The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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CHICAGO, THURSDAY, MARCH 15, 1877.

Editorial.

At last the long agony is over. The electoral votes have been counted. The presidential question is settled. The "commission" has collapsed. The congressional bear-garden is closed for the season, and will give no more exhibitions until cold December shall arrive. Nearly one year has been consumed in the nomination and election of a Chief Magistrate who will serve the nation but four years. Thirty or forty thousand ignorant and vicious voters in two large northern cities, with untold thousands of weak and timid illiterates in the southern states, have virtually made a near approach to the disruption of the republic. Through the combined efforts of buyers and bull-dozers, the wishes of at least a half million intelligent, honest citizens have been so far neutralized that the successful candidate for the highest office within the gift of the people secures a majority of but one in the electoral college. And what a fearful cost has that one vote been finally determined in his favor! Think of five months of bitter partisan strife; five months of popular fear and anxiety as to the fate of the government; five months of unsparing denunciation, of charges and counter-charges, defamation and recrimination, falsification and subornation; five months of general stagnation in the business of the country, and three months of neglected, though pressing public interests in the national councils.

The political and social demoralization growing out of such a state of affairs is incalculable. Even the pecuniary cost is beyond computation. But it is none the less real. The idleness, dissipation, loss of time and wages by multitudes tempted from their proper vocations through the excitement and uncertainties of the long-deferred decision, the useless expenditures on account of the equally useless partisan investigations, the waste of resources involved in the masterly inactivity of the legislative department of the government, all afford some data for determining the wasteful aggregate. This, however, is the lowest possible view to be taken of the case. The expense of determining that one vote is but a trifle in comparison with the dangers to which the public peace and the stability of the government have been exposed. Such dangers are among the preventible ills that a popular government is heir to. They are more easily avoided beforehand than overcome when they actually appear.

A far-sighted statesmanship will look to the causes that produce, no less than to the doubtful expedients that are designed to avert such calamities. With a free expression of opinion at the ballot-box, with no buying at the north, or bull-dozing at the south, there could have been no question as to a decisive verdict by the people. In such a case no crisis would have been possible. From such a decision there could have been no appeal. And the Weekly is moved to add that, were the means of education equal to the necessities of the people throughout the republic, they would themselves decide all such questions without the intervention of perambulating committees, mysterious telegrams, clandestine remittances, or temporary tribunals. Respectable gentlemen of both parties could then remain under their own vines and fig trees instead of waiting upon returning boards in far distant states. Partisan committees would be spared the unnatural strain upon their virtuous sensibilities occasioned by their mutual disclosures of so much dishonesty and corruption. The judges of our highest court could remain in their easy chairs, unexved by the turmoil of partisan strife, untainted with even the suspicion of party ties, and devoted to the dignities of their exalted office of interpreting and expounding the sublime mysteries of the law.

The paramount question now arises, are we likely to profit by our recent experience? Are we disposed to take warning from the dangers that have menaced us? Shall we continue to ignore causes and persist in relying upon empirical and uncertain expedients? Is the doctrine that the means of education should be coextensive with the exercise of suffrage still to be practically regarded as a myth by those who claim to be statesmen? Are the educational interests of millions of people to be left to the tender mercies of those who are opposed to education? Or, are whole states impoverished by the calamities of war to be left without encouragement and assistance in the necessarily expensive undertaking of giving to one half of their total population the rudiments of knowledge, and the training that is to fit them for the duties of citizenship? Is the nation to remain indifferent to the quality of the instruction imparted at the south? Is the juvenile mind of any portion of the country to be poisoned with those heresies which, once sown, become the germs of future rebellions and the perpetual obstacles to national unity, strength, prosperity, and happiness?

The Weekly insists that these questions are perfectly pertinent to the present hour. It claims that they should be calmly and carefully considered by the patriotic and the thoughtful throughout the republic. It believes that they should be persistently pressed home upon the people and the representatives of the peo-
ple everywhere. It ventures to suggest that the press of the country can in no way better subserve the true interests of the country than in keeping before the people the paramount lesson of the recent menacing crisis in our national affairs. Unfortunately, too many of those who ought to give some thought to these subjects are so totally engrossed with private affairs or with other phases of public affairs, that little attention is bestowed upon the first principles of national well-being. Our statesmanship is too much absorbed in partisanship. The ignorance or indifference of many of our public men as to the true nature of education, and its bearings upon the institutions of government, and upon the general welfare, is lamentable to be noticed.

Five and eighteen years in the state of Georgia, and leader of a prominent educator in Georgia, under date of April five and eighteen years in the state of Georgia, and leader of a prominent educator in Georgia, under date of April

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551 of the whole attended school, and these averaged only two and a half months for each child during the year.

The Educational Weekly. [Number 11

The Sun, according to authentic advices received within the past six months, there are: 1. No free schools; 2. The existing law provides for nothing which supports schools. It sets apart alternate sections of state lands for the purpose, but no money is realized from them, nor expected to be realized sufficient to support a system of schools; 3. No money derived from taxation is set apart for schools under the present order of things; 4. Free schools existed in the state a few years ago under constitutional provisions, but they have since been abolished, and the present constitution does not make it obligatory upon the Legislature to set apart a dollar of the funds raised by taxes for the support of education; 5. The school trust funds were once invested in United States bonds, but the last Legislature ordered these bonds sold to realize the money with which to pay for their own services, and have caused to be issued in their stead the depreciated bonds of the state. This transaction is characterized by a leading citizen of the state as a simple robbery from the school fund. Here, then, is another array of facts which might be almost indefinitely extended, and to which we ask the candid attention of the patriot and the thoughtful wherever they may be found. They have a peculiar significance at the present time, but a still more fearful one for the future.

Our correspondent, "T. J. L.," of Loxa, Ill., seems quite to misapprehend the spirit of the quotation he makes with reference to "pushing outward the bounds of knowledge." He asks, "How is this? Is this age to be satisfied with what has been done? Is it not the duty of the age to avail itself of what has been known (is known) to find out more of the hitherto unknown?"

Certainly, most certainly, friend. But what we said was that those who in our country pass under the name "mathematician," very rarely know enough of what is known to have the remotest idea where the known borders on the unknown, and their pushes at the assumed barriers are but crude attempts at the walls which shut their own vision in, not at all at the boundaries of human knowledge. Our friend intimates the necessity of a fair know-

Of Louisiana, Hon. T. W. Conway, State Superintendent of Education, says in a report made in 1871:

"The antagonism of a portion of the press and a powerful class of the people to the constitutional provisions which control the work of education is too well known to require more than a passing allusion. The opposition thus inspired has come from a class of men who prefer that the blight of ignorance should wither the strength of the state, rather than that the benefits of education should be extended under the law and constitution as they now exist. Unable to emancipate themselves from irrational prejudice, by which both intellect and conscience have been mastered, and, haunted by the phantoms of a regime which has forever passed away, they have maintained an opposition, active or passive, as the circumstances would allow, to every advancing step that has been taken."

From South Carolina, we have, from the pen of Hon. J. K. Ellison, Superintendent of Education, the following testimony as to the attitude of the press as a reflex of the public opinion of the state upon the subject of education. He thus remarks:

"In many instances the public press of this state has treated our free common school system with contempt, injustice, ridicule, and unfairness. Every public enterprise and interest ought always to be open to the fair and just criticisms of a fearless, independent, and incorruptible public press. Abuse and misrepresentation cannot, however, be palmed off as criticism upon an intelligent community. There are within our borders a few bright and shining examples of a hireling and partisan press which, in the good time to come, will only be remembered and regarded as relics of a past era of journalistic barbarism."

In Texas, according to authentic advices received within the past six months, there are: 1. No free schools; 2. The existing law provides for nothing which supports schools. It sets apart alternate sections of state lands for the purpose, but no money is realized from them, nor expected to be realized sufficient to support a system of schools; 3. No money derived from taxation is set apart for schools under the present order of things; 4. Free schools existed in the state a few years ago under constitutional provisions, but they have since been abolished, and the present constitution does not make it obligatory upon the Legislature to set apart a dollar of the funds raised by taxes for the support of education; 5. The school trust funds were once invested in United States bonds, but the last Legislature ordered these bonds sold to realize the money with which to pay for their own services, and have caused to be issued in their stead the depreciated bonds of the state. This transaction is characterized by a leading citizen of the state as a simple robbery from the school fund. Here, then, is another array of facts which might be almost indefinitely extended, and to which we ask the candid attention of the patriotic and the thoughtful wherever they may be found. They have a peculiar significance at the present time, but a still more fearful one for the future.
ledge of the known in any particular department, in order to a legitimate attempt at enlarging the scope of human knowledge. This is all we suggested. We will now say that not one in ten of those whose names are somewhat extensively known among us as mathematicians can even read anything more than the mere alphabet of mathematics. Nor is this at all to their or our discredit. Time and leisure are necessary to eduction. Americans have had little of either. They are most vigorously pushing outward the boundaries of knowledge, 'tis true; but, in mathematics, it is the boundaries of their own knowledge, not the boundaries of human knowledge. Very few among us have come near enough the latter boundaries to touch them. Let those who have, push them outward with all their might; but our firm conviction, based on absolute knowledge of the facts, is that by far the larger portion of us had better be ambitious to come into possession of more of the known, that our efforts may be the more wisely directed when we think we are struggling with the unknown. Nor does this sentiment militate against attempts to grapple with problems which have been fairly stated and fully conceded to be as yet unsolved by those who are competent to do such work. But any one who knows the history of such efforts as are usually made among us knows full well that most of them are mere repetitions of efforts which have been many times proven to be fruitless, or whose partial success has long been known. Nor did we deny that there are those among us who can do good service in the work of original investigation, and some who have already done such service. Our advice was designed for the masses, and not for this special few.

THE COUNTY SUPERINTENDENCY IN ILLINOIS.

It will be observed that the changes proposed in the county superintendency law of Illinois are radical ones. If the manner of election proposed in Section 13 will remove the office from the arena of politics, we shall regard it as an excellent provision. There can be no excuse for any county not having an efficient superintendent, since they may call to the position any person whom they may desire, without regard to his place of residence. By the present method of election, that is established would seem self-evident. Those proposed by the township treasurers, and an annual report instead of an annual, as provided in Section 23, is sufficient. The compensation provided by Section 32 is sufficient to secure experts for the work.

Let these provisions become part of the school law. If the boards will act in good faith, there need be no further grumbling about inefficient superintendents.

THE STUDY OF THE FRENCH LANGUAGE.

II. THE GRAMMAR.

Prof. Alfred Hennequin, University of Michigan.

I do not propose to enter into the details of the difficult "French Courses" that have been published in this country. The chief object an author ought to have in view, in writing a French grammar, should be to enable the student really to acquire the means of speaking and writing French. Anything, therefore, unfitted to accelerate one's progress in so doing, ought to be studiously avoided. On the other hand, neither space nor time should be begrudged, when it becomes necessary to enter into the very soul of the language. Has this last condition of true success ever been thoroughly observed by those who have written French grammars for the English-speaking student? I do not hesitate to answer this question in the negative, and will prove it, further on, by a few illustrations.

When Professor Faquille wrote his "French Course," in 1850, he resolved to have his work differ entirely in its plan from any that had preceded it. Nearly one hundred thousand copies of this excellent work have been sold; and, though the sale has somewhat decreased, since the author's death, the position this valuable text-book still occupies in our schools and colleges proves sufficiently that its merits have not been surpassed by any new French grammar. Taking it for granted, therefore, that Faquille's French Course is, in nearly every respect, the best work in the market for the study of the language, let us see how some very important features of the language have been explained. I hasten to say that the same defects I am about to point out in Faquille's work, exist, in all the other text-books with which I am acquainted.

The unfortunate Frenchman that fell into a river and said: "I will be drowned; nobody shall save me," did not commit a worse grammatical error than is usual with our students, when translating from English into French. Indeed, there is perhaps no rule that requires more careful attention, and better understanding of the genius of the language, than the one explaining the proper rendering into French of the English expressions, I shall, I will, I may, I can, I desire, I must, I know how to, I am to. The proper use of "shall," and "will," indeed, is often violated by those that speak English as their mother tongue. If the different shades of meaning of "shall" and "will" are some of the difficult points in the English language for a foreigner to learn, the correct and elegant usages of "vouloir, pouvoir, savoir, devoir, falloir," and the simple future of the verb, are equally difficult for the English-speaking student. How have these difficulties been explained in the works we put into the hands of our students? Of course, I do not mean that the authors make no mention of the above verbs, nor of their English translations; but is there a single French grammar that brings before the student a carefully analyzed table, showing the widely different meanings of the said verbs used to translate "shall," "will," "may," etc.? If the teacher carefully studies the table that follows, and takes notice of the illustrations and rules given in connection with it, he will fully realize the importance of dwelling at length on this, the genius of the language.

<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>English Verbal Form</th>
<th>French Forms</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Futurity</td>
<td>I shall.</td>
<td>Future of the verb.</td>
</tr>
<tr>
<td>2.</td>
<td>Intention</td>
<td>I shall.</td>
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<td>3.</td>
<td>Determination</td>
<td>I will.</td>
<td>Future; Pouvoir with Infinitive or Subj.</td>
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<tr>
<td>5.</td>
<td>Desire</td>
<td>I wish (to).</td>
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<tr>
<td>6.</td>
<td>Possibility</td>
<td>I may.</td>
<td>Pouvoir impersonal reflexive with Subj.</td>
</tr>
<tr>
<td>7.</td>
<td>Probability</td>
<td>I may; may be.</td>
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</tr>
<tr>
<td>8.</td>
<td>Ability</td>
<td>I can.</td>
<td>Pouvoir with Infinitive.</td>
</tr>
<tr>
<td>9.</td>
<td>Competency</td>
<td>I know how to.</td>
<td>Savoir with Infinitive.</td>
</tr>
<tr>
<td>10.</td>
<td>Obligation</td>
<td>I must.</td>
<td>Devoir with Infinitive; Falloir with Subj. and Infinitive.</td>
</tr>
<tr>
<td>11.</td>
<td>Necessity</td>
<td>I am to.</td>
<td>Devoir with Infinitive.</td>
</tr>
</tbody>
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1. The simple futurity is rendered, in French, by the future of the verb,
and, therefore, corresponds to the English, I and we shall; thou, he, you, and they shall. *Je donnerai, I shall give.*

2. The English future also involves the idea of intention. Likewise the French future tense expresses intention; but this shade of meaning of *I shall, etc.,* is better rendered, in French, by a certain verb-combination, such as, *je me propose de donner, je compte donner,* or by the idiomatic expressions, *J'ai l'intention de donner; j'ai dessein de donner.* The real equivalent of the above expressions and verbal forms could only be given, in English, through a verb expressing intention.

3. If we now invert the English future tense, and say I and we will; thou, he, you, and they shall, we find that these forms express determination and command. Determination is rendered, in French, by either the future of the verb or the use of *vouloir.* If the future is used to express determination, great stress must be laid upon the word itself, and pronounced as here written: *Je don-nérai, I will give.* This idea, however, is much better rendered by *vouloir* in the present indicative, and the verb *donner* in the infinitive, e. g.: *Je veux donner.*

4. If we desire to convey the idea of command, the verb *vouloir* is to be used in connection with the *present subjunctive,* e. g.: *Je veux que tu donnes,* you shall give.

5. The English future tense often connects the idea of *desire to futurity.* This meaning is rendered, in French, by *vouloir,* as explained in 4, e. g.: *Je veux donner,* I desire to give; *il veut que je donne,* he wishes me to give.

6. Though the idea of *may* belongs to the English *Potential Mood,* it also conveys a possible idea of futurity. This form is rendered, in French, by the verb *pouvoir,* to be able, conjugated reflectively. I may give, *il se peut que je donne,* *il se peut* being a personal form, followed by *que,* requires the subjunctive after it.

7. *Probability* is expressed, in French, like possibility.

8. The English potential, "I can," expresses mere ability to perform something. It is rendered, in French, by *pouvoir,* to be able, with the infinitive, "Je puis donner,* I can (am able to) give.

9. The expression, "to know how to," tells that one is competent to do a certain thing. This idea is rendered, in French, by the verb *savoir,* to know, in the present indicative, followed by the infinitive mood. I know how to give, *Je sais donner.*

10. *Obligation* is expressed, in French, in many different ways: (1) *Devoir,* to owe, with the infinitive mood, *Je dois donner,* I must give. (2) *Falloir,* to be necessary, with the subjunctive, *Il faut que je donne.* Falloir, with the infinitive, *Il faut donner,* I must give. In this last illustration, the English nominative is rendered, in French, by the indirect object (dative) of the personal pronoun *I.*

11. *Necessity* is expressed, in French, like obligation (first illustration).

We do not claim to have given anything new in this paper; but we believe that by bringing together so many difficulties usually scattered throughout the grammar, if given, and which usually prove to be stumbling-blocks to the student, he will be able to understand better what pertains more to the genius of the language than to its grammar.

LETTERS FROM A YOUNG TEACHER.—No. 2.

Sarah C. Sterling, Michigan.

I have passed the last week, of which I promised to give you a veritable account, and surrounded by such a "correlation of forces," that I have scarcely remembered the promise of "mein" weekly "briet." "Mein Franklin landed" still persists in her good gifts, for verily where would be thine epistles, were it for her kind-soul charities?

According to the computation of an ancient European nation, I have taught school five nights, and like the "Pius Xian," "my hair stands upon end, and my voice sticks in my throat!"

So much has been said and written of the poetry of teaching, that one scarce expects other than poetical experiences, little thinking of Peggy's tow locks, (hardly does she "comb her yellow hair for gold," as said our ancient Horace of old-time Vassar days,) of the dog's earred primers, soiled with the oils of many generations, of the infinitesimal charms of pants and coats and trousers, needing fastenings of thorns and spines, even, like the aborigines of Tacitus' Germania.

Can English language describe the agonies of a life-long existence converged into a week? I had started with flying colors to make teaching a life labor, but how arduous the task! "Angels are less tender-wise than God and mothers," says Mrs. Browning, and I would add, "also, teachers." It is a high and holy gift to guide the tender feet, yet my heart fails me as I look back over these last five days, and then onward to a long series of years of labor. How will my heart grow weary, and my feet ache with the coming burdens!

My school is a large one and difficult—too large for the pulpy sum of thirty dollars per month. From eighty to a hundred heads graced the seats of my school room upon my first eventful morning. Did not my spirit quail before those wondering eyes?

We fail to see, in our vision of the school, the rough exteriors, these swaddling clothes; a light as of evanescent halos surrounds our first entrance into school work—moulded ceilings, and fretted roofs, and fanciful greetings, and how our feet shall wade through the mud of centuries, how the clanging of doors, the booming of snow-balls, the ficker of window-glass shall, instead, be our first meetings, our first experience, over which we shall shed our first tears. Would you like to know of my surroundings in this primeval pinery? Of my school-building and the appurtenances thereto? Can pen describe its glories? A tongue utter its wonders?

We have no ward schools, as in most towns, but what should be our Main Central building, a handsome structure of fine proportions, is merged into two offshoots of superstructures, clap-boarded, occasionally, and painted of divers colors. Joseph's coat is no comparison to its variegated mud of centuries, how the clanging of doors, the booming of snow-balls, the ficker of window-glass shall, instead, be our first meetings, our first experience, over which we shall shed our first tears. Would you like to know of my surroundings in this primeval pinery? Of my school-building and the appurtenances thereto? Can pen describe its glories? A tongue utter its wonders?

How shall I ever bring order from such chaos, was my first ejaculation upon this first Monday morning. How shall I bind up so many broken bones? Scurfles and noises, and screams issued from every quarter, as early as half past eight, and my room was filled with such a turbulent noisy set, as is often hard to find, I should hope. My room at this time should have been clean and orderly—no children allowed within its precincts until the ringing of the last bell (unless occasionally upon a stormy morning), no loud talking, slamming of doors, screaming, and shuffling. Order should reign, as surely now as at nine o'clock. The water did not flow in copious streams upon the floor, but what lacketh it? The seats were in terror of being pulled from their fastenings, the window curtains flapped in the breeze. The dialects of every nation under heaven's sun, grieved my ears, in fabulous tones. Surely, life had taken unto itself an added charm, and a weight as of many nations oppressed me. I should say that a rule enforced by the principal, tending to the subjugation of some of these divers nations, would be of decided advantage, and should I propose it I doubt not so great an innovation by one who had never taught school would be accepted with an exultant ire, and with a little more experience, I hope to order my own surroundings, regardless of school-committee men, or trustees, or principal. I had expected to find my room swept and garnished, no dust lying upon table or chairs, and at the first tap of the bell, that my pupils should file into line, walk quietly into their seats without whisper or laugh, or loud word. But such importations seem here to be an unheard of experiment. But in fancy, now, as I write this to you, I hear the bell toll out its awaking peals, and as with the rush of mighty wings, the troops throng into their seats. They do not rush, they do not hurry, it is only as the noise of many waters. A bell stands upon my table, but the clapper being gone, I am somewhat doubtful as to its efficacy in quelling the disturbance. And my bell still stands upon my table, for who would teach without a bell, or who could even attempt to enforce discipline without its constant exercise? It has been of the utmost service to me during my past week of trials, for trials indeed they have been! A table cloth also was upon my table, but awry and stained with ink. An old spelling book tipped wings, had impressed its uneffaceable mark upon its worn pages. The accumulation of the centuries. Only, I could not commence the day's labor, with such an exercise?

The Educational Weekly.
RAISING NEW FORESTS.

There can be nothing more evident than that the former prairie parts of southern Minnesota are fast being supplied with a forest growth. The testimony of old settlers is to the effect that, after the stopping of the prairie fires, a variety of shrubby and tree-like species began to appear and creep over the surface. Generally, the first that appears is a species of willow, though in some places the wild apple comes in rapidly. After these, hazel, and oak, and aspen, gradually occupy the surface, and give, after a few years, the aspect of a forest-covered country, when viewed at a distance. There are thousands of acres in Freeborn and Mower counties, of young native timber, not exceeding five or six inches in diameter, which has started spontaneously since the permanent occupancy of the country so as to prevent the devastating fires that formerly raged without hindrance. Instances are known where the men of a nation's overthrow or glory. Would it not, then, be madness, would it not be a sort of political suicide, for the commonwealth to be unconcerned what direction their infant powers shall take, or into what habits their building affections shall ripen? Or will it be disputed that the civil authority has a right to take care, by a paternal interference on behalf of the children, that the next generation shall not prostrate in an hour, whatever has been consecrated to truth, to virtue, and to happiness by the generations that are past?—John M. Mason.

- The consolidation of the leading educational journals in our country is a good omen. It means brains, and force, in the attack on ignorance. It would make an interesting catalogue if the names of defunct journals could be published. Weak and puny children many of them have been. No one rejoiced at their birth, and few mourners attended their pauper funerals. We could name some whose poverty was so great, that no one could be found to pay funeral expenses, and so their remains were unceremoniously tumbled into coffinless graves while the sheriff made the closing remarks. A journal to live and do good must have money, brains, independence, and common sense. One strong journal will do a hundred times more effective work than ten weak ones.—National Teacher's Monthly.

- Rev. Dr. Hill, ex-president of Harvard College, and a well-known and trusted authority on education, has said that the three things most important to be taught in the public schools are sound morals, good English, and elementary mathematics. The school which teaches these well and thoroughly gives a good common school education; the school which fails in either of the three makes a vital failure. The child who has thoroughly learned these, will, since good morals include habits of industry, acquire of its own accord all the further education which its abilities and its opportunities allow.

- Knowledge without practice makes but half a man.

- Much depends upon the teacher's face. Pupils read it much more closely than they do his printed rules.—C. A. Morer.

- Professor of Physiology to pupil.—"Why does a mouthful of ice-cream affect the eye, and sometimes cause tears?"

Pupil.—"Because it affects the eyes-teeth, I suppose."

- The man who talks as if his hand and his stomach were his father and mother, (paw and maw,) finds authority for his pronunciation, he says, in Milton, Par. Lost, Book II., line 847, where Death, the Son of Sin, is said to "bless his maw."

- Arithmetic Made Easy.—In Lady Wood's new novel, "Below the Salt," one of the characters gives a definition in arithmetic that will be quite acceptable to our young lady readers. "Edgar is speaking to Pleasance: "Now I kiss you three times on your cheek, and four times on your mouth. How many did that make altogether?"

"Seven," whispered the girl, disengaging herself to breathe more freely.

"That is arithmetic," said the youth triumphantly.

"Dear me," said Pleasance, "I should not have thought it." But Mrs. managers sing a song carrying the same agreeable conceit:

Capt. Marryat, in his novel of "Smarleyow," makes one of his characters

Division and multiplication are taught in the same pleasant way, and the song ends with:

"And now we must leave off, my dear;
Subtraction you have yet to learn:
Take four away from these,
Yes, that was right; 'twas three times three—
Arithmetic's a treat.

"And now there is another term,
Addition you must first be taught:
'Cum-of' takes those kisses, sweet.
Now prove your sum by kissing me.'

Says Mary with a pretty pout,
"Subtraction don't me please,"

"Well try at them to night."

"I'll come at eve, my Henry sweet;
Behind the limestone hedge we'll meet;
For learning's my delight."—Harper's Magazine.
THE DETROIT HIGH SCHOOL.

The accompanying picture of the new high school building is a faithful engraving from a photograph showing the appearance of the school and its immediate surroundings.

THE BUILDING.

The building occupies a triangular plat of ground at the junction of State and Griswold streets, and is a conspicuous object from any part of the latter named street to Jefferson avenue. The main building has a frontage of 93 feet on State street, and a depth of 90 feet, exclusive of the tower projection (which is 15 feet in width), and is four stories in height, including basement.

The basement has a clean height of 12 feet, the other stories 14 1/2 feet each.

The foundations are broad and massive—constructed of limestone and English Portland cement. The basement walls, externally, are faced with Columbia stone with a brick backing, set in Portland cement. The remainder of the walls are of brick and Ohio sandstone dressings.

The cornices and other roof dressings are of galvanized iron painted and sanded. The mansard roofs are covered with Michigan slates in ornamental patterns.

The tower in the centre of the main front is 26 feet square, with a height of 140 feet. The main entrance is in the tower and is reached by a handsome and spacious flight of cut stone steps.

Entering the building from State street by the main entrance, we pass through a portico 12 feet by 16 feet, with a height of 10 feet, thence through the vestibule 16 feet by 24 feet, opening into the central hall 24 feet by 55 feet. At the back of this hall are double doors leading into the "Old Building," which was formerly the State Capitol. Access is had to several other floors above by two stairways, and to the basement by four stairways; also to the old building by doors cut through on each floor.

The laboratory and chemical lecture rooms are located in the basement, and immediately over them, on the first floor, is the philosophical lecture-room, 24 feet by 34 feet, communication being had by dumb waiter and electric wires. On the first floor also are the four assembly and recitation rooms of the 12th grade, each 22 feet by 30 feet.

On the second floor are six recitation and two dressing-rooms, for the 9th and 10th grades, besides the principal's room, and on the third floor is the assembly room of the 10th grade, 45 feet by 55 feet, and four recitation rooms, the assembly rooms of the 9th and 11th grades being located in the old building, with which easy communication is had.

There are seven entrances from the outside to the old and new building together, and the doors of the new building, outside and inside, all swing outward.

The desks and seats are of Michigan manufacture, the tops of desks cherry, the back and seats having alternate strips or slats of walnut and ash. The board-room and general offices are located in the main building, corner of Griswold and State streets.

The cost of the building, including improvements upon the old building, heating apparatus, furniture, electrical apparatus, and outside improvements, is nearly $65,000.

The plans and detailed drawings were furnished by R. T. Brookes, architect, of Detroit.

The most noticeable drawback to the building and its appointments is the fact that it is located on such a contracted space of ground in the heart of a large city, a state of things that necessitates the turning loose of the scholars into the public thoroughfare at recess time in fair weather and their being crowded into the halls and assembly rooms in rainy or wintry weather, both of which courses are obviously open to serious objection. Otherwise the internal arrangements are, in the main, commodious and well adapted to the purposes for which they are intended.

THE SCHOOL.

The school consists of four grades or years, the Ninth to the Twelfth inclusive of the course of public instruction in the city.

Pupils in Ninth Grade—boys 118, girls 176, total 293; Tenth Grade—boys 64, girls 119, total 179; Eleventh Grade—boys 43, girls 99, total 142; Twelfth Grade—boys 27, girls 70, total 97; Total—boys 247, girls 404; total 711.

Post graduates—boys 6, girls 16, total 22; Grand total—boys 253, girls 480, total 733.

Percentage of boys to total in each grade—Ninth 40; Tenth 33; Eleventh 30; Twelfth 28; Average per cent 33 1/3; Average age of Twelfth Grade, 17 years; Total number enrolled last year (1875), 475; Total number enrolled 1874, 475.

It should be noted that the sudden increase in the number enrolled in the table (1876) is due to the transfer which has just been made of the "Ninth Grade" from the different public schools where they were scattered previously, to the Central High School as soon as, by the completion of the new building, there were sufficient accommodations for them.

The report of the Principal, just issued, notes the interesting fact that the proportion of the whole number now in the Twelfth Grade to the number who entered that class in the several schools twelve years ago is one to twelve—not a large falling off considering all of the possible exigencies of health, pecuniary circumstances, removal, incompetency, etc., that may arise in that lapse of time.

For the instruction of these pupils there is employed the following corps of teachers:

Prof. L. M. Wellington, Principal; Prof. E. W. Wetmore, Chemistry and Physics; Prof. A. Cornevin, French; Major J. S. Rogers, U. S. A. Military; Miss M. F. McCauley, Miss Francis Hudson Miss E. M. Hall, Mrs. H. D. Compton, Miss Clara Conklin, Miss S. J. Bushue, Miss M. A. Rippon, Miss E. Gillies, Miss L. E. Munger, Miss Sarah Rogers, Miss E. L. Baker, Miss L. M. Bromley, Miss I. E. Ellis, Miss S. F. Hayward, Miss Etta Scott.

The school is peculiar in the large proportion of lady teachers employed, it being the general practice to man the higher grades. It was held, however, by the Superintendent of schools that the extra sum it would be necessary to
pay for the element of masculinity could be well saved and the work still be as well done. The results in this case have fully justified his theory, as is abundantly proven by the excellent discipline of the school and the steadily rising standard of excellence noticeable in all of its grades.

THE COURSE OF STUDY.

The Detroit High School, being one link in the chain of public instruction furnished gratis to all who will reap the benefit of it, embodies as a matter of course, in its curriculum, the studies necessary to enter the Classical, Latin-Scientific, and Scientific Courses of the State University, with which there exists an organic union—graduates of the High School entering the University on presentation of their diploma of graduation, without further examination.

A PEOPLE'S COLLEGE.

But besides its position as one in a chain of progressive educational institutions, it holds a unique place in the city. It is literally the "People's College." But a small per cent. of the total number of its pupils ever expect to continue their studies in any other institution, while the bulk of the scholars close their connection with school life forever when they step forth from its walls bearing their diplomas. They then step into the rank and file of the busy community in which they live to be the merchants and mechanics, the teachers and wives of the new generation. Recognizing this important fact, the Superintendent has, with a wise policy, arranged a course of study to meet this imperative demand, to which the main strength of the school is given.

The main features of this course are, thorough work in the English Language, especially in applied grammar and in English literature and composition; mathematics, through algebra and geometry; history, both ancient and modern; natural science, embracing the elements of botany, physiology, natural history, natural philosophy, chemistry, astronomy, and geology. Of these, the last four with mental philosophy constitute the chief studies of the Senior or Twelfth Grade.

Every facility has been afforded by the Board of Education for successful work in these departments, especially in

NATURAL PHILOSOPHY AND CHEMISTRY.

Three rooms have been assigned to this department—one on the main floor, a corner room, with a west and south exposure, seated on the circular plan, in tiers rising one above the other and capable of seating 100 pupils if necessary. The seats are cane-bottomed chairs placed on the circular ranges, with a center aisle. The point taken as the centre from which the circles constituting the seats are drawn is located, after the plan of the old Greek Theatre, at a short distance behind the position of the teacher; thus no pupil looks directly at the exercise rendered by none of the same grade in the country; and the school, entrusted as it is, to the care of an excellent and untiring principal and teachers, is advancing rapidly to the front rank in a manner that promises a name and what is still better, a powerful influence for good in the midst of a growing community.

PRACTICAL HINTS AND EXERCISES.

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

EMMA MAY, Clifton, Keweenaw Co., Michigan.

UNDER the present method of teaching reading classes of the primary and intermediate grades, the pupil suffers quite as much from an evil not mentioned by any writer that I know of, as from any in the long category of difficulties already presented to your readers; viz., prescribed reading books. It presents itself to me as the root of all the evils which prevent a pupil from becoming a good reader. It was not until I had put one class of pupils through the prescribed course, and commenced another, that I discovered what was crushing to my young enthusiasm—that they knew every exercise by heart, and could read as well with the book upside down, as in any other position, and with the same amount of interest that might be expected. Like an insect, this has rested upon me for five years past, and has at last culminated in my throwing my weight of woe on the WEEKLY, if it will give me a hearing.

My experience teaches me that pupils in the successive classes had heard, before promotion, all the lessons enforced by the teacher, and all her explanations, and consequently did not feel the interest and curiosity necessary in one learning to read.

The fault in the teacher, of which Prof. Olney speaks is sure to follow—that of failing to exact correct enunciation, and of neglecting to insist upon the pupil's conveying to her the thought of the author; so, although she holds no book, she knows every word, and waits to hear the exercise rendered for the one thousandth time, with an unavoidable listlessness. It may be suggested that the enthusiasm of a "live" teacher will suffer no diminution as she comes in contact with new minds, but when teacher and pupil have both heard so many times the inspiring fact that "this is a trout; I know it is a trout," this has red spots on it," nothing less than inspiration can prevent that lesson in natural history from becoming tedious.

A young pupil, too, when he gets his reader, looks it carefully over, and if he be at all bright, reads all the stories he cares to read again, and then Alexander-like, sights for more worlds to conquer. Now it seems to me that instruction, lack of interest, and careless connection, are due directly to the fact that pupils are confined to these text-books year after year.

What then shall we have? I am too much in earnest to theorize, neither am I an agent for a new reader, but I do think there is a folly in our schools which is doing its mischief in the department where, of all others, care should be taken to correct mistakes. What we need are day-school lesson-leaves, published weekly for the primary and intermediate grades, in place of these time-honored reading books. It is well known that a large per cent. of our pupils never go beyond the primary grade, and their future attainments depend upon their ability to read, and the desire cultivated while in school for reading.

Our reading books contain little else than stories, and however good they may be, a child eight or ten years of age might be learning something of botany, physiology, and the events of the day, as well as of good little Jacobs and bad little Susans, without excluding any object lessons which the teacher might see
45/1: with simple interest at 8 percent. What was the amount? (Two credits.)

34. If 10 tons of hay will support 5 horses 8 months, how many horses will 18 tons support one year? (Solve by double proportion.)

35. How many men will be required to build 32 rods of wall in the same time that 5 men will build 10 rods? (Solve by analysis.)

Notes:

This is the year of small annual reports. Several at hand show a remarkable diminution in size as compared with previous years. The Chicago report contains 169 numbered pages. The last semi-annual report of Boston, dated September, 1876, contains 144 such pages. The San Francisco report has 142 pages, while the great city of New York contains itself with a missive of 78 pages.

—The Authors' Publishing Company, of New York, announce a new work by Rev. Wm. L. Gill, A. M., entitled Christian Conception and Experience, price one dollar.—Means. Henry Holt & Co., New York, have responded to a want long felt, and lately quite emphatically expressed by many educators, in furnishing a weekly series of leaves called Monday Morning, to be used in primary grades of schools, to supplement the readers regularly used. Mrs. R. D. Rickoff is responsible for the editing of these leaves, and her experience will undoubtedly enable her to supply just what is needed in this new publication. The "suggestion" offered by a contributor in another column is here at least partially responded to.—The catalogue of Maplewood Music Seminary, East Haddam, Connecticut, represents that institution as affording excellent facilities, in a very beautiful location, for ladies who wish to obtain superior musical culture. Prof. D. S. Babcock, Principal,—We are indebted to State Superintendent L. L. Rowland for a copy of the Amended School Laws of Oregon. Mr. Rowland is the first Superintendent of Public Instruction ever elected in that state, and is proving himself an efficient worker in the office.—The Twenty-fourth report of the Superintendent of Public Instruction in Indiana, by James H. Smart, contains a map showing the distribution of school-houses throughout the state, which is an interesting centennial feature; also other maps, showing, by counties, the enumeration of children, the number erected during the year, location of higher institutions, and the distribution of cities and towns. These, with many valuable statistics, some historical matter, and brief discussions by the Superintendent, render the volume a fitting one for the Centennial year.

—Mr. Matthew Arnold is preparing for the press—to be published by Macmillan & Co.—a new edition of his poetry, including his later compositions, together with some of his recent papers on questions of the day which have appeared in Macmillan's Magazine and the Contempary Review. The same publishing firm announces a small work by Mr. Edward A. Freeman, on the "Ottoman Power in Europe: Its Nature, Growth and Decline," uniform with his "History of the Saracens," also a new theological treatise, written by the Rev. Dr. Abbott, entitled "Through Nature to Christ," founded on his Hulsean Lectures lately delivered at Cambridge.

Books and Pamphlets Received.

[Any book mentioned in this list may be obtained by forwarding the price to the publishers of the Weekly.]

A Plea for the Restoration in the English Language of the European System of Orthography. By T. C. Moffatt, A. M.


A Practical Grammar. By J. Wightman.


Catalogue of the State University at Iowa City, for 1875-6. George Thacher, President.

Institute Songs for Institutes and Schools. By E. Orman Lyon, Millersville, Pa. Contains good songs, but not especially suitable to teachers' institutes.

Catalogue of the Ohio Central Normal School, 1876-7. John Ogden, M. A., Principal.

Correspondence.

To THE EDITOR OF THE WEEKLY:

I am greatly obliged to Prof. Thomas for calling attention to our seeming inconsistency in putting both these spellings on the same title-page, and think with him that the point is an interesting one. I trust our practice explains if it does not justify itself. To put it still more precisely, we spell the name's structure.

In this it seems to me, scholars ought to follow the established directions—some in graded schools, some in high schools, some in teaching, some in superintending, and who are living and succeeding, but keeping their opinions to themselves, giving the rest of us no benefit therefrom, whatever.

Their own towns and cities are, truly, the gainer; they selly say nothing that is heard beyond. These people read the saying of those of us who do "rush in print," read, often, what they know to be fallacies and foolishness about our work, lay the paper down with a smile, and go on about their work with that broad consciousness of power and knowledge that we who write do not possess.

I know that this is true. I know that the most successful and able men do not send opinions to you for publication, and it is about this that I am grumbling. I fear we never will. Many of us, perhaps, allow our parochial judgments to be put before our brethren. Will you send to each of these sixty-three a special note, saying, "Write!"

Did I dare, I would send you the names of a score of Ohio, Indiana, Illinois, and Wisconsin. I know them. I know that the high school men among them can say more in an hour about efficient high school detailed work than any one whose sentences have as yet been printed in the Weekly. I feel that the city superintendents among them know and prize the effective discipline daily, with teachers and classes, than of those who are now writing for you have "ever dreamt of in my philosophy." This is no reflection, either on your editorials and papers that have heretofore appeared. I want the Weekly to be the best paper on earth. This it can never be until these people send forth their essays. Let that friend who took charge of a prominent high school when it was new, and now stands at its head as one of the best in the land, tell us of the trials and tribulations of his experience. Let that man who controls the schools of a great Ohio city, and in the years past made them among the best—the very best in the land—write of his work. Let the man who in fifteen years has made a school system, and been paid for $30,000 worth of school-houses, enhanced the value of property, had all schools from the first, and not only prepared the way, but led the way in his city over school management, and still lives and reigns supreme—let this man talk to us about school expenditure. If these fellows pretend not to know to whom I refer, I will send their names with the names of the rest of these sixty-three. Then these people open their mouths, then gladly will the rest of us stay silence. I am in earnest. Force them to write for the Weekly.

AARON GOVE.

DENVER, COLORADO.

We can excuse friend Gove; he probably wrote that letter before he had seen many copies of the Weekly—ED. WEEKLY.

GRADED READERS IN UNGRADED SCHOOLS.

To THE EDITOR OF THE WEEKLY:

Is a teacher obliged to go into the country school and do the work of a faculty? Is he obliged to have six or eight grades all in one small room? If so, why is he not obliged to spend his time in preparing the next grade, in his city school management, and still lives and reigns supreme—let this man talk to us about school expenditure. If these fellows pretend not to know whom I refer, I will send their names with the names of the rest of these sixty-three. Then these people open their mouths, then gladly will the rest of us keep silence. I am in earnest. Force them to write for the Weekly.

J. H. ALLEN.

A CALL FOR THE SIXTY-THREE.

To THE EDITOR OF THE WEEKLY:

Permit me to practice one of the delights of our profession—grumbling.

In the Weekly we are treated to valuable essays and papers. They are generally excellent, and I believe most of us read them earnestly, but there are about sixty who work within your bailiwick, from whom we have not heard, and whose words were worth much. I refer to that sixty-three who have spent the past fifteen or twenty years in public school work in the Mississippi valley, who have been making their work more and more effective yearly, their words having become familiar; those who have thought and grumbled, those who have grumbled in graded schools, some in high schools, some in teaching, some in superintending, and who are living and succeeding, but keeping their opinions to themselves, giving the rest of us no benefit therefrom, whatever.

* See Educational Weekly of January 4th.

MOOD OR MODE; WHICH IS IT?

To THE EDITOR OF THE WEEKLY:

Our language has three ways of making a final syllable long: 1. By annexing e, as in mode, meet; 2. By doubling the vowel of the final syllable; as in mood, meet; And 3. By putting a silent vowel on either side of the last sounded vowel; as in mood, mind.

Now the Latin word modus, manner, or its root, mood, has come into English in the two commonest of these four forms, both with an e annexed and with its o doubled, mode, and mood.

It forms its meanings in the same, manner, way, how, fashion. But until pedantry or ignorance interfered, good usage confined mode chiefly to things cognizable by the senses and applied mood only to mental states and other abstract thoughts. And so we distinguish the two words yet. Thus we say properly that a man has his coat out, a mode, or wears his hair or beard after the latest mode, but never after the latest mood. In describing his inner or mental condition, however, we say of a man that he is in a merry or a sullen mood. And we cannot properly say that he is in a merry mood. Hence the mannerisms of the modern dress, and outer things but mere abstractions, or thought-divisions, early grammarians always called them moods.

South, Murray, Wylie, Kirkham, Smith, Brown, Butler, and a thousand others have written about them.

About thirty years ago, however, an itinerant doctor travelled through Indiana peddling both pills and grammars, and professing to make scholars in a course of twelve night lectures. For some reason,—through sheer affection I judge,—he changed the good old name to mode, and unthinking imitators have since followed him. But "the old is better."
Educational Intelligence.

Editor, Henry A. Ford, Kalamazoo, Michigan.

Home.

Connecticut.—The Yale Art School has lately received some valuable additions. The school now offers prizes, of $100 each and two of $50 each, in the departments of design and painting, at the close of the courses provided in their respective departments; in drawing, a prize of $50 for a study from the antique and $100 for an approved study from the life; in painting, corresponding prizes of equal amounts.

The alumni of Wesleyan University have already subscribed more than $35,000 for a study from the antique and letter to be for those who aim at accurate scholarship in this branch of study.

Massachusetts.—The Visiting Committee for Harvard for 1875-6 reports that the present work in physics is considered insufficient, and it is suggested that Berkeley, Hume, and Kant be added. Philosophy is not pictured very attractively, and a reduction of the penal laws of the state is recommended. In modern languages, the main criticism is on the Gallicized English into which the students translate French.

Canada.—The school board of Halifax have agreed to make the following concessions to the beneficiaries in relation to the schools:

1. The Congressional grant of the sixteenth section in every township, to be attached to its mission at Mansoura, is now due to Harvard college from students who will trample upon ladies' dresses, elbow gentlemen aside who are engaged in self-conceit.

2. The cost of tuition per pupil in the Boston schools is three dollars.

3.—Congress also donates five per cent of the price received for public lands sold in Iowa, to the state for school purposes in 1861.

4. Congress makes the following appropriation: 

a. For Harvard for 1875-6 reports

b. The proceedings of all sales of eststate estates which contain more than 200 acres.

c. The acts of the penal laws of the state.

d. The board of supervisors on the taxable property of the county.

5. The school fund which is derived from the first four sources is under the general management of the auditor of the state. The amount of this fund in 1875 was $2,315,661.

6. The law provides that the school moneys shall consist of three funds, a teachers' fund, a school house fund, and a contingent fund.

We met him the other day, arrayed in the full panoply of his matchless self-conceit. We mean the man who had a "sum" that he wanted some one to work. It was deemed the very personification of difficulty itself. He thought that maybe we would like to look at it just a minute. The master in his "deestriet" could do anything in Ray's Third Part, yet he couldn't exactly see through this "sum." It wasn't so hard, but then it was "puzzlin'," so the master said. It could be done by Alger, so the master in his "deestriet" said, but he wanted it deciphered in "arithmetic." The garrulous old bore talked on in this strain of unpunished eloquence. He wants to be elected school director and that is his made of electioneering. It would be cruel, not to say unjust, to deprive his "deestriet" of the distinguished honor of having the highest authority in school affairs vested in the citizen willing to sacrifice his own interests for the public welfare.

In Green county, a few weeks ago, two school-boys had a quarrel, and the one drew a knife and drove the blade three and a half inches into the other's forehead. A short time ago some boys planned to break up a spelling school, in the northern part of the state. During the disturbance which ensued one boy drew a revolver and shot another in the thigh. Week before last a young desperado in a "deestriet" school and the teacher who requested them to leave. One of the young ruffians was caught and fined ten dollars. These evidences of youthful depravity are not rare occurrences. Hence we are forced to the conclusion that there is something very wrong in our system of education.

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The school fund of Iowa is derived from the following sources:

1. The proceedings of all sales of eststate estates which contain more than 200 acres.

2. The acts of the penal laws of the state.

3. All forfeitures in cases where usury is proved to have been required in the loaning of money.

4. The proceeds of sales of lost goods and estrays.

5. A county school tax of not less than one mill, and that tax shall be levied and be in addition to the tax assessed for the support of the school houses.

6. The proceeds of sales of all kind.

The law provides that the school moneys shall consist of three funds, a teachers' fund, a school house fund, and a contingent fund.

Foreign.

Bulgaria.—One of the Chicago papers remarks that the Bulgarians can not be such savages after all, as they have established, independently of government aid, a sort of free-school system. Nearly all classes know how to read and write, and the people are represented as industrious, honest, and peaceful. This system of education comes from the work of English and American missionaries.

Canada.—It is stated that the Government Military College in Canada has very few students. There does not seem to be the anxiety there to get free instruction; the several systems that dwell there in close connection. The board of Halifax have agreed to make the following concessions to the Catholics in relation to the public schools: * None but Catholic teachers are to be appointed to or employed in the schools where the pupils are now exclusively of that denomination. The same teacher may not teach in any of the public schools. The Catholic teachers are to be appointed on the recommendation of the Catholic members of the school-board, and the non-Catholic teachers on the recommendation of the non-Catholic members. The high school is excepted from the operation of these rules!"
ers." It will be issued by Lippincott & Co., of Philadelphia, in May. Her 
friends who have read the manuscript say it is a work of force and character.

The members of the Davenport Academy of Sciences and Arts are in high 
geue over some stone tablets recently dug out of a mound near the city. These 
tables, three in number, are profusely embellished with hieroglyphics, which 
one has not yet risen to explain or decipher. These relics of a bygone age 
were found in the same location in which the cloth-covered copper axes were 
dug up two years ago.--The Women's Centennial Association of Daven-
port, offered to publish the first volume of the proceedings of this society. 
The result of this offer is a handsome book of 264 pages, and 36 
finely engraved plates...The ladies of the Davenport Library Asso-
ciation have inaugurated Blue Tea parties, to which they invite all their 
friends and members of the society. A good supper, good music, short 
speeches, and a "wierd, beautiful, thrilling melodrama," are among 
the attractions. The Davenport Public Library has been notified that 
that all the colored children attending the public schools of that city shall 
be transferred to one school-room. Hibberto they attended the school in the 
ward in which they resided. The Board thinks this will materially benefit the 
colored students.--Iowa boasts of 1,481 post-offices.--Superintendent Clemmer 
heard it.

schools, 14; number of teachers employed 
in Montezuma a few evenings ago.

number of stone school-houses, 6; amount paid teachers, $94,762; aver-
age enrolled, 851; average belonging, 3,436; average number attend-
ging, 3,212.
The Board has assigned on Friday morning, but failing to commit them the 
last week in March during this term. The same paper says that 
the efficient Superintendent of the Lyons public schools.

Another has recently returned from a year's residence at the House of 
parliament, 30; average cost of tuition per month, $1.95; value 
approximately $120,000; average daily attendance in school, 231.

I. It suggests that it would be better to devote the entire five terms now 
approached to the study of modern languages to German alone, rather than 
to divide it between the German and French.

2. It complains that science finds too small a recognition. It asks that, 
after the freshman year, Greek be made an elective study, and that those 
who propose to follow other than purely scholastic pursuits, be permitted to 
take science and philosophy in place of Greek, and that no discrimination be 
made between the two courses in the awarding of degrees.

3. It urges the establishment of a thorough course in political and social 
service and history.

The article is evidently written by a man who understands as well the 
drift of public sentiment in regard to the higher education, and who is withal 
fully in sympathy with the college and its work. 

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Kentucky.

Editor, J. B. Reynolds, Louisville.

VOCAL MUSIC IN THE PUBLIC SCHOOLS.

If the fundamental object of education be to make man happy, and to give him the power of conferring happiness upon others, there is no study more likely to be fitted to accomplish this than music. In no branch of study that in its immediate effects is more contributory to human happiness than is vocal music. It gives to youth pleasant evenings at home or in good society, out of the reach of bad influences of the street, and thereby promotes the perfection of the young man, the man of the world. Music also elevates the mind in vocal music conduce to attention, and, of observance, of religious teachings, thus tending to moral and aesthetic development, and elevation of the mind to ideals of purity and excellence. A child cannot familiarize itself with beautiful sentiments without receiving into its soul some of the hallowed, influences thereof. Most especially is this true of religious song, which portrays to the mind in lasting tuneful numbers impressions of soul-aspirations making better every hearer who essays to actualize within himself a conception of His relation to divinity. As the individual elevation the state is benefitted. From individual elevation the benefits extend to the family, thence to the neighborhood; neighborhoods coalesce, and the whole community receives the blessing. These are some of the results of culture in vocal music.

Again, if education be the power to subsist, improving the mind, in training the ear to catch sounds of language, in vocal music conduce to attention, and, of observance, of religious teachings, thus tending to moral and aesthetic development, and elevation of the mind to ideals of purity and excellence. A child cannot familiarize itself with beautiful sentiments without receiving into its soul some of the hallowed, influences thereof. Most especially is this true of religious song, which portrays to the mind in lasting tuneful numbers impressions of soul-aspirations making better every hearer who essays to actualize within himself a conception of His relation to divinity. As the individual elevation the state is benefitted. From individual elevation the benefits extend to the family, thence to the neighborhood; neighborhoods coalesce, and the whole community receives the blessing. These are some of the results of culture in vocal music.

Music certainly is advancement in the right direction. The rythmics of music influence the thoughts, there is no doubt a quickening that extends to the whole population. Vocal music does not mean any great outlay of money, it is simple and can be readily introduced into any public school.

Let a law be passed requiring every public school to have some organized musical exercises. The children are the material from which to obtain the benefits of music, and the school can set aside a certain time of the day for such exercises.

SCHOOLS AND TEACHERS.—Two parties, each expressing a complaint on a common subject, and one suggesting a remedy, are entitled to be heard. Superintendent Goodacre, of Louisville, Ky., speaketh thus:

"We are well supplied with teachers and the only complaint that we make is, that many of them are novices, young and inexperienced. How is this to be remedied? I am not entirely prepared to say. We Americans are versatile, and is it not a misfortune to stick to one particular thing too long. Occasionally we meet with a person who follows teaching as a profession, but the number of such is very limited. This fault will probably continue as long as teaching furnishes but a pitance, and a not a comfortable living. Most of the larger villages and towns are able to pay a fair salary; enough for a respectable, substantial support, but with the common school districts, it is far otherwise."