THE EDUCATIONAL WEEKLY.

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THE MICHIGAN TEACHER, Michigan.
THE ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
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Editorial.

MORAL courage in a public officer clothed with grave responsibilities is a quality of supreme value. The guiding principle of such an officer is expressed in the words, "Dare to do right." That other word, "popularity," does not represent his highest ideal of human motives. He prefers "to be right rather than to be president." He covets the approval of a clear conscience more than the emoluments of office. He does not hesitate to grapple with wrong, though it be entrenched in the strong-holds of power and influence. He fears not bravely to defend the public interest even when opposed by the selfishness and greed of private interest. He is neither to be bought nor bull-dozed. He quails no more at the open clamor of an unreasonable populace than at the secret machinations of the unprincipled demagogue. His faith is firm in the doctrine that Right is with the Right. He knows that Truth, though crushed to earth, will rise again. Such is the style of men that the country and the age demand for the high places of trust. The days of a fawning sycophancy are passing away. The days of a slavish subserviency to the behests of party will ere long disappear. The days of a stern and sterling manhood already begin to dawn. Not those who play upon the passions and prejudices, but those who seek honestly and fearlessly to serve the interests of the people are the coming men. When that time shall come, timidity and cowardice in the face of great public duties will be regarded as no less treason to the right than knavery and corruption. May Heaven speed the day, and may God speed the right.

The inestimable value of moral courage and of a fearless devotion to a great public trust has been strikingly illustrated in the recent school-book contest in the Wisconsin Legislature. A powerful combination had been formed for the purpose of forcing upon the state a similar scheme to that which has been fastened upon Minnesota for the next fifteen years. It was purely a speculative monopoly so far as its concoctors were concerned. Not a true friend of education in the state was known to favor it. Men of influence connected with the public press, versed in all the secrets of the lobby, skilled in the arts of intrigue, so potent with professional politicians, and controlling the three newspapers of the capital, were engaged in the plot. They regarded success as assured. Their editorial columns were crowded with the plausibilities and misrepresentations embodied in the scheme, and with abuse of its opponents, notably of the State Superintendent and President of the University. The Superintendent fearlessly entered the lists, opposed the infamy not only through personal appeals to the members of the Legislature, but in communications addressed directly to that body. He was reinforced by an almost spontaneous uprising of the educators of the state, and by the hearty cooperation of distinguished teachers from other states, and the bill, after having passed the senate, was ignominiously defeated in the lower house. The disclosures that have since been made of the motives, plans, and purposes of the combination have been quite astounding, evincing a degree of corruption most discreditabie to the parties concerned and to the journalism of the capital. These revelations appeared in the form of a communication to the Milwaukee Daily News of March 6th. The indomitable energy and courage of the Superintendent were mainly instrumental in preventing the consummation of a fraud upon the state which a whole generation would scarcely have been able to outlive. We believe that an example like this is worthy of special note as illustrating what may be accomplished by a single official armed with honesty and fearlessly contending for the right.

President Hayes, in his inaugural address, speaking of the material development of the South, holds the following language: "But at the basis of all prosperity, for that as well as for every other part of the country, lies the improvement of the intellectual and moral condition of the people. Universal suffrage should rest upon universal education. To this end a liberal and permanent provision should be made for the support of free schools by state governments, and, if need be, supplemented by legitimate aid from the national authority."

The Weekly of January 25th affirmed the doctrine that: "Social, political, and material regeneration can be effected only on the basis of intellectual and moral regeneration. The intellectual and moral regeneration of a community is possible only through a wise and generous system of education, universally diffused. This is the pressing need of the South. This is the remedy which alone can reach the disease that is deeply seated in the body politic."

And, again, in our issue of February 8th, we claimed that: "It is indisputable that sovereignty being universal, education must be universal, also. For, between intelligence and illiteracy there is, and ever must be, an irrepressible conflict. No man can be free whose faculties are fettered by the chains of ignorance. No man can long be enslaved whose soul is illumined with the radiance of heaven-born truth. Civil freedom must inevitably follow fast in the footsteps of intellectual and moral freedom."

In connection with the remarks made on the 25th of January, we urged that there should be no delay in pressing to its final
passage the bill which has long been pending in Congress for appropriating the proceeds of the sales of our remaining public lands to the support of schools, the same to be distributed upon the basis of the illiteracy existing in the several states. We believe this to be a measure of the first importance. All attempts at the reconstruction and pacification of the South, not founded upon the thorough training and instruction of the rising generation, will end in failure. Men must be made to think and feel rightly before they can be expected to act rightly. But little can be expected from the generation now controlling the South. The work of regeneration must be commenced lower down. Schools, and good schools, must be established everywhere throughout that region. The children and youth of both races must be gathered in them. School-houses must be built, competent teachers secured, books and apparatus provided, and the most comprehensive and liberal measures must be devised, or the Southern problem will remain unsolved for the next century. No greater task ever awaited to be undertaken, through a wise and far-sighted statesmanship. No greater duty ever devolved upon the representatives of a free nation. Are they wise enough to see, and brave enough to seize the great opportunity? We hope President Hayes will make this work a leading element of his policy. As Lincoln emancipated the down-trodden race from the thrall of political slavery, so may Hayes set it free from the bondage of ignorance, superstition, and vice.

The thorough and humiliating defeat of the nefarious school-book scheme, in the Wisconsin Legislature, followed, as it has been, and will still continue to be, by a complete exposure of its motives and methods, will put an effectual quietus upon all future attempts to get up profitable jobs at the expense of the integrity and efficiency of the common schools of that state. We learn that the revelations yet to be made will be of a most astounding character, reflecting most seriously upon men of some prominence in legislative and lobby circles. As the bill which passed one branch of that body was nearly identical with the Minnesota scheme in all essential respects, and as the "statesmen" who worked it through to a final passage in the latter state are not highly distinguished for honesty of purpose or purity of character in public life, there is a wide margin for reflection among the people as to the animus of their coming contract for school-books to run for fifteen years.

We cheerfully give place in another column to the communication of Prof. H. B. Buckham, of the Buffalo State Normal School, in explanation of certain figures quoted in the leading editorial of the \textit{Weekly} of March 1st, on the New York Normal School question. These figures were taken from the report of the Superintendent of Public Instruction rendered to the Legislature of the state, January 11, 1876, page 44, where that officer remarks that "the number of pupils in attendance upon these schools (normal) was 6,348, of whom 2,955 were students in the normal departments." On page 45 of the same document, the Superintendent further states that "in some of the normal schools of the state the primary and academic departments have been permitted to a certain extent to overshadow the normal department. This ought not to be permitted; yet, either under the statute or by custom, that condition of affairs has been brought about, and it is difficult to see how any change can be effected except by legislative enactment." These statements coming from the highest educational officer of the state were deemed perfectly reliable. If erroneous, we are surprised that they should have remained unchallenged for more than a year, to the detriment of the schools. Indeed, we do not understand our correspondent to question the accuracy of the figures, his object being rather to qualify them by showing that large numbers of the non-professional students belong to the model or practice schools, which are a legitimate part of the machinery for training teachers. The object of the \textit{Weekly} was, however, entirely friendly. In speaking of the academic feature of these schools, we were aiming at a principle, with which numbers have nothing especially to do. And it is also a question worthy of consideration whether the model schools may not be allowed to become so large as to overshadow the normal departments. In this time of criticism and agitation, it may be wise to reconsider all of these questions.

Our readers and Superintendent Shattuck will pardon us for neglecting to call attention to the Colorado department two weeks ago. Mr. Shattuck is the new Superintendent of Public Instruction in Colorado, and is rousing the people to a lively interest in education. We also unintentionally omitted to mention the enlistment of Prof. W. M. Bristoll, Superintendent of Schools in the city of Yankton, as state editor for Dakota. His first representation appeared in No. 7 of the \textit{Weekly}. The next to be added to the list is the Golden State of the Pacific coast. State Superintendent E. C. Carr, assisted by his talented wife, who is Deputy State Superintendent, will edit a column for that state. We expect an installment from them soon. We have also engaged correspondents to send us notes on education from Texas, Kansas, Oregon, Washington Territory, Massachusetts, and Utah.

\section*{NORMAL SCHOOLS.}

Four years ago, when the function of the normal school in our educational system was so fully discussed in the National Association, at Boston, it seemed to be the concurrent opinion of the men engaged in them that this function is the training of teachers for our lower schools, such as the rural schools, and those below the high school in our graded schools. It was generally implied, and was frequently affirmed, that the higher grades of teachers, superintendents of schools, principals, professors in our colleges, etc., must obtain the professional training they need, if they need any for their special work, from other sources. If this be the true view, one thing is certain: before these schools can, in any good degree, meet this demand, their number must be greatly increased. For example, in Michigan there are about 6,000 of this grade of teachers. If each teacher serves, on an average, five years, it will require that the normal school graduate 1,200 per year in order to meet the demand fully! This would require twenty normal schools instead of one.

By this we do not mean that one normal school in such a state can not do much for the elevation of the schools of the state, and much in supplying trained teachers. Certainly no one acquainted with the work and influence of the school mentioned, and honest enough to do it justice, will deny that it has done service to the state far above what it has cost. But the first requisite in adapting our agencies is to determine definitely the work to be done by them; if, therefore, the chief function of the normal school is that named above, our people ought to so understand it, and have it so clearly set before them that they will demand adequate provision to meet the want, at least in some good degree.

There is, however, another view of the function of a normal
school which may be worth considering, to meet which would require but a single such institution in such a state. This view is that which makes the normal school purely a professional school, designed for giving professional knowledge and training to the higher grades of teachers. The requisites for such an institution would be: 1. That it should be a complete museum of appliances for teaching work of all grades. Illustrative apparatus, from the lowest kindergarten work to the full equipment of a high school, at least, should be found there. Museums of natural history, adapted to the same range, and put up in the most approved methods for usefulness in teaching; models and plans of school buildings, school furniture; maps, charts, books,—whatever any one engaged in any department of our public school work may need to see in order to acquaint himself with the best known thing of the kind, should all be found in this collection. 2. There should be a corps of instructors competent to give instruction in such subjects as the history of the public school system in our own and other countries; the school systems of the world; school legislation and school laws; school architecture; school supervision; the management of our graded schools; the entire realm of pedagogics; and whatever else is conducive to a thorough professional training for the teacher's work. 3. Buildings and grounds should comport with the character of the school, being models of their kind, and an inspiration. 4. For certain purposes of exhibiting principles in application, a model or practice school might be necessary. 5. With these appliances, let there be held one four months' session each year, the instruction being given mainly by lectures, in connection with which the students should be directed in their reading. Let two courses, followed by a thorough examination, complete the course. 6. For admission to the course at least a good, thorough, English high school course of training should be required; and the character of the instruction should be such as to attract college graduates, and men and women of mature years and culture.

Such an institution would rapidly fashion the entire school system of a state, especially if its powers and prerogatives were liberally and wisely determined and ensured by law. But there would still need to be provision for the professional training of the great mass of primary teachers.

For this purpose, let there be held a two months, normal institute in each congressional district, each year, under the control of the faculty of the normal school. For example, in Michigan, there would be nine such normal institutes held each year. If the normal faculty consisted of six members, this would allow that two of the faculty should be present at each institute, most of the time.

The function of these normal institutes would be three-fold; 1. To allow the normal officers and other examiners, if others were thought necessary, to become thoroughly acquainted with all candidates for places in the primary schools, and thus to grant certificates which should mean something; i.e., they would be the examining agency. 2. They would afford a review of the leading studies taught in the primary schools. 3. They would give special professional training.

These normal institutes might furnish three grades of instruction, requiring different qualifications for entering each, and a three years course (two months in each year) to complete the entire course. Those who had taken the first course only could be granted a certificate to teach in a certain grade of the primary schools; those who had completed the first two years, a certificate allowing them to teach in either of the first two grades of schools; and those who had completed the entire course, a general certificate.

While it would be impracticable to withhold certificates from teachers who have already established a reputation, or received a certificate of good grade, all new candidates for the profession could be required to enter it through this door.

We have thus briefly sketched a scheme which we have been revolting in our mind for years. We are not confident of revolutionizing the established institutions of the country by it; nevertheless we throw it out for educators to think of. Indeed, the writer apprehends that the Weekly itself would not be unanimously in favor of such a scheme. If it is a crazy little balloon, some kind friend may puncture it, and the collapse will not be great. At best its lifting power may not prove so great as to carry our entire school system into the clouds before it can be caught and held in. O.

SCHOOL ECONOMY

II. TARDINESS

H. B. Buckham, Buffalo State Normal School.

TARDINESS, in such schools as I have in mind in writing these papers, is to be cured by judicious management rather than by positive rules with severe penalties. The village or the city school may lock its doors at such a minute after nine o'clock, if so ordered, or it may declare a pupil's seat vacant after a certain number of days' tardiness, or it may require pupils to stay after school as long a time as they were late in coming. I do not say these rules should be adopted in village or city, but they might be in some places, with possibly good results in some circumstances. But the country school cannot do this; the school cannot be very much more positive and rigid in its requirements than the habits of the community in other things warrant and sustain. The country school should, of course, like any other school, teach as much by the behavior it requires and the good influence it exerts in every direction as by its lessons in geography and reading, but it cannot be so far ahead of the community whose children it instructs that it fails by its very loftyness and too great superiority to make any impression, and makes all at first uncomfortable and presently more or less antagonistic. The school should lead in all good influences, but the leader should not get out of sight of its followers. In country schools such laws as I have mentioned would, in very many cases, be neither right nor practicable.

By management is not meant any concession that tardiness in the country is any the less tardiness than it would be in the city, and is less injurious to the individual and to the school in one place than in another; nor any surrender to those who might refuse to respond to honest efforts toward correcting a great evil; nor anything like craft or concealment of motives, or attempting to make children punctual without their positive intention to be punctual. It is meant to persuade or induce it rather than compel it; to inquire into individual cases. How may it be reached and in part taken care of? Some will commend, and a few will do likewise. If you see your pupils as if you made school your business; if you could not hire him, her, to be tardy; if those who go to school earliest report you as a punctual manag~er, they might be in some places, with possibly good results in some circumstances. But the country school cannot do this; the school cannot be very much more positive and rigid in its requirements than the habits of the community in other things warrant and sustain. The country school should, of course, like any other school, teach as much by the behavior it requires and the good influence it exerts in every direction as by its lessons in geography and reading, but it cannot be so far ahead of the community whose children it instructs that it fails by its very loftyness and too great superiority to make any impression.
Neither sleepiness in the morning, nor having something else to do, nor company, nor waiting for some one, nor bad weather, nor carelessness about the time of starting, nor a feeling that it does not make much matter if you are late, should be an excuse on the part of the teacher. It will often be your duty to be at school "on time," notwithstanding causes which might justify many pupils in being tardy. I take very high ground in this matter; a tardy teacher is, so far, a teacher unworthy of confidence. Tardiness is "catching" if punctuality is not; but I think both are, though not to the same degree. I say once again, that punctuality, persevered in, will make either

The district was one in which the worst notions and habits about school affairs prevailed. To me it was simply carrying out every precept and example heard and seen at home, to be early at my school-house. One very cold morning, just as I had started the fire, at a little before eight o'clock, two children with their mother came into the room. The mother said, "We had to go away to be gone all day, and it is so cold we did not dare to leave the children at home to come at nine, so we brought them along. My husband said he knew you would be here before eight, a morning, to get the house warm for the scholars." Another morning, near the end of the school term, I was late, through no fault of mine. The children, of course, were having a good time without "the master;" one of the older boys, not distinguished for punctuality, came up to me and said, "We never knew you late before, master, and we knew something had happened."

But this punctuality must not be confined to school. School is the teacher's place of business, and almost anyone would be punctual at his own business. School is too often not the parent's business, and therefore it does not matter to him if his children are tardy. This is to make punctuality a matter of selfishness, not of duty. The teacher, like any other person, should respect the rights and convenience of others, that it may be consistent in him to ask the same for himself. A teacher who insists on punctuality in school, and himself is tardy everywhere else, may compel obedience to his authority, but it will be with the protest that punctuality is so more necessary for school than for other places, and that the habit is not cultivated by over-enforcement in one direction and habitual neglect in every other.

Is there need to dwell on this side of the matter? Yes; the teachers in country schools must recognize the importance of their example and some of them—many of them—are likely to underestimate it and to set an at least imperfect example. It is a wicked abuse of power to exact what one in like circumstances would not do; it is a wrong principle of education to require repeated acts which, because they are arbitrary and in opposition to personal example, produce no effect beyond themselves and contribute nothing to character or habit except the damaging conviction that in the long process of school education, which all are compelled to go through, the teacher's power and not the pupil's good is the dominant, or rather domineering, idea. Many a child might say to his teacher, "you want me to come to school punctually every day; then why don't you come to church, and to singing-school, and to lecture, and to your breakfast, punctually?"

TEXT-BOOK LEGISLATION.

GRUMBling is as easy as breathing, in fact there seem to be some persons who would not enjoy breathing, to say the least, if they could not grumble. But it is a noticable fact that these chronic grumblers never amount to much. While they find fault with everything, they never show how anything can be improved.

Just now there is a class of it-is-a-shame-that-these-things-are-so men who are complaining bitterly of the high price of school books, and are moaning their Jeremias because publishers do not at once lower the prices to correspond with the "good people's" ideas.

About the only plan they propose is that the state make books for the people, although it is not quite certain why it should not as well adopt "papa government" throughout, and supply boots, shoes, clothing, etc., (on which there is fully as much margin), as well as books.

In many states these persons periodically come to the surface with a petition to the legislature that it appropriate certain persons to make and publish books, or, it may be in the shape of some cheap aspirant for fame who has managed to get elected to the "lower house," and who offers a bill which he had not education enough to write but ought to have had too much sense to propose.

Now these persons should know that as long as book-making is no patent process limited to a certain few, there will be just as much competition in making books as there is for teacher-warrant, and no more, that this competition has resulted in great improvement in school-books no one can doubt. In fact the great advancement made in matters of education to-day is due as much to improved books as to anything.

"But the prices of books are too high in proportion to their cost."

That depends entirely upon what you mean. If you say that publishers make too great a profit on their books, then we shall differ. If you mean that retail dealers generally make too much for handling the books or that certain things (unnecessary if they were not demanded by the people) add too much to the first cost, then we may agree.

Let us consider the matter from the inside.

Here is a book just issued. Retail price $1.50; cost of paper, printing, and binding fifty cents. "What an enormous profit! An article costing $0.50 selling at $1.50!"" Wait just a moment, please. In addition to the cost of paper, printing, and binding, there is a copyright of ten cents to the author. Then we must add the cost of plates, storage room, clerks, advertising, postage, loss on sales, insurance, etc., increasing the cost at least five cents per copy. Now on ordinary sales the publisher would still have a profit of from ten to twenty-five cents per book. "Where is my arithmetic? $1.50 - 65$ = 25 isn't quite up to the times!" Why, my dear sir, publishers give from 20 per cent. to 50 per cent. from retail to jobbers, thus on our $1.50 book getting from seventy-five cents to ninety cents per copy.

"Well, but they should lower the retail price and not give so much discount."

Much easier said than done. The jobbers give about one third to retail dealers, thus making only about ten per cent. to cover losses and pay expenses.

The retailer makes the balance—which to him is just fifty per cent. and the instant a publisher shows any signs of lowering retail prices and cutting discounts in proportion, every retail dealer who handles his books, cries out as if it were a personal affront, and from that time forth uses every effort to keep said publishers books from being adopted or used in his territory.

Here then is the first link, viz: the great profit claimed by retail dealers; and those men who in our towns and cities are crying for reform in prices of books should see to it first of all that the dealers who supply books for the schools agree not to make over fifteen per cent. on such sales.

Still further. A book is published and advertised. That is but the beginning. If the publisher sat down and waited for orders he would not sell enough of the best text-book ever printed to pay for the plates. There are few teachers and fewer school boards would think of adopting or using in his territory.

Here then is the first link, viz: the great profit claimed by retail dealers; and those men who in our towns and cities are crying for reform in prices of books should see to it first of all that the dealers who supply books for the schools agree not to make over fifteen per cent. on such sales.

No. The publisher must give away the first edition and sometimes the second and third. Not only this, but in most cases he must pay the postage or express on the books so sent for examination, for only our very best teachers insist on paying the first cost of books so sent, or in fact the express even, and few school boards would think of adopting any text-book unless the publisher would supply each member with a copy free. Some books require by a rule a copy for each member before they will consider a book, and sometimes two or three copies are asked for.

Next comes the cost of advertising. There are scattered over the country an inefinite number of school journals, each one must be patronized in order to keep the editor "well disposed," for we all recognize the power of the press. If we had but three or four such papers in the country, the publishers would be as desirous of "space" as they are now anxious to avoid taking it.

Then there are scores of colleges that are now "favoring publishers" by putting advertisements in their catalogues, at from $50 to $100 a page, while hundreds of little academies and towns calculate upon getting enough from publishers, for inserting a few pages of advertisements, to pay the entire expense of printing their catalogues or school reports.

In some cases it is understood that, to put it mildly, no special desire will be manifested, in said colleges, academies, and towns, to use the books of any firm not advertising.

But the heaviest expense has not yet been mentioned; a firm may publish the most excellent Reader ever issued from the press; it may give away thousands of copies, and pay the cost of transportation; it may send circulars to every board, to every superintendent, to every teacher in the country; it may make
the price twenty per cent. less than any corresponding books, and yet not sell in five years so many as it gave away the first six months. Houses know this. They publish books to sell, therefore they add at great expense another factor in the problem, viz., agents. The cost of traveling is considerably above $1,000,000 per year to the different publishing houses of the United States. One prominent house can name whose agents cost it over $80,000 per year. These houses know very well that books cannot be introduced to any extent without the work of these agents, and that the house that has the best and the most agents will introduce the most books.

Let it be known that books would be introduced only on their merits, and the houses would gladly save the million or more per year.

Take now these expenditures which are made necessary by the people or their officers, and divide pro rata among the books sold, and you have brought the cost of the book before mentioned up quite near the net price to publisher, especially when as it is true in a large number of cases, publishers are compelled, in order to introduce their books, to supply them free—as has been customary in the past—or at best to exchange for old, valueless books at less than one half retail, and pay all expenses of the change.

Now the remedy for these ills can never be found in special legislation. Our school laws are already nearly tinkered to death. We believe:

1. That school books should never be introduced in the middle of a class, but always when the class begins the study.
2. That the regular price should always be paid for introduction.
3. That teachers and school boards should keep abreast of the publishers in their efforts to improve text-books.
4. That the teachers and school boards should clearly understand that, to accept, from publishers or from their agents, books which will not be introduced into the school, is placing said teachers and boards under improper obligations.
5. That since the above is true, all teachers and school boards should return to publishers every book received, for examination, which is not approved for introduction.
6. That teachers and school boards should refuse to accept, from publishers or their agents, gifts of any miscellaneous books.
7. That when for any reason it may seem desirable to change any text-book, a committee chosen for that purpose should invite different publishers to forward sets of books for examination, should test carefully in the school-room and at home, should adopt the best and return the others. (In writing this we would not be understood as having any prejudice against the agents now in the field. On the contrary they are genial, scholarly men, who are an honor to their houses, but they are a costly factor in the price of school books, and if the best books could be introduced equally well without them, so much would be saved.)
8. That all academies, colleges and schools should refrain from inserting advertisements of school books in public documents of any description.
9. That all town schools will be in condition to insist on a great reduction in price, which will take place without waiting for a "strike," since the profit would be great enough to compel an active competition.

COMPETITIVE STATE EXAMINATIONS.

A. F. NIGHTINGALE, Lake View, Illinois.

The educational seeds of the Centennial Exposition are beginning to germinate, and it devolves upon the husbandmen to so encourage and cultivate the growth, that legitimate and well-ripened fruit may be gathered for the sturdy nurture of the great educational system.

Believing that every method that will insure a healthful incitement to effort, and prompt a generous rivalry, that will tend to destroy rutism, and produce more critical study on the part of teachers and pupils, should be hailed with delight and adopted with eagerness, I attended the meeting of the State Association at Champaign, pricked with the determination to present a resolution at the appropriate time, which should embody the idea of holding competitive examinations annually among the schools of Illinois, and sending the manuscripts for exhibition at the Inter-State Exposition, at Chicago, and placing them under the charge of a special committee for examination and a report.

I was pleased, however, to preserve my ammunition until after the excellent Centennial Report of Prof. White, which, to my relief and gratification, contained suggestions so similar, and which were so promptly acted upon, that my guns were spiked.

The committee appointed at the time are already beginning to carry the plan into execution. And, as agitation is the great law of progress, it seems justly in place to accept their invitation to discuss the suggestions presented by them in a late number of the WEEKLY.

1. In this era of political reform, when the sounds of breaking rings are already heard, let the fiat go forth, that in this examination there shall be no ring influences, (for the State Association may possibly not be free from it, but my brief acquaintance with its workings would not make it charitable for me to judge by others,) no favoritism, no wire-pulling, but that real merit shall be the basis of all awards.

2. While I see no objections, and many advantages, (if teachers are honest,) arising from the preparation of questions by the proper authorities of each competing school, in accordance with certain rules and restrictions, which should be promulgated, yet, if it is thought best, to "avoid all appearance of evil," that all schools of the same grade should have identically the same questions, then it is absolutely necessary, in order to make such questions thoroughly impartial, that no one who has any connection, direct or otherwise, with any of the competing schools, should have any part in the preparation or suggestion of the questions to be used.

3. I do not fully appreciate the reasons, in the suggestions of the committee, for limiting the high school work to geometry, natural history, English literature, and Latin. I think I comprehend the purpose partially, but, if the object of these examinations is to stimulate the schools to a higher degree of excellence in their work," then certainly a sufficient number of studies should be prescribed to cover all the pupils of every high school.

4. Why exclude algebra, (elementary or higher), physiology, Greek, French, German, and other studies of equal importance in the minds of some? The answer concerning Greek may be, that few high schools teach it; but if there are two, these will make enough for competition. Algebra is certainly one of the very leading studies in every high school.

Again, what is to be the basis of the Latin examination? In almost every first-class high school there will be several Latin classes, embracing the Latin Reader, Caesar, (or Sallust, or Nepos), Virgil, and Cicero. It would be manifestly unjust to give a translation in Caesar to a class who were only studying Sallust; and since, in our high schools, Virgil sometimes precedes and sometimes follows Cicero, the greatest proficiency should be expected from a class which had pursued the study of Latin the longest.

It seems to me there will be a practical difficulty in the preparation of the same set or sets of Latin questions to meet these varying circumstances.

Yet as Latin is one of the most important, if not an absolutely necessary prerequisite to a good English education, and as the study of it should be more and more encouraged in our secondary schools, I hope some solution of this question may be reached, whereby all the pupils pursuing Latin in any of our high schools may be enabled justly to compete. I would suggest that three different sets of Latin questions be prepared, the first to include the Harkness' Latin Reader (or an equivalent) to Syntax of Adjectives; the second to embrace the Reader to Roman History, and the first book of the Aeneid; the third to cover six books of the Aeneid, and the four orecitions of Cicero against Catiline, with appropriate critical grammar with each; but with such a system of equivalents, that a class may be enabled to select from authors actually read, passages from Caesar, Sallust or Nepos, Cicero or Virgil.

4. I would suggest that the examination be held in connection with the regular annual examinations in the schools of the state, which usually take place in the latter part of June. I have written thus freely, and thus critically, because I am heartily in earnest for these examinations, and hail them as one of the best educational omens for good it has been the good fortune of our educators to promulgate.

I hope the columns of the WEEKLY will teem with suggestions concerning this excellent scheme, and that when a final decision is reached, all will be done in the spirit of honorable fairness, impartial criticism, and a desire to promote the true ends of thorough scholarship.

One of the West Side schools boasts a teacher who is a most sarcastic man, and delights in bulldozing his scholars. The latter decided recently that forbearance was no longer a virtue, and put up a job on him. To each scholar was assigned a pet phrase of the teacher's, and armed with this they waited battle, secure in the justice of their cause. The first avenger was asked why he hadn't learned his geography lesson. "Please, sir," he replied, respectfully, "I forgot we had geography to-day, and I will be forgetting to eat my dinner next thing." The next gave a similar reply, adding with a bitter sneer that he would forget his own name next; the third declared that he might shortly be expected to fail to remember he had a head, and so on. And that teacher was so much pleased with their innocent stratagem that he took a solemn oath to get up a lobby and have capital punishment made compulsory in the public schools, even if he was to be shot for it.—Chicago Tribune.
Musical Department.

Editor, W. L. Smith, East Saginaw, Michigan.

[Vocal music in public schools.]

The importance of vocal music as a branch of education has been quite generally acknowledged by educators, and without going into extended argument in favor of it, we shall only present a statement of some of the more important reasons why it should be taught in public schools:

1. The influence which music has always exerted over the soul of man, and its consequent universal use, give it a prominence as a branch of education, which demands more general attention.

2. If the knowledge of it ever becomes general, its study must be commenced in childhood, before the organs of hearing and vocalization become so fixed that musical sounds can neither be produced nor appreciated.

3. In a sanitary view, singing is one of the best promoters of health.

4. Its good influence upon the morals and deportment of the young is inestimable.

5. The mental discipline required in learning the science gives it a high position as any other study.

6. Music as a means of social culture is unequalled, and greatly aids in making good readers and speakers.

7. In the light of economy, the cost for tuition to the parent, in the way of private instruction, would be greatly lessened by having music taught in the public schools; while those who, from poverty, would otherwise never receive any musical training, would be greatly benefited.

If, then, it is desirable to have music more generally taught, as a science, in our schools, it will be necessary to consider the question of who shall teach it?

In cities and towns where special teachers are employed, but little difficulty will be found in arranging the mode of instruction; but in the vast majority of schools, no special teachers are employed, and consequently it remains for the regular teachers to perform all the work that may be done in this department. In this connection, the question will naturally arise in the minds of many, how it is possible for the ordinary school teachers to impart musical instruction, since so many know nothing of the science, being unable to sing. Perhaps the best answer is the simple statement that all such as have earnestly and perseveringly attempted the work have succeeded, and succeeded well.

Teachers are accustomed to habits of study and investigation; and if they will make use of any of the valuable text-books that have been prepared for their special benefit, they need not find any difficulty in learning the principles of musical science, so as to be able to teach the same to their pupils. If a teacher is unable to sing, undoubtedly there may be found some pupils in the school, or a friend, who can and will gladly assist until the entire school can sing the scale correctly. When this has been accomplished, the teacher's work will consist in giving instructions in the elements, and seeing that proper practice is given by the school in exercises and songs. In connection with this, we copy the following from the report of the Music Committee of the Boston Public Schools:

"An apnee to teach only is necessary, and any person who is fitted in other respects to hold the responsible position as a teacher in a public school has the ability, we contend, to learn in a very short time how to teach the elements of music, as well as the other studies required in our common schools. Nor is it necessary that the teacher should be able to sing, in order to be successful in this branch of study, though, of course, it is an aid."

Hundreds of instances might be cited to show the success of teachers, who, at one time, thought it impossible for them to do anything in the matter, but who, through earnest study and practice, have gained a thorough knowledge of the science. In this respect, the public schools of Boston are not inferior to those of any other city in the country.

A festival, consisting of two concerts and a masque, will be given at the Tabernacle, Chicago, some time in June next, under the auspices of the Apollo Club, of that city.

Practical Hints and Exercises.

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

[Especially suited to the present time.]

Bill. More and I, in days gone by.

"That day was the song of love, the song of the people for liberty."

Outspoken foes, we then arose;

"Each chose a different way;

For March, to our New Hampshire hills;

Its gingerbread and oranges,

Till all the mountain echoes leant;

And I, a Democrat."

The tide of politics ran high;

And who could higher toss his cap?

One time—it was election morn,—

"Cheer on!" I called;

B. FORD, Kalamazoo, Mich.

"I don't know or care;

And you know—I know—he who made the greatest noise.

And why you're a Democrat."

"I don't know why."

I came on Bill's more;

You needn't ask me that;

And I, a Democrat.

And I commenced, in bold disdain,—

"What? tell you, if I can?

Why, my father's candidate;

And he knows—I know—he knows—he;

For second selectman.

"I think—I feel—I know;

I am a Democrat,—

And who could higher toss his cap?

And feel the hot tumultuous blood

That crimsoned cheek and brow;

I might have spared my blushes then;

And feel the hot tumultuous blood

The mocking shout that rose,—

I should have kept my shame;

"Ha! ha!" the mocking shout that rose;

For men, grown men, who fight to-day;

I seem to hear it now;

For just a party name!

And feel the hot tumultuous blood

And why?

Go ask, and you will find them wise

As Billy More and 1!

Marion Douglass.
A certain jolly member of the board of education once visited such a school. Four o'clock came, and the boys and girls stood up in marching order. The school-mistress took her station at the door, and, one by one, the departing urchins received a kiss. We have personally known teachers who were seized with an overwhelming affection, at the very moment of their entrance into school and a kiss. We have heard of the Mississippi and the rivers which empty into the Pacific. 4. What mountain range is the water-shed between the western tributaries of the Mississippi and the rivers which empty into the Pacific? 5. What city on an island in the St. Lawrence opposite the mouth of the Ottawa river? 7-10. What states are drained in part by the Connecticut river? 11. Near what parallel of latitude is Philadelphia? 12. What parallel forms part of the S. boundary of New York? 13-18. Mention six states and territories directly between St. Louis and San Francisco. 17. Where is the Sierra Nevada range? 20. Which city city near the mouth of the Mississippi? 21, 22. What peninsula indent Mexico Gulf? 23. What sea east of Central America? 24. What is the most of Asia? 25, 26. Mention two countries of South America that are crossed by the equator? 27. What republic has Europe? 28. What large peninsula between the Baltic sea and the Atlantic? 29. Between the North sea and the Baltic? 30. What mountain chain traverses Italy? 31. On what river of Italy is Rome situated? 32. What country lies east of the Red sea? 33. What country north of the Chinese empire? 34. In which one of the 5 zones is most of Asia? 35. What large gulf indent the west coast of Africa? 36. What large island belongs to Africa? 37. In what direction from Peru is Australia? 38. 39. In which two zones is Australia? 40. To what government does Australia belong? 41. Which state of America is most of Asia? 42. What large island belongs to Africa? 43. What republic has Europe? 44. What large gulf in the Pacific? 45. What country north of the Chinese empire? 46. In which one of the 5 zones is most of Asia? 47. What large gulf indent the west coast of Africa? 48. What large island belongs to Africa? 49. In what direction from Peru is Australia? 50. In which two zones is Australia? 51. To what government does Australia belong? MISTAKEN notion of love sometimes induces a form of caresses and a show of affection not prompted by the heart, and only worthy of being despised. We have personally known teachers who were seized with an indiscriminate, overwhelming affection, at the very moment of their entrance into a school, who scattered in lavish profusion the most endearing adjectives, and who closed every day by sending each young hopeful home to his mother with a parting kiss. A certain jolly member of the board of education once visited such a school. Four o'clock came, and the boys and girls stood up in marching order. The school-mistress took her station at the door, and, one by one, the departing urchins received a loving embrace. The afore-mentioned "member," to use his own words, in the excitement of the moment, forgot himself, and, thinking he was a boy again, joined the procession. "SIDE SHOWS." MARY P. COLBURN, Boston. HOW can "side shows" apply to our business as educators? We are not dealing with menagery, albeit there is so much of the animal to come under our vigilance supervision, and careful training. We are not at liberty, as true and honest workers, to tarnish up little latent talent in one direction, simply for an exhibition or a show-off, and, of course, are not to neglect anything. How, then, can such a term come within the scope of our labors? Let's see. Connected with a traveling circus, was a little girl of about ten years of age; lively, and lovely, and sprightly, she speedily became a favorite with the ladies of the hotel, where they rested for their too brief period of recreation and repose. It was the little Adle's province to ride, fearlessly and boldly, one of the swiftest horses. Daily practice had made her very expert, and adorning crowds watched her nightly. At the hotel, was a certain lady with whom the child fell in love, so to speak, and she lost no opportunity of being with her. In her childish, impetuous way, she poured all her confidences into her matronly friend's ear, and, of course, among other things, her companions were fully discussed. One of them was slightly deformed, and on being asked what Bettine was likely to become as time went on, the little thing, with a very decided air of mature philosophy, said in a musing way— "O, poor Bettine! I don't think she will ever be much of anything,— she will only do for a side show!" There is a world of meaning in these few words. Only a side show! Do not many of us, as teachers, suffer from some deformity which will keep us continually on the side track? Are we all up to the mark of taking rank in the vanguard of our noble profession? Now, if we are not, may we not become so? Are there not means within our reach which will go far toward helping us to such a devotedly to be desired consummation? Most assuredly, friends. No cause can ever be at a stand-still; advance or retrograde is the law of everything. It is not teaching to keep forever in the same rut—never looking ahead or to either hand for new methods and impulses. There is no surer or better defined way toward marked improvement than to become familiar with the thoughts of others who, though they may be neither great nor distinguished, have yet unearthed some new idea of value to you and me. We can appropriate these, if we only will; there is no law of Mede or Persian against such doing, and it is not stealing. The many excellent "educational journals" of the present day are full of valuable suggestions and brave ideas, whose worth is as much beyond gold, as brains are beyond metal, and we can frame no plausible excuse for not informing ourselves through these legitimate channels. Depend upon it, we must do just this very thing; upon our tables, and in our hands, too, must be found these practical helps,—or we must, in this march of improvement, run the risk of the inevitable fall— "O, she will never be much of anything, she will never do for a side show!"

APPEALS.

I WONDER if young teachers know how much influence they lose every time they appeal to a higher power. When a person asks another to do for her what she ought to do for herself, people are apt to think her either indolent or inefficient, usually the latter, and children think and decide about these things as readily as those who are older. Before a superior should be called, I would exhaust all the ingenuity I possessed, all the advice of the wisest and more experienced, and all the methods suggested in the professional books and magazines at hand. A teacher who meets, and in a determined way, grapples with every difficulty, is soon recognized as the "ruling power of the realm," and her wishes will no longer be questioned. As a general rule, troublesome cases need not be decided at once. It will be better for all concerned if a little time be taken for thought. Occasionally an ambitious young girl will carry this principle too far, and try to conquer by physical force pupils larger and stronger than herself. Such an endeavor may end in the teacher's victory, it will be more apt to be concluded by a most disastrous defeat. We are all coming to believe in the "still small voice" rather than the earthquake or whirlwind. The subtle, persuasive force there is in self possession, "gentle and firm," comes as often from the weaker as the sterner sex. We once heard of a man—a teacher—who had little faith in the work of women, who thought, in fact, that women never ought to teach beyond the first few primary grades. His reasons were given as follows: "Women cannot teach for three reasons; first, they have not the height;—here he straightened up his manly form in an impressive manner, for he stood six feet two inches in his boots. Second, they have not the strength—and he clenched his strong right hand and shook defiance to an imaginary foe. "And third, they have not the voice." The deep bass on the last few words made the argument, for the time, unanswerable, and it only remained to be shown by his practice that his theory was not one of the wisest in the world. A Columbia professor, reproving a youth for the exercise of his fists, said: "We fight with our heads here." The youth reflected, and replied that butting wasn't considered fair at his last school.
Correspondence.

TO THE EDITOR OF THE WEEKLY:

TARDINESS.

IN THE EDUCATIONAL WEEKLY for March 1st, under the title of "School Economy," H. B. Buckham, of Buffalo, N. Y., advances ideas about tardiness, which are not responded to by the teachers of this place. While it is true that tardiness is chronic in almost all schools, it is not true that it exists as a necessary evil. Must we work without expecting a reward? Does the husbandman plant and cultivate with the expectation of reaping only part of a crop? Mr. Buckham says: "As a fact (tardiness) exists in your school and you would like to get rid of it altogether. * * * But assuredly, in the first place, that it will never be. Strive for it, and persevere in the struggle, but do not anticipate complete success. * * * Teachers, at their institutes and associations, are very often tardy themselves. * * * You can be late to school, and yet go to the same school." Are teachers to hold up such ideas to the youth of our land? If so, goodbye to education. Now what are the facts? First, There are schools where tardiness is wholly unknown in some of the departments or sections of the public schools of St. Charles, Minnesota, in his report to the State Superintendent, says: "In the high school classes there was no case of tardiness during the year." Up to the present date there has been no case in the high school department of our school during this school year; and, though the year is not ended, still we do not preach anything but punctuality. Should one of the teachers say as much to favor tardiness as is quoted above, the children would point their fingers at that teacher. Some teachers do come late themselves, but such are unfit to teach. They may keep school in order to get the paltry salary.

Again, let the teacher tell his pupils that there are other things to be attended to before becoming tardy, and tardiness will be the inevitable result. Teach pupils that one thing at a time and that well done is all mortal can do. If there are excuses for tardiness, certainly they can be found out on the Minnesota prairies. Attendance is not second to punctuality. A teacher must take an interest in the personal appearance and conduct of his pupils, and in the personal channel, for success in life. The boy who is taught that to be late at school is a disgrace, will carry the idea with him through life; the girl who will keep her promise, and do come, will carry the idea with her through life. The pupil who is taught that punctuality is virtue and will bring him success in the world, therefore will carry that idea with him through life.

To persevere without expecting success is quite an impossibility. The impetus to perseverance is the hope of success in the end; take this hope away and you have a failure. Yours truly,

SAUK CENTRE, Minn., March 10, 1877.

THE N. Y. NORMAL SCHOOLS.

TO THE EDITOR OF THE WEEKLY:

THE WEEKLY, in its editorial columns, repeats a statement which is current in this state and which is doing the normal schools great injury, although it is incorrect. It is that of 6,348 students in attendance at these schools 3,993 are academic students, that is, students not preparing to teach. To enterprises of the eight schools in the state is attached a model, or practice school. This is deemed an essential part of the normal school, as it affords the only opportunity of teaching under the inspection of those who have been instructed in theories and methods. The teaching in these schools is largely, in some cases wholly, done by pupil-teachers from the normal school, but under the constant supervision and criticism of members of the board of education. The teaching in these schools is largely done by the pupil-teachers, but the teachers are very fast becoming the really controlling power in the work of these schools, and are making changes and better methods, and giving them an insight, however faint, into the philosophy of education.

There is not much probability that any meetings or associations for the purpose of exchanging views on the part of the teachers of the normal schools in this state, or any other state, will in any way popularize the profession of teaching. In the future, education will be popularized, and the public school system will be that which will do the work in the long run. The people of this land are becoming educated, and the time is coming when the school officers of this state will be well educated, and will have a voice in their application. Hence it is to the advantage of the public school officers of this state to make their schools known, and to tell the people that they are working with the idea of making the schools popular, and not simply for the benefit of the children, but for the benefit of the public, and that they are ready to do the work, and are willing to do it, and that they are working for the betterment of the public school system. They may speak of these things as a matter of fact, and yet they will not fail to give them a little in spiration, and it might begin a revolution in his ideas that would work wonders in the provisions for your school. Among pronouncing "he" is distinctly and always masculine; "she" is always feminine; and "it" is always neutral,—even when used, as it is often used in place of the name of an animal. "He," then, must be used to represent the name of a mate; "she," to represent the name of a female; and "it" to represent the name of an inanimate object.

Now when our fancy endows an inanimate thing with life, and we wish to speak of it as a thinking and self-acting being, is there in our language any law of sexification as well as personification? Any law which may determine what "he" or "she" is to be used to represent this fancy? Our boards of education as men of the world, but with their meager qualifications for such positions. Since our educational work comes up before us now as the most important of all our interests,—may more, as the preserver and protector of all of these, we need to see that it is administered by the most capable hands. Let us urge upon the school boards everywhere the importance of a better understanding of actual school work, of an interchange of ideas; and we might add, that even school journals would not hurt them.

Ohio.

GENDER: WHAT IS IT? OR, IIE, SHE, AND IT.

TO THE EDITOR OF THE WEEKLY:

GENDER is not sex; and yet it is derived from sex, but often remotely. Gender is a grammatical property, and belongs solely to the name, while sex is physiological, and belongs to the organic structure. There are but two sexes; but there must be three genders, and there may be five. Among pronouncing "he" is distinctly and always masculine; "she" is always feminine; and "it" is always neutral,—even when used, as it is often used in place of the name of an animal. "He," then, must be used to represent the name of a mate; "she," to represent the name of a female; and "it" to represent the name of an inanimate object.

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Ohio.

NORMAL SCHOOL, BUFFALO, N. Y., March 10, 1877.
measures of its hours for man, is so much in analogy with the one sex that
we naturally and instinctively make it a female.

Thus the analogy of real sex automatically determines the grammatical
gender of all personified neuter nouns. Even a "boot" or a "kite," if per-
sonified at all, ought rather to be made a female than a male.

Epitome nouns, that is, nouns distinctive of animals but not of sex, such as
tooth, snout, and all are neuter (not common). You always use the
neuter pronoun it to refer to one of them. Parent, cousin, etc. are nouns
of the common gender. You can't use it as a pronoun to refer to one of them,
but must use he or she. You can't say he, if you mean your father, and she if
you mean your mother. But of an epicene noun you would say it, and not he or
she. I may indeed, say, The old black sheep, I fear, has lost her lambs, for
she is bleating mournfully. But while, I use the epicene word, sheep, I mean
the neuter word.

Thus sheep is neuter gender. And it ought always to be so parsed, unless,
indeed, we make a fifth gender, and call it epicene or doubtful. Ever is
feminine and ram is masculine, but sheep is neuter.

Gender, then, is simply property in a noun which requires he, she, or it, as
a representative pronoun. Nothing more. In other words, any noun is mas-
culine which requires he as its pronoun; but feminine, if it requires or admits
she as its pronoun; and neuter if it requires or admits it, whatever may be the
sex or want of a sex this thing is. So in Latin, gladius, a sword, is
masculine, (just as masculine asaurus, a bull), and scab, a bean, is feminine,
(just as feminine as vacca, a cow), but without any regard whatever to sex.

BLOOMINGTON, IND., March 13, 1877.

AN EXPLANATION ILLUMINATED.

To the Editor of the Weekly:

The explanation of "an old puzzle" in No. 9 of the Weekly is hardly
up to the requirements of the case. The "suggestion of a pupil" may do for tyros but not for older heads. I myself believes the explanation valid. Let us then possibly some exposer will undertake to put a head (light) on me. Then let x = y, then x = x + y; subtract x from both members and you have
x - y = 0; so far the whole thing is sound, but the next result is absurd
because it is divided by zero, which is, under the present article, zero, that is, nothing. Factor the above equation and it becomes
(x - y) (x + y) = (x - y). Now you may multiply either member of this equation by any number whatever without disturbing its equality. The total effect is only
the obscuring of the factor. But to the puzzle is this: The puzzle is to know that the expression can be true, but when the divisor is
zero the puzzle is, "What is the solution?"

So in Latin, gladia, a sword, is
called it even; but feminine, if it requires or admits
its pronoun: but feminine, if it requires or admits
as feminine as vacca, a cow), but without any regard whatever to sex.

M. M. CAMPBELL.

Supt. Monroe Co., Ind.

March 1, 1877.

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M. M. CAMPBELL.

Supt. Monroe Co., Ind.

March 1, 1877.
EDUCATIONAL INTELLIGENCE.

Editor, Henry A. Ford, Kalamazoo, Michigan.

HOME.

GENERAL.—The highest percentage of illiterates in the South is in South Carolina, where it is 23.7 per cent. In Georgia, 26.60; Mississippi, 33.91; Louisiana, 24.66; Florida, 34.76. The average percentage for fourteen of the Southern States is 45.27.

ARIZONA.—The educational statistics of this far-off and not very highly civilized Territory are interesting, to say the least. Last year it spent for schools $28,544.44, and the receipts were $31,488.84. The total value of the Territory's school property is $42,320. The school population amounts to 2,955; 1,213 of this number attended school last year. Of the total number, 1,474 can read and write. The Territory has about 10,000 inhabitants.

CONNECTICUT.—About fifteen per cent of the Trinity College students are candidates for the degree of Bachelor of Science, or are taking a special course of study, leaving eighty-five per cent in the full classical course. Spanish, civilized Hebrew, and Sankrit are among the elective studies.

GEORGIA.—The school attendance in this state during the past year has been: Whites, 121,418; colored, 57,087. The entire school population of the state is 344,027. The cost per pupil on the number in actual attendance was $2.53. Local taxation raised for school purposes, $142,727.63; this added to the state fund of $301,319 gives a total of $434,040.63 expended for public schools in 1876. This would be $3.77 for each pupil in actual attendance. The Peabody fund distributed in this state in 1877 amounts to $5,500. Since the war nearly every female college is in a languishing condition, and does not approach to its former prosperity. Many flourishing male schools also have been closed. The members of the Legislature have the right of appointing 219 free students to the State University, but not yet more than one-fourth of that number can be induced to attend. The cause of this is the poverty of the people.

NEW YORK.—The annual meeting of the New York State Association of School Commissioners and City Superintendents will be held in Albany, March 28th, 29th, and 30th. The opening exercises will be held Wednesday evening, March 28, at 7.30 P. M. There will be three sessions daily. Ample time will be given for the discussion of each paper and report.

Wednesday Evening, March 28th.

Address of Welcome, by Charles P. Easton, President Board of Education, Albany. 7:00, Opening exercises; 7:15, C. B. Seager, Treasurer of the Association, continues the address of welcome; 7:30, Prof. A. W. Morehouse, R. B. Bush, J. B. Riley, Wm. T. Goodnow, R. J. H. Speed.

Thursday Morning, March 29th.


Thursday Afternoon.


Thursday Evening.


Friday Morning, March 30th.


FOREIGN.

AUSTRALIA.—Four students of the Presbyterian Ladies' College at Adelaide are now enrolled as students at the University of Munich, Germany. They are put forth as a step towards an adaptation of Mr. Tennyson's "Princess," in which they take a wholly different view of "women's future" from that which the Old-World poet had adopted. They convert the Prince by a course of lectures at the Ladies' College.

EGYPT.—The Ministry of Instruction has recently made a report which gives an insight into the educational conditions of that country. It appears from his statistics that there are at present under instruction 140,677 pupils. Of these, 111,803 are in primary Arab schools, 15,335 in mosque schools, 1,385 educated by Government, 8,601 by missions and religious communities, and 2,960 in the municipal schools. The principal text-book is the Koran, and sometimes a little arithmetic is taught. The children read and write from right to left, and even learn their Koran backwards, because the final chapters are easier for beginners.

FRANCE.—M. Waddington, the French Minister of Public Instruction, appears to be progressive in educational matters. He proposes that after the first of January, 1878, all the communes shall have power to establish a free school system, and to meet the expense by taxation. It is intimated that the next step will be compulsory education. The proportion of those who cannot read and write in some of the departments is as high as sixty per cent. Free education, to the extent of 5,000 schools, has been given by some of the communes for several years, and there are 37,000 Catholic communal schools for boys; still the general average of illiterate persons is given as thirty per cent. It is expected that this proposition of the minister for free schools will be opposed by the Catholic clergy and their representatives in the Assembly, as an invasion of the educational functions of the Romish church; while the Republicans will insist that as all are to pay the taxes for their support, the schools shall be unsectarian.

GERMANY.—The Michigan University Chronicle gives the following as an estimate of students and professors at ten German Universities: Vienna, 3,615 students, 227 professors; Berlin, 2,980 students, 178 professors; Leipzig, 2,800 students, 140 professors; Halle, 1,075 students, 95 professors; Breslau, 1,270 students, 107 professors; Munich, 1,031 students, 114 professors; Jilburg, 981 students, 84 professors; Heidelberg, 884 students, 104 professors; Bonn, 838 students, 98 professors; Strasbourg, 667 students, 81 professors. The University of Berne has 30 female students, of which 17 take a course for teaching. At Heidelberg, there is a great lack of good male school teachers in Mecklenburg-Schwerin, and when Schumacker, the principal of the free school at Neustadt, died, they had to appoint a woman to the vacancy.

STATE DEPARTMENTS.

Nebraska.

Editor, C. B. Palmer, Beatrice.

The annual meeting of the State Teachers' Association will be held in Fremont, March 27th, 28th, and 29th.

PROGRAMME.

Tuesday, March 27th, 7:30 P. M.

OPENING EXERCISES.—Address of Welcome, Hon. W. A. Marlatt, Mayor of Fremont; Response by the President; Address, Learning and Labor, Chancellor Fairfield, of the State University; Miscellaneous business.

Wednesday, March 28th.

9.00, Opening exercises; 9.30, President's Address, Prof. C. B. Palmer, Beatrice; 10.00, Progress, Miss M. Sawyer, Lincoln; 10.30, Recct, Prof. W. W. W. Jones, Lincoln; 11.30, General Discussion on same; 1:30, Recct; 3:40, "Some things an American may learn from European Schools," Prof. W. E. Wilson, Palmyra; 7:30, Address, Dr. Robert Curry, Principal of State Normal School, Subject, Education; Appointment of Committee on Nominations, Miscellaneous business.

Thursday, March 29th.

9.00, Opening Exercises; 9.30, Essay by Miss Clara Albertson, Schuyler, Nebraska, Subject, Oratory and Teaching; 9:45, The County Superintendent, Prof. A. R. Wightman, Fremont; 10:05, The best methods of electing County Superintendents, Prof. A. D. Williams, Kansas City; 10:25, General discussion of the County Superintendent; 11:45, Miscellaneous business.

AFTERNOON.

2.00, Class Exercise in Reading: Conducted by Miss Hattie Stringam, of Omaha; 2.30, Report on German Language Schools, Prof. W. W. W. Jones, Lincoln; 2.50, General Discussion on same; 3:30, Recct; 3:40, "Some things an American may learn from European Schools," Prof. W. E. Wilson, Palmyra; 7:30, Address, Dr. Robert Curry, Principal of State Normal School, Subject, Education; Appointment of Committee on Nominations, Miscellaneous business.

Friday, March 30th.

9.00, Opening Exercises; 9.30, Essay by Miss Clara Albertson, Schuyler, Nebraska, Subject, Oratory and Teaching; 9:45, The County Superintendent, Prof. A. R. Wightman, Fremont; 10:05, The best methods of electing County Superintendents, Prof. A. D. Williams, Kansas City; 10:25, General discussion of the County Superintendent; 11:45, Miscellaneous business.

AFTERNOON.

2.00, Election of Officers; 2.20, Essay, "The Garden of the Heart," Miss Mary M. Elcock, Dakota City; 2.40, Marking and Reporting, Mrs. H. G. Wolcott, North Bend; 3:00, General Discussion on same; 3:30, Recct; 3:40, Executive Committee; Field Meetings; Miscellaneous business.

Papers read are not to exceed twenty minutes each. On general discussion, speakers will be limited to ten minutes. The exercises will be interspersed with music. Persons paying full fare coming to the Association will be returned on one-fifth fare, on the certificate of the President of the Association.

Officers.—C. B. Palmer, President; Charles Cross, Vice-President; C. F. Secord, Secretary; J. B. Bruner, Treasurer.

March 22, 1877

The Educational Weekly.

Illum.

R--, President District No. --, Dis. county, Colorado. -- March 22, 1877. The Educational Weekly. That children are beaten on the head and with raw-hide whips, etc. It is not on purpose to express this opinion, but it is our province and duty to make public some of the allegations of the people, and that a number of the best citizens, including two members of the School Board, refuse to patronize the schools, and send their children elsewhere to be educated.

The matter may be somewhat highly colored, but there is so much smoke there is likely to be some fire. If a tithe of the allegations are true, a radical change of administration is urgently demanded, but the question of responsibility for present defects is one that it is not our province to discuss.

successful. 88 districts out of 91 have school houses. Grand Island is agitating the question of voting $10,000 in bonds, to supplement the $5,000 already voted, in order to build a new school-house. The Independent opposes the proposition on the ground of hard times and high taxes.

**Colorado.**

Editor, Joseph C. Shattuck, Denver.

Before this comes to our readers, it is probable that the First General Assembly will have disposed of the School Bill. If the Senate concurs in the House amendments, the Centennial State will have an educational establishment which it need not be ashamed. It is, in the main, a reform in the present law, and the compiler of that law—Hon. H. M. Hale—may well be proud that the year's work under it has shown but two features not satisfactory to the people of the State. The first is amendment, in the six months' session, of the danger of dreary, soul-destroying machine work very great in all large graded schools, and it needs to be constantly combated in order to secure efficient, practical work, suited to the various requirements of pupils from all classes of society, with every variety of disposition and mental capacity. As regards the methods of punishment referred to, it is safe to say that never, under any circumstances, should a child be struck on the head, not even with the hand.

Anxious to know the general feeling of the people on the subject, we have sent Mr. Torrey to investigate the situation and report hereafter. The Independent opposes the proposition on the ground of hard times and high taxes.

The public school at Golden has been giving a series of dramatic entertainments, with fair success. We suppose the time spent in preparation for such affairs is not utterly lost. Some things are learned with which it is perhaps well for our youth to be familiar, and the people sometimes almost insist on an "exhibition." We think, however, that a well managed lyceum, under the constant care of the teacher, and open to the public at least once each month, would be quite as well, and benefit the children far more.

El Moro wants a male teacher. Applicants can correspond with the Secretary there.—The School Bill is not yet a law. It has now gone to a committee of conference. Meanwhile "we watch and wait."

An extreme case of procrastination comes to this office for advice this week. Before we give the case and the reply, suppressing only names.

"Please advise me what to do in the following case: In March, 1874, District No. --, county, levied a tax for school purposes. At the regular election on May 4th, there was nothing done on account of disturbance in the school. A number of the taxpayers were absent, and no taxes were collected. Prior to this, the tax list had been posted, but the president refused to collect the tax, and on the 5th of October, at the semi-annual meeting, the district voted to remit the tax. Can the order be collected, or can it be remitted by the district?"

"E. R. R., President District No. --, county, Colorado."
and make a complete settlement with each of said Treasurers. He shall examine all loans of township and other school funds made to the Treasurer, and the securities held by the school Trustees and Treasurer of said township for the payment of said loans; and if in his judgment such securities are insufficient, he shall notify the Board of Trustees of the same, and if they fail to procure additional security within twenty days from the date of such notice, the Superintendent shall have power to demand such additional security, and if the said additional security is not given within ten days after such demand, the said loans shall become due and payable in accordance with the provision of section sixty of this act, and it shall be the duty of the township Treasurer to enforce the collection of said loans as provided in section sixty of this act.

§ 23. It shall also be the duty of the County Superintendent of Schools to make a full report to the County Board and the State Superintendent of Public Instruction, twice each year, of the condition of the township and other school funds, books, vouchers and accounts, in each township and fractional township in his county, embracing the following items, to wit: the amount of school funds in each township, the amount of sinking fund money and kind of property given for each loan; the rate of interest in each case; the amount of interest due and unpaid on loans, if any, and the cause for non-payment; a statement of the condition of the books of each Treasurer, and such other information as may be required by the County Board or the State Superintendent of Public Instruction.

§ 26. It shall be the duty of the County Superintendent to visit, at least once in each year, every school in his county, and to note the methods of instruction, the branches taught, the textbooks used, and the discipline, government and general condition of the schools, and he shall keep a record of the same in his office.

§ 32. County Superintendents of Schools shall receive in full for all services performed by them a compensation fixed by the County Board of Supervisors or Board of County Commissioners, which compensation shall, in counties of the first class, as defined in chapter 53, section 13, Revised Statutes, not be less than $200 annually; in the second class, the amount named in the last preceding section, and kind of property given for each loan; the rate of interest in each case; the amount of interest due and unpaid on loans, if any, and the cause for non-payment; a statement of the condition of the books of each Treasurer, and such other information as may be required by the County Board or the State Superintendent of Public Instruction.

The managers of county fairs in various parts of the state are making provisions for educational exhibits this year. To those who travel much between Chicago and Milwaukee it has been found to be a great boon, for while it is easily possible to reach Milwaukee by street cars from almost any part of the city, in Chicago the depot is in the heart of the city, and passengers who wish to go north, south, east, or west, on arriving here, may step into a street car within one block or less from the depot; or they can easily reach their place of business by a walk of five minutes.

Our friends will do us a favor, if, in dealing with our advertisers, they will always mention the Weekly.

To those who have not the full subscription price to spare, or who do not know whether the Weekly is such a paper as they want, we will send it for three months on trial for fifty cents. This offer is made only to new subscribers.

The Chicago, Milwaukee and St. Paul Railway is one of the best managed railroads in the West. To those who travel much between Chicago and Milwaukee it has been found to be a great boon, for while it is easily possible to reach Milwaukee by street cars from almost any part of the city, in Chicago the depot is in the heart of the city, and passengers who wish to go north, south, east, or west, on arriving here, may step into a street car within one block or less from the depot; or they can easily reach their place of business by a walk of five minutes.

Thanks to our numerous correspondents for the encouraging words of compliment which they send us. The common testimony is that the Weekly is improving. Of course it is. Every living thing grows. One thing which contributes largely to the vigorous growth of the Weekly is the activity of our subscribers who send us clubs of new names. They appreciate the value of the paper, and want others to share its good things with them. They are right. Keep on, friends. There is no danger of our being overcome by these things.

We do not acknowledge the receipt of subscriptions by letter. The receipt of the paper is sufficient evidence that your subscription has come to hand, and the number following your name will tell you what is the last number with which you are credited.

We hope that teachers and superintendents who are about to hold any kind of meeting of teachers will send to us for specimen copies of the Weekly, to lay before the teachers. The Weekly is a new journal, and we want everybody to see it once.

Our acknowledgments are due to F. S. Chandler & Co., music publishers, of this city, for a collection of Juvenile Recreations, which we think would be found very appropriate for use in schools, especially as marksmanship is the real object. It is desired to have the time well marked. They consist of twelve progressive pieces, easy, full of melody, and sell for twenty-five cents each. The whole set will be sent postpaid to teachers for $1.75. If preferred, orders may be sent to the Publishers of the Weekly.

The best map of the city of Chicago that has yet fallen under our notice is one published by Van Vechten & Snyder, 79 Dearborn Street. It contains a great amount of desirable information respecting streets, wards, public buildings, etc., presented in a good print, and well colored.

Now and then a correspondent wonders what is meant by the number following his name on the address of his paper. This number indicates the date of the subscription expires. If it is 50, it indicates a year's subscription, as there are fifty numbers in a year. According to our original plan, announced at the outset, and published regularly in the first column on the second advertising page, we shall publish two volumes a year, each of 25 numbers.

The following letter from Superintendent Calkins is so forcible, and valuable to our readers, that we cannot withhold it from publication. Why is not every teacher a reader of a good educational journal? Every real teacher is.

Having just had an opportunity of looking over a few copies of The Educational Weekly, I desire to express my appreciation of its value by enclosing the subscription price for one year, with the request that you send it to my address as given on the subscription expiration. If it is 50, it indicates a year's subscription, as there are fifty numbers in a year. According to our original plan, announced at the outset, and published regularly in the first column on the second advertising page, we shall publish two volumes a year, each of 25 numbers.

The maintenance of weekly journals of education I regard as one of the most practical means of increasing the efficiency of the teachers' labors, and of developing and extending the influence of their profession; and I congratulate you on what you are doing. I have just read with having such an excellent journal to represent their noble cause. Teachers cannot afford to deprive themselves of the visits of such a valuable friend as a well conducted educational journal.