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CHICAGO, THURSDAY, MARCH 5, 1877.

Editorial.

We have read of the carnivals of Venice, Rome, and other cities of the Orient, just before the Lenten season, to celebrate the advent of that saintly period of abstinence from fleshly food. So, too, we have witnessed those carnivals of the Fire Fiend, in which the wealth of city and country alike was caught up in the resistless breath of all-devouring Flame. We have listened to the painful recitals of the carnivals of ignorance, and carnivals of shame, until the catalogue of the carnivals of crime in pair, the resistless breath of all-devouring Flame. We

Like all other hallucinations that take possession of men's minds, this particular specimen has an origin, an exciting cause, and a history. In the first instance, perhaps, it originated in a mania for "state uniformity" that raged a few years ago among a certain class of spurious educators, principally new converts to the gospel of education, that came over from the ranks of the other professions composed especially of bireless lawyers and superannuated clergymen. The most exhaustive, not to say exhausting, argument proved never before made in behalf of state uniformity, was read before a teachers' association in one of our Northwestern states in 1873, by an invalid clergyman. That clergyman is now the Superintendent of the state, and the Legislature of that state under the leadership of the illustrious Donnelly has just decided to go into the publishing business, and its Superintendent is, under the law, to become the agent-in-chief of the concern. Par nobile fratum!

Another exciting cause of this preposterous movement was the high prices of materials and commodities that were engendered by the war, and the failure of the publishing interest to readjust the prices of school-books according to the gradual appreciation of the currency of the country to a specific standard. Why such readjustments have not been made we cannot undertake to say, as we do not belong to the craft. The fact that these changes have not been made has given rise to wide-spread complaints among the people at the extravagant prices of school books. We are frank to say that as the case now appears, the publishing interest is not entirely without responsibility for the reaction which seems to have set in against the trade. Be that as it may, these popular complaints have been made the pretext for these unstatesman-like and absurd schemes by which our state governments are being led into branches of business for which they were never designed, and are as totally unfitted, as they are to usurp any other function of private enterprise whatever. Such schemes are utterly at war with every sound principle of government. On the same principle the state may undertake to supply the people with cheap flour, cheap clothing, cheap lumber, and cheap "mutton chops." The same fallacious logic that will lead it to embrace one branch of business would justify it in embracing all other branches that minister to the popular necessities. Such jobs are simply a travesty upon true legislation, and the men who concoct and carry them through are entirely unworthy of public trust and confidence.

Minnesota is the only state which at the present writing has enacted this text-book abomination. The legislatures of Wisconsin, Michigan, Ohio, and New York it is understood however are now agonizing over the problem. The history of this business in Minnesota is interesting. It is more. It is humiliating and disgraceful. The uniformity monstrosity was enacted there in 1868. A "commission" of three persons was created, to whom exclusive authority was given to select the textbooks to be used throughout the state for the ensuing five years. The commission was composed of two politicians and one "Pro-
fessor," not one of whom had "any special fitness to pass judgment upon books suited for use in the common schools. The politicians being in a majority, and having large "axes to grind," carried the day. Charges of corruption were openly and repeatedly made and were never disproved by credible evidence. Contracts were made with leading publishing houses for five years. Agents were appointed at the instigation of the commission to manage the introduction. But "uniformity" was never secured, and, beyond the "introduction prices," the economy of the transaction was never heard of. The five years expired in 1873, and then came the confusion that grows out of free trade and book agents' rights. Competition was strong, yet prices remained high. The laws of the Publishers' Board of Trade were inexorable as the laws of the Medes and Persians.

At length, in the Legislature of 1874, the sage of Nininger, the irrepressible, loquacious Donnelly appeared, carried into his seat, as he pompously declared, "upon a great tidal wave of reform." He set about reforming the railways by urging the most preposterous and agrarian measures to hold the soulless corporations in check. As he pompously declared, he has put forward Senator Lineau as his henchman, and from one of the fragments he has forged another ring within the state. He has struck a giant monopoly that he could not one fell blow. His voice rang out like a bugle blast against the railways, normal schools, public officers—all survived his relentless strokes. At last, in the decrepitude of his power and on the recession of his "great tidal wave," he grasped like a drowning man at the straw of school-book reform. But in this he has worked with a "hidden hand." He has schemed by proxy. He has put forward Senator Lineau as his henchman, and after three years of fearful struggling the text-book bill has passed. He has slashed the publishers' ring outside the state, and from one of the fragments he has forged another ring within the state. He has struck a giant monopoly that he could not control with a pigmy monopoly that he expects to control. He retires from the legislative ring to enter the school-book ring. How his virtuous heart must swell with pride and satisfaction at the contemplation of the spoils in prospect. Only think of it. A school-book monopoly for an entire state for fifteen years, at say, $200,000 a year, with the whole school machinery of the state, from the head of the "educational department" down to the district clerks to back him. That is an achievement, truly, which is worthy the ambition of the most dissatisfied reformer, and "anti-monopolist" that the great republic has yet produced. And now, let Wisconsin, Michigan, Ohio and New York fall in. This text-book reform, like the grasshopper reform, and the potato-bug reform, but unlike the star of empire, takes its way from the west to the east. With Donnelly at the Occident, and Robinson and Ruggles at the Orient, the country is safe, because school books will be cheap.

Under the Minnesota scheme, the contractors are to furnish the matter for the books, subject to the approval of a "commission" of three educators; they are to make as good books in respect of paper, printing, and binding as those now furnished by the trade; they are to supply them to the schools at one-half the retail prices now charged; and are to enjoy the monopoly for fifteen years! The method of distribution is as follows: The school district clerks are to forward to the county superintendents estimates of the number of each of the series of books which will probably be required in their several districts for one year. After all the district orders are in, the county superintendent revises them and forwards them to the State Superintendent who conveys them to the contractors. The latter fill the orders for the four thousand districts, pack the books in bulk, and forward the packages for each county to the county auditor. The county auditor charges each district with the books ordered, delivers them to the district clerks who are to sell them to the children at prices fixed in schedules furnished by the State Superintendent, and pay the proceeds into the district treasuries. The contractors, having furnished books to a county auditor, present their voucher approved by the State Superintendent, to the State Auditor, who thereupon issues an order upon the State Treasurer, payable from a "revolving fund" created by a state appropriation of $50,000, the same to be maintained by payments from the counties for the books ordered by the county superintendents. The counties are to be reimbursed by deducting the amount due from each district out of its fund raised by tax.

And there you have it. With such experts in finance and book-keeping as the average school district clerks, some music may be expected. The accuracy, elegance, and promptness of their statistical reports are an indication of what their success will be as public book-sellers and book-keepers. And again, since the best books made, after years of experience have been gained by authors and publishers, and millions of capital have been expended by the regular trade, can now be obtained for sixty per cent. of the retail prices by being bought in bulk, we fail to see the fabulous economy secured by the great reformers at only fifty per cent. discount. Of course, the publishers will now materially reduce their prices, so that they can sell their superior books below the prices allowed to be charged by the state monopolists, and then, again, there will be "music in the air." Another tidal wave of reform will roll over the troubled popular sea, and then, what next! Verily, "against stupidity the gods themselves fight unvictorious."

The art of illustration is well nigh the art of teaching itself, albeit that which is often called illustration is but a caricature of the thing. Two things need to be kept clearly in view in attempting an illustration, viz., exactly what is the point to be illustrated; and does this illustration bear so directly and solely on that point that its force cannot be mistaken. An illustration is a sort of a side light thrown upon a truth, or argument. It is as if a fine picture were hung in a dark room, all useless to a person standing before it. The picture is there,—the person desiring to see it is there. Now turn on the light. It is all clear and plain. The light is not the picture, and can not take the place of the picture; but it enables the person to see the picture and appreciate it. This is the office of an illustration; it is not definition, theorem, description, or demonstration; but it lights up all. A pupil does not see what a divided by 3 is; you say, "If 0 (no) apples were divided between you three boys, how many would each get?" In an instant they see that 0 ÷ 3 = 0. Another gets but a very vague idea of the statement that "similar triangles are to each other as the squares described on their homologous sides." You draw two similar triangles two of whose homologous sides are 2 and 3, and divide the former into 4 equal triangles, and the latter into 9, each exactly like one of the former. The meaning of the statement is apparent at once. Very great care needs to be taken that an illustration do not take the place of the truth itself in the pupil's mind. Many a student familiar with the orrery thinks he comprehends the relative positions and motions of the bodies comprising the solar system, who has nothing at all in his mind but those little colored balls going
around the big yellow one. As a general principle, apparatus for illustration should be the simplest possible; and the greatest care should be taken that the truth itself is seen and not merely the apparatus. It was a mistake of this sort that the man made who, attempting to show the pupils in a Sunday School what faith is, laid an apple on the table, saying, “What is this? An apple,” the pupils responded. “How do you know? We see it.” Covering it with a bowl, he says, “What is under this bowl? An apple” they answer. “Well you do not see it, do you?” “No.” “But you feel sure it is there although you cannot see it?” “Yes.” “Now, this is faith.” “Children, what is faith?” “An apple under a bowl,” is the answer. O.

What friend Reynolds of La Crosse says with reference to the pressure which is often brought to bear upon superintendents of graded schools in small places, compelling them to keep up courses or classes in the high school, which justice and economy do not warrant, is undoubtedly true in some instances—perhaps in many. It was not our purpose to fix the blame upon any one, but to call attention to the facts. Indeed we suggested that the case is one which needs recognition in our school laws. As it now is, the grade of the highest department of the school in such a place is usually determined by such unreasonable demands as Mr. Reynolds refers to, or by the caprice or ill-directed ambition of the teacher. In large places, the grade of the high school work usually receives more careful consideration from the board in connection with the superintendent, and in fact often, and properly, becomes a subject of popular interest. What we specially commend is a careful consideration of the field occupied by the schools, and such a decision with reference to the grade of the highest school as the circumstances demand. That is, that the board, as the representatives of the people, should determine whether it is expedient to attempt anything higher than a grammar grade, and if it is not, to call this highest grade a grammar school, and run it as such. So also of the grade of high schools which we mentioned. Of course, if the school has an intelligent superintendent when such action is taken—and it were better that it should not be taken when it has not—he will be the chief counsellor of the board in reaching the decision.

THE METRIC SYSTEM.

I USED to wonder, when studying my arithmetic, why I was compelled to learn and to use the metric system. To be sure, the arithmetic seemed to be specially devoted to useless rules, and most of my mathematical life was passed trying to get some comprehension of cube root, “double position,” and the like, but then I could imagine a time when I might own a grindstone with a hole in the centre, and might want to allow three men to each grind off his like, but then I could imagine a time when I might own a grindstone with a hole in the centre, and might want to allow three men to each grind off his

an order "text-book" containing the lesson assigned, the statements and phrases of which are to be learned by the pupil in lieu of the oral instruction so generally prevalent in previous centuries.

One reason for this departure from the method of former ages, a departure more marked in this country than among the nations of the old world, seems to have been the wide-spread effort to afford universal education as a foundation for our institutions. There was an imperative demand for more schools than the nation could supply with true teachers. The expedient of a few able minds doing the required teaching by proxy, through the printed page, under the oversight of an inferior class of minds, was tried. This method possessing certain intrinsic excellences, seemed all the more feasible at the time, owing to the almost total absence of experimental and inductive sciences from courses of study. The schools became filled with men who could “keep order” and hear lessons. In spite of many true and able teachers still in the work, the general tone of culture became changed, and the “text-book” became the beginning and end of school instruction for the great mass of pupils. Starting in its most appropriate sphere of intermediate instruction, it has shaped the processes of education from the infant school through the university. The introduction of the different branches of natural science as a prominent part of school work has served to disclose the inadequacy of a text-book method for all school work.

This method, endeared to this generation as the center and horizon of our school boy experience, and faithfully followed in our riper years, finds ready defense from able minds. Permit us briefly to sketch some of its defects.

April 18, 1877.
I. In the first years of a child's school work, texts are necessarily useless, except as an exercise in reading, until reading has ceased to be a task. A reliance upon text-books for instruction engenders, therefore, an unwise haste in acquiring the art of reading, so that the recognition of arbitrary signs and groupings of characters is made the burden of primary instruction.

Nothing in the laws of mind is more certain than that knowledge is gained and strength developed most readily on lines of previous habits in thought.

The violation of this principle at the threshold of school life, encouraged by the blind effort to secure an ability to employ texts, has much for which to answer in the warped mental habits and tastes of this generation.

The readiness with which child nature yields to personal influence, and the eagerness with which he seeks knowledge when vitalized, while constantly repelled by the unsympathetic medium of the silent page, are indices that point unerringly to the true method of primary teaching, though heeded by so few.

II. Only after the mind has become accustomed to definite thinking, with guide lines quite distinctly traced, and considerable familiarity with elementary processes has been gained, can it be profitably left or induced to seek knowledge chiefly from texts.

Your committee believe that a large element of disorder and disorganization is created by the strenuous efforts made to compel the young to apply themselves to continuous study before they have been prepared and trained for the effort.

III. After the child has been trained in habits of careful observation, and attained the ability to independently concentrate attention, the text becomes an important auxiliary. It enables the youth, yet lacking the power to hold a topic in all its details clearly before the mind, to examine a complex subject with comparative ease, and do accurate and profitable work upon it beyond the hour of instruction.

But even in this period of the text's greatest usefulness (after the reflective power is well rooted and yet is lacking in the ripened vigor of manhood), it can never be permitted to usurp the office of teacher without injury to mental habit.

It must be kept as servant, and never be permitted to rule the work. It is this tendency of the nominal teacher to abdicate his place and suffer the agent to dictate terms to himself and school that is condemned.

The very extensive, almost exclusive, dependence of teacher and pupils upon the text-book for matter, phrase, and method, is so manifestly injurious to mental growth that we need not discuss its influence upon the pupil's habit of thought.

The following points are suggested regarding the influence upon the teacher and the profession.

1. In so far as it promotes an excessive amount of "lesson learning," it permits the substitution of ill-trained and inferior minds, which, as base coin, tends to exclude the intelligent thinker from the field.

2. It affords little incentive to constant growth, and suffers mental indolence to predominate in the one who should be the center of energizing thought. The book permitting, but not compelling the man to be a teacher, allows an unthinking routine, and he, unchallenged, "presides over recitations to which he contributes nothing."

3. The tendency to dwell upon the artificial form of knowledge, stereo typed for the million, induces him to rely upon fents of memory in tests of proficiency, both in himself and pupils. This constant appeal to the exercise of a single faculty, without aid from other trained powers, is most prejudicial to culture.

Candor and broad thinking can only take root in a mind with evenly trained powers.

4. The acceptance of the text-book as an embodiment of the work to be done in a branch narrows the horizon of the teacher's purpose, and closes many avenues of growth, even in that subject, by inducing a bigotted habit of accepting conclusions without question; and by cultivating no inclination to test truth face to face with his fellows; thus depriving him of an essential quality in teaching, the ability to impress and stimulate thought.

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ARITHMETICAL AND ALGEBRAIC SOLUTION.

PROF. S. S. ROCKWOOD, Whitewater State Normal School.

The two methods are quite distinct, but since many old and most young teachers do not clearly apprehend their differences when treading upon the border land between them, it may be profitable as well as interesting to briefly discuss the question of their relations.

An arithmetical solution is one in which the unknown (given) elements are combined with each other in the various processes in a manner entirely independent of the unknown (required) element, i.e., the answer.

An algebraic solution is one in which the unknown element enters into combination with the known at the outset, either explicitly by a symbol, or implicitly without one, except so far as the unit one may be said to answer that purpose. When the unknown element enters explicitly, the result is a solution by means of an acknowledged equation, (the true algebraic instrument) and when the unknown element enters implicitly, the result is a solution by an unacknowledged equation, but nevertheless by as truly an algebraic process.

To illustrate, take for example the following: If $\frac{3}{4}$ of a yard of cloth cost $\frac{3}{4}$ what is the price per yard?

Divide the whole cost by the amount bought, and it will give the cost per yard, $\frac{3}{4}$ + $\frac{3}{4}$ = $\frac{3}{12}$, which is purely arithmetical.

Let $x = \text{cost per yard.}$ Multiply the amount bought by the price per yard, $x \times \frac{3}{4}$ = $\frac{3}{4}$, which is a legitimate equation, and by dividing both members by the coefficient of $x$, we have $\frac{3}{4} \times \frac{3}{4} = x$, as before, but the solution is clearly algebraic.

Again: How many days will it take 8 men to do 3 piece of work which 42 men can do in 123 days?

Arithmetically: 42 $\times$ 123 = whole number of days' work to be done, and 420 men's work divided by 81, the number of men, gives $\frac{3}{4}$ as the number of days' work each must do, that is, the required time.

Algebraically: Let $x =$ the number of days. Then $x \times \frac{3}{4} = 42$, the basis of the equation being the whole number of days' work to be done. Reduce the equation and $x = 123$, the required answer. The statement by proportion is of course purely algebraic and gives the above equation.

Once more: A and B can do a piece of work in 6 days, and A can do it in 10 days; in what time can B do it?

Arithmetically: From what (amount of work) both can do in a day subtract what A can do, and the remainder is what B can do, and the reciprocal of what he can do in a day is the required number of days, viz. $\frac{1}{12}$, the answer.

Algebraically: Let $x = B$'s number of days. Now, the reciprocal of the number of days is the amount of work which can be done by either or both, therefore, $x + \frac{1}{12} = x$, the basis of the equation being the amount of work both can do in one day. Reduce the equation and $x = 123$, as above.

These examples clearly show the truth of the definitions given above; but here is an example which does not admit of a pure arithmetical solution.

What number is it whose third, fourth, and sixth parts equal 27?

The lad who says $\frac{3}{12}$ + $\frac{4}{12}$ + $\frac{6}{12}$ = the number $= 27$, and $\frac{3}{12} = 3$, which is $\frac{1}{4}$ of the number, and therefore the answer is $36$, as really and truly uses the unknown element as though he had said, "Let $x =$ the number," and then made the ordinary solution by means of an acknowledged equation with its transformations.

I am not considering which is better, but what each is as a matter of mathematical philosophy, and have purposely taken the most simple examples.

It is not an infrequent thing for a pupil to say of some problem in Elementary Algebra, "I can solve it by mental arithmetic but I don't see how to make any use of an equation," and also one often has a solution presented that merely makes a pretense of using a symbol for the unknown element while the process is purely arithmetical.

From this it will be easily seen that something more than the presence of the literal notation is necessary to render a solution algebraic, and it becomes evident that algebraic generalized by it does not become algebraic. To fully and clearly draw the line between algebraic and arithmetical solutions, let us solve the following general problem, which is not so simple:

A man owes $P$ dollars which he wishes to pay in $n$ equal annual payments, allowing interest at the rate of $r$ cents on a dollar per year. (The solution to be made according to the United States rule for partial payments).

The regular algebraic solution is given in Olney's Science of Arithmetic, page 194, and was lately published as original (?) by a contributor to the National Teachers' Monthly, but I repeat it here for sake of the discussion, and follow it by the arithmetical solution both for the sake of the comparison and for its own sake, since, so far as I know, it is quite novel.

Let $x =$ the annual payment.

$P(1+r)^n = \text{amount end of 1st year.}$

$P(1+r) = \text{x = new principal.}$

$P(1+r)^2 - x (1+r) - x =$ principal at beginning of 3d year.

$P(1+r)^3 - x (1+r)^2 - x (1+r) - x =$ principal at beginning of 4th year.

$P(1+r)^4 - x (1+r)^3 - x (1+r)^2 - x (1+r) - x = 0,$ since the debt is discharged by the nth payment.

$P(1+r)^n - x (1+r)^{n-1} - x (1+r)^{n-2} - \cdots - x (1+r) - 1 = 0$.
By transposing and summing the series, we have \[ x \left\{ \frac{1+r}{(1+r)^2} \right\} = \frac{P(1+r)^2}{(1+r)^2} \], whence \[ x = \frac{P(1+r)^2}{(1+r)^2} \].

The following solution was presented during the past term by Mr. Lynn Gordon of the junior class in our school, and I desire to give him whatever credit may be due for making it.

\[ \frac{1}{1+r} \] is the sum of money which, put at interest, will pay a dollar at the end of the year; \[ \frac{1}{(1+r)^2} \] will discharge one dollar at the end of two years, and so on until \[ \frac{1}{(1+r)^n} \] is the sum that will pay one dollar at the end of the time.

Now, \[ \frac{1}{1+r} + \frac{1}{(1+r)^2} + \frac{1}{(1+r)^3} + \cdots + \frac{1}{(1+r)^n} \] is the sum of money which, put at interest according to the conditions, will pay the annual sum of one dollar. The simple question now is, how much will \( P \) dollars discharge annually? It is perfectly obvious that if you divide \( P \) by the sum of the series, the quotient is the constant annual payment.

The sum of the series is

\[ \frac{1}{1+r} \left( \frac{1}{1+r} - \frac{1}{(1+r)^n} \right) \]

and

\[ \frac{Pr(1+r)^n}{(1+r)^n} \]

is the answer as before.

Here, it seems to me, is a general formula as the result of a purely arithmetical computation, which brings this discussion to a proper climax as well as conclusion.

GOD'S IDEAL OF PARENTAGE.

Rev. L. W. Hart, Brooklyn, N. Y.

If all the parents whose children are now in our schools would cooperate heartily and regularly, the scholars would improve much faster. But the parents, about nine out of every ten, do not cooperate with the teacher—nay more, and far worse, often counteract the teacher's best efforts. As a teacher of much practical experience, it is my opinion, professionally, that, in all ordinary cases, if the scholar makes little or no progress, it is much more likely to be the fault of the scholar or the parent than the fault of the teacher. This is so from the nature of the case and hardly need be argued.

My dear reader, you are perhaps a parent, and have a child or children in a school, of some grade. To you this appeal is directed.

First, you know full well, that your child needs to have a great deal of time spent with it, first and last, to instruct, to direct, to rectify errors, to make good impressions, to deepen them by repetition, to form the best habits of mind—we will not here add, of body and soul, to employ restraint from error, and constraint to truth and to goodness—and much else that belongs to real education. It takes a great deal of time with each child separately, even with the brightest and most well balanced, much more time with the slow, the dull, the volatile, the stubborn. Hours and hours must be spent, to bring out all the best of the child's powers and tastes,—particularly with the young child.

Apply the mathematics of the case. You have a group of children, but the teacher has a roomful. You have them at home three-quarters of the time, but the teacher has them only one-quarter. You ought to understand each child thoroughly, but the teacher cannot be expected to understand each child more than partially. You can use any and all motives you choose, but the teacher can use only a few. You are held chiefly responsible for the child, to bring it up to adulthood; a good citizen, but the teacher will be held responsible for only a very limited part of the child's culture and habits. So much for the relative position of the three parties concerned—the position immutably fixed and fortified by God, by society, and by law.

Now, secondly, while each of the three is to fulfill his own part or duty, it is the parent, it is you yourself, dear reader, to do your duty earnestly and regularly. Do you see it? Do you feel it?

Thirdly, When and how shall you do it? That is for you to decide. That is the sacred field between you and your child, into which no one else dare intrude, nor can possibly enter. If your share is not done by yourself, it will never be done, and your child will be the lesser or sufferer. If you are competent, very good, for the child will be the gainer all his life long. If you are not competent, yet do all you can by personal care. Help him to study. Explain all you can. Converse often with him. Know what he studies. Hear him recite. Encourage all his efforts. Praise his success. Solve his puzzles. Work with him in the evenings as your sacred duty and delight. Throw all the light you can on his path. Be his best friend. Be parent of his mind as well as of his body. When his studies go beyond your knowledge, yet accompany him with constant supervision, and you will learn many things sooner than he can, because your powers are mature and strong.

Fourthly, Your reward will be great, and daily, and delightful. You will see his growth, and feel that you have borne your part in it. You will lay solidly the foundation of most welcome friendship and love.

PUBLIC OPINION AND THE TEACHER'S PROFESSION.

Dr. Adolf Dobai, Irvington, New Jersey.

In military matters, professional men only are consulted; laymen have no influence whatever on the organization, drilling, armament, and leadership of the army, on the kind of ordinance, the location and construction of forresses, and least of all on the details of these affairs. In navigation, professional men are exclusively employed, laymen are not trusted with superintending the building and outfit of ships, devising a code of marine laws and signals, governing ships and crews, steering, and the like. In sanitary matters, professional physicians alone, to the exclusion of laymen, are supreme rulers; they ordain how hospitals ought to be built and managed, how disinfectants should be used, how apothecaries' shops should be conducted, how the quarantine measures are to be taken, etc. In matters of law, none but professional lawyers are employed or even listened to; they make and unmake our constitutions and laws, and administer justice, except, perhaps, in trivial concerns. In civil engineering, in mining, in manufactures, in mercantile affairs—in short, in every branch of human ingenuity and ability, it is the professional men who administer to our wants without being hampered by outsiders; who make the laws of their profession, and guard its professional execution, and laymen are modest enough to withhold their interference.

Why, then, is teaching, and public education in general, so unfortunate as to be, solely among all the crafts, superintended, legislated upon, controlled, officered, and hampered by laymen, at least as a rule, and in most respects? Why do not life-long professional educators devise school laws and measures of school government, ordain how teachers are to be prepared for their calling, how appointed and rewarded, advanced or discontinued, how school books are to be made and introduced, what auxiliary apparatus, what kind of discipline, school organization, and moral education ought to be applied? Is teaching, education, not as important as any other want of civilized society? Nobody would render himself so ridiculous as to deny this. Does it require in its follower less professional preparation, nay, even lifelong study, and less character and talent? Nobody dares to openly proclaim this, but most people seem to think so, and to act upon this belief. This inconsistency seems to have some secret cause; we must unravel it.

It is the common belief that the school is a mighty agency for weal or woe of mankind; and it is a precious sign of the advancement of our age that this belief is now-a-days a general inheritance of the foremost nations. For this very reason, the powers that be have always reserved to themselves the control of the school. Church, or state, or society, or two of them, or all three, have made the school the means for their ends. The teaching fraternity was, at all times, their serf; at least in the common school, but to a great degree also in the higher branches of education. And this policy of keeping the teachers servile, found its best means in low salaries, a low rank in society, and a severe tutelage for the teachers. The American nation has not yet outgrown this European prejudice, has, on the contrary, faithfully preserved this policy.

This seems to be a hard judgment, but it is truthful. Please do not excuse the above policy on the ground that a republic, a self-governing people, need even a greater watchfulness over the stability of their institutions than a European despotic government! Why do the people not exercise that same independence on matters of education, than there is from those of your army and navy officers—nay, far less. But by rendering them powerless for good, their position little attractive and less profitable, you prevent most of the best and women of talent and character from choosing, and well preparing themselves for, a life-long teacher's vocation. You destroy the profession. By transplanting on this free soil a European despotic measure, to wit, the serf position of teachers, you destroy, gradually, the foundations of the republic.

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You wonder that about three-fourths of the teachers of our country are persons without any professional training for their responsible calling? that our normal schools, which furnish almost all the rest, cannot advance more than a few per cent. of their pupils to the goal of their course, because the pupils enter them with too low a standard of development? that, on an average, a teacher serves no longer than three or four years, and then goes over to some other, more attractive vocation? that, perhaps, not one per cent. of common school teachers are really life-long, or at least, professional, educators? and that even of these, numbers turn out book agents, lawyers, professors in colleges, or writers? How can you wonder at all this? The sums which your 12 normal schools cost are nearly all thrown away—because you won't have it that teaching be a profession, and you won't have that, because you insist on the school being governed by laymen. You deprecate the great expenses in the wake of well salaried teachers' positions? Do you, indeed, not know that what you save in this respect, must be doubly spent on jails, penitentiaries, almshouses, courts, police, and politicians? But you know that.

Do you not perceive that whatever is good and great in American public schools has been the result of a wise moderation on the part of boards of education, school trustees, and laymen school officials in general? Wherever, especially in our larger cities, the laymen school rulers withheld their command in favor of some experienced professional superintendent, and confined themselves to watching the effects of his administration, and wherever the people continued in school offices for the greatest length of time such wise school boards and tried professional men—here, and there only, you will find the better and the best of our schools, though we must say the very best of them could be far better yet, if all the teachers had an influence, a collective, governing, and legislating influence, and a profitable position. Does not this show what course the American people should follow with regard to public education?

But the fault does not solely rest with the people at large; it rests, to some degree, with the teaching fraternity also. They are too submissive, too little inspired with the dignity of their profession, too modest and European in their claims. Why, if every teachers' meeting, every educational journal, every school superintendent in his reports, and every newspaper under their influence, did, again and again, appeal to the common sense of our people to that effect that teaching and education should be made an influential and self-supporting profession—why should we doubt that they might soon be successful? Why should it be impossible that public opinion were gained over to our side of the question? Why could we not live to see national, state, and communal teachers' convocations busy in framing laws for the entire school government to be compromised on with the legislative powers, busy in increasing the school budgets, in organizing the best of normal schools, in appointing and controlling teachers, and managing all concerns of the school, of course under the supervision of citizens and laymen?

It is only the first step that costs.

Notes.

Since the preparation of the note in a recent number of The Weekly, referring to a scientific excursion round the world, Professor Jenney, of Michigan University, has disclaimed responsibility for the project, though he says nothing to its discredit. Mr. Woodruff, a wealthy citizen of Indianapolis, seems to have been mainly active in agitating the project so far; his plan was mentioned in our Indiana department last week. Lovers of field-work in science, however, will have no lack of opportunity next summer to exercise their favorite specialties. A "Summer School of Natural History" is to be organized shortly by Professor Taylor, of Cornell University. A steamer will be chartered for a period of four to six weeks, to be used solely for the purpose of the school on a trip from Buffalo or Cleveland, along the south and west shores of Lakes Erie, Huron and Superior, thence along the north and east shores of the same waters, visiting all important bays and islands on the way, touching frequently for inland excursions to the mines and other points of scientific interest. Numerous localities out of the regular line of travel will be included, and some of the larger rivers will be ascended as far as practicable. Competent instructors will be engaged to superintend the zoological and botanical work. Lectures have been promised by eminent specialists who will join the party at convenient points along the route. Dredgings will be made as often as desirable, and complete illustrative collections will be obtained of the geology, zoölogica and botany of the region traversed.

The fee, including berth, board, instruction, and all traveling expenses connected with the steamer, will not exceed $125 for thirty days, and $3,50 for each additional day. It is understood that the trip shall not exceed thirty days unless so decided by a majority vote of the pupils. Excursions upon land will be so arranged as to require the least possible expenditure, and no pupil will be required to join them. The expedition will start about July 5. Prof. Sanborn Tenney will also lead a "Natural History Exploring Expedition" to the Rocky Mountains immediately after commencement, for operations during the summer in Utah, Wyoming, and Colorado.

-A London correspondent of the Liverpool Post writes that private education in the former city is becoming a very expensive luxury. He says:

"Having to make inquiries lately, I found one small girl's school of less than a hundred pupils in by no means one of the most aristocratic parts of London, where the terms asked were £200 a year, besides extras, which would bring the amount up to about £280. Eton prices, in fact, without Eton signal. It was explained by the lady who kept the school that one cause of the high terms was the large sum which had to be paid for lectures. For instance, Professor Morley was accustomed to give lectures on English literature, and had three guineas every time. This is not bad pay, seeing that the same lecture may be delivered a dozen times in the course of a week; but then it includes also the correction of the pupils' exercises, which is rather tedious work."

-The Woman's Journal, of Boston—Julia Ward Howe's paper—says that a proposition to dispense with the male grammar-school principals in Springfield, Mass., and substitute women in their places, is being seriously discussed in that city, and is understood to be looked upon with favor by members of the school board. The movement arises, not from any hostility to or lack of appreciation of the abilities of the present principals, but in a belief, that as good work can be done by energetic women, who can be hired for about two-thirds the salary now paid. This would naturally call for more personal supervision on the part of the superintendent, but not more than he could probably give. The plan of having lady principals for grammar-schools has been tried in other cities, some much larger than Springfield, with marked success.

-Since the negative side has already been given in this journal, we cannot refrain from mentioning a few very excellent points in Sheldon's Readers published by Scribner, Armstrong & Co. N. Y. In numbers 1, 2 and 3, the pictures are universally correct and interesting, bringing out, in a variety of ways, little matters pertaining to the animal world, which are just what will interest boys and girls observing and thinking for themselves. In numbers 4 and 5 we notice many exact views of the best pets, but not the same already many times published. Such writers as Elizabeth Agassiz, Louisa M. Alcott, B. F. Taylor, and Horace Bushnell, always say good and entertaining things. Hans Christian Anderson, Washington Irving, and a long line of the choicest writers of this century, I find represented here by a page, if no more. Certainly from these pages alone our young folks may get a taste of the literature of the time.

K. B. F.

-Seventy-four plans were submitted for the new school building to be constructed at Mount Pulaski, Illinois, by fifty-three different architects from nearly every principal city of the Union. The successful competitor was Mr. H. C. Koch, of Milwaukee, who is gaining an enviable reputation as a designer of school buildings.

-From D. Lathrop & Co., Boston, we are lately in receipt of The Wide Awake and Baby Land. The former has just entered on its second year, and, with its beautiful new title page and excellent table of contents, bids fair soon to stand at the head of periodicals for children, and youths. Since its commencement, it has steadily improved, and now ranks at no great distance from the St. Nicholas. Baby Land is a superb journal for little ones. It began with 1877. For teachers who wish for such aid as only children's literature can give, we must earnestly recommend the preceding. The former contains matter suitable for young people through the grammar grade; nothing is better for the lowest primary grades than the latter. The prices respectively are two dollars, and fifty cents.

K. B. F.

-From John L. Shorey, Boston, comes The Nursery, too long and too well known to need an introduction. It fills a place midway between the two just named, and would be an efficient help in the school-room. Any teacher can afford $1.00 a year for such fine illustrations and choice exercises in prose and verse. I believe few instructors know the aid they might render their pupils by good pictures and cheery stories.

K. B. F.

Fifth Annual Report of the Board of Education of the city of Atlanta, Ga. B. Mallon, Superintendent of Public Schools, 1876.—This document shows a gratifying condition of affairs in the chief city of Georgia. The population of Atlanta in 1875 was 2,000; the number of children from six to eighteen years of age, according to the enumeration of 1874, was 10,362 number of white children, 7,238; colored, 3,124; total number enrolled dur-
ing 1875-6, 3,809; average number belonging on monthly enrollment, 2,813; average daily attendance, 2,430; percentage of attendance, 93. The total expenditures for the year were $4,074.56. The present value of the school property of the city is $95,000. Under the supervision of our friend Mallon, the schools are accomplishing a great work for the city, the state, and the whole South.

Report on the Influence of Climate on Pulmonary Diseases in Minnesota. By Franklin Staples, M. D., Winona.—This is an interesting pamphlet, of 41 pages, upon a subject of much importance to persons suffering from pulmonary diseases, and to medical men throughout the country who are called upon to give advice to invalids as to a change of climate. It was prepared by a very intelligent and painstaking physician, enjoying a successful practice in the state to which it refers. It was originally presented to the American Medical Association at its annual meeting in Philadelphia, in 1876, and is taken from the transactions of that body. The pamphlet gives: 1. A brief historical sketch of the early settlement of Minnesota Territory. 2. A sketch of the Geography and Topography of the state, with an outline of its geological formations. 3. The Meteorological observations of the state. 4. The vital statistics. Next follows a discussion of "The Influence of Climate on Pulmonary Diseases in Minnesota," with special reference to Chronic Catarrh, Pneumonia, and Phthisis Pulmonalis. A large number of cases illustrative of the effects of the climate of Minnesota are given, with the observations of medical experts, in all parts of the state, bearing upon these cases, all of which are of great interest. We regret that want of space does not permit us to present a summary of the conclusions arrived at in this excellent paper; for although the Weekly is not a medical journal, yet this subject is of such general interest that we feel that we should be rendering our friends at the east good service by quoting the closing portion of the report entire. We shall endeavor to find room for it at some future time.

Warren's Brief Course in Geography, is the title of a work by D. M. Warren, the author of the well-known series of geographic published by Cowperthwait & Co., of Philadelphia. It is a compact work of 92 pages, and purports to teach geography as a science, and not as a collection of unassociated facts. An effort is made to lead the pupil "to see that the position of a country and the nature of its surface determine its climate, and consequently the character of its plants, animals, and inhabitants." The idea of the book is to avoid the dreary detail which stultifies and disgusts pupils as the subject is often taught. The illustrations are from original designs, and the maps are the work of Superintendent Appor, of New Jersey. The mechanical work of the volume is superb. Western agent, F. S. Belden, 25 Washington Street, Chicago.

—Messrs. Hadley Bros. & Co., 65 Washington Street, Chicago, have for sale, price $1.50, an interesting novel volume just published by Scribner, Armstrong & Co., and entitled An Introduction to Political Economy. The author is Prof. Perry, of Williams College, who has written a larger work upon the same subject. The work in question contains six chapters, embracing the very important and fundamental topics of Value, Production, Commerce, Money, Credit, and Taxation. There are no subjects attracting and likely to attract, for some time, more attention than these. Prof. Perry treats his favorite specialty with a master's hand, and presents his views with great clearness and force. Of course there will be a large class of people who will not agree with him on the kindred questions of protection and taxation. But the perusal of those chapters will have the effect of attracting increased attention to a much neglected science. Mechanically, the volume is irreproachable.

—Messrs. J. B. Lippincott & Co. have published A Pocket French Dictionary, which is for sale by Hadley Brothers & Co., of this city. It is a neat and handy volume of 359 pages, contains new words in general use not to be found in other dictionaries, compound words not translated literally, prepositions annexed to the French verbs and adjectives, showing what case they govern; acceptions of the words separated by figures, with directions as to the choice to be made of the proper word; examples of the most familiar idioms and phrases, and abridged vocabularies of geographical and mythological names. It is recommended to students of the French Language who have not copies of the larger dictionaries. Its author is M. Leon Conneau.

Zett's Popular Encyclopedia (Philadelphia: Baker, Davis & Co.; J. W. Mathews, agent, 722 N. Fourth Street, St. Louis.)—We have received numbers 17 to 20 of this publication. They carry the work from "Capt." to "Dot.", and complete 800 pp. We are sometimes asked: to recommend a cyclopedia within the reach of our common schools, and we have no hesitation in saying that this is admirably adapted to the purpose. It is sufficiently full for ordinary purposes, and has the merits of conciseness and accuracy. For particulars address the agent, as above.

Fourteen Weeks in Zoology, by J. Dorman Steele, Ph. D., F. G. S., author of the fourteen-weeks series in natural science, is one of the best of this remarkable series of text-books. The objects set forth in the preface have been well attained in the body of the book, and especially in regard to the illustrations. Nothing in the way of illustrating a text-book has come under our notice that excels the work done in this volume. The author, "believing that the description of a new animal without a cut is useless," has put into his book a cut of every animal described, which is only less valuable to the pupil for study than the specimen itself. The descriptions are brief, in accordance with the general plan, but comprehensive and perspicuous, and the tabular arrangements of the classes, orders, and species, which are distributed throughout the text, are wholly admirable. One might easily disagree with the author in regard to the prominence to be given to some particular class or order, as, for instance, the overshadowing importance to the agricultural masses of the study of birds and insects; but after all, the practical value to the student will depend so much upon his instructor that we forbear criticism. The publishers, Messrs. A. S. Barnes & Co., New York and Chicago, have spared no pains or expense in labor or material to worthily supplement the work of the author, and the result is a model book of its kind. Price, $1.40.

A Popular History of the United States of America, from the Aboriginal Times to the Present Day, embracing an account of the Aborigines, the Norsemen in the New World; the Planting of Settlements; the Growth of the Colonies; the Struggle for Liberty in the Revolution; the Establishment of the Union; the Development of the Nation; and the Civil War. By John Clark Ridpath, A. M., Professor of Belles Lettres and History in Indiana Asbury University; Author of Ridpath's "School History of the United States," etc., etc. Illustrated with Charts, Maps, Portraits, and Diagrams. (Chicago: Jones Brothers & Co.—The popularity which this book has attained since its publication, about three years ago, is a recommendation of the very best kind. It has been criticised as well as praised, and yet it continues to find a rapid sale. The school edition, which is similar in plan and style, has already been sold to the number of 100,000 copies. The style of the writer, while it is concise, is yet ornate. In some instances the paragraphs are rather too full of words for an ordinary school book, but as the edition before us is designed for the advanced student and for general reading, such objection cannot be made. It is one of the most readable histories of the United States that can be found. A great aid is furnished the student by the accompanying charts and diagrams, on the plan of Lyman's Historical Chart.

A Smaller Classical Dictionary of Biography, Mythology, and Geography, abridged from the larger Dictionary. By Wm. Smith, D. C. L., LL. D. (New York: Harper & Brothers, 1877.)—This excellent abridgment of Smith's Classical Dictionary supplies a want long felt by teachers and students of the classics. It is a book of 436 pages, profusely illustrated, carefully condensed, and wisely adapted to the wants of students in that class of schools in which expensive works of reference are beyond reach. All names have been inserted which the student would be likely to meet at the commencement of his classical studies, and only those have been omitted which occur in works generally used in schools. We commend the book as an invaluable companion to students of the classics everywhere.

Johnson's New Universal Cyclopaedia : A Scientific and Popular Treasury of useful Knowledge. Illustrated with Maps, Plans, and Engravings. In four volumes. Volume I. (New York: A. J. Johnson & Son.)—The work before us is a monument alike to American scholarship and American enterprise. It owes its existence primarily to the suggestion and the earnest cooperation of the late Horace Greeley, who, while living, was a laborious contributor to its pages. As an editor and a prolific writer upon a wide range of topics, Mr. Greeley had long felt the need of a comprehensive, concise, and perfectly trustworthy book of general reference, better adapted to the wants of all active workers like himself, than any at that time in existence. Experience had shown that works of this character heretofore published, while very meritorious in most respects, yet failed to meet the necessities of busy, practical men, who have not the time to wade through long and elaborate essays to obtain the information demanded. Hence, the central thought of the plan proposed for this great condensation combined with accuracy of statement and freedom of information. This is therefore emphasized: a tabell book to be kept constantly at hand, instead of being stowed away upon almost inaccessible library shelves. It is a repository of facts rather than philosophical reasonings or fine spans.

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The work possesses all the advantages desirable for the great mass of workers in the busy affairs of life. It embraces all subjects within the ordinary range of human investigation, treating them succinctly, accurately, and thoroughly. It is a complete gazetteer of the United States. Every township in every state or territory is recorded in its appropriate place, with its population according to the census of 1870. Every place of more than 1,000 inhabitants is written up expressly for this work by competent authority, generally resident upon the spot. The larger places and the states are the subjects of elaborate articles by accomplished experts.

In respect to Biography, this work is in advance of any other yet published in the prominence it has given to the biographies of living men whose names are constantly met in the public journals or heard on people's lips, but of whom little is known beyond those facts of their history which have secured for them an honorable distinction or mere public notoriety. These contemporaries of prominent characters have been prepared by writers perfectly familiar with their subjects, and their statements may in all cases be accepted as perfectly authentic.

The leading principles of municipal and public law have received careful attention in this work, to the end that in a country where every citizen is a sovereign, and may be a law maker, he may be reasonably well prepared to deal with questions affecting his rights and duties, and those of his fellow citizens. This work is believed to be the first of its class published in this country, which has embraced in its plan a provision for a clear and systematic development of the principles of international law.

The subjects of Pathology, Medicine, Physics, Chemistry, Natural History, and the sciences generally have here received a more than usually full and careful treatment. As the work is eminently practical, it seemed peculiarly appropriate that these topics should be thoroughly presented at a time when industrial pursuits based upon scientific principles engross so large a share of attention.

Another consideration which will commend Johnson's Cyclopedia to the favor of the American public is the fact that no great prominence has been given to subjects which are themselves distinctively American, and which have been treated by American writers. The deficiency of foreign works of this description, thousands of copies of which are annually sold in the United States, probably, is quite notorious. Whatever relates to our political or social history; to the form of our government; to our laws and customs; our educational and religious institutions; our noble charities; our industrial pursuits; our channels of commercial intercourse, and kindred topics, is here carefully considered.

And finally, it may, we think, be justly claimed that the authenticity of the articles embodied in this great national work has been secured beyond all former precedent. Hundreds of local correspondents have been secured throughout all the states and territories in order to verify the exactness of the statistics of towns, villages, public works, and public institutions, thus insuring almost absolute accuracy in all facts of this description. The names of the authors of all the leading articles appear in the proper places, and are a guaranty of the reliability of their statements. The work has already taken the highest rank among our literary men and scholars. The names of the editors were a pledge from the beginning that the plans of the projectors would be conscientiously executed, and that the wants of a reading and thinking people were to be met in the production of a comprehensive yet concise and trustworthy repository of useful information drawn from every field of human thought.

The work may be fitly characterized as the great Hand-Book of the American people. The Chicago agent for this work is Prof. C. G. G. Paine, whose address is Postoffice box 235, Chicago, Ill.

PRACTICAL HINTS AND EXERCISES.

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

A BOY AND HIS KITTENS THREE.

MRS. FRANK McCARTHY.

NOW children all, both great and small,
Come listen unto me;
For I've a thrilling tale to tell
Of something strange that once befell
A boy and his kittens three.

And one was there, like a snowdrift fair,
And one as black as your hat;
And still another with tail like its brother,
And eyes like its sister, and spots like its mother,—
Its tender old mother cat.

For she was kind, while yet they were blind,
And kept them trim and nice;
She tidied their paws, and sharpened their claws,
And parred and mewed to them A-B-C laws
Of how to catch sly little mice.

And many a time, there used to climb
Up those old garret stairs,
A wee little scrap of a dear little chap,
Who pulled those kittens into his lap,
And patted their velvet hairs.

And the kitten white he held very tight,
With the black one close to his heart;
And the sweet little other, with spots like its mother,
And eyes like its sister, and tail like its brother,—
With that he vowed never to part.

He kissed them all over, and made them a cover
Of velvet and lace and silk;
With some holes for their noses, and more for their toeses
And whenever those kittens woke up from their dozes,
They saw a saucer of milk.

But as Johnny one day with those kittens did play,
And out was their gentle mamma,
There softly did glide, right up to his side,
With his back all hunched up, and his mouth opened wide,
Their wicked old father papa.

His eyes they were green—Johnny never had seen
Such a terrible monster as that—
Full two feet from the floor, perhaps it was more,
He stood in his stockings; then behind and before
Glared at this savage old black, father cat.

"I'm hungry!" he cried; "it's useless to hide,
I'm hungry as hungry can be!
As I am a sinner, never have I a dinner;
Each day I'm becoming still thinner and thinner!
I long for those kittens three!"

Alas, 'twas a shame! He was greatly to blame,
I've no patience with such as he!
For without any pity,—O, sad is my lot,—
He raved and declared he'd devour every kitty,
Yes, he'd dine on those kittens three!

"The kitty so white I shall take at a bite;
Down my throat the black one will toss;
And the sweet little other, with spots like its mother,
And eyes like its sister and tail like its brother,
I shall eat without any sauce!"

Then Johnny did cry; O, how he did cry!
If 'oo is so hungry eat me," said he;
But the father cat rough, declared him too tough;
"I shall dine on these kittens, and they're quite enough!
These tender young kittens three."

Plane and Spherical Trigonometry and Mensuration. By A. Schuyler, L. L. D. (Cincinnati: Wilson, Hinkle & Co.)—About two years ago the Schoolmaster noticed favorably an issue of this enterprising firm, "Surveying and Navigation, with a preliminary treatise on Trigonometry and Mensuration." The work now under notice embraces, page for page, the matter contained in the former publication, except the Surveying and Navigation. The author is no doubt right when he says: "The many studying Trigonometry, who do not care to learn Surveying, ought not to be compelled to purchase a more expensive book than is necessary." The text and the neat five-place logarithmic and other needful tables make a handy volume of 256 pages.
Then rose a great shout; father Tom turned about,
And gave vent to a sorrowful wail;
For big brother Dan, who was almost a man,
Shut the canal under a monstrous tin can,
Which covered him, all but his tail.

"Now Johnny," said Dan, sitting on the tin can,
"How shall this monster be slain?"
"O please, brudder Dan, yun as fast as 'oo can,
Det him all he can eat," said the dear little man,
"So 'ell nebber he hung'y adain!"

February "Wide Awake."

THE PAPER DON'T SAY.

(Dialogue for children. Adapted from an incident in Baker's new Speaker.)

(A BOY and girl ten or twelve years of age. A fleshy, round faced boy of six
or seven with an old fashioned high apron on. A girl a year younger perhaps.
The older boy and girl may put on dressing-gowns belonging to their
parents, if the time and place will admit, and one or both wear spectacles.
A table with a shaded lamp stands in the center of the stage, rocking-chairs
are at each side. The father takes his place and reads quietly. The mother
comes in and takes the chair on the opposite side of the table, placing a
work-basket at her side from which she takes a piece of sewing and begins
to work. Soon after the little boy and girl appear together, the former with
an immense slice of bread and butter in his hand, the latter carrying a large
nappy-worn doll. The boy seats himself in a little chair and begins on his
bread, while the girl amuses herself by tying various colored ribbons around
her doll's neck and waist, and putting on and taking off sundry queer-looking
bonnets, hats, caps, scarves etc. A little stool serves as a seat for her,
or she may sit on the floor. The father finds an interesting item in his paper,
and remarks):

"I declare, wife, that was an awful accident over to the mill."

Wife. — "What's it about, Mr. Slocum?"

Husband. — "I'll read the 'count, wife, and then you'll know all about it." (Mr. Slocum begins to read.)

"Horrible and fatal accident! It becomes our melancholy and painful duty to record the particulars of an accident that occurred at the lower mill, in this village, yesterday afternoon, by which a human being, in the prime of life, was hurried to that bourne from which, as the immortal Shakespeare says, 'no traveller returns.'"

Wife. — "That is perfectly dreadful!"

(Husband continues reading.)

Mr. David Jones, a workman who has but few superiors this side of the city, was superstitioning one of the large drums.

Wife. — "I wonder if it was one of them brass drums, such as has E Pluribus Unum printed on it?" (Here Mrs. Slocum sees that her boy is dropping crumbs on the carpet, and so rises and pulls his apron over his knees, motions to him to drop his crumbs in his lap and remarks to the young hopeful) — "Haven't I told you agin and agin not to scatter your crumbs around so?" (He says nothing, but takes a huge bite which overfills his mouth and makes him look somewhat funny. Mr. Slocum has been looking reprovingly at the child, but now returns to his reading).

"When he became entangled. His arm was drawn around the drum, and finally his whole body was drawn over the shaft at a fearful rate. When his situation was discovered, he had revolved with immense velocity fifteen minutes, his head and limbs striking a large beam a distinct blow at each revolution."

Wife. — "Poor creature! How must he hurt him?"

Husband. — "When the machinery had been stopped, it was found that Mr. Jones' arms and limbs were macecrated into jelly."

Wife (becoming more and more interested). — "Well didn't it kill him?"

(Husband reads on.) — Portions of the drum, miter, cerebrum, and cerebel-
num, in confused masses, were scattered about the floor; in short, the gates of eternity had opened upon him." (Mr. Slocum finds it necessary to wipe his spectacles, and his wife hurriedly repeats the question).

Wife. — "Was the man killed?"

Husband. — "I don't know — haven't come to that place yet; you'll know when I have finished the piece. (He resumes his reading.) "It was evident when the shapeless form was taken down, that it was no longer tenanted by the immortal spirit, that the vital spark was extinct."

Wife. — "But was the man killed? That's what I want to come at." "(Husband, eyeing his wife over his spectacles.) — Do have a little patience, I presume we shall come upon it right away." (He reads.) "This fatal
casually has cast a gloom over our village, and we trust that it will prove a
warning to all persons who are called upon to regulate the powerful machinery
of our mills."

Wife. — "Now I should like to know whether the man was killed or not?"

(Husband looks puzzled, scratches his head a little, looks again at the article,
and finally says): — "I declare, wife, it's curious, but really the paper don't say.

(The children here step just in front of the parents, Mr. Slocum looks over
his spectacles, the doll is hugged tightly in the little girl's arms, the boy chews
his last mouthful, the older people rise and all bow at once and leave the stage.)

Correspondence.

The numerous readers of the Weekly will be gratified to peruse the fol-
lowing communication, from an esteemed correspondent at Olympia,
Washington Territory. The writer, Mrs. Hale, is a teacher of large experi-
ence and eminent ability, a graduate of the Training School at Oswego, New
York, and is doing a noble work in that "land of the setting-sun." We hope
to be favored with frequent contributions from the same source, and in return
pledge the best efforts of the Weekly to serve the interests of our occi-
dental cousins by drawing attention to the remarkable advantages which the climate,
soil, scenery, and resources of Washington Territory possess.

ED. WEEKLY.

To the Editor of the Weekly:

The Educational Weekly has reached us here, in the heart of the West, and we are welcomed with interest. It seems to us that such a WEEKLY meets the demands of the times; of the Pacific coast times at least. Remember, we are a progressive people. We have progressed until the mighty Pacific says: "No, farther; be content, and be loyal to your conser-

Habits, non-progressive brothers and sisters to follow and join hands with you, in this glorious field, for useful labor." We can do this in good faith. We have good workers here; and let us remind you that we are up and doing, while

you are sleeping; that is, if you are early to bed, healthy, wealthy, and wise, as live educators should be. When it is nine here, it is past eleven in Chi-
cago. By the way, we were explaining that matter to a class in Geography,
not long since, among whom was a bright little boy from Brooklyn, N. Y.
His early rising instructors had not enlightened his mind upon the subject, and he, with the others, seemed deeply interested, and anxious to learn the why
in the case. Our summer twilights and evenings are lovely; we seldom light
our rooms; when darkness overtakes us it is time to retire. Our sunsets
are of very mention. I have been remarked upon by several travelers, that Italian
skies are not more beautiful than ours. The nights are always cool and
refreshing during the entire summer, and a blanket on the bed is not uncomfort-
able during the hottest nights. Now we are enjoying spring-like weather.
The farmers have been ploughing all winter. The ground has been bare, and
the grass is green as far as we can see, and then the wind has come, and raked
the soil, and the soft spring rains have fallen. Last season, about the time,
the young folks, and many of the old folks, enjoyed the novelty of
coasting and sleighing for a few days. Many resorted to a small lake near by,
and tried their skates for the first time in several years. Lunch and hot coffee
are often enjoyed on cool afternoons. At the Columbia Falls, the water was
decorated with fresh violets from the woods, and handsome bouquets from open gar-
dens. Roses, pansies, daisies, wall flowers, etc, are still blooming, in favora-
ble localities, out of doors. While the North Atlantic coasters are ice-bound, we, upon the North Pacific, are enjoying spring-like days. We are in about
the same latitude as Quebec, west of the Cascade mountains, at the head of
Puget Sound, and at the nearest point from the Sound to the Columbia River.
Lines of daily stages run from this place, connecting with the Northern Pacific
Railroad and Columbia River boats. Semi-weekly steamers run north as far
as Victoria, Vancouver's Island, B. C., and thence to Seattle. Olympia is the ter-
minus of the Pacific Mail Steamship Co.'s steamers, which make regular trips
connecting us with San Francisco, China, and the Eastern States. Our city
is situated in a narrow valley, with its hurricane of mountains protecting us from
the cold of the north, deflecting the warm southern breezes. The prevailing
winds in winter are from the south, and south-west, which part with their
moisture as they reach our mountain ranges, and furnish us with abundant
rain, giving a mild, wet season, instead of a rigorous winter. I am writing for
an educational journal, and to be practical, allow me to suggest that each
teacher who reads this letter, give an oral lesson upon the geographical posi-
tion of Washington Territory, and the physical causes that produce the differ-
ence in climate alluded to above. We may be mutually benefited thereby.
An interest should be awakened in regard to this part of our country.
The East is too much crowded. While thousands are starving there, we have
enough and to spare. Scare of your pupils must direct in this direction. The
chain between the settled portions of the East and the West must be bridged
over. The extremes are to meet by the mutual endeavor of workers here
and there. A weighty responsibility rests upon educators. If I do not trest-
upon your space, I should be glad to give further particulars concerning
our Territory, the home of thousands yet to come from the too thickly popu-
lrated states in the East,

P. C. HALE.

SPRINGFIELD, OLYMPIA, W. T., February 6, 1877.
CUBE ROOT.

To the Editor of the Weekly:

I was much interested in Prof. Tousley's explanation of cube root in a recent number of the Weekly. It is very similar to my own. But there is one point which he either purposely omitted, or which his explanation lacks, making it incomplete and, it seems to me, teaching an error.

After obtaining 200, the length of one side of the greatest known cube in the number, and removing from the number the cube, the remainder is brought down. This remainder is cubic contents. The trial divisor, 120,000, is the square contents of the three large pieces of the addition. The complete divisor, in that explanation, is called "square contents." The question to which I call attention is this: Can we use a quantity of one denomination as a divisor, and a quantity of another denomination as a divisor? It has long been said that dividing the solid contents of a body by the product of two of its dimensions will give the third. Is this true? To me it does not seem to be so.

The explanation which I use is this: Required the cube root of 84,604,519.

Answer to query 4, page 58.

Principals.

Shelby County.

Litchfield, John N. Dewell.
Butler, Wm. Cress.
Hillsboro, J. M. Dickson.

Montgomery County.

Irving, Mrs. Martha Irving.
Nicolson, L. B. Whitman.
Raymond, J. H. Young.

Walshville, W. T. George.

Mcdonough County.

Macomb, C. C. Robbins.
Bushnell, L. H. Miller.
Braiden, J. H. Graham.

Blandenville, John McKamy.

Newman, 15.

Altona, 19.

Nora, 20.

Tontitown, 15.

Hoffney, 22.

Walnut, 18.

*Lee's Academy, 60.

Principal.

Belleview, 1,740.
Danville, 1,051.
Morris, 714.
Shelbyville, 580.
Sandwich, 20.
Rochelle, 19.
Clinton, 455.
Petersburg, 21.
Griffisville, 21.
Griggsville, 21.

Saveline, 17.

Marine, 22.

Millstadt, 22.

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orado. Subscriptions for the WEEKLY can be made through this office if any one so prefers.

The State Teachers' Association met at Boulder, January 31. It was announced for the previous evening, but did not meet for good and sufficient reasons. The reasons were, about fifteen miles of snowdrifts on the track of the Colorado Central. The Denver and South Western railroad company, from Denver and the South left Denver at 8:30 A. M. — was due in Boulder 11 A. M. It arrived 4:30 A. M. next day. The delay was vexations, but without its compensations. It was worth something to the student of human nature to see the way in which people can be in a hurry and pleasant at the same time. He that can — will not often be cross. (The poetry of the English language alone prevents us from using a pronoun of common gender in this sentence.)

In the meantime, the study of our crowd of gentilek devoir crackers, cheese, and ham-sandwiches at one single meal, furnished by the railroad company at 4 P. M. Even our president slipped his dignity for the nonce and "reached for" the sandwiches with an expression that marked him for our leader, whose "right there was none to dispute."

The blessings of Sucho Panza on the inventor of sleep were not more fervent than those of the snow-bound section of the Colorado Teachers' Association, after that afternoon meal, on him that invented food.

The wonderful effect of "matter upon mind" was very strikingly shown in the change produced upon our company by that box of crackers. The laughter, the song — in fact all conversation, wise and otherwise, had for hours gone by, and I did not want to go on "Written work in school," by Miss Froma Rainall, of Denver, and I. C. Demet of Central. Both showed the thorough teacher. In the afternoon session, Professor Dow, of Boulder, read a very able paper on "Woman's place in school work," which was a strong argument, 'whereby it was shown that if we send our children to school, we must teach them what to eat?" Now, we were re-formed into the merry group of the morning. Music again lent its charms; everything that any one knew was sung and resung, from "Marylin" and "Old Hundred" to "Updikee" and "Maj. Gen'r.

Sam. John so:n.

Boulder came at last, and the merry party separated to meet — some of them — at 9 A. M., to begin the work of the Association.

The good people of Boulder, speaking through Superintendent Groesbeck, welcomed this hearty, and President Gove, for the Association, replied in fitting terms.

Then came the President's address, rich in practical suggestions, bristling with telling points that will not soon be forgotten by the audience; it was an address to which we could do justice by re-published in "Written work in school," by Miss Froma Rainall, of Denver, and I. C. Demet of Central. Both showed the thorough teacher. In the afternoon session, Professor Dow, of Boulder, read a very able paper on "Woman's place in school work," which was a strong argument, "whereby it was shown that if we send our children to school, we must teach them what to eat?" Now, we were re-formed into the merry group of the morning. Music again lent its charms; everything that any one knew was sung and resung, from "Marylin" and "Old Hundred" to "Updikee" and "Maj. Gen'r.

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will soon be filled with copies of the greatest pictures and statues of the world, together with choice works from the studios of our own best artists. A most promising beginning is found in the donation of Centennial Art trophies by the Ladies’ Committee, and the gift of pictures worth $4,400 by Mrs. Alexander Mitchell and Mrs. Thorp. Under the present organization and management, the University is in a position to give every student opportunity to study in all its departments, and to train himself in the most diversified forms of mental activity that can be desired.

Anatomy of the Grammarian. Whatever technical grammar is here given serves, so far as we can see, to perfect the skill of those taking classical studies in greater than ever before. The Ann Arbor High School has 200 non-resident students in attendance, and about 60 in other departments. The high school has about 400 students in all. The graduating class will number about 75, although there were only 60 last year. The physicians and nurses of these taking classical studies is greater than ever before.

The pressure upon the teachers of the Detroit High School has become so great that the employment of another instructor has been directed by the Board. The editor of the Decatur Republican writes an editorial to the following among other wholesome compliments: “From the lowest department to the highest, the machinery of the school works like a nicely adjusted watch movement, noiseless, but effective. And one of those features of the school which Mr. Johnston has brought into prominence is the systematic distribution of knowledge mutually between teacher and scholar, and also the apparent anxiety to progress in study possessed by each pupil as far as can be observed, without exception, and to a noticeable degree. Our School Board, having at heart the well-being of all concerned, have made a wise and fortunate choice of teachers, Principal and assistants; and we are now having, as the result of their foresight and close application to duty on the part of all the teachers, a model school.” Superintendent Henry Upton is in charge of these schools. Superintendent O. V. Tousley, of Watowan County, says in his last report, as Swinton remarks, “is in contact with the language itself; he is made to deal with speech, to turn it over in a variety of ways, to handle its sentences, so that he is not kept back from the essence, so profitable and interesting, of using language till he has mastered the anatomy of the grammarian. Whatever of technical grammar is here given is evolved from work previously done by the scholar.”

Superintendent Overholt, of Watowan County, says in his last report, “Grammar is greatly neglected in our schools, and frequently, where it is taught, no attention is paid to the analysis of sentences and not enough time to parsing.”

Now while we do not sympathize with those who are loudly declaiming against the study of grammar, and who would eliminate it altogether from the schools, with the object, to the belief, that hundreds of teachers in district schools and even in graded city schools, are expending much useless time and strength on this branch of instruction. The object sought for in the study is twofold: First, the use of language; second, a comprehension of the relations which words sustain to one another, and the function of each for the expressive purpose. A study of language, not merely for the sake of grammar, but as a means for other purposes is essential, and it is essential that the study of grammar be made a part of the regular lesson period. The pupil, as Swinton remarks, “is brought in contact with the language itself; he is made to deal with speech, to turn it over in a variety of ways, to handle its sentences, so that he is not kept back from the essence, so profitable and interesting, of using language till he has mastered the anatomy of the grammarian. Whatever of technical grammar is here given is evolved from work previously done by the scholar.”

How frequently do we witness an anomaly of this kind, to wit: A man or woman, with training sufficient to dissect an English sentence, and distribute its parts, is unable to write a page of original composition, without disfiguring it here and there with weak and superficial blunders. Now what shall be the remedy for such a state of things? Plainly, it seems to us, we must stop much of our grammatical gymnastics and put our pupils at work on planer and more practical exercises. The use of girl under fourteen years, who can study parsing and analysis from an intelligent standpoint, we believe to be a "modo vivendi.”

True, many of them talk gibberly and with seeming understanding, but after all, when you get to the narrow, you find that they give out just what the teacher has put into their heads, and that has been no assimilation, and hence no knowledge, in the true sense of this word.

In graded schools, a system now popularly known as "Language Lessons" is being rapidly introduced as anteceded to the study of grammar proper; and we do not think such an introduction is a good thing, for it will not fully meet the present demands of country schools, in this direction.

Michigan.

Contributed by H. A. Ford, Kalamazoo.

AFTER the recent Oratorical Contest at Hillsdale, a meeting was held to take action with reference to forming a state society for oral and other contests. President Brooks, of Kalamazoo, presided. The action of the convention was confined almost wholly to the framing and adoption of a constitution to be presented to the several colleges for approval. It provides for an intercollegiate association, with an executive board of three persons, and three others as the officers of the association. The approval of the plan was necessary to an organization of the society. The plan was adopted.

The application of the principles to the public schools is the subject of much matter now rests with the individual colleges. — The Directors of Oak Grove Academy, Lenawee county, have sent a memorial to the Legislature, tendering the property of that institution to the state, to be improved at public expense, and used for preparatory school. — The Community College of Flint, last year, report of enrollment, attendance, etc., of the Flint Public Schools, for the half-year ending January 26th, shows a total enrollment of 1,931; belonging to the schools January 26th, 1,929—700 boys, 60 girls,—against 1,336 at same time last year; in high school, 1,33; grammar departments (four grades), 417; primary (four grades), 842; average number belonging during half-year, 1,352; daily attendance, 1,268; percentage of attendance on average number belonging, 97.27 per cent.; average number of pupils, 959; visiting the schools, 599.

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