Editorial.

All who desire to aid in extending education to every part of the country will find an excellent opportunity to do so in the hearty support of the Bureau of Education at the national capital. It is not necessary here to recapitulate the work it has performed since its establishment ten years ago. Its extensive correspondence with every portion of the country, and with the governments of all civilized nations; its invaluable and exhaustive reports, and its circulars of information so widely disseminated, tell their own story. Its recent volume on the Public Libraries of the United States would alone justify not only the entire cost of the Bureau, but a liberal extension of its means for accumulating and disseminating information upon the vital subject of education that we possess as a nation. There are the strongest possible reasons, therefore, why it should be encouraged and strengthened. The people need light. Education can never be too wisely administered nor too generally diffused. There is no danger of any glut in the market. Every available means for promoting it will always be in order. The Bureau is a prime necessity. Its value, too, depends largely upon the extent of the distribution of its favors. Hence, the most liberal provision ought to be made for the publication and dissemination of its annual reports, circulars, and other documents.

But there is, in certain quarters, a lamentable lack of appreciation of its great benefits, and consequently of that moral and material backing which is so indispensable to its highest useful-ness. In Congress its appropriations still encounter the most determined hostility. There is also a credible indisposition to authorize the publication of an adequate supply of its reports. The opposition comes in the main from just those portions of the country most in need of its ministrations. This fact is made evident in the action of certain committees in both houses on the resolution of Mr. Cutler to print 30,000 copies of the Report for 1876. The resolution seems to have been approved by the Committee on Education and Labor, but Mr. Vance, of the Printing Committee, insisted upon cutting the number down to 15,000 copies. In this shape the resolution passed the House, and went over to the Senate, where Mr. Saulsbury, of the Printing Committee, doggedly demanded a further reduction to 9,000 copies. Senator Anthony, on the same committee, was willing to concur with the action of the House. Efforts were made by Mr. Cutler and others to induce Senator Saulsbury to waive his objection, especially as his amendment would send it back to the House too late for concurrence. But that high toned statesman refused to yield. Loaded down with this amendment, it went back to the House, and under the heavy pressure of the closing hours of the session it failed to pass entirely.

Now just here the friends of education ought to make their influence felt. Our national Congress ought to be made aware that the schoolmaster is an active aggressive power in the land. The schoolmaster ought to be able to prove that he is such. Our statesmen ought to be taught that they have no duty paramount to that of providing for the enlightenment of the people in respect to the one great source of enlightenment, general education. They ought to be compelled to see that necessary aid withheld from this work is simply national self-nullification and disgrace. As well may we let the fountains dry up, and still expect our water courses to furnish the needed power for the revolving wheels and spindles of industry. That style of statesmanship which delights itself in stining the essential aids to intelligence is not a commodity that will long pass current with the American people. If the active friends of education will simply unite in asking, if need be urging, that the Bureau be liberally supported; that it be supplied with the means to do its work thoroughly, promptly, and well, and that its reports and other publications be printed in quantities sufficient to meet all legitimate demands, there is no doubt that the request would be granted. The practical difficulty in the way seems to be the lack of united and persistent effort in this direction.

If the local and general associations of educators at their annual meetings would bear the interests of the Bureau in mind, if they would give expression to their wishes in the form of memorials addressed to Congress, if individual teachers and superintendents would occasionally refer to this topic in the local papers, an intelligent public sentiment would soon be created that would both demand and sustain such action in Congress as may be necessary to insure the highest efficiency of this important national agency in our educational work. No thoughtful person can fail to see that national aid and encouragement are indispensable in the work of extending the common school system to all the destitute places of the land. The magnitude of the undertaking is so great, and its importance and urgency are so evident that it is vain to expect that the task will be accom
plished 'by state' action alone. We trust that the inalienable right of petition will be fully exercised at the next session of Congress, and that in the meantime, our educational organizations will give to this and kindred topics a prominence in their discussions commensurate with the importance of such subjects. Would it not be well for the school journals throughout the country to bear these things in mind, and assist in keeping them before the people.

The Weekly aims to aid and encourage all honest and earnest workers in the educational field, as well as to entertain and instruct that large class of citizens who, although not engaged in the work, have, or ought to have, an abiding interest in it. The schools of this country will never be made capable of doing their best until the labors of able and skillful teachers within them are supplemented by the intelligent and hearty support of the people outside of them. Education is emphatically a cooperative work, whether viewed in its relations to teacher and parent, or teacher and pupils. The more hearty the cooperation the better the results. This truth cannot be too often repeated, because it cannot be too deeply impressed upon the minds of all. The better the quality of the work done in the schoolroom, as a general rule, the more cordial will be the cooperation without. Hence we are glad to do all that can be done through the agency of the printed page, to improve the quality of the teacher's labors. To this end we begin in this issue a series of practical articles on Dictation Drawing, prepared by Prof. L. S. Thompson, Superintendent of Drawing in the Sandusky public schools. Prof. Thompson has had a long and successful experience in this important department of education, and we feel assured that his articles will be cordially welcomed by the readers of the Weekly.

**READING.**

We once taught a village school on the line of a canal! It was before the days of graded schools, and when the village was too large to allow one teacher to do justice to the large number of pupils, and too small to be willing to employ two. Hence eighty or more young people, from the age of four to the age of a packet driver, and "big girls," were crowded into the little ill-contrived house, and a green boy of twenty was put in the midst to "keep school."

One thing the boy teacher soon found out; scarce any of his older pupils could read, if reading is conveying the sense of a printed page to a listener. (Indeed, he learned many other things, some of which linger not too pleasantly in his memory.) But what do to about the reading was one of the grave questions. The "big girls" would not, and the "big boys" could not read intelligibly. The girls would read so fast and pronounce so indistinctly that no one could tell what was read. The boys would read so blunderingly, and so mispronounce the words and mumble the sounds that no sense was either received or given out by them. Again, scarce any two had the same book.

A new departure was taken. At three and a-half o'clock each day, all the small children who wished were allowed to go home. Then the older pupils "chose sides" to read. When the opposing sides had ranged themselves on opposite sides of the house, No. 1 on side A read a sentence. No. 1 on side B repeated what he heard, or understood! If No. 1, A, happened to be a girl, No. 1, B, probably heard only an inarticulate jumble of rapid sounds. These were reflected with faithfulness. No. 1, A, was to repeat the sentence till No. 1, B, gave it back in an approved style, the teacher simply acting as umpire to secure fair play. When No. 1, A, had had his turn, No. 1, B, made trial, and No. 1, A, responded. In this manner the reading proceeded for the half-hour, passing from one to another down the class. Of course the plan was a delicate one to manage, and there were not a few tears shed, and some hard feelings stirred up. But on the whole the plan succeeded, first, in showing them exactly what their reading sounded like, and in due time in giving them such command of their organs as to read intelligibly. No pupil save the one reading knew what he was to read, and he had the liberty to select just as simple or just as difficult sentences as he chose. The plan was kept up through the term, and worked quite a reformation in the reading.

**WHO OBJECT TO THE SCHOOL TAXES?**

Have you ever taken the pains to observe who they are who do the demagogue's work of crying retrenchment, with reference to our school expenditures? There was in a certain city a certain "economy and reform" movement in the interests of which the citizens were invited to gather and listen to the harangues of this class of men with reference to the fearfully oppressive taxes under which they were struggling. This thing had gone on for some time, and quite a number of this sort of meetings had been held, and no little capital was being made out of those who have votes by those who wanted to control them. One evening, when such a meeting had been called, a few of the real taxpayers of the city thought it was time that they had a word in; so several of them went into the meeting. It happened that in that city about twenty men paid half the taxes assessed in the city, and these men were of that twenty. When the meeting waxed warm, one of these men arose and said something like the following: "Fellow citizens, has not this matter gone on far enough? We have been hearing no small outcry for some time past about the burdensome taxes, and the need of retrenchment and reform. The special point of attack has come to be our excellent public schools. Fellow citizens, I am not a speech-maker, as you know; but there are a few facts that I think ought to be stated just now and here. They are not pretty things to say, but they should be said. You are met here to raise an outcry about burdensome taxes. Why, look around this room. The men who constitute this meeting are not the men who pay the taxes. Most of you don't pay any taxes at all, and all of you do not pay enough to make a man poor or rich. It is not the men who pay the taxes in this city who are making this outcry against our public schools on the ground of their cost. The men who pay the taxes are willing to pay them, and feel that they receive back a full equivalent. You in this room who are raising this outcry are the very last men who ought to do it. I pay more taxes in this city than all of you put together, and have not a child in the world to educate. You have many children who are being well educated at my expense. Were you to pay ordinary academic rates for the education of half your children to the extent that you are having them educated, the bills would be many times as much as all your taxes. Why, then, are you crying out about the burden of the tax to support these schools? Again, you are especially spiteful at the High School, and with as little or less reason. The High School is especially the poor man's friend; it gives to the sons and daughters of the poor opportunities for a broad and liberal culture, which they could not otherwise command. Nevertheless, the cry is that these schools are especially schools for the children of the rich. This is absurd. The men of real
wealth in this city could send their children away and educate them at much less expense than they could support these schools, in which all our children are educated together. But if it were as you claim. If I had a daughter whom I wanted to educate, and preferred to have her educated at home, I claim it as my right that the public schools of which I am bearing so large a part of the expense, should be so organized that my daughter and such as she can be educated thus at home. It may be that it can be shown that $50 a year is being paid for the education of my daughter. But please remember that I pay that $50, and several more for the education of your children. Moreover, I pay my hundreds, year by year, for an indefinite period; while even on your hypothesis I have devoted to the education of my daughter $50 a year for four years." The war against the High School did not issue in victory in that city.

The writer once had charge of a system of city public schools. He was connected with them for five years. If his memory serves him, at five annual meetings a certain lawyer of wealth who never had a child always moved the voting of the entire amount asked for by the School Board, and a certain well-to-do merchant, who was an old bachelor, seconded the motion. Now, it will be instructive to observe narrowly where the cry against high schools, on account of their expense, comes from. It has not been our observation that it comes from men of breadth of mind and business sagacity sufficient to have made them the men of wealth in the community.

DO AMERICANS LOVE LEARNING?

AMERICANS rightfully enough boast of the sacrifices which they voluntarily make for education. Their school taxes are immense. The sums paid for magnificent school houses, and for teachers' wages, are greater than the entire cost of the governments of our states. Donations for founding or endowing colleges, public libraries, and museums, reach into the millions. And yet it has been questioned whether at bottom the American people really believe in education. It is the fashion to praise education and to pay large sums for it. Towns and cities vie with each other in building school-houses and counting up school attendance, as old-world monarchies vie in standing armies, or savages count scalps. It is a popular platitude that education is important to the safety of the republic. But there are many facts which cast discredit on our professions, and render it doubtful whether we as a people have any deep and intelligent convictions upon the subject.

1. We evidently care for the schools more than for the scholarship. We point with pride to our costly school buildings and our liberal school taxes, but wink hard over the poor and meagre scholarship which these schools oftentimes turn out.

2. Even our statesmen sometimes refuse to allow the more liberal scientific and practical studies to be introduced into the public schools, and vote to confine the instruction to the three R's, or to the merest elements of learning.

3. Our leading business men, and too often even our professional men, discourage young men from the pursuit of liberal learning as needless, if not dangerous, and advise them to enter upon business or upon professional studies without delay.

4. Scholarly men, unless they write a book, make some brilliant discovery, or get rich, are counted as being mere bookworms, under a load of book knowledge which hinders rather than helps them. The fit few doubtless appreciate the finer sense, the broader knowledge, the more logical thought of the trained scholar, but to the average American, the education which serves only to shape the character, and sweeten and guide the life of a private man, is worthless.

5. In public men, scholarship is regarded as of little consequence. An uncertain amount of common sense, some shrewdness in management, with immense audacity and pluck, are believed sufficient to make a good enough statesman. A man totally ignorant of history, political science, and law, and without literary training or power, is voted for as quickly for Congress, or even for the Senate, as a Webster or a Sumner. Does not all this show that, however much we delight in schools, as a people, we despise scholarship?

6. Scarcely a year passes that attempts are not made to tear down the school system under pretense of amending the laws. Onslaughts are made upon the normal schools, the county superintendents, the high schools, and every other feature which helps to lift the system above the lowest level of the poorest common school.

7. Reforms of the highest importance, and such as have gained the approval of the most capable and experienced of educators and publicists, are doggedly resisted if they abridge the power of the populace, or change the course of school expenditures. The township school system, proved and approved as the best American school system yet tried, has succeeded in working its way into only three or four of the states, and partially in several others. The county superintendency is, in most of the states where it exists, hampered with such provisions as prevent the selection of the best men, and forbid them both pay and power for good and sufficient work. School libraries and apparatus, the cheapest of all the agencies of instruction, are refused entirely to the majority of schools, and are left without adequate public resources everywhere.

If these facts do not disprove the genuineness of our boasted love of education, they at least show that we do not love it wisely. It may be replied that the real love of learning is confined to the intelligent few, and that the unintelligent many follow the fashion. And it is also probable that much of the distrust of higher learning is simply distrust of schooling to which true education answers as harvests answer to farming. The farming may be unskillful, or the barren soil and unpropitious season may make even the best cultivation of little avail. Schooling is not education, but where schooling is abundant, education will follow. We may therefore certainly hope to see our American love of schools lead some day to a true love of broad, sound, and liberal learning.

DRAWING FROM DICTATION.

1. INTRODUCTORY.

Before beginning a series of lessons in Dictation Drawing, it has been thought best to define several different kinds of drawing. Of late, the word drawing is frequently qualified by other words, depending somewhat on the instruments used, the manner of execution, and the objects to which it is applied. We have Free Hand and Instrumental Drawing; Drawing from Copy, from Memory, and from Dictation; Model and Object Drawing; Geometrical, Perspective, Mechanical, Industrial, and Artistic Drawing, etc.

Free-Hand Drawing is not a particular kind of drawing, but only a method by which many different kinds may be executed. Any drawing done with the pencil, or other marking implement, and the hand, without other instruments, or measures of any kind, is Free-Hand Drawing.

Any drawing done with the ruler, compass, square, or any similar instruments, is Instrumental Drawing.
Drawing from Copy is the copying or imitation of another drawing. Any drawing that is executed from memory, or the remembrance of something drawn or seen before, is called Memory Drawing. It may be either free-hand or instrumental.

Dictation Drawing, whether free-hand or instrumental, is the translation of written or oral words and sentences into the language of form. A written or oral description of certain lines and forms is placed before the pupil, who is expected to reproduce them without seeing anything to copy from.

Model and Object Drawing is applied to the drawing of geometrical solids, such as the cube, the various prisms and pyramids, the cylinder, cone, and other regular solids; also to all irregular bodies.

Geometrical Drawing is the working out without ruler and compass such geometrical problems as are frequently found in text-books on geometry.

Perspective Drawing explains how real objects may be represented on a flat surface as they appear to the eye.

Mechanical Drawing, technically called Orthographic Projection, explains how to make "working drawings" (plans and elevations) for houses and all kinds of machinery.

Industrial Drawing is that which is required in the practice of the different trades and branches of manufactures. It pertains to the ornamentation as well as to the construction of all manufactured articles.

By Artistic Drawing we generally mean that which pertains to the fine arts, as painting, portrait and landscape, sculpture, the drawing of the human figure, etc.

I propose to give some lessons in Dictation Drawing suitable for the public schools, from the lowest to the highest grade. We have selected this method of drawing for several reasons: We think we can make ourselves understood with but little expense for engravings; it is a subject but little understood even by those who teach drawing; teachers find but little time to make up suitable exercises of this kind, and but few exercises are found in text-books; it is a method of the greatest importance as pertaining to drawing as well as to the cultivation of language.

No more direct means can be used for the cultivation of the power of attention than the practice of Dictation Drawing. The student must give attention to the language of the teacher or he can do nothing. That kind of drawing which demands the most thought is the most interesting as well as beneficial. The pupil must conceive the line or form in his own mind before he can reproduce it. This kind of practice enables one to "see into space." This power enables a mechanic or artist to see the form he would produce in the rude material upon which he works. By this power the wagon-maker sees the axletree and other parts of a wagon in the wood from which he makes them; the potter sees the beautiful vase in the clay before him; the stone-cutter sees the chaste form of the Ionic or Corinthian capital in a stone; and the sculptor the statue in the unshapely block of marble. When it is remembered, still further, that mechanics are required to make drawings, not of things seen or imagined, but of actual things, but of things that are yet to be made, it will be seen that Dictation Drawing is of the most practical kind.

Again, as a means of cultivating exactness in the use of language, no school-exercise can be better. The teacher must use language that is unequivocal, and the pupil must grasp the true meaning or he fails in his drawing.

THE NORTHERN NIGHT CLOCK.

Prof. L. F. M. Easterday, Cathage College, Illinois.

Very much every-day astronomy is unconsidered; and very much more astronomy is unduly considered every night. The mariner finds upon the sky a faithful record of his time and place for every instant of his life upon the sea. Possessed of the ability accurately to read the record, he launches forth with confidence and the promise of success. Whilst this record is as free to those upon land as to those upon sea, it does not seem to be used with equal freedom by these two classes of earth's inhabitants. It is true that the one class is not so dependent upon these readings as is the other; yet it is as true that certain simple astronomical principles may be used with advantage by the humblest laborer as, far into the night, he continues his toil.

The matter in mind at this writing, Mr. Editor, is what I am pleased to call The Northern Night Clock. Anciently much use was made of the readings of the stars in determining the time of night. Buried, who lived in the fifth century B. C., makes a character in one of his tragedies to ask the time in this form: "What is the star now passing?" The answer is: "The pleiades show themselves in the east; the eagle soars in the summit of heaven." In these modern times the celestial clock is not so much needed as it was when sailors constantly watched their clocks by night; and yet there is too much beauty and utility about this long-existing and well-tried natural timekeeper to justify our dismissing it as one of the things that were.

I propose to present to one that has found its way into my mind in the last few days, and is one whose development has afforded me much satisfaction. I think, too, that it is probably an improvement upon any method used even by the wise men of the east for obtaining similar results.

It is not difficult for any one who is acquainted with the points of the compass to pronounce with a degree of accuracy upon the time of day from a single observation upon the sun. Great accuracy is attained in this by those who regard both the six o'clock hour circle and the meridian as bases from which to reckon. The six o'clock hour circle is the imaginary line running from the north celestial pole, which may be considered to be at the pole star, both through the east and the west points of the horizon, and continuing to the south celestial pole, which is as far below the south point of the horizon as is the north pole above the north point of the horizon. When the sun intersects this line in the east, whether it be above or below the horizon, the time is six o'clock a. m. When it is half-way between this line and the meridian, it is nine o'clock; and so on.

The time indicator to which I now call attention is hung up in the north, and is made of the whole of the New York Normal Schools. The hand moves from right to left—opposite to the direction followed by the hands of artificial clocks. The numbers conceived to be upon the dial run from 1 to 24. The 24 is upon the imaginary line running from Polaris, through the zenith, to the southern point of the horizon; the 6 is upon the line running from Polaris to the western point of the horizon; the 12 is upon the line running directly downward from Polaris to the northern point of the horizon; and the 18 is upon the line running from Polaris to the eastern point of the horizon. To the most distant of the two pointers from the pivot it is about 33 degrees. The dial is large, and the reading may be performed with very considerable accuracy. It may be an advantage to note the fact that the star at which the handle joins the cup of the dipper is one and a quarter hours behind the hand; and especially that the extreme star of the handle is two and four-fifths hours behind the hand.

This is so nearly three hours that the star need be very little past one of the four fundamental lines previously mentioned to make the reading of the hand 3, 9, 15, or 21.

Now, whilst this clock, so fully jeweled with stars, is far from being equaled in regularity by any human contrivance; yet, keeping sidereal time, it runs too fast for us, gaining precisely 24 hours in a year. The problem, then, is to determine the correction to be subtracted from the reading of the clock for any given date.

The right ascension of the sun being the same as that of the pointers designating the hand of the clock on the fifth day of September, it is on that day that the clock is right. Since the clock gains twenty-four hours in a year, it gains two hours every month, and, practically, four minutes every day.

Inasmuch as my exposition of this centennial clock is more lengthy than the editor prefers to publish in a single number of the WEEKLY, and inasmuch as he has gently requested me to hit upon a place where I may gracefully comply, deciding upon this as the unexpired central point, and assuring the reader that the clock will, in the meantime, continue to run, and that the article is "to be continued next week."
The Educational Weekly of April 5, 1877, by Prof. S. N. Fellows.

**NORMAL instruction has been given in this institution since 1855.** During the first ten or twelve years, the chair formed practically a normal school, with a model school and other usual normal teaching arrangements. As time passed, this simple method of instruction itself was largely engaged in preparatory work. Believing that it was inconsistent with the high aims of the University to give such elementary normal instruction, its grade was gradually raised, until, in 1872, it was resolved to transfer the elementary normal training to such normal schools as might be established in the state, and reserve to the University only such instruction in didactics as is appropriate to an institution of highest grade. This was consummated in 1873. By this action didactics was made an elective study during the senior year, and only such collegiate seniors as intended to teach and had special students who were qualified to be placed with them, were permitted to enter the class. It was also provided that those who completed the professional course in a satisfactory manner, on receiving the degree of A.B. or B.A. from the University, would be entitled to receive a certificate of qualification as teachers, and after two years of successful teaching, might receive the degree of Bachelor of Didactics. Realizing the need of a professional degree, this was selected as an initiative, until a degree indicating similar attainments shall be generally adopted.

In establishing a chair of didactics of this grade, we ventured into an important but hitherto an almost unoccupied field. The following results have been observed in our brief experience. Over one third of the successful senior class have been didactors; for all of these had previous experience in teaching. They entered the class with a culture, an experience, and an enthusiasm that have made their instruction a delight. A larger number of our graduates have entered the profession of teaching, and with greater success. The bond of union between the University and the public schools is stronger than ever, since the appreciation of this instruction by the graduates after subsequent experience in teaching, the following is submitted:

Superintendent S. writes: "I attribute whatever of success I may have achieved, since leaving college to the theory and practice I have been studied and afterwards tested. I have been much gratified to see the success that has attended the normal graduates, for I think their success has been noteworthy."

Superintendent G. writes: "To the young teacher, this course, or a similar one, is indispensable. It supplies what would require years of experience and perhaps many failures to obtain. This course has greatly assisted me in organizing and grading my schools. But it is still more valuable in that it not only tells the teacher how to do his school-work, but how to lay the foundation for successful experience."

Principal S. writes: "At the beginning of my work in graded schools, I am confident that I was saved from many errors, both in my instruction and teaching, by following the guidance of this course.

In all the school work which I have done, I have found that the plan had been formed in my normal instruction, which needed only to be developed by experience."

Principal L. writes: "I hold the normal instruction received in the University in the highest esteem. If I have attained a measure of success, it was due in no small degree to the professional training it was my fortune to receive before entering upon my work. It is gratifying to know that of those who have enjoyed the benefits of normal training at the University, many are occupying positions among the best in the state. The principles, hints, models, etc., given serve as guides, and enable the wise-a-taught teacher to solve all the problems that may arise."

Many graduates, M. writes, have found the knowledge I gained in the study of didactics of much more practical value than all that I gained in the other departments during the same year. It has enabled me to avoid many difficulties, and helped me out of many others.

In concluding these articles, permit me to briefly recapitulate the reasons for establishing chairs of didactics in colleges and universities:

1. It will greatly assist the graduates who, from their superior culture, will occupy chief places, and become teachers of teachers.
2. A reflex benefit will accrue to the colleges themselves, in the greater success of their graduates, and in the growth of their own work.
3. Professional educational literature will be improved.
4. The development of a true science of education will be promoted.
5. It will be a deserved recognition by the highest educational authorities of the great work of normal teachers, and of their practice every grade.
6. Teaching will more justly merit the title of a profession.
7. Higher institutions will become more closely united, with our public school system.

It is hoped that the visit of educational visitors to our schools will greatly increase and widen the knowledge of the ends and means of education among those who, though not teachers, will hold high official and social positions.
Musical Department.

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

[Musical exchanges, books for notice, correspondence, queries, etc., touching upon musical topics, should be sent to the editor of this department.]

ROTE-SINGING.

THERE are now but few schools in which rote-singing is not practiced to some extent, and if careful attention be given to it, it may be made a very profitable exercise; otherwise, it becomes worse than useless, for great injury may be done to the voice and health of the children. Songs are too often used that were not written with any regard to the compass of children's voices, but which have become popular, probably, at Sunday School or temperance meetings; while each pupil is urged to sing with all the power of voice possible, and the one that can scream the highest, or the loudest, receives the greatest meed of praise. By such work as this thousands of our best voices, every year, are forever ruined; while others are robbed of that sweet, rich, pure, musical quality of tone so much to be desired, and instead are made, literally, "cracked" voices. "It is a well-known physiological law," says Supt. Wickernham, of Pennsylvania, "that the human muscles are weakened by either too much or too little exercise. This law must be observed in the vocal organs. It is equally well-known that muscular strength can be imparted only by the patient application of a well-graded, progressive series of exercises. Children's voices, too, are more limited in pitch and force than are those of older persons, and any vocal training conducted without regard to this fact will be harmful." Two of the most important points, then, to be carefully guarded in all vocal exercises, are its compass and the power of voice required and used. If songs are indiscriminately selected without regard to the first of these points, while a few of the children may be able to sing them by straining their voices, others will give up in despair, and forever cease all efforts to sing, concluding that they cannot, because of the failure in their first attempts. Among youngest pupils the compass should never exceed the range from F (first space, G sharp) to E (fourth space); while in more advanced grades the compass may be gradually extended downward to C (first line below). In the higher grammar grades, where two and three part songs are used, the naturally low voice may include tones still lower, if sung with ease, while the higher voices may occasionally introduce F (fifth line), or possibly G (space above). The teacher must use a little discretion in this matter, however, being careful, at all times, not to permit a pupil to attempt to sing a tone beyond the compass of voice that is perfectly natural and easy to it. Having selected songs of suitable compass, the teacher should next give attention to the force and quality of voice used by the pupils, never permitting them to sing loud or harshly, but a continued effort should be made to secure softness and smoothness of the tone from each one. If the pupils have been accustomed to sing in a boisterous manner, it may be that, at first, some of them will either cease singing or disregard the request, and persistently "break out" shouting. To correct this will be a matter of little trouble to the teacher of tact and intelligence, if music is made a regular exercise, in which all are required to participate, as they would in other exercises or recitations. If this course is followed, it will not be long before the volume of sound will be all that may be desired, because of the more complete blending of the voices; while the quality will be of that beautiful, smooth, and agreeable character that cannot fail to please. The best of blessings may be changed into curses if we do not know how to use them; and if we would have vocal music remain in its proper place among the blessings of existence, loud, harsh, and expressionless singing should be forever banished from our schools, and every child taught to understand that the musical voice is an instrument of gradual development and growth of strength and beauty, but that, if injudiciously used, it may be very easily injured or lost forever.

That system of instruction in music is best which discards all superficial forcing of the display, and commences at the beginning, thence progressing as fast as the capacity of the pupil will permit, and not faster; developing the voice by judicious encouragement and well-timed practice; perfecting the imitation of exercises selected to that end; improving the reading by slow and gradual steps; —in short, leading the pupil through the necessary routine of study by gentle, gradual, but sure progression, until the science becomes no longer a sealed book, nor its study a tedious course of drudgery.

Teachers' words should come from the head by way of the heart; clear, well considered, but warm and human. —C. A. Morris.

Kindergarten Department.

KINDERGARTEN GAME.

Translated from the German.

1. A gnat both gay and light of wing, Sports 'neath the sunny skies; A swallow views the busy thing, And starts to catch the prize.

2. The gnat tries hard to fly away;
The swallow follows fast;
He catches it; ah, well-a-day! The gnat has breathed its last.

3. A hungry hawk, high in the air,
Swoops down with rapid wing
To catch the swallow who would dare
To kill a gnat—poor thing!

4. The swallow then tries to escape,
The fierce hawk follows fast;
He catches it; alas, sad fate!
The swallow breathes its last.

5. Then slowly a bold hunter comes,
With powder, gun, and shot.
He sees the hawk, quickly he runs
And shoots it on the spot.

6. The hawk falls heavy to the ground
And moves and breathes no more.
"A stronger one can ne'er be found
Than I, the wide world o'er."

The children form a circle, joining hands. Four are selected to represent the gnat, swallow, hawk, and hunter. The gnat flies around in a circle, the child moving his arms in imitation of flying. It is soon pursued and caught by the swallow, and put outside the circle. The swallow then flies about till caught by the hawk in like manner. The hunter then comes with his gun and goes through the motion of shooting a bird. At the word "shoots" the children give one clap of the hands to represent the report of a gun. The hunter sings alone the last two lines of the last verse.

LECTURE BY PROF. HAILMAN.

At the closing exercises of the Chicago Kindergarten Training School, under the direction of Miss Putnam, Miss Eddy, and Miss Jarvis, which occurred in this city, March 26th, Prof. W. N. Hallman, of Milwaukee, gave an address to the graduating class, which was replete with good thought forcibly expressed.

He expressed his gratification at the marked progress that kindergartening is making in the public favor, which, to him, who had been among the pioneers of the cause in the West, was doubly gratifying. He pointed to the fact that even Froebel, the founder of the system, when casting about him for conditions more favorable to a full development of his ideas, had announced that these conditions were most favorable in the United States. This prediction, he said, is now about to be realized; the ice is broken, kindergartens are springing up all over the land; the public school authorities are beginning to feel the popular pressure, and to see its value; and—best of all—the people are calling for trained kindergartners, discarding incompetence and quackery, and refusing to be humbugged in this work, at least—hence the success of the training-schools for kindergartners, of which there are now several reliable ones in the United States.

After some brief remarks on the responsibilities which the ladies had assumed, he spoke to them of the many difficulties that awaited them in their work. Prominent among these difficulties are the superficial and perverted views on education among the people, as a whole, views that result from generations of false training, and which it will take generations to eradicate. It will be generations, he said, before the people will see and feel that the essence of wisdom is the striving for truth, not the possession of facts and the knowledge of phrases; that the essence of virtue is the striving for good.
nes, not in outward obedience to a certain code of laws and rules; it will be generations before the people will appreciate that "getting an education" means growing vigorous and strong in all directions; that it means accurate, careful thinking, rather than the stirring of the thought of others; a will, trained to do the right conscientiously, cheerfully, freely, not a thoughtless, hypocritical way of "living within the law."

Additional difficulties he finds in the school as it is in its mass-teaching, in its consequent opposition to cheerfulness and to the display and growth of strong individuality, in its fondness for convenient, labor-saving routine work, in its all-absorbing regard for book-learning, in its self-satisfied conservativeness.

Their greatest enemies, however, the ladies would find in themselves, in the evil results of their own perverted education, leaving taints and tendencies which never can be fully erased; he warned them against pedantry, machine-work, rule-discipline, self-conceit. Remember, he said, that you can be efficient guardians and guides of little children on the road to progress only as long as you yourselves progress; as soon as you cease doing this, you prevent their growth, instead of aiding it; you are a curse to them, instead of a blessing.

In conclusion, he advised them to work unitedly, and to keep their hearts free from professional jealousy and envy, to respect and aid every honest effort in the right direction; to remain true to the teachings of Froebel, but at the same time, to strive beyond him where still greater truth is hidden.

His remarks were interspersed with many digressions on the laws of kindergarten culture, calculated to instruct the audience of interested mothers that attended the exercises.

After other exercises appropriate to the occasion, the following ladies received certificates of graduation: Miss A. E. Seammon, Miss Nellie C. Alexander, Miss Mary Spence, Miss Mary Junge, Miss Amy Knudsen, Miss Fannie Gilmore, and Miss Anne Prettyman.

**SCHOOL RECORDS.**

It would seem that there should be no need of saying anything in favor of school records.

All the schoolmasters agree that any reasonably extensive business venture, without a well-ordered record of its transactions,—well kept books, would probably, sooner or later, make a poor showing for the stock. Business men now-a-days do not, as it is said they did at "Kaskia in the days previous to the advent of Clarke and his "Long Knives," insist on important items to memory, but, business-like, put things in black and white. The average schoolmaster does not claim to be a man of business, and seems to think it not worth while to record his "something attempted, something done."

In our larger schools the utility and necessity of records is recognized, and they are generally carefully kept. But in the smaller graded, and in the ungraded schools, anything in the way of a record is seldom found.

If it were asked how records are useful and necessary, it might be easy to show that in the hands of a judicious teacher they become an important auxiliary in the discipline and progress of a school, affording valuable information as to its character and success. They presuppose system, and system is the great economist of time and labor. They aid the school authorities in their supervision, especially in making promotions, and in preparing their reports to be embodied in the statistics required by law. They aid the teacher in his work, and it is, therefore, a duty which every teacher owes to his successor, to leave him an intelligible record of what has been attempted, and what accomplished. They exert a beneficial influence upon pupils. Young America is not totally indifferent to the character of his record. No school or system of schools, however small, should be without its record of facts that are of practical value and general interest, kept in a manner as simple as is consistent with real utility. It is essential that facts relating to attendance, deportment, and scholarship, being particularly designed to aid the teacher in his work, should be made matters of record.

Probably one reason why so little is attempted in the way of keeping records in our common schools is, that no simple, popular plan has been suggested. The systems published, often comprising many peculiar and intricate forms, are too complicated. But the fact of having something to record ought to suggest a plan by means of which the matters to be shown may be made plain to successors and school officers. In a well-graded school, where there is a regular course of study, the task is comparatively simple. But in the common country school, having little in the way of regularity, no course of study, it is not difficult. Let a clear statement of what has been attempted be made. On a few sheets of paper neatly ruled may be shown the standing in attendance, deportment, and scholarship of the members of the different classes. The teacher who takes pains to leave such a common-sense record to aid his successor will leave with it a better impression as to the quality of his work.

The teachers of two or three counties in Illinois have "resolved" to keep and leave records of work done. Is it not a good thing to do all along the line?

To show how much reform is needed in some localities, in a good-sized town, not long ago, the board of education was called upon to report to the township treasurer certain facts relating to their school enrollment, attendance, etc. They had no intelligible record. The schedules could not be found, so it may be supposed they proceeded as did the old astronomers in finding the distance to the moon,—guessed at the half and multiplied by two.

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**Practical Hints and Exercises.**

**CHILDREN'S work is full of blunders.** Sometimes they occur because of ignorance, but more often through carelessness they appear again and again, till the teacher's patience is sorely tried, and, to avoid trouble and ill-feeling, the failures are passed by.

Mathematical examples are brought into the class on the slate, or they are wrought on the blackboard with numerous mistakes in simple addition or multiplication; in fact, it is often the case that the lack of drill in the lower grades leaves the pupil to blunder, or compute in an extremely slow manner all the rest of his life. Now shall he be go on blundering, or is it possible for the lacking discipline to come at a later time. We know that teachers frequently resort to this plan; they rest their pupils,—sometimes during recitation in the evening branch, sometimes with the remainder of the school,—by giving them to perform rapidly various simple arithmetical operations; adding by 3's, 4's, 7's, etc., afterward subtracting the same, adding long columns of figures individually and in concert, or multiplying by numbers beyond 12.

These drills will cure by and by a certain class of errors, the one that brings the most grief in after life. Indirectly, too, learning exactness here will render the pupil more careful and discriminating in every way. There need be named but a few other mistakes. In high schools and college classes we have heard the following forms of expression go uncorrected: "The figures stand under each other;" "The product of the extremes equals to the product of the means;" "A hundred and forty" for "one hundred forty." And the shapes letters and figures frequently wear are truly astonishing, the reason for such hieroglyphics being oftenest, "That is the way I always make a figure 9;" or, "I have made my g's in that manner for years." But such truly logical arguments ought not to suffice for the exact instructor. He need not wear magnifying glasses. His sight, however, should be keen, his determination unflinching, and—mention this because it is so excellent an accomplishing quality, not because it logically belongs here—his good nature and kind feelings should be without height or depth or bounding line.

Often the signs indicating dollars, bushels, pounds, etc., are written or omitted, just as the fancy or memory of the pupil dictates. Decimal points are visible or not for the same reason, and we know of no other method but every day to require all examples and parts of examples to be complete as to sight and sense; all exercises written to be so clear and correct, that they will bear witness for themselves that their record is true. In short, the fewer interpreters we are compelled to employ, the more satisfactory is the matter we present. There can be no reason why an exercise in composition should be criticised rhetorically, grammatically, and orthographically, and the same writer be permitted to place sentences on the board destitute of paces, wrongly capitalized, and full of bad spelling. If teachers can have the perseverance necessary to plod along on the uneven, disagreeable road of explanation, correction, and the inevitable frowns and groans, his journey afterward will be all the more pleasant. It is doubly unpleasant at the time for the pupils to be criticised closely and constantly, but there is no royal road to learning, and, sooner or later, we are all forced to learn this by experience. It is line upon line, precept upon precept. Here, as everywhere else, "Duty is a prickly shrub," but its flowers will be happiness and glory.

It is possible that in our efforts to make school attractive and pleasant, we are leaning too far in that direction, and are not requiring enough to be done as regular daily duties.
EDUCATIONAL INTELLIGENCE.

Editor, Henry A. Ford, Kalamazoo, Michigan.

Home.

ALABAMA.—The Roman Catholics have opened forty Mission-schools for freedmen in this state, Georgia, and Louisiana. In all colored children are educated free.

CALIFORNIA.—A committee of the San Francisco Board of Education expresses the opinion that a city and state which, twenty-five years ago, was inhabited exclusively by a Spanish-speaking population, and which even now is 72.7 per cent. foreign, is educating in the schools, with which we have important and rapidly growing commercial relations, ought to afford some facility to the rising generation to acquire the Spanish language, and recommends the organization of a single class for that study in the commercial department of the Boys’ High School.

OHIO.—Accidents of a trivial character have often happened at school exhibitions; but very rarely one so serious as that which occurred at a place called Coal Run, in Ohio, some days ago. The young men of the public school at that place were preparing for an exhibition, and had under rehearsal an original drama for the occasion. To make the effect more impressive upon the rural audience, revolvers and bowie-knives were introduced. In one portion of the play a young man named Mason was to receive a dagger thrust from Stephen Rumble. A sack of red liquid was concealed under his clothes, and a wooden breast-plate was to protect him from the blow. But in the exhibition of rehearsal the breast-plate was in the wrong position, and the dagger went to Mason’s heart. He died instantly. Mason and Rumble were fast friends and members of the same church.

Pennsylvania.—The State University offers to establish forty-eight scholarships in the Towne Scientific School, at the rate of ten scholarships a year, for a four years’ course of study in the sciences, to pupils of the public schools who shall pass the best examination for admission to the Freshman Class of the Towne Scientific School in the month of June of each year. The Board of Education have accepted this offer, and are now considering the best method by which the candidates can be selected and sent to the University for examination. The directors of the Philadelphia School of Design for Women have also offered to admit ten female pupils of the public schools, annually, to that institution for a four-years’ course in art training.

The Medical College of Pennsylvania, graduated fifteen ladies, March 19th, with the degree of M.D.—Miss Minnie Park, Teacher of the First Grammar Grade, Washington School, Pittsburg, has established a system of discussion upon the news and topics of the day among her scholars. The pupils support a paper called the Bulletin, which is issued from a black-board, and which contains a synopsis of the city papers of that day, only more ably edited, they say.

Rhode Island.—The Commissioner of Public Schools in Providence lays the fact that the spirit of obedience is dying out in this country. He says: “The spirit of self-assertion, of insubordination, of dislike to all restraint, of open antagonism to law, all this is far more prevalent in the rural audience, revolvers and bowie-knives were introduced. In the play, a young man named Mason was to receive a dagger thrust from Stephen Rumble. A sack of red liquid was concealed under his clothes, and a wooden breast-plate was to protect him from the blow. But in the exhibition of rehearsal the breast-plate was in the wrong position, and the dagger went to Mason’s heart. He died instantly. Mason and Rumble were fast friends and members of the same church.”

Virginia.—Gen. S. C. Armstrong, of the Hampton Institute, near Fortress Monroe, says the “Hampton Singers” have disbanded, and are either back in the school or teaching at the South, and that the troops traveling in the North under that name are frauds. As the remainder of the Pamunkey tribe of Indians have petitioned the Legislature of this state for free school for which they shall not be taxed, as they are at present very poor.

Foreign.

Buenos Aires.—Six well prepared young ladies recently sailed from the United States for this country, who are to have been engaged as teachers in the State Normal School. Their term of service is five years; salary $2,400 in gold for the term, with $500, gold, for expenses going, and $500, gold, at the end of the term, for a trip home, with six months’ leave of absence.

Canada.—Several changes have been made in the curriculum of the University of Toronto. One of the most striking departures from old-world tradition is the disportion of Latin verse from the position of honor it formerly held. This was begun four or five years ago, when an option was allowed to Honor men between Latin verse and Latin grammar; it is now proposed to complete it by not allowing Latin verse composition to count at all for Honors or Scholarships, by making Latin grammar a pass subject and Greek grammar an Honor one at matriculation, and by substituting a mixed Greek and Latin paper at all the subsequent examinations for Honors. A further introd. into the system of classes is made by the proposing to the students to take degrees under certain circumstances without knowing anything about Greek. In Classics and Modern Languages the system of rotation of texts, long in use in the Department of English, is introduced, and the study of English is greatly extended and broadened in all the terms, and not only in the last one, as it formerly was. Spanish is to be left out, and in some other respects the Modern Language course undergoes considerable improvement.

The Natural Science course is made more extensive by having Chemistry, Natural History, and Mineralogy and Geology made continuous during the last three years.

France.—An American at Leipzig furnishes some fresh and doubled account of the higher education in this country. His letter appears in the Michigan University Chronicle: “Nearly every city in the Spanish-American countries, with more than 10,000 inhabitants, has a ‘College’ or ‘Lyceé.’ These institutions of learning are on the plan of boarding-schools. All the ‘Lyceés’ are government schools; the colleges belong to the cities where they are established. About one-fifth of the scholars in the above institutions are received free by expense—university, lodge, etc.; the remainder pay from $100 to $200 per annum and no extra charges. Scholars are received in the ‘Lyceés’ or ‘Colleges’ at 7 years of age, and usually remain there until they are 19 or 20. No degree is conferred on leaving these institutions; but the scholars are prepared to pass their final examination for one of the degrees of ‘Bachelier-es-lettres’ (B.A.), or ‘Bachelier-es-sciences’ (B.S.). One hundred students who have finished their course in the above institutions, sixty-usually pass their examination successfully the first time they try; ten the second time, and the majority in three months have no longer need of learning the sciences. In the ‘Lyceés’ and Colleges an examination is held every year, and no scholar is allowed to pass on to the next year’s course who has failed in one of the studies of the preceding year. The studies pursued are the same as those in the universities, but less of the sciences, the classes, but less of the sciences. The scholars are not considered students unless they take up on leaving the Lyceé what we might call postgraduate studies, in one of the universities or special government institutions of the country. To become a ‘ docteur’ in one of these schools takes ten years. To become a ‘docteur’ in the sciences takes seven years, to become a ‘docteur’ in the arts takes ten years. No one can take one of the above degrees who is not both B.A. and B.S. There are, since 1873, about fifteen other private universities in France, with one or more faculties. To the above universities are government institutions. The degrees conferred are: 1st, ‘Licencié-es-lettres’ or ‘es-sciences’; 2d, ‘Docteur-es-lettres,’ ‘es-sciences,’ ‘en Droit,’ or ‘en Medicine’; 3d, ‘Agrégé’—in one special branch. To become a ‘docteur’ course of study for a certain class is usually needed. To become a ‘docteur’ takes from four to six years; to become ‘Agrégé’ usually from seven to ten years.”

STATE DEPARTMENTS.

Wisconsin.

The Fourth State Normal School was opened at River Falls, in September, 1876, with W. D. Parker, President. The school has steadily gained in the confidence of the people, as its pupils have gone out year by year to term to teach. The number in attendance the present term is the largest since the school was organized. The Elements of English Analysis, illustrated by a new system of diagrams, is the title of a new book by Stephen H. Carpenter, LL. D., Professor of English in the University of Wisconsin. It is sold by W. J. Park & Co., Madison, Wis. Price, 25 cents. This book has come out of the author's experience in the class-room. Students are generally deficient in analysis, and to give instruction on this subject, the system of diagrams here presented has been devised. Most systems of diagrams err in one extreme or the other, being as large or as small as to be of little service; or they are so full as to confuse the student, besides being utterly mechanical. It is believed that the system here presented avoids both extremes. It does not aim at etymological analysis; it presupposes a knowledge of English grammar.

In seventeen brief chapters the following subjects are treated successively. The sentence, sentences classified according to use, sentences classified ac-
Notes.

General.—Boston is not able to reduce teachers' salaries. That power rests with the Board of Education, and they refuse to do it, as they have recently increased their work. The ground was broken for Livingstone Hall, of Fisk University, March 28th. It is to cost $50,000. $14,000 cash from England has been already contributed.—The church in Andover Seminary has had another struggle over the Beecher controversy.—The school commissioner from Harding County, Ky., reports "twenty-five or thirty school houses not as good as average horse stables." He gives it as his opinion that the people there, as a whole, make "greater efforts to raise pigs than to educate their children," that it costs more to maintain the dogs of the county than is paid for the support of the common schools.—The way Chinamen are treated in California is simply disgraceful, and we call this a Christian nation! It is little wonder that the "heathen" are not easily led to embrace the "true religion" when such barbarities are practised.—The law and medical classes have taken their degrees from Michigan University.—A. S. Barnes & Co., the publishers, moved during the past week into their new and commodious quarters at the corner of Madison street and Wabash avenue — 34 and 36 Madison street being their new numbers, we believe. This move gives them only better accommodations for themselves, but a pleasant reading and waiting room for their educational friends who may be in the city, and who may always safely count on being received at the "new place" with characteristic cordiality.—"Died at San Diego, California, March 26th, 1877, Miss Alta M. Hulet, lawyer, of Chicago, aged 23 years."

In this formal and laconic phraseology the daily papers have announced the death of this remarkable young woman. And truly, the brief summary is suggestive enough! Her sex, her age, and her occupation tell the story of her labors, her talents, and her success. There are few of our readers who have not heard of Miss Hulett, the celebrated lady lawyer of Chicago. There will be still fewer not surprised at learning the early age at which she achieved fame. Admitted to the bar at the very unusual age of nineteen, in the three short years of her practice she attracted great attention, and demonstrated her ability and fitness for the profession. After a term of service which usually suffices to reveal to members of the legal profession only the preliminary aspects of the starvation period, she won unequivocal success. Such is the testimony of able members of her profession who met after her death to honor her memory. A series of resolutions eulogizing Miss Hulett and creditable to the legal profession, was adopted at a meeting of the Bar of Chicago, held at the rooms of the Chicago Law Association, on Saturday, March 31st. Mr. A. J. Sleeper was appointed to present these resolutions to the Circuit Court, Miss Fredrika M. Perry, a lady lawyer, to the Superior Court, Mr. Robert Hervey to the Federal Courts, the Hon. Ex-Judge Bradwell to the County Court, and the Hon. Ex-Judge Van Buren to the Supreme Court of the state.—When will wonders cease? Paper car wheels are being manufactured at Sheffield, England. Next we shall hear of paper pianos and sewing machines.—Surely it is not uninteresting to teachers who have felt the uncomfortable rule of Biddy or Gretchen that in England the subject of "lady help" has not only been talked about, but actually tried, and an English correspondent in Harper's Bazar writes that "notwithstanding the ridicule originally showered upon it, it seems to be growing in favor. The demand exceeds the supply, though the latter is very considerable." If this effort succeeds in England, why may we not look for better times in America? Who will be first in the good work? What mother will not hail with joy the advent of ladies to take care of her children? Americans are "fond of new things." And that reminds us of Miss Coe's new addition to the invention of Frebel, "so as to satisfy the American taste." The New Education very strongly criticizes her efforts.—The Michigan University Association of Chicago has decided to hold a Banquet at the Palmer House, April 10th. President Angell has accepted an invitation and will be present. A general invitation is extended to ex-members of the University.—The second annual Normal Institute of Drawing will be held at Sandusky, Ohio, beginning the 9th day of July, 1877, and continuing four weeks, under the direction of Prof. L. S. Thompson, superintendent of drawing in the Sandusky public schools.—The work of the state legislatures the past winter, looking to a state supply of text books, has disrupted the Publishers' Board of Trade, and now each "house" will "consult its own sweet will" in making terms to dealers and committees.—Dr. H. S. Cheever, of Ann Arbor, Michigan, formerly professor in the State University, died in that city last Saturday, of consumption. —The students of Glasgow University have expressed a desire for Gladstone's election to the Rectoryship. —The legislative investigating committee which has had the Michigan University Laboratory deputation under its observation for several weeks, recently made a report, which found Douglass all guilty and Rose quite innocent. Thereupon the Regents of the University dismissed Douglass from the position which he held in the University, and compelled both Douglass and Rose to answer to the charges in a court of chancery. R. A. Beal, publisher of the Ann Arbor Courier, who has been the valiant defender of Rose, had been once fined for contempt of court, on complaint of Douglass, and now complaint was entered again, and the son of Douglass also threatened to shoot Beal, whereupon Beal caused his arrest. The result of the trial we have not yet learned.—The Legislature of Connecticut has now appointed a special commission to investigate the condition of the life insurance companies of that state. —Messrs. Claxton, Remsen & Haefelfinger, Philadelphia, have published a very pretty little French translation of Rip Van Winkle. The translation was made by Major L. Du Bos, of the Charleston (S. C.) High School, and is consequently well adapted to school use. —The trustees of the State University, at Campaign, voted at their late meeting to authorize the Faculty to select in each county one or more public high schools of good reputation and of sufficiently high grade, whose students shall be admitted to the University on examinations conducted by the principals. This movement follows the direction already taken by the universities of Wisconsin and Michigan. It is designed to save students the expense of a journey to the University to get examined, and also more fully to recognize the work done by the high schools. The Faculty have been annually obliged to reject many students who have come unprepared. —President E. E. White, of Purdue University, Ind., in consequence of the recent legislation reducing his salary from $3,500 to $2,500, has tendered his resignation. The Lafayette Courier says that it can name twenty persons in that city who will make up the balance of his salary, rather than permit him to leave for such a reason.

Literary.—The Galaxy for April contains two articles of interest and some value to students of dramatic literature, the first a very readable article by Henry James, Jr., on the French drama and the most noted actors of Paris, and the second a résumé of the rules and customs observed by experienced playwrights in the construction of their plays, written by Mr. Frederick Whittaker. "English Traits" are pictured by Richard Grant White. Dr. Titus Manson Coan contributes an article which discovers a curious tendency on the part of many great scholars to migrate from their native country in order to study and labor in another. A very valuable article just now is that by Mr. J. L. M. Curry, on "The South, Her Condition and Needs," It is written by South Carolina's most sincere and earnest in what he writes.—Littell's Living Age for March 17th contains a valuable article from the Quarterly Review on the "Geographical and Scientific Results of the Arctic Expedition."—In the current number of the International Review is an article which has excited much interest among political economists and others who are accustomed to read the leading articles in periodical literature. It is called "A Review of the Administration of President Grant," and though written before the close of Grant's administration, is so perfectly in harmony with the views and policy of the new administration that it has even been said to have influenced Mr. Hayes somewhat in the selection of his cabinet and the adoption of his views on Southern questions. The author's name is not given, and the writing of it has been attributed to Charles Francis Adams, Jr., Parke Godwin, and Horace White. —The catalogue of Beloit College for 1876-7 shows an attendance of 176 students, including those of the Preparatory School. The college classes are small, but it is generally conceded that the instruction given is first class. It could scarcely be otherwise with such instructors as President A. L. Chapin, Prof. Joseph Emerson, Rev. Wm. Porter, Dr. J. T. Blaisdell, and Prof. C. C. Chamberlin, as members of the Faculty. The spring term will commence April 11th. —One of the most perfect school reports for 1876 is that issued by the Board of Education of Columbus, Ohio, R. W. Stevenson, Superintendent. Mr. Stevenson recommends the organization of a grade of schools for a course of two years, which should embody the chief features of the kindergarten. We shall give this report a more extended notice hereafter.

Johnson's New Universal Cyclopedia: A scientific and popular treasury of useful knowledge, Volume II. (New York: A. J. Johnson & Son, 1876.) —The more this great work is studied the more highly it will be prized by that large class of students, intellectual workers, and men of business, who desire to get directly at the substance of things. What strikes the critical ex-
Correspondence.

To the Editor of the Weekly:

Your correspondent in Indiana who propounds the above conundrum, and tries to answer it, appears to have left the matter worse than he, she, it found it. Worcester defines gender as "distinction made in words, usually by some change of form, to note a difference of sex." "M. M. C." says there are but two sexes, but there must be three genders, and there may be five. Let the five forms be shown, and this will be assented to. The English language conforms to nature in its etymology for both gender and number, and it is a fiction merely that it has the property of gender unless the form of the word impresses upon the mind the idea of sex, or of number unless it has the singular or plural spelling (form).

"M. M. C." again says: "He is distinctly and always masculine," but not being a noun it cannot have gender, nor does it always represent a masculine noun. "That he believeth and is baptized shall be saved. He that believeth not shall be damned." If he is masculine "always," then the female portion of the human family need give itself no uneasiness about the future, since all women will be saved or all damned; so of his and him, they have no gender. "Let him that standeth take heed lest he fall." Does woman never fall, or does she never stand?

The reason why our grammarians have not seen this "sexification" is this: It is not visible outside of Indiana, and personification is in the same predicament, it belonging to half a dozen words only; and the "epicene" gender added to the list would be a step in the wrong direction, the idea being as useless as it is fanciful.

"Gender is that property in a noun which requires he, she, or it as a representative pronoun—nothing more" may do for Indiana, but for this locality we beg to offer the following as a substitute: Gender belongs to those nouns (and to those only) that convey to the mind the idea of a male or a female object, named. Where this idea exists not, gender exists not, and is not to be mentioned. When we take the English language as it is, without trying to put it into some foreign harness, we shall have less trouble with our syntax.

It is not possible for me to guess from "M. M. Campbell" alone whether I should write he, she, or "epicene." Other correspondent in No. 10 of the Weekly says: "Number has an etymological and a syntactical meaning," the former referring to the form of the word, the latter to the conception of it. That the position of a word in a sentence should affect its properties is incomprehensible, although it is easy to understand how its form does so.

Our grammars are cursed with too many of these hairsplitting notions, and we have no need of this.

A. W. Comins.

Woodstock, March 29, 1877.

Algebraic vs. Arithmetical Solutions.

To the Editor of the Weekly:

In the Weekly of March 8th, Prof. Rockwood gives "the regular algebraic solution" of the problem, "What is one of the n equal yearly payments that will pay a principal of P dollars on which interest is allowed at the rate of r per cent. a year?" Is the following any less a "regular algebraic solution?"

(1) The sum by which any payment after the first lessens the principal is the amount for one year of the sum by which the next preceding payment lessened it.

(2) The last payment is the amount for one year of the sum by which it lessens the principal.

Let x be one of the payments. Then

\[(3) x = \frac{P}{1 + r} \]

(4) \[x = \frac{P(r+1)^n}{r(r+1)^n - 1}\]

T. R. Athly.


Answer.

The solution is undoubtedly algebraic, and is a modification of the arithmetical solution already given, or at least it can be easily derived from that.

The antecedent propositions would be more comprehensive and satisfactory if they stated by what sum the first payment lessened the principal. As the equation stands, the series is in an inverted order for the first payment lessens the principal by \(\frac{P(r+1)^n}{r(r+1)^n - 1}\) according to the propositions.

From this we may write \(P = \frac{P(r+1)^n - x}{r}\) and \(P = \frac{P(r+1)^n - x}{r}\)...

S. S. Rockwood.

National Educational Association—1877.

To the Editor of the Weekly:

The next annual meeting of this body and its associated departments will be held at Louisville, Ky., on Tuesday, August 14th, and the following days. A hearty invitation has been received, and a cordial welcome may be anticipated.

The program of exercises will be announced in May, and the hotel and railroad arrangements as early a date as possible.

M. A. Newell, President Nat. Educational Association.

Baltimore, March 27, 1877.
Very much depends upon our fitness and methods when before our classes; hence, as teachers we ought to pause and consider what are some of the qualifications our state has a right to expect from us as a preparation for the great work required to be done for their children. Among them are: copious knowledge in the minds of her teachers, and a theoretical and practical acquaintance with the physical, mental, and moral natures of the pupils committed to our care.

The days have gone by when a teacher can give instruction satisfactory to his pupils or meet the public requirement by studying ahead of his classes. The teacher should be above the standard to which he wishes to elevate his class; he should be the best trained of his generation. He should be an unknown to a community. The Institute for the Education of Teachers in the State of Kentucky seems to be the banner county for large institutes. The teachers known to be successful and thorough workers in the school-room are those who have had the benefit of the high technical work. The recent visit of these schools convinces us that they rank, as they have for years, among the best.

The Sparta High School course of lectures is said to be deservedly popular. -向上wards of two hundred stuffed birds of different varieties, prepared by Prof. Krumlin, have lately been added to the cabinet of the State Normal School at Platteville. -Sepr. Bright, of Waupaca Co., counsels the school officers of that county as follows: "The importance of hiring only those teachers known to be successful and thorough workers in the school-room can not be too strongly enforced. Our teachers are often the only representatives of the county, for large counties. The institute for the education of teachers in the State of Kentucky seems to be the banner county for large institutes. The teachers known to be successful and thorough workers in the school-room are those who have had the benefit of the high technical work. The recent visit of these schools convinces us that they rank, as they have for years, among the best. - Prof. Erathw has recently published some interesting articles on educational subjects, in the River Falls papers. Why do not our teachers make more use of the press?

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Kentucky.

Editor, J. B. Reynolds, Louisville.

A FEW PRACTICAL THOUGHTS FOR TEACHERS. *

It is now generally admitted that the chief end of education is to develop thought. Such education depends upon the selection and proper presentation of scientific principles. An intelligent school board ought to be able to tell by the looks of a teacher whether there is any "business" in him. A teacher that a good school cannot be had with a poor teacher, and that a teacher in competent for any reason, whether lack of education, order, thoroughness, or by reason of unpreparedness, or any other faults, is a dear investment at any price. It will be my earnest endeavor to weed out the incompetent and unworthy from among the teacher force of the county.\*
Michigan.

Editor, Lewis McLouth, Ypsilanti.

THE spring term of the Normal School opened on the 13th ult., with a large attendance. Supt. Tarbell has appointed Supt. Austin George, of Kalamazoo, Hon. Samuel Johnson, of Dowagiac, Cass County, and Hon. Thomas B. Woodworth, of Buchanan, Huron County, Professors to the Normal School for 1877. The two last named gentlemen are members of the Legislature, lower house. Mr. Johnson has been county superintendent for Cass County, and both are gentlemen well fitted by tastes and experience to perform the duties of state visitors to the Normal School.—Miss Ethel Longhead, last year preceptors in the Wayne High School, is now teaching in the Baptist Seminary at Flint.—Prof. Olcott, for many years principal of the schools at Marquetie, has resigned, and taken charge of the public schools at Ishpeming. Prof. Shepherd has also been appointed principal of the National School at Ishpeming, and has taken Mr. Olcott's old place. The "number belonging" in the public schools of Flint on Jan. 26th was 1,392, which is 56 more than at the same time last year. There were 133 pupils in the High School. Per cent. of attendance, 92.77.—The public schools at Petosky closed on the 17th, and on the 29th gave an exhibition for the benefit of the organ fund. Principal E. T. Shepherd is highly complimented for the manner in which he has conducted the school.—Flat Rock public school, Mr. Edward Kuter, principal, closed a successful winter's term on the 30th ult. with an exhibition.—The Lamotteville school closed for the winter March 23d.—The Algonac school, Mr. Robe, ushers, closed the winter term on the 16th. Enrollment, 240.—Dr. C. W. Sollett dropped dead in the schoolroom where he was teaching, one mile east of Coldwater, on Feb. 28th.—Prof. W. M. Chase, teacher of music in Hildale College, was married on the 5th ult. to Mrs. Elizabeth Sollett. Mr. Atwood has resigned the principalship of the school at Hesperia, and taken charge of the Union School at Gallen, where a nice new building has just been completed.—Prof. Burked, who is in ill health, at Danville, New York, has been erroneously reported as insane. This is not the fact, and we regret the publication of such a painful statement. A card just received from Prof. Burked informs us that his health is improving quite rapidly. He has been suffering from over-work in his schoolroom, but his mind is as clear as ever; and we trust that he will soon be able to resume his duties as teacher.

Nebraska.

Editor, C. B. Palmer, Beatrice.

The practice of requiring children to "tie the mark" is not without its absurdities, a serious character. In the large majority of cases, if not a new genus or order, Indians are stoical, but they

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