The Educational Weekly.

Editorial.

The need of civil service reform is no more urgent than the need of education reform. Nor is it indeed so urgent. For, at the very foundation of all right and acceptable service, whether public or private, whether civic or military, must be a right preparation for that service. Such preparation implies a knowledge of certain things, and the ability to perform certain acts efficiently and well. The processes employed in imparting and acquiring this knowledge and ability are educational processes. They are a part of education itself. If such processes be the wisest, most direct, and effective, the preparation will be the most complete, and the best possible for the individual, under the circumstances. But if they are defective and inefficient, the preparation will be correspondingly imperfect, incomplete, and inadequate to secure the ends proposed. Or, to put the case in the most direct form, a defective education is certain to result in a defective preparation, or no preparation at all for whatever truly valuable service may be desired, either in public life or private life. Hence, it is self-evident that the quality of the service rendered must be determined by the quality of the training, preparation, or education received by the person or persons from whom the service is demanded. If the service be faulty, it is because the education has been faulty. To reform the service, therefore, the education must be reformed. Thus it appears that education reform lies at the basis of all reform, whether in morals or politics, in private or public affairs.

Is there then an actual need of a reformation in the education of this country? Do our educational agencies yield the results demanded by the needs of the nation collectively, and of the people individually? No careful observer can long hesitate to answer these questions; the first by an emphatic affirmative, and the last by an equally emphatic negative. The question is not just now, whether we expend too much or too little for education. It is not whether we get our money's worth for our educational investments. But the true issue is whether we realize the mental and moral results, the social and political advantages requisite to the highest attainable well-being of a self-governing people. The issue is whether our public schools of the various grades, including their accessories, the institutes, training schools, and system of supervision, are yielding all the beneficent results of which they are capable, or rather of which they may be made capable. If yea, then there remains little to be said, and nothing to be done but to preserve the machinery and keep it running. If nay, then either new and more efficient agencies should be devised and substituted, or those already in existence should be so altered, amended, and improved as to be made capable of producing results commensurate with the needs of the people.

That our public school system is right in theory, but few, probably, will deny. That its aims are wise and just, all true friends of a free government will admit. That in the main features of its organization and management it is well adapted to meet the wants of a people to whom general intelligence is a prime necessity will scarcely be questioned. The schools are located in every neighborhood. They thus bring the means of knowledge to every door. Their management, in the main, is left in the hands of the people most directly interested, subject to such general provisions by the state as are deemed essential to the success of the whole. In general, they are supported by local taxation supplemented by state aid. The territory is laid off into school districts. Each district elects its officers, and these officers select the teachers, administer the local finances, and exercise immediate supervision over its affairs. This local supervision is supplemented by a system of general inspection by county officers—in cities, by city officers—who also decide upon the qualifications of teachers, and organize the institutes for their professional improvement. The county superintendents, in turn, are amenable to a still higher functionary, representing the state at large, to whom all reports are ultimately due, appeals are made, and by whom the state funds are apportioned, and such general regulations are established as may be deemed necessary to secure the most efficient working of the schools. Superadded to these provisions in many states, teachers' seminaries are established and supported with more or less liberality for the special preparation of those upon whom, more than all others, the success of the whole scheme depends. Voluntary aid, too, in the form of local and general associations of teachers and school officers for mutual improvement, together with private enterprise establishing educational journals and producing professional works for teachers, make up an aggregation of means for the promotion of general intelligence which would seem to leave nothing wanting that can affect the grand result.

But, as all human devices must partake of the imperfections of human nature, so a system of popular education cannot be without its defects. These defects, however, are in matters of detail pertaining to the practical operation of the system rather than of principles inhering in the system itself. Such defects are made apparent through experience, and are within the reach of appropriate remedies. They pertain in part to the organization of the system, and somewhat largely also to its personnel. The latter may be summed up in the single but expressive word, incompetency.
There is not only a surplus of incompetent teachers and incompetent school officers, but it must be confessed that behind and below them all, there is no lack of an incompetent constituency. The people manage the schools by electing officers and delegating power to them. Were these functionaries in all cases intelligently and wisely selected, teachers would be wisely selected and heartily supported. But ignorance and incapacity are far from being extirpated from the masses of the people. In respect to education, its nature, wants, means, and ends, there is far less intelligence among the people than upon almost all other subjects immediately affecting their interests. There is no other subject which so profoundly affects their well-being, prosperity, and happiness. It touches the secret springs of character. It has to deal with the mind and soul, with the capacity to know, to feel, and to do. It is a matter which only the intelligent and the thoughtful can properly appreciate, and concerning which they only can intelligently and thoughtfully act. But at the very initial and vital point of active operations, the election of officers, the vote of the ignorant and the unthinking counts equally with that of the scholar and the philosopher.

The result is that school boards are not unfrequently composed of persons many of whom are both intellectually and morally unfit to discharge the duties imposed upon them. The uneducated are not proper judges of education, nor of the means and agencies essential to its development. Ignorant school officers are incompetent to determine the qualifications of teachers. Men in public positions who cannot rise above the promptings of selfishness, nepotism, and prejudice in dealing with public affairs cannot be expected to act with a single eye to the public good. And thus it is. The great overshadowing evil of our school system is ignorance and incompetence. Ignorant and incompetent school boards, elected by ignorant, indifferent, and undiscriminating voters, or appointed through the scheming of tricky and unprincipled politicians, are likely to bring forth fruit after their kind, by selecting ignorant, inexperienced, and untrained teachers, who can do no less than reproduce their own deficiencies in the schools. With such boards, cheapness is apt to be the essential qualification. Learning, character, experience, and the skill that is born of special training, are nothing when weighed in the balance against a niggardly compensation. "Men of this stamp in charge of public institutions are simply obstructionists. Incapable of appreciating the importance of the work mistakenly committed to their charge, their sole ambition seems to be to save a few dollars at the expense of crucifying the best interests of the schools, and of humiliating and driving from the profession the men and women of true worth, who respect themselves too highly to submit to the domineering of mere educational dummies. Here is the root of the evil running down deep in the soil, and only yet indifferently exposed to the light of day. We shall endeavor to remove another portion of the dirt that covers it in a future number of the WEEKLY.

It is very much to be regretted, from the point of view of popular education, as well as that of patriotism, that many Southerners, not only of the baser class, but of those who have something of "liberal education," cannot yet divest themselves of the absurd old-time race-prejudices. The only hope of the South, ultimately, is in general education. And yet, recently, in Macon, Georgia, nearly all the leading whites of the city signed a paper affirming that they will not vote for any candidate not pledged to oppose any increase in the school tax, which meant, in plain terms, no larger provision for negro education, against which, indeed, a local paper took the strongest ground it could take. Such sentiments soon came out in correspondent action. The "Lewis High School," of that city, occupied a large building erected in 1867 by the American Missionary Association. It accommodated the colored public schools of the city, and also a normal school conducted by the Association. Near to it was the chapel of the First Congregational Church of Macon, and the parsonage. Two attempts had previously been made to burn these buildings, and a third attempt was finally successful. The fire department came and looked on. They played on a couple of houses situated close to the school-house, belonging to white men, but refused to attempt to save the building used by the negroes and abolitionists, saying that they had enough to do to save white people's property. When the fire attacked the church the mayor earnestly sought the chief of the fire department to try to save it, but he refused. The negroes are in utter misery and despair over the loss of their opportunities for education, and we have no doubt that their condition is being made more uncomfortable than when they were in slavery.

In full keeping with the above exhibition of Southern feeling, is the recent narrow and ill-considered action of State Superintendent Ruffner, of Virginia, who publishes a letter in which he plainly declares that he considers "northern histories of the United States generally unfit for use in Virginia public schools." Only "Virginia-written histories," he says, are allowed by the regulations of the State Board of Education. The reason is clear. The story of the Rebellion must be written to the standard of Southern taste and the old Southern notions. This is sad, indeed, regarded from any standpoint.

There is a most fatal notion prevalent among superficial advocates of a public educational policy, which seems to assume that there is some moral quality in arithmetic, reading, writing, etc. Now, a boy is not made one whit better by all the arithmetic you can crowd into his head. He may be, for some purposes, more efficient, but he is not morally any better or more useful citizen. Men who know the most are not by any means most philanthropic and trustworthy. Of this the current history of our times furnishes abundant proof. On what ground, then, can the state support schools as a means of self-preservation? Most assuredly on no other ground than that these schools shall be trainers in morality and virtue. No other schools are any bulwark to the nation. Mere intelligence is not virtue, nor is it even akin to virtue. It is virtue, not intelligence, that is the safeguard of the state. Knowledge may be power, but it is not honor nor honesty.

There are many, doubtless, who can not understand why the state cannot maintain a system of public schools limited to the teaching of the ordinary branches of a common English education. Such forget that the very spirit which is necessary to keep alive and active any interest in education must be a free spirit, an ambitious spirit, a spirit of noble emulation. The moment you set bounds to an educational system in this manner, that moment you begin a process which will ere long dwarf and destroy it. The police argument for common schools, viz., that it is cheaper to support schools than jails and poorhouses, or the commercial one, which says, Take my boy and make of him just the
Others will require careful pupi~s slanting, shall drop this matter of reducing salaries. " And it was dropped. Savings are never large. No such men can ever acquire what we business men call a competency from their salaries. I hope we superintendent and principal were working on at the same

and stupid. But they are the true principles which determine the efficacy and perpetuity of any school system. When any state fully decides to limit its public school system to the mere teaching of the common school branches, the time of decline has come, and it will not be long ere its educational system is circumscribed within much much narrower limits. O.

In a meeting of a certain school board that we wot of, several of the members having been seized with the mania for economy, one of the members in a moment of inspiration hit upon a happy thought which he developed before the board somewhat in this manner: "Here we are paying our superintendent $2,000 per year, and he has no capital invested. I have a capital of $20,000 or $30,000 invested in my business, and for the past year I have not made half that amount. It is preposterous. Everything is down, and salaries must come down. We are paying our superintendent $2,000, and considerable drilling to make the 

"No doubt it is so, friend — I, too, have considerable invested in my business, and put into it all my time and energy. Nevertheless, I have not added to my capital for two or three years past. But, friend — a few years ago, when I was netting $10,000 a year, our superintendent and principal were working on at the same salary as to-day, and money was not worth more than half what it is now. We take the chances of trade. When times are good and business brisk, we make largely, and when they turn we make less or lose. But men on a salary have never any opportunities for large gains; they must depend on the little savings they can make from their salaries in the years when prices are down to prepare for the rainy day. Let us not forget that these savings are never large. No such men can ever acquire what we business men call a competency from their salaries. I hope we shall drop this matter of reducing salaries." And it was dropped.

O.

DRAWING FROM DICTATION. II.

Prof. L. S. THOMPSON, Sandusky, Ohio.

BEFORE dictation lessons in drawing can be given, the meaning of the terms to be used must be made plain. The meaning of right, left, upper, lower, above, below, top, bottom, straight, crooked, vertical, horizontal, slanting, or oblique, middle, and inch, should be taught as a preparation for the simplest exercises.

Some of these words will be familiar to the youngest school children. Others will require careful illustration and considerable drilling to make the pupils thoroughly at ease in their use. Ask the children to raise their right hands, their left hands, until they can, without hesitation, raise whichever hand may be called for. Ask them to point to the right sides of their slates, the left sides, the upper parts, the lower parts, the tops, the bottoms. Place one hand above another, below another; one book above another, below another. Teach the meaning of vertical, by holding a stick with one end pointing directly upward, and the other end pointing directly downward. Also, point out things in the schoolroom that are vertical, such as the sides of the doors, the sides of the windows, parts of the sash, etc. Draw a vertical line on the blackboard, and have the children draw a similar line on their slates. Show them that the line on their slates will not be vertical unless they hold their slates vertical, but that it is common to call a line on a slate, or paper, vertical, when one end points toward the body, and the other end from the body.

Teach the meaning of horizontal and slanting, or oblique, in a manner similar to that of teaching the meaning of vertical. Show the difference between a straight line and a crooked line. Do not allow the children to suppose that straight means vertical or horizontal. Let them see that a straight line may be vertical, slanting, or horizontal. Illustrate the length, one inch, by means of an inch marked on slips of paper, or by placing before each child a square piece of card-board, one inch on each side.

As a further preliminary exercise, ask the pupils to draw, not from sight, or copy, a vertical straight line one inch long, and then to point to the top of it, the bottom of it, the middle of it. Have them draw a horizontal straight line, and point to the left end, right end, middle. When they can readily understand these directions, the following lesson may be commenced. If a lesson in drawing is given every day, one or two lessons per week, in the lowest grade, may be dictation lessons, while the other lessons may be from copy and memory.

LESSON I.

At the centre of the slate or paper, draw a vertical straight line, one inch long. Place a point at the middle of this straight line. Through this middle point draw a horizontal straight line, one inch long, half an inch being to the left of the middle, and half an inch to the right of the middle.

Remarks — Each of the above directions should be given separately, and, after each separate direction, time should be allowed for all the pupils to complete as much of the work as had previously been called for. After the whole work is completed the teacher may make the figure on the board, as dictated, and allow the children to correct their work by looking at her drawing. If the pupils fail to hear, or to comprehend the directions of the teacher at any time, they should not be allowed to look at the work of others. The directions may be repeated by the teacher, or she may give such individual explanations as she may think necessary.

LESSON II.

Repeat the directions of Lesson I, and then add the following: Draw an oblique straight line from the upper end of the vertical line to the left end of the horizontal line; another oblique line from the upper end of the vertical line to the right end of the horizontal line; another, from the left end of the horizontal line to the lower end of the vertical line; another, from the right end of the horizontal line to the lower end of the vertical line.

Remarks — A square will be formed by the last four lines. The children will be quite apt to make it, and to call it, a diamond-shaped figure. Show them what a square is; that it contains four equal sides and four equal corners. Show them that in a diamond the distance between opposite corners, when measured one way, is greater than the distance between opposite corners, when measured the other way. Lose no opportunity to give the children correct ideas, whether they succeed in making perfect lines and figures or not.

THE DUTY OF THE HOUR.


THE most noticeable thing in educational affairs, at present, is the indication of a wide-spread agitation on the American system of common schools. Presidential messages are good national weather-signals, and for the first time in American history, the President of the United States, in his inaugural address, enforces the necessity of national aid for the education of the people. Fifteen years ago, in the Northern states, it was difficult to force into a great public journal an article treating of the public schools. But today every newspaper of the least claim to eminence bristles with spicy and radical columns on this theme. Half our state legislatures during the past winter have been bristling with educational bills that would work the mos
sweeping changes in our present system; and on no subject of municipal government is there more earnest and bitter controversy than supplies for the public training of the children.

This thorough awakening of the American people to the theme, next to religion, incompatibly the most momentous of its private and public relations, like all great revivals, is fraught with a double meaning. When the ice comes tearing down the valley of the Connecticut in the spring freshets, it is an open question whether it will deepen the old channel, or take a mighty lurch across a broad meadow, and toss a dozen miles of farm over into another township. A great deal of this popular excitement on the education of the people bears a hopeful look, but it cannot be denied that a great deal is an uprising against our whole American idea, and bodes only mischief in the near future: there are several classes in all our states opposed to our accepted American idea of educating the whole people at public expense. The eclectics, who propose to bring up the children of their own sects exclusively under priestly rule; the ultra ecclesiastics, who are looking desperately to get their theory of next-to-no government, with the ignoring of all moral or religious significance in public affairs, endorsed in the most vital part of American life—the common schoolroom; the growing class of vulgar and sordid rich men, whose life is a prolonged howl against taxation; the more dangerous class of educated and social exclusives, who propose to kick away the educational ladder by which they have risen to eminence, and doom the youth of all future generations to keep each in his own sphere; the great throng of principals and patrons of waning private and sectarian schools and colleges, who oppose the growth of the free higher education as death to their interests; the politicians, who would gladly perpetuate the deplorable condition in which they made an army able to inaugurate a rebellion against public education, more dangerous and far-reaching in its results than that against which we fought in arms fifteen years ago.

Now, what are the friends of the school doing to counteract this onset against the most precious American institution? It is getting evident that something must be done speedily, or an injury will be inflicted on the schools that will require years for reparation. The most dangerous of all attitudes is the good-natured confidence that "all will come out right" if nobody in particular does anything. Nothing "comes out right" of itself in American affairs. Every American institution, our whole framework of society and government, is the fruit of determined and persistent toil and sacrifice, and any cessation of conscientious toil will imperil all and everything we hold most dear. There is a great call, just now, for a revival of the American people on the subject of popular education, and to that "great awakening" every wise friend of the common school will address himself without delay.

In this work we only follow the well-known law of the popular revival in all regions of life. When the church is dead, and religion going behind, the first thing needful is to wake up the professors of religion in the church. Ten righteous men will save any Sodom; and the school will be not only saved, but carried forward to its final success, if they who are set to guard and keep it are thoroughly alive to their duty.

This movement must begin by a great effort at self-examination and conservation among the teachers of the schools. About all the valid arguments of the enemies of public education are drawn from the short-comings and failures of the schools themselves. We honestly believe that the most dangerous element in this widespread criticism and opposition to the schools, is the incompetence and carelessness of multitudes of teachers, in all grades of public instruction. It must be acknowledged that millions of money are thrown away on teachers who teach only in name; who neither by intelligence, nor character, nor devotion to their work, are entitled to the confidence of the people. This fact is better known to the higher part of the profession than to anybody outside; it is evident to every school committee or superintendent of schools; to every editor of an educational journal who is fit to write on the topic in which he aims to lead the people. The most imperative duty now is that the whole upper side of the teaching profession should rise up and demand a reform in the teaching force of the country. The leading teachers of all the states should in some way combine to create a public opinion that will compel every country schoolmaster to look to his own position; force the school committees to insist on higher qualifications; urge the establishment of training or normal schools for professional training alone; claim the rigid supervision of school work as the only condition of taking state money; and greatly tone up the whole body that is entrusted with the care of the children. One of the chief elements of weakness in this warfare of the schools is the fact that the teachers cannot be massed in a phalanx that is able not only to defend its position, but to make head against opposition. A well compacted army of professional people, well trained and competent for their work, can march anywhere in America, and command the popular assent to any reasonable thing. If the teachers of America have such a body, the friends of education would be far more hopeful than now of the issue of our present struggle with the enemies of the common school. The ability and character of any teacher cannot be gauged by the earnestness with which he enters on the work of exalting his own profession, and making it competent to defend itself against all come on the broad arena of American life.

The second work to be done, both by the professional and unprofessional intelligent friends of the schools, is to inaugurate a thorough system of popular instruction on this theme. If the masses of the people read and thought no more on political than they now do on educational matters, the Republic could be overturned in one Presidential campaign. It is because the leading journals and the foremost statesmen, no less than the most ignorant class of political partisans, in the smallest country town, are filling the ears of the people with information, forcing them to talk, and think, and vote, that the ship of state holds its way through stormy seas of revolution, and never swerves greatly from its peaceful course. Now, if our newspapers and our journals, our school superintendents, our school boards, our school committees, our leading teachers of all the states should in some way combine to create a simultaneous exercise of each particular does anything. If the state of New England should make the people take an interest in their schools by a great campaign. It is necessary that millions of money are must be acknowledged that millions of money are used in buildings, in teachers' salaries, in textbooks, in school supplies, in the care of the children. It is necessary that millions of money are used in buildings, in teachers' salaries, in textbooks, in school supplies, in the care of the children. The state of New York would not have been shamed by a governor's manifesto against the higher education had the citizens kept up with the demands of the age in knowledge of this momentous interest. The wealthy school systems like ships in a tempest, and the work of years is often wrecked in a day, because the masses of their powerful and eager people have no time to think and read on the subject, of all others the most important to the prosperity of the leading part of the country.

In this emergency, every sincere friend of the common school has a work to do. Nothing could be so valuable for our country villages during the months of leisure, as a series of public meetings for the discussion of public education, led by the foremost minds in the town. Such gatherings would knock the wind out of a good many conceited school-masters and pert young lady "educators"; they might breed a good deal of confusion at first; but they would inevitably work as a lift to the whole system of public education in the place. Our school institutes and conventions should bring forth the best men to address the people, and every teachers' convention that only deals in professional technicalities, and does nothing in the parents and children, is a failure. Our educational journals need a revival from the long era of dullness and dryness that is the curse of so much of the writing on educational topics;—as if the subject, of all others, that should make the dumb speak and the stammerer eloquent, should be condemned to the spell of eternal stupidity. And as we believe in a good Providence, we are confident that, ere long, we are to witness the appearance of a class of able and intelligent teachers, who shall go forth clad in thorough knowledge, zeal, and patriotic fire, to stir the people with speech and song to their obligations to the children who are to shoulder the Republic in the second century of its marvelous career. We read the history of the apostles and martyrs of the primitive church; the crusades and great reforms and awakenings of mankind with glowing hearts, and deplore the lack of a field for such magnificent adventures in these tame and prosaic days. But when and where, in God's world, was there a louder call to the grandest service of heaven and humanity, than in the present condition of our Southern States? The wave of revolution that swept over that devoted land is now subsiding; the bow gleans out of the cloud; the dove flutters above the realm of war and hatred, with sun on its wings; good men are praying that the new century shall dawn on an era of good feeling, and we shall all be one. Who will now go forth on a mission of light and truth, to plead for the little children of the South; to wake the souls of her people to grapple
with the only tyrant that now threatens her peace; the ignorance and brutality and superstition of millions of her daughters and sons? We trust in God that the occasion will find the man, and the people will respond to his call.

THE FUNCTION OF THE NORMAL SCHOOL.

Prof. C. F. R. Bellow, State Normal School, Ypsilanti, Michigan.

In a recent number of the Weekly, a writer who signs himself “O” makes the following statement:

“Four years ago, when the function of the normal school was so fully discussed by 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 grade 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.”

Now, while we dislike to raise any question of fact touching the statement above quoted, still we feel to say that the impression which would be produced in our mind from reading “O’s” way of putting the matter, without any other means of knowledge of the facts in the case, is somewhat different from that which was produced at the time of the writing, or, as it seems to us, from that which would occur to any candid reader of the published proceedings.

At the close of the last year’s report was made by a most able committee on “A Course of Study for Normal Schools.” The report as then made was intended to embrace only the work of what was styled an “elementary normal school.” The same report promised the consideration at some future time “of a curriculum and plan of organization of a higher normal school.” Two years later, at Boston, this promise was fulfilled. Prof. W. F. Phelps, the present Editor-in-Chief of the Weekly, was at the time Principal of the Normal School at Winona, Minn., was chairman of the committee, as he was also at Cleveland. The following are the main points of the supplementary report:

1. That in each university in the country there be established a school or faculty of education in which the nature, ends, means, history, and literature of that subject shall be thoroughly taught, and in which the principles and methods applicable to higher education should receive their appropriate share of attention.

2. That in every college and high school there be a professorship of education and didactic in the operation of which the true theory of education, its relations to the individual and to society, together with its history, rise, and progress, present condition and legislation, shall be taught to every student.

3. That in every state there should be established one or more normal schools or colleges of a high order, for the special training of teachers for high schools, for the elementary normal schools hereinafter named, and for the preparation of superintendents of schools for counties and cities.

4. That these higher normal schools should be supplemented in each county where practicable by an elementary normal school, supported by the county with state aid, if such can be secured, for the training of those teachers who are to be employed in the primary and intermediate grades of instruction, and in the mixed schools of the rural districts. Following the above, and completing the system, is an outline of teachers’ institutes, which it is unnecessary to quote.

In the discussion of the above report, Prof. D. B. Hagar, principal of the Salem Normal School, Mass., said:

“We have in Massachusetts normal schools of both the lower and the higher grade. We have a course occupying two years, and also an advanced course to prepare teachers for teaching in the high schools or academies, occupying two years more. We have, therefore, arrangements for preparing teachers for all the schools.”

Farther on he says:

“I favor, then, a system like this: First, a school of the highest order to train teachers of the highest class for our colleges and high schools; secondly, normal schools as they now exist substantially in many of our states, designed to prepare teachers for high schools, grammar schools, and common schools; and, thirdly, institutes supported by the state, which shall be free, open to all, and especially designed for those who have no time or means to attend a regular normal school.

So far, then, as the above report and its discussion are concerned, it is assumed that teachers for the highest as well as lowest positions require special training for their work, and a provision is accordingly suggested for meeting that demand. A scheme of graded normal schools was distinctly proposed and earnestly advocated. It was to be as comprehensive as the wants of our schools, from the lowest to their highest departments.

In a paper on “Professional Instruction in Normal Schools,” the Hon. T. W. Harvey, State School Commissioner of Ohio, speaking of the state normal school, said:

“There should be two courses of study in this institution—an elementary and an advanced course. The elementary course should provide for instruction in the best methods of teaching the common branches of an elementary course and in the philosophy upon which those methods are founded. The advanced course should be thorough and complete. Those who finish it should be familiar with the practical workings of educational systems wherever established; should be able to criticize textbooks intelligently, and to teach others to supply their deficiencies.”

In brief, should be thoroughly prepared to perform all the duties required of a first class teacher or superintendent.”

In another connection he speaks of state normal schools as those whose “nominal purpose, at least, is to train those who are to teach country district schools and the schools in the smaller towns and villages.” The last and the following are, we believe, the only utterances of the Association at the meeting which “O” refers to upon which the correctness of his statement can be at all sustained.

In a paper on “The Proper Work of Normal Schools,” Prof. J. C. Greenough, Principal of the Normal School at Providence, R. I., said:

“The function of our normal schools is to prepare the teachers of our common schools for their work. We evidently need schools of higher grade to prepare teachers for colleges, and for other higher institutions of learning, but our existing normal schools are to meet the wants of our common and elementary schools.”

But from the reading of this, it seems to us to be distinctly stated that the writer conceived the function of the normal school, as this institution at present exists, to be to prepare teachers for all positions below those in colleges. Had he said common or elementary schools, it would have been understood, probably, that he meant to exclude the higher grades of our graded schools from those for which normal schools were designed to prepare teachers. We should then have expected him to say that we need schools of higher grade to prepare teachers for high schools, colleges, and other higher institutions.”

As it is, we cannot believe that he intends an anti-climax in the use of the terms colleges and other higher institutions of learning. Be that, however, as it may, he certainly includes in his idea of the functions of a normal school as a whole, or in a complete system, the work of preparing teachers of any grade whatever.

We have quoted everything we have been able to find in the papers and discussions of the Boston meeting, which bears upon the matter in question, and we leave it to the reader to judge whether it is precisely true that the function of the normal school in our educational system was contemplated as having as its limit the “training of teachers for our lower schools, such as the rural school and those below the high school in our graded schools.” Of course we do not know what opportunities “O” may have had for determining the “concurrent opinions” of normal school men, that others present did not in general enjoy, but from the impression produced by anything that we saw or heard, nothing was said or done which looked at all like setting up any thus far and no farther upon the portals of our normal school, or across the way of their development in the fullest sphere of their appropriate work. A consideration of what that work is, as we conceive it in Michigan, is reserved for a future paper.

During the first five years we let children play—not that we respect this play, but because we can't well help it. Nature, just by force of her simplicity, keeps us at bay here. But afterward we take our revenge; we put the child into the school-room and turn nature out of doors; we develop his senses by the use of long lines of unfamiliar words in the spelling-book and the learning by heart of the multiplication table. The "table of sixes" is disposed of at one lesson. Ask how he knows that six times four are twenty-four, and he brings you his arithmetic and points to the table as proof. His doll is given him ready dressed; how can he do anything but accept it? Embroider the table in sticks or beans, and his face grows bright and confident; he can see arithmetic and do it with his hands. Educated men and women have confessed to me their dread and horror of rules and principles and formulas to be learned by heart, at the beginning; so dazed the mind that a clear comprehension was thereupon impossible. Had they at first been led to investigate for themselves, slowly and objectively, the attributes would have come clearly, easily, by pure mathematical necessity.—The New Education.
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.]

SELECTION OF SONGS.

SOME one has said that memory is a tyrant that will oftentimes force itself upon us unbidden. In nothing is this more true than in music. How often do the beautiful songs we heard in years long past come back to us, and, in memory, we love to listen to them once more; and then again some vulgar ditty that we once thoughtlessly learned will intrude itself upon us, haunting us, and forcing us to listen, although we fain would banish it. Thus does memory teach the importance of learning only such music as is pure and elevating. In the selection of songs for use in schools great care should be taken as to the character of the sentiments contained in them. A correspondent of Church's Musical Visitor truly says: "Children can appreciate, and, if properly instructed, perform good music. With them music is inherent, and manifests itself plainly. It is a necessity, and hence should be properly directed, in order that the out-cropping flowers shall be of healthy growth. Of course they should be gradually led along, the music selected for them being such as they can appreciate, by reason of its consonance with their capacities and acquisitions. Not 'dirges,' nor 'chorals,' on the one hand, nor frivolous trash upon the other. Rather let it be that golden medium—the sentiment cheering, refining, sparkling, delighting."

When a teacher is employed in public schools, it should be her first endeavor to conscientiously recognize every study pursued in those schools as of importance, and not bring to bear, in connection with her work, her peculiar opinions—probably formed more from prejudice than knowledge—as to the greater practical utility of some of the studies in comparison with others. Or, if she does grant to each study due importance, she should be careful that it has its recognized class in arithmetic. Other studies are to be lightlyed, or some omitted? To the greater practical utility of some of the studies in comparison with others.

THE PYTHAGOREAN PROPOSITION.

THE following solution of this time-honored proposition was suggested by, and is only a modification of, that given by Mr. Holmes in the Weekly, March 15th. Having recently used it in my class, I know that the solution is readily comprehended by pupils of ordinary aptitude.

Solution.—Draw the triangle $ABC$, making $AB=\frac{1}{2}BC$; draw the square $BG=BC^2$; bisect this square by $AF$; draw the diagonal, $AG$. The square of $BC$ is now represented by 4 equal triangles (one of which is $ABC$). Bisect $BC$, and from the point of bisection, let fall the perpendicular, $PL=BC$; bisect $FL$ at $O$, and draw $OK$ equal and parallel to $BC$; draw $BM$ parallel to $PO$; $BO=AB^2$. Connect $AK$, $KL$, and $LC$. Let $A=BC^2$, $B=AC^2-AB^2$, $C=AB=BC^2$. The square of $AC$ contains 4 equal triangles, (one of which is $ABC$), and the square $B=AB^2$. The seven triangles are similar and equal. Representing the area of each triangle by $x$, we deduce the following equations:

1. $BC^2 = 4x$
2. $AC^2 = 4x+AB^2$
3. $A^2 = BC^2 + AB^2$

The pupil who understands transposition in algebra will readily form the following from equation (3):

4. $BC^2 = AB^2 - AC^2$
5. $AB^2 = AC^2 - BC^2$

He now clearly understands the relation which any side of a right-angled triangle sustains to the other two sides.

LOUISVILLE, KY.

J. M. MAXWELL

EXPECTATION AS A MEANS OF GOVERNMENT.

It has been said by philosophers that there is more enjoyment in the anticipation of an event than in the actual occurrence; and whether this is truth or not, we all know much happiness comes from looking forward, even when we are in doubt as to what the future may bring. In teaching, a memory of the past may be useful to us. Pupils should be made to know at a very early age that the regular performance of duties must fill a large portion of school-time; but lessons are learned more easily, and dreaded tasks seem lighter, if something pleasant comes at the end. We love to look forward to a visit, the perusal of a fresh book, or anything a little out of the usual order of events. A very little thing makes a young child happy. For the privilege of holding and counting a bright string of variously-colored beads, a child will work all day. Few teachers know what an efficient assistant a certain locked drawer in the table may become. A treasure-box from which interesting things are occasionally drawn, is a wonderful incentive to study; and when industry is on the increase, evil-doing, confusion, and trouble will exist in an inverse ratio. A teacher of young children will find the following matters with which to fill such a receptacle: Buttons, strings of beads, flower seeds—flowering beans are really beautiful, and a few other seeds are interesting on account of their peculiar shape. We would add, too, blocks, sticks for counting and building, colored paper and scissors, pictures, cards, spools, bits of cotton, woolen, linen, and silk cloth, small skeins of yarn, little pasteboard boxes, beeswax, cork, strings, large pins and needles, a few small dolls and one or two of larger size, a few small wooden animals, a box of water-colors, a half-dozen colored crayons. I have enumerated a variety of things, but many of them can be obtained without expense. Prints are bought now at seven or eight cents a yard; so, for fourteen or fifteen cents,
there will be as many pieces of calico, variously colored and printed, and each piece cut into four makes quite a collection. A better way to supply the box with such common things as buttons, bits of cloth, etc., is to interest the mothers in the project. The pictures need be in part not better than those found in illustrated papers,—large letters and good drawings of animals and other interesting objects. It may take a month to completely stock such a box, but the treasures need never be shown all at once; hence, the owner may begin using the articles at as early a day as may be desired. Here is a class that has just entered school. They cannot study; a few are too timid to be seen on the floor for any exercise; a number are mischievous, all are active. They have some scissors, but they grow weary of them. Older pupils must be listened to, and quiet and order ought to be the rule. It is impossible for the teacher to read to them or sing with them, or tell the ever-interesting story, while other duties are pressing. And this is just the time to place some of these treasures in the hands of the restless child. The buttons may count and then lay on his desk in such a way as to describe certain letters, figures, or forms. Then he can make processions of twos or threes, and call the black buttons black-birds. The p ripping of a boy cut out with the scissors may be set to take care of a flock of sheep similarly prepared; and baskets and pails of the same kind will serve the imaginative child a variety of purposes. Occasionally a pupil has prepared a remarkably good lesson. An appreciation of his efforts may be shown by allowing him to take the pictures, or cards, or he may read a while in a little book or magazine from the teacher's table.

Older pupils will gain much happiness from exercises that are to come at stated times. When the time will admit, every day could be commenced and ended with something of more than usual interest,—a brief reading, a pithy extract told in a conversational way by the teacher, or handed a few minutes before to a pupil, who shall read it to the school, or, what is better, try telling the same in his or her own language, but doing it in an entertaining way. A good conundrum or puzzle will amuse and help them learn to think. Please notice, however, the adjective just before the matter mentioned.

Occasionally,—but not too often,—a dialogue acted is enjoyable in the highest degree. Children always love to dress in "grown-up clothes," and a little indulgence in such things will establish a sympathy between the older and younger. We wish to make our pupils feel that we love to make them happy, that we understand what they need, and will do all we can to supply their just demands. We would never allow rough acting or vulgar speech. In many written dialogues we find low expressions or insinuations, slang phrases, and a "free-and-easy" style of performing not to be tolerated even once. A man's long coat and high hat make a boy a ludicrous object without very many additional portions to his costume. A little girl never feels so entirely like a sedate woman as when dressing in trailing dress and wearing a veil. A tableau is easily prepared, too, with very little trouble. Historical topics will require some knowledge of the times, which the boys and girls will search for during the week, if it is surely needed for Friday afternoon. Little people will greatly enjoy dolls' tableaux; and, in a school of fifty pupils, there will doubtless be found the owner of almost every kind of dolls' furniture, and outfit. Say to them that next Friday afternoon each one may bring a doll, or some other toy, to school—the boys as well as the girls; then prepare an extra table for the articles and room on the stage, and you may be sure of at least two happy weeks for the little ones, one in anticipation, and one in the memory of the good times. But one week for the memory of the "doll afternoon" will be found to poorly suffice—one month or one year will be nearer the reality.

In a recent number of the Sunday School Times, under the title of "The Place of Mast in Training," occur these opinions, which we copy because they are our sentiments exactly:

"With all the improvements in methods of dealing with children—and these improvements are many and great—it is important to bear in mind that judicious discipline has an important part in the wise training of the young. Formerly, discipline was the great feature—if not, indeed, the only feature—in the training of children. But this is in the long past. For a century, or more, the progress of interest in and attention to the children has been steady and rapid. Now that this state of things is, on the whole, a decided improvement over that which it displaced, we do not have a doubt. Yet there is always a danger of losing sight of one important truth in the effort to give new and due prominence to another. Children need to learn how to do things which they do not want to do, when those things ought to be done. Older people have to do a great many things from a sense of duty. Unless children are trained to recognize duty as more binding than inclination, they will suffer for all their lives through from their lack of discipline in this direction."

"It is already seriously questioned by competent teachers if the kindergarten system is to meet every necessity of childhood training in study. There must be a place for tasks as tasks, for times of study under the pressure of stern duty, in the effort to train the young to do their right work properly. It is not enough to have children learn only lessons which they enjoy, and this at times and by methods which are peculiarly pleasing to them. President Porter has said, in substance, that the chief advantage of the college curriculum is, that it trains a young man to do what he does not like to do, at a time when he would not wish to do it, because he must do it, and do it just then. Any course of training for a young person that fails to produce such, is part of a sadly imperfect system."

"There is little danger that intelligent parents or teachers will at this day refuse to duly consider a child's tastes and peculiarities, in their effort to interest and train him. While, however, they are making study attractive and life enjoyable to a child, let them see to it that he learns to keep still at specified times, to study assigned lessons, to do set tasks, to deny himself craved indulgences, to go and come at designated hours, not because he wants to, but because he must. 'It is good for a man that he bear the yoke in his youth.'"

BLUNDERS IN AND OUT OF SCHOOL.

WILLIAM SMITH.

REASONABLY there is much dispute concerning spelling and pronunciation. Usage must of necessity be the law of language, but when doctors disagree, what then? Granting a certain amount of originality, still it would hardly seem best for small people to encourage the use of awlen, advantageous, parent, and the like, even if the learned professor be allowed to say thinkt, finance, simultaneous. Equally varied is the orthography of the schools, but it does seem as though it would be well to keep within the bounds of the six recognized dictionaries. The high school in which I am at present most interested has been inventive beyond anything I ever witnessed. Imagine the surprise with which I read the "Knights of England," I am sure the youth had not even heard of a Phonetic Philological Association. I have labored assiduously for six months to correct this zeal, which certainly is not according to knowledge. To-day, however, one of the young men thought me quite unreasonable because I mildly objected to his spelling separate; and one of the ladies stoutly affirmed that authors quite as "standard as Webster, or Worcester, used lowbar!"

In answer to my inquiry as to the cause of this state of things, it was suggested that it might be found in the carelessness of the previous teacher. It may not be any worse for a teacher to be a poor speller than for any one else, but it is a burning shame for any teacher to allow pupils to contract such habits. At a single session of a State Teachers' Association, the words at the opening of this article were all heard pronounced as indicated. The adverb was frequently wedged in between the preposition and the following infinitives, while discord in grammatical forms was not infrequent. Surely a mild criticism on teacher's carelessness is not inappropriate.

To teach my pupils the correct use of the English language, I have most persistently set myself. I have devoted twenty minutes to a daily language recitation. Pencil and scratch-book at hand, I have noted all errors occurring in recitation, written exercise, black-board work, or general conversation. These errors included misspelled words, misspelled words, ungrammatical forms, also faults in diction. Every morning this list—and sometimes it has been ludicrously long—has been written upon the board and copied by the pupil into his note-book for correction. All corrections have been carefully recorded. Besides the recitation of the lesson thus prepared, the note-books have been subject to my inspection more or less frequently.

The methods in the daily recitation have been varied according to circumstances. Pronunciation must be oral, but in diction I have generally required a written exercise embracing the words to be defined. We have also resorted frequently to rapid writing at the board, to be followed by criticisms from the class.

Some curiosity as to their own, but more as to their neighbor's mistakes, has thus far kept up an unfailing interest. As in other studies, I have held them to a monthly examination. I have also made it a rule to make the standing in other language classes, as grammar, rhetoric, etc., with strict reference to the matter taught in the regular language class.

Yes, there is a great deal of drudgery in it, but have you a surer way?
GENERAL.—There are two important sections in the article on Education in the Constitution of Colorado. The first says: "Neither the General Assembly, nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian society, or for any sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution, controlled by any church or sectarian denomination whatever; nor shall any grant or donation of land, money, or other personal property, ever be made by the state, or any such public corporation, to any church, or for any sectarian purpose."

The second reads as follows: "Neither the General Assembly nor the State Board of Education shall have power to prescribe textbooks to be used in the public schools." This article was evidently written by some one who had a clear head. —The annual session of the Arkansas State Teachers' Association will be held on the 29th, 30th, and 31st of August. The place of meeting has not yet been decided upon. —The schools of Little Rock, Arkansas, are modeled after the best in the land, and are supported at a cost of more than $50,000 per annum. The value of the school houses is above $50,000, according to the Spirit of Arkansas. —The work of the International Exhibition Company has progressed quite rapidly and thoroughly, and the Exhibition will be opened May 1st, as announced at the first. The educational display has been the most desirable part of the Exhibition Building, and will cover twenty-five thousand square feet of floor space. —The first annual banquet of the Michigan University Association of Alumni will be held at the Palmer House on the 10th inst. About seventy ex-members of the University were present, and a very pleasant time was had. President Angell made a very appropriate speech in response to the toast, "The University." Three of "Seventy's Glee Club," "Bush, Maltman, and Lovell, assisted by Crittenen, of '71, responded to numerous calls for college songs, and contributed not a little to the enjoyment of the occasion. —Another literary institution, under the name of a "university," is in progress in Chicago. Mr. Edward Martin, of New York, has conveyed to the Reformed Episcopal Church a piece of land contiguous to the city, valued at $200,000, which is to form an endowment for the Martin College of Theology, the first to be organized under the "University of the West." Bishop Samuel Fowlers will probably become the president of this the first literary institution of the Reformed Episcopal Church.

LITERARY.—The fifty-fourth volume of Harper's Magazine is concluded with the May number, which is, perhaps, the most perfect in many respects of all the 524 numbers that have been published. The illustrations in this volume number over 450, and are generally of the finest quality. In the succeeding volume educational articles are promised by Anna C. Brackett and Horace E. Scudder. Harper's was the pioneer in illustrated magazine literature in this country, and continues to lead the numerous competitors for superiority.

The Transformations (or Metamorphoses) of Insects, including Insecta, Myriapoda, Arachnida, and Crustacea. By F. Martin Duncan, F. R. S., Professor of Geology in King's College, London. (Philadelphia: Claxton, Remsen & Hawfllinger.)—The introduction of the physical and natural sciences into our public schools is one of the prime necessities of the age. The tillers of the soil, the tillers in our workshops, and the tillers in our mines have need of a far better acquaintance with the materials and forces with which they are compelled to deal. It is only by these means that we are to expect those more intelligent processes and larger results that are demanded by the needs of modern civilization. Whatever therefore contributes to the popular knowledge of natural objects, or increases a taste for its pursuit, is a public blessing. The volume before us forms one of the most fascinating chapters in the whole book of nature. Nothing is better calculated to excite wonder and admiration than the metamorphoses of insects. And we may add that perhaps no branch of natural history is at the present moment of more practical importance, while the grasshopper has become a burden and the ravages of other noxious insects are causing such wide-spread destruction of our staple cereals and fruits.

This volume consists mainly of an adaptation of Mr. Émile Blanchard's popular work on the metamorphoses of insects to English readers. It contains selections from the works of the best entomologists of Europe bearing upon metamorphoses, while it has suppressed all facts of a doubtful character. The illustrations are profuse and in the highest style of art, showing all the minuter details of insect structure and of the wonderful changes occurring during the progress of the transformations. The table of illustrations alone occupies six pages. About forty of the illustrations occupy a full page each, while many of the numerous cuts give magnified views of the insects under examination. The descriptions are full, clear, and satisfactory. The work is printed on tinted paper, and is richly bound, with gilt edges. Altogether it is the most complete and attractive work upon the metamorphoses of insects that has ever come under our notice. It is especially adapted to teachers as a work of reference, by reason of its numerous and life-like illustrations. It should find a place in every school library in the country as a standard work of reference.

Butler's Literary Selections. Designed for schoolroom and family circle; for use in public and private schools, on the platform, at the teacher's desk, and by the family fireside. Edited by P. McCaskey. (Philadelphia: J. H. Butler & Company, pp. 180. Price, 75 cents. 1877.)—This is the first of a series of classical selections, each containing ten or more pieces suitable for the reading of boys and girls, and with good taste. In this respect, the effort of Mr. McCaskey is deserving of commendation. While the old and standard pieces are not omitted, those of later origin, if possessing merit, have been given a place in the collection. Eighty-two authors are represented, besides thirteen anonymous writers. There are five selections from Shakespeare, two from Addison, three from E. B. Browning, two from Robert Browning, two from Helen Hunt, two from Daniel Webster, and two from Croly. Such a neat and classical selection of literary gems is a thing to be prized by every student of English. As a collection of "pieces" for "speaking," it will soon become very popular among the boys.

From the Hon. O. P. Whitcomb, Auditor of State and Land Commissioner of Minnesota, we receive the annual report of that officer for the past year. It is a very clear and thorough exhibit of the financial operations of the state, and of the condition of the several funds set apart for specific purposes. From this document we learn that the Permanent School Fund now amounts to the sum of $3,797,569.52. The additions to the fund during the year amounted to more than $50,000. The disbursements of the current school fund, being the March and October apportionments for the support of schools, were $120,753.71. The permanent University fund amounts to $295,813.86. This amount includes the value of the experimental farm, worth $8,500. The sales of school lands for the year amounted to 12,689.26 acres, producing $94,186.27, an average of $7.51 per acre. The school fund and its accumulations from year to year have been most carefully and conscientiously administered by Auditor Whitcomb and his predecessor, Mr. McIlrath, and to their fidelity, prudence, and good management, the state is indebted for an unimpaired and rapidly accumulating fund, which is likely to reach the enormous sum of $18,000,000, or $20,000,000. This will constitute one of the most prudently endowments for the education of the people in the world.

Pocket Dictionary of the German and English Languages. By F. W. Longman, Balliol College, Oxford. (Philadelphia: J. B. Lippincott & Co. 18 mo., pp. 325. 1877.)—This dictionary has been founded on Blackley & Friedländer's, and has been so condensed as to give, in a very convenient way, all the words, idioms, and expressions commonly met with in reading and conversation. It contains many words and phrases which cannot be found in Blackley & Friedländer's, but has omitted a great number of unnecessary ones. One noticeable feature of the work is the fact that it gives the English equivalents of all German terminations. Another, quite as worthy of note, is the use of Roman type, instead of German. The work is one which, for its completeness and condensation, commands itself to all who have occasion to use a pocket dictionary of the German language.
Correspondence.

ERASABLE OR ERASABLE?

To the Editor of the Weekly:

A CORRESPONDENT of the Weekly, March 22d, page 147, calls at attention to the fact that in the revised edition of Webster's Quarto Dictionary this word is spelled "erasable," while in the Primary, Common School, University, and old Unabridged (1859), it is spelled "erasable." It is also spelled "erasable" in the Quarto Academic, and the National Pictorial (1859).

He asks whether "erasable" is a misprint. Its position in the list of words shows that there is no fault on the part of the printer. "Erasable" is either intentional or it is a clerical error. The word is not found in Bailey's Dictionary, Johnson's, Dycée's, Sheridan's, Ash's, Walker's, Perry's, Todd's Johnson's, Richardson's, Latham's Johnson's, Reid's, or Donald's. It is spelled "erasable" in Worcester's Dictionary, Ogilvie's, Smart's, Collins', Natty's, Stormanhart's, Coolie's, and Row's Imperial Lexicon. The general rule in Latin was to form adjectives in -ables from verbs of the first conjugation, and in -ables from verbs of the other conjugations. As the Latin verb for erase (erasare) is of the third conjugation, I am disposed to think that "erasable" was purposely inserted in the revised edition of Webster's Dictionary to take it out of the list of exceptions before the spelling "erasable" should become too firmly fixed.

W. D. Henkell.

SALEM, OHIO, March 30, 1877.

To the Editor of the Weekly:

"Erasable" is right by etymology and by the law of analogy. Able is the proper suffix with a pure English root—thinkable, readable, etc.—and with any Latin root of the first conjugation—mutable, affable, condemnable—and is sometimes used with the first root of a Latin verb whose connecting vowel is not a. Applied, readable, endurable, might be tolerated as pure English formations. But neither Latin nor English etymology will ever tolerate—able as a suffix with eras-, divis-, or any other second root of a Latin verb of the third or fourth conjugation, because their connecting vowel is always o or short e, not even of the second conjugation, whose connecting vowel is a long.

The Latin allows debilis, delebils, etc., but you can never make our sturdy English accept debile or deleble, indebile or indeble; but it is capable and erasable.

In other words, while in Latin etymology the passive adjective in -bilis has three connecting vowels—a, e, i—in Latin—English it has but two—a and i, and in pure English only one—a; as suitable, erasable, feasible. And hence to write erasable is to assume (falsehly) that era is not a Latin root.

ANSWER.

To the Editor of the Weekly:

I may inquire of you, or through your columns of your readers, as to what the custom is in the West in the pronunciation of a before r in such words as the following: bare, care, dare, fare, hair, stair, glare, bare, share, hair, chair, fair, etc., etc. Is it given the sound of long or ending in er, or is it pronounced like short e lengthened, as heard in art, arch, cast, chaff, chant, class, draft, flask, grasp, etc., etc.?

Also, and before r, as in birth, clerk, err, fern, germ, her, merge, pert, serf, serge, sperm, swerve, verse, venus, mercy, earth, etc., etc.; birth, birth, fr, flirt, girl, grit, kirk, mirth, shrink, smirk, twirl, whir, affirm, girdle, circus, etc., etc. Do you hear these letters in these words, and in all words where they occur before r, sounded like a in burn, like short e, or an intermediate sound between the two? Please pay no attention to what the authorities say, but give me the result of your observation as to how they are pronounced by speakers generally.

Also, the sound of o in such words as cross, toss, boss, frost, lost, cost, must be pronounced as gone, troth, lost, offer, sober, sorrel, torrent, torrid, dog, God. Is it pronounced like o in not, or is it usually given the short sound of broad a in fall, that is, the sound of broad a cut short? Any information on these points will be gratefully received.

INQUIER.

To the Editor of the Weekly:

I would say, in answer to "Inquirer," that the custom of perhaps three-fourths, or even a greater share of all the people of the West, outside of schools, is as follows:

1. A before er, ir, etc., as in part, star, far, hair, is pronounced as short o lengthened.

2. The same sound, as nearly as may be without the r following, is given in such words as class, dance, pass, grass, raft.

3. E and i before r, as in birth, clerk, err, bird, screw, creek, are pronounced with the sound of o in surge, burn, current.

4. With regard to o the usage is not so uniform. In most of the words mentioned, as cross, cost, lost, gone, but, the sound given is that of broad a as in salt. But fog, bog, not, and by some train and less, are pronounced with a brief sound of the Italian a as heard in palmo, father.

In Wisconsin at least, much attention has been given to the subject of Orthoepy of late years; and in the teachers' institutes, normal and high schools, and, indeed, in many of the district schools, much has been done to secure conformity to the standards presented in Webster's dictionary—latest edition.

If I am in error in any of my statements, I hope that some one better informed will take the pains to correct me. But I speak with considerable confidence in the correctness of my statements.

ALBERT SALISBURY.

STATE NORMAL SCHOOL, WHITESTONE, WIS.

To the Editor of the Weekly:

I have very often to acknowledge useful information received from your valuable paper. Besides numerous other things in your issue of March 29th, I have read with especial interest your editorial on "Permanency." It is, indeed, as you term it, abominable to force teachers into the condition of nomadic tribes, with all the cares and uncertainties of such tribes. It is strange that he who has to deal with the future generations, with the future welfare of countries, with the future fate of civilization, should himself be without a future, should himself be deprived of the possibility of working for his future days. The teacher alone must be homeless. This reminds me of verses written in German by the celebrated poet Hoffmann of Fallsersleben:

Armer, armer Menschengeist,
Wie der Vogel auf der Erde,
Hast auch du kein Vaterland,
Und der Menschheit heilige Sache
Gib doch Gott in deiner Hand.

This could be translated and adapted to the teachers.

Poor, poor teachers, like the bird on the roof, you have no home; and yet God himself confided to you the holy cause of mankind.

Very respectfully,

L. BURSTALL.

MILWAUKEE, WIS., March 31, 1877.

To the Editor of the Weekly:

Permit me to ask the following questions in the Weekly:

1. Where, and by whom is the Pennsylvania School Journal published?

2. Who are the publishers of Ogden's "Science of Education" and Snyder's "Art of Teaching School?"

WM. HUBER, JR.

HAMILTON, Ohio, April 6, 1877.
Minnesota.

The joint committee of the Legislature made a very favorable report on the State University, and recommended an appropriation of $18,000 for the enlargement of the University grounds. The following are some facts concerning this institution gathered from the late report of President Folwell, a and covering the year ending June 22d, 1876: Two hundred and twenty-six students were registered as residents of Minnesota, the following counties being represented: Anoka, 1; Becker, 2; Blue Earth, 9; Brown, 2; Carver, 3; Cass, 1; Dakota, 2; Dodge, 1; Douglas, 1; Faribault, 1; Fillmore, 1; Freeborn, 1; Goodhue, 1; Hennepin West, 77; Hennepin East, 44; Le Sueur, 6; Meeker, 4; Mower, 2; Nicollet, 4; Olmstead, 4; Ramsey, 5; Rice, 5; Scott, 1; Sibley, 1; Stearns, 2; Steele, 3; Wahaska, 10; Washington, 11; Waseca, 1; Winona, 8; Wright, 10—thirty-one counties. Of the students employed to come from the country, and were temporary residents of Minneapolis. Twenty-six students were registered from other states and countries, as follows: Dakota Territory, 1; Illinois, 1; Iowa, 5; Maine, 3; Michigan, 1; Missouri, 2; Nova Scotia, 3; Ohio, 3; Sandwich Islands, 1; Wisconsin, 4. One hundred and fourteen students engaged in some remunerative employment, and sixty-nine are believed to have earned their whole living. Fifty-seven had at some time been teachers. Supt. Richards' institute has been in session all of this week, in Winnebago, and he is having good attendance. Miss Guernsey, County Superintendent of the School districts. The total number of children of school age is 86,191, the Superintendent of Public Instruction shows that our common schools are keeping pace with the growth of the state in wealth and population. I doubt if any state in the Union can exhibit more gratifying results in this respect. There are sixty organized counties in the state, and the school tax is collected for less money. He also takes exception to the allowance paid to the commissioners of schools for collecting the fund in the matter of commissions, $500,000. There is no way to inaugurate economy in this, so as to have the school-tax collected for less money?" He also takes exception to the allowances paid to the commissioners of schools for collecting the fund in the matter of commissions, $500,000. There is no way to inaugurate economy in this, so as to have the

Illinois.

[The Illinois exchanges should be sent to the editor of this department.]

In several counties the monthly institute has become an established fact—namely in Knox and Whiteside. From the programmes that we have seen, we incline to the belief that too much time is spent in the discussion of general propositions. The work for the present, and for some time to come, should be directed toward the improvement of primary work. The temptation to scatter is constant, but marked progress will not be noted in any single direction until one idea has been dwelt upon long enough to have become thoroughly familiar. There is enough unexplored territory in the realm of primary reading and primary arithmetic to occupy the monthly institutes of any county for a full year. —J. E. Dow, for many years the superintendent of schools, is an able man, and has held the position of auditor of the University of Nebraska, as compared with that in universities and colleges of this character in other states, is almost unparalleled in economy. The attendance has increased from 132 in 1874 to 282 in 1876; so that the legitimate expense of conducting the institution must have increased. Normal School. This important branch of the educational system seems to be in an excellent condition. The benefits of the school are already felt in the state, and the results may be safely anticipated in the future fully justify its maintenance. The total enrollment at the beginning of the year was 120, and at the close of the year was 142. For the last term of the year the enrollment was 180. The average cost of the school per term, as shown by the report of the principal, is $3,686.66.—"The population of Nebraska, according to the census of 1876, was somewhat more than a quarter of a million. There are 222 graded schools, and the first was taken in 1875. The increase during the twenty-one years since that time has been more than 5,000 per cent!}

Kentucky.

A CORRESPONDENT in Woodford County makes the following suggestions on the school law and the school fund: "From the superintendent’s last report we learn that the receipts from school taxes last year were $1,461,847.32, and the billings, $1,195,400. Whole number of teachers, 22,121, of whom 4,360 were females, and 17,761 were males; are paid by the State and by townships. There are 222 graded schools, and the first was taken in 1875. The increase during the twenty-one years since that time has been more than 5,000 per cent!"
The Milwaukee News says that the scholars of the public schools have been very industrious in the work of preparing drawings to be sent to New York and Brooklyn for examination. About 5,000 drawings are ready to be sent. The work is very fine. Out of several hundred examined, the News was unable to find a single one that was not a credit to the Milwaukee schools and the system of instruction used. The Milwaukee schools have connected with them what are called Juvenile Literary Societies. The Lafayette Literary Society of the Darling High School for Boys is the most noted. In the winter term, which includes attendance, punctuality, deportment, scholarship, and rank, marked on a scale of 100. There are four classes, in all of which there are 64 scholars. Dwight Kinney is the principal, and is assisted by Olive E. Perkins. The report makes a good showing for the school. The Menasha Press, in a very complimentary account of the graduating exercises of the High School, acknowledges a pride in the schools of the city, and in those scholars they are sending out into life, so richly endowed with that refinement and culture which are ever essential to make life a success. The graduating class numbers eight. Capt. Ballard gave an instructive and eloquent address. Prof. Abbey seems possessed of great energy of character.

The Broadhead High School graduated a class of seven at the close of the winter term. The Independent speaks in high terms of the graduating exercises and of the management of the school under Principal Whitford.

The Institute at Waukesha, two weeks ago, was largely attended, there being over 100 members. Thirty new subscriptions were received for the Weekly. Many graduates of our State University were in attendance. A. W. Smith, of Wauwatosa, was present. Prof. Phelps lectured to a large audience Friday evening. All were much interested. J. H. Tilton, who has traveled extensively in Europe, is principal of the public schools, assisted by Misses Thompson, Cole, Sherwood, and Stratton. The last named is a graduate of Hillsdale College. Miss Anna B. Sewell, assisted by Miss Dretter, is teaching a select school at Oconomowoc. Grace P. Jones still has charge of a young ladies' seminary. The city of Watertown employs twenty teachers in the public schools. Parish schools are numerous. Jansenville employs thirty-five teachers in the public schools.

Indiana.

The state collegiate oratorical contest took place in the Opera House at Indianapolis, March 23d. The contestants were Safe Peace, Butler College; L. H. Holbrook, Lawrence College; N. J. Howe, Franklin College; and R. B. Hawkins, of the State University. The first prize was awarded to Mr. Hawkins, and the second to Mr. Peace. Mr. Hawkins has been publicly charged with plagiarizing from an article on "Political Science" by Mr. Field's. This Mr. Field's did, and then unwisely substituted five sentences of Mr. Field's for his own introduction. These are the five sentences quoted against him, and constitute the sum of Mr. Hawkins's offending.

"The school authorities of the city, and especially the principal of the high school, have had to do with, and ought to be held responsible for, the publications of the school, and to the reading of the students in the school, the school authorities are answerable. It is by them, and them only, that the school is conducted. The principal is the executive officer of the school. It is his duty to see that the school is conducted according to the rules and regulations made by the school board. The school is a public institution, and the board is the public. It is the duty of the principal to see that the school is conducted according to the rules and regulations made by the school board. The school is a public institution, and the board is the public. It is the duty of the principal to see that the school is conducted according to the rules and regulations made by the board.

"I have no objection to this criticism of ignorance and bigotry, but I object to the belief that old-time ways of doing things are good enough and should not be improved."—The School Board of Indianapolis has made a readjustment of salaries for the coming year, the total reduction of which aggregate about $15,000. The burden of the reduction falls upon the High School, the salaries in that department have been reduced from ten to twenty-five percent.

Iowa.

IOWA's first school house was built in Dubuque, in the fall of 1833. Some miners contributed the funds for its erection. We believe Mr. George Cabbage was the first teacher. About thirty-five pupils attended the school. Honor to George Cabbage, the pioneer school teacher of Iowa!—The Iowa Reform School is located at Eldora, Hardin county. A large percentage of the persons brought before our courts began their career of crime while they were children. Hence, this institution was established partly for the punishment, but mainly for the reformation of boys who are transgressors of the laws, or unruly and vicious. The aim is to make good citizens of them. They are taught the common branches of education, and instructed in useful em-
Employments—Columbia county has three thousand five hundred thirty-six farmers.—It is estimated that about seventeen thousand town's spent upwards of two millions of dollars at the Centennial. Several years ago, Bishop Fraser, a distinguished Englishman, visited this country for the purpose of examining the merits of our common school system. Speaking of the readiness and willingness with which people responded to the call made upon them for the support of their schools, and alluding to the large expenditures necessary to carry on this gigantic work of popular education, he said that no system, however efficient, which is burdened equally on the property of the whole community, is able to secure the same kind of backing that is born into schools without complaint, and, indeed, that the amount appropriated to the public schools keeps growing so considerably year by year, is the proof, if proof were wanting, of the value the Americans attach to their system of education, and of their determination that it shall be efficiently maintained."

The following gentlemen have served as Superintendents of Public Instruction:

Dr. William Reynolds, 1841-2; James Harlan, 1843-8; Thomas H. Benton, Jr., 1848-54; James D. Eads, 1854-7; Maturin F. Fisher, 1857-9. In 1858 the office was abolished, and its duties were assigned to the Secretary of the State Board of Education. Thomas H. Benton Jr., was secretary from 1859 to 1863; H. A. Wiltes, 1863-4. The office of Superintendent of Public Instruction was created March, 1864. Ona Faville held the office from the last named date until 1867; D. Franklin Wells, 1867-8; Abraham L. Kissell, 1868-72; Alonzo Abemethy, 1872-7; Carl W. von Crelleon, 1876-

The State Reform School is located at Eldora. The Herald, published at that place, is responsible for this item: "A little fellow, thirteen years of age, was sent to the Reform School a few weeks ago, from Benton county. The only charge against the lad was that he had, at various times, entered his father's cellar, without the latter's permission, and taken some apples to eat. For this offense he was sent up as an incorrigible. His father is a wealthy man."

Ohio.

Men or Women, or Both?—How shall the expenses for public schools be reduced, is the question which occupies the attention of boards of education in Ohio. One of the ways which have been suggested by which expenses can be reduced, is to exclude men from the schools, and substitute women in their stead. Woman having demonstrated her fitness and aptness to teach and control, has led many to believe that the schoolroom is her rightful domain. It is asserted, and with some truth, that for five years past the number of pupils in state schools have been in excess of the number of teachers engaged in teaching by women of one thousand dollars. Again, it is claimed that experience has shown that in teaching-power is be the peer of man.

The reputation of the female schoolmistresses has been so far extended, that even the ablest men in the profession, and the time will come, if their employers take no notice of them, that the influence of both pupils the genial sunshine of love, peace, and confidence, and leads them to claim that experience has shown that in teaching-power is be the peer of man. The lad was, that he is a teacher must in the nature of things become ready to give results. By taking two words at random in one, and comparing the result with the other, the equality of the sexes in rights, and the result was, that after making three separate enumerations, the signature of the writer of each of the longer articles did not give equal pay to men and women for equal service rendered. But, as Dr. Clark says, "sex is sex," a woman is not a man. If education consisted in merely giving pupils the right to complete a course of study, and enable them to live long enough, when they will cover their heads for a brief moment, the man did not give equal pay to men and women for equal service rendered. But, as Dr. Clark says, "sex is sex," a woman is not a man. If education consisted in merely giving pupils the right to complete a course of study, and enable them to live long enough, when they will cover their heads for a brief moment, the man did not give equal pay to men and women for equal service rendered. But, as Dr. Clark says, "sex is sex," a woman is not a man. If education consisted in merely giving pupils the right to complete a course of study, and enable them to live long enough, when they will cover their heads for a brief moment, the man did not give equal pay to men and women for equal service rendered. But, as Dr. Clark says, "sex is sex," a woman is not a man. 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