in our wisdom afterward.

The committee believes that the best way to make a complete list of all native Vermonters residing in the state is to make a complete list of all native Vermonters residing in the state.
Minnesota

LIEUTENANT S. P. Moss, First Reader.

S. P. Moss, First Reader.

March 1, 1877] The Educational Weekly.

Editor, O. V. Tousley, Minneapolis.

EDUCATIONAL LITERATURE. — While the educational outlook is just now in some respects a little discouraging, in other respects it is quite hopeful. The local press has certainly great influence in shaping public sentiment upon educational as well as upon other matters. The Indiana School Journal, edited and published by W. A. Bell at Indianapolis, has a large circulation, is ably conducted, and exercises a wide influence. Its influence, however, is far from what that of most other purely educational periodicals, is chiefly confined to teachers and school officers. With the local press the case is different. Whatever goes into this, is seen and read by the majority of people who live within the range of its circulation.

It is therefore a very hopeful feature of the situation that so many of the papers of Indiana are devoting at least some considerable space to the teaching profession.

Some of them, notably the Peruvian and the Logansport Weekly Journal, have educational columns, and in these columns not only educational news is published, but also short and practical articles on methods of teaching and school management.

The Crawfordsville Journal and the Richmond Palladium also, though in a less formal way, give full recognition to the fact that school matters are of public concern.

THE COLOR LINE. — The absurdity of grading children on the basis of color, as now provided by the laws of this state, is strikingly illustrated in the monthly report of Geo. G. Manning, Superintendent of the Peruvian schools.

The enrollment of the colored school for the month of January was eleven, and the daily attendance six. It costs the little city of Peru the sum of $50 weekly for the support of the one child, and the public has no right to be impressed with the idea that a case is made out for educational rights for the colored people.

OUTSIDE OF THE STATE, — The absurdity of grading children on the basis of color, as now provided by the laws of this state, is strikingly illustrated in the monthly report of Geo. G. Manning, Superintendent of the Peruvian schools.

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Miss Annie Abbott, of the Minneapolis High School, submitted an explanation of the cube root a few weeks ago, in the Weekly, which has called out some correspondence. We give one letter and Miss Abbott's reply.

O. V. Tousley, Esq., Dear Sir:

You say in your article, "The greatest known cube in 12,326,391 is 8,000,000. Is not 12,326,391 itself the perfect cube of 231? How then can 8,000,000 be the greatest known cube in 12,326,391? The fact is there are 31 greater known cubes in the given number. The correct statement, is the greatest cube of hundreds that is contained in 12,326,391 is 8,000,000. Isn't it so?"

Then, again, what do we mean by the cube root of a number? Is it not the number which, when taken three times as a factor, produces the given number? That being so, what philosophy is there in explaining a simple numerical operation by solid geometry? Number has not form or shape; hence the idea of a solid surface or solvity. I have found by long experience that scholars much more readily understand, and more tenaciously remember, the operations of finding the numbers, when they work on the numerical plan than they do when they use the geometrical method. Besides, the geometrical method is limited to the roots of the second and third degrees, since solids have but three dimensions. The numerical method applies equally well to roots of all degrees, is easily learned and cannot be easily forgotten. Years very truly,

D. B. Hagar

Iowa.

Editor, J. M. Dearborn, Davenport.

STATE OF IOWA.

DEPARTMENT OF PUBLIC INSTRUCTION.

TO THE EDITOR OF THE WEEKLY:

I HEREBY send you opinions which may be of general interest to school officers and teachers of Iowa:

1. In the absence of instruction by the electors, the board of directors should decide what branches, if any, besides those required in a teacher's examination shall be taught. But it is not within the province of individual parties to demand instruction outside of the branches usually taught.

2. The board can only be responsible for the purchase of a district library, which has been voted for that purpose by the electors at the regular March meeting.

3. The board should so regulate the compensation of teachers in the several sub-districts as to secure teachers adapted to the necessities of the school.

4. There are no holidays during which teachers are legally exempt from teaching, unless excused by the board of directors. A legal contract requires twenty days of actual service for a month.

5. An independent district, composed of territory from two counties, belongs, for school purposes, to the county wherein a majority of the pupils reside. A certificate to teach should be issued by the superintendent of the county to which it thus belongs, which certificate is valid for any school in the district.

6. All certificates should expire on the last day of August, or at the time not a mere jumble of numbers—the numbers are made to represent something and the reason for addition and multiplication becomes evident. Object lessons, illustrated readers, practical problems in arithmetic are the order of the day—and the explanation of cube root follows in the general current. It is thus the introduction not the posse of the parrot and the mechanical. More mature minds, after laying this solid foundation, can raise an abstract or purely numerical structure which shall be to them a joyful possession, but for the average pupil our treatment seems to us not the best.

The experience of a large number of teachers is that, given the usual rule and explanation, not only their pupils but they themselves flounder ingloriously amid the "one cipher or two ciphers," and sink hopelessly in the intricacies of the "corrected divisor."
fixed for the annual meeting of the Normal Institute in autumn, which is prior to the commencement of the fall schools.

7. If the effect of actions done outside of school reaches within the school during school hours, they may be justly forbidden. 31 Iowa, page 562.

8. Neither the electors, the board of directors, nor the sub-directors can exclude the Bible from any school in the state.

9. Boards of directors, as a matter of prudence and economy, may, without instruction of the electors, or in the absence of special law, effect an insurance on their school-houses, and pay for the same from the contingent fund or unappropriated school-house fund.

10. An unnaturalized foreigner is not entitled to vote at the school-district elections.

11. The instruction of this Department to county superintendents not to grant certificates below certain ages is based upon the following grounds:

Sec. 1,767 says: "He (county superintendent) shall at all times conform to the instructions of the Superintendent of Public Instruction, as to matters within the jurisdiction of the said superintendent."

It certainly is true, that whatever is within the jurisdiction of the county superintendent is within the jurisdiction of the Superintendent of Public Instruction.

12. Sec. 1,767 provides that a county superintendent shall be satisfied that the applicant possesses the essential qualifications for governing children and youth;

It is my opinion that children under seventeen years of age cannot govern children and youth; hence my instruction.

C. W. VON COLLEN,
Superintendent Public Instruction for the State of Iowa.
Des Moines, Ia. Feb. 21, 1877.

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The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrews' Manual, which records in detail the organization and growth of the various branches of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments.

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