The Educational Weekly.

Editorial.

IT is to be regretted by all true friends of education that there exists even an apparent conflict, or lack of harmony, between the conductors of public and private schools. As both are ostensibly seeking to accomplish the same or kindred results, the most perfect unity of sentiment and action should exist between them. As a public school and a private school are distinct and different institutions in their organization and management, it cannot be expected that the methods and the policy which characterize the one should also characterize the other. It is as necessary that they should differ in their methods of instruction and discipline as it is that they should be distinct in their organization, and maintain an independent existence. The end sought by them is, or should be, the same; the means of end sought by them is, or should be, the same; the means of which characterize the one should also characterize the other.

The design of the public school is to afford facilities to all who will avail themselves of them, for obtaining the rudiments of a good English education. The system by which such public schools can be maintained must necessarily be broad in its scope and general in its application. The public schools are for the masses—they cannot be restricted in their work so as to adapt them to the preferences, or even the necessities, of a few. The welfare of the majority must be sought, in their management, while the individual can scarcely claim a recognition, save as one of the whole number for whom the schools exist. This is particularly true of graded schools. In them the law of uniformity in treatment seems to be inflexible. The least show of partiality at once creates a feeling of dissatisfaction among the patrons, and it is almost imperative that every pupil should be treated exactly as every other pupil is treated.

In the private school, however, this is not the case; in fact, a leading purpose of the private school is to awaken and cultivate the powers of its individual members. The private school exist partly to meet the wants of those who cannot well adapt themselves to the wholesale methods of the public school. Some children will never learn till they are taught individually. For such, and there are many of them, the private school becomes a necessity. Indeed, this is, in many respects, the best kind of instruction, and it should be the aim of the teacher in any school to make his teaching as direct as possible. In this respect the country school is yet the best kind of a school, especially if in the hands of a good teacher.

It is scarcely necessary to offer an argument in favor of private schools, not as being more desirable than public schools, but as being equally important and, indeed, quite necessary in order to afford all an equal opportunity of getting an education. In the first place there are too many coarse and untrained youth in the public schools for the good of some delicate and sensitive souls. For the mental and physical well-being of our girls they should not be allowed to lose their graces and their peculiar feminine charms by too constant and too prolonged association with those who are trained and disciplined much as soldiers are, and not as sons and daughters are in the homes of the best families. Girls need a kind of instruction and training adapted to their peculiar habits of thought and action. We are not ready to advocate a separation of the sexes in education, but we do mean to say that there is a difference between boys and girls, which is something more than physical, and this difference, whatever it may be, should not be ignored in their education. Girls should never be obliged to undergo the same severe regimen which contributes so much to the healthy growth of a boy. A girl's life and a boy's life are very different; they think, and speak, and act very differently; and their training and instruction at school as well as at home should be adapted to the habits of thought and action which characterize their lives. The young lady needs a home-like, friendly, and familiar atmosphere surrounding her, in order to secure her active labor or her enthusiastic study. The set, inflexible ways of the graded school are distasteful to her, and she ought not to be expected to thrive under a course of training so severe and exacting.

The school, whether public or private, should be made an attractive and agreeable place to every pupil. Study should be made a pleasure. The school should more nearly resemble the perfect home. No spirit of rivalry or jealousy should be found there, though a healthful emulation should be cultivated, a community of interests should supersede every individual interest. A lively sympathy should exist between the teacher and every pupil. Pupils are too often herded together like cattle, especially in the city schools; they are made to feed at the same stall, and are driven over the same road at the same speed. No one thinks of yoking up calves and colts together, and attempting to train them to proceed at a uniform pace, and do exactly the same amount of work in exactly the same time, and in exactly the same way; and yet many teachers attempt to do an equally unwise thing in the conduct of graded schools. In order to escape these evils, some flee from the public to the private schools; others that they may avoid the thongs of hundreds from every stage of society, good and bad, clean and dirty, smart and stupid, which congregate in the public school.
This graded school work is all "lumped off" too much. There are too many pupils in one building, and too many in one room, and too many in one class. The schools are too many of them wholesale establishments; we want more retail. Scholars are turned out too much by machinery; we want more teacher-power and less wheel-power. The school should not be so much a factory as a manufactory, where each graduate comes from the hands of an individual artist, and is known to have an individuality of his own. We want less class promotions and more individual promotions; we want less system and more vitality, less routine and more variety, less rules and more exceptions. Graded schools are the only kind of school which an incompetent teacher can hold for any length of time, and even a good teacher is liable to be spoiled by teaching long in them. It is well to keep the private schools as a kind of constant guide for the graded schools. There are many excellences in the former that are liable to be crushed out of the latter.

W.

Rumor whispereth that our clever contemporary, the New England Journal of Education, otherwise the National Journal of Education, is about to assume another alias. Its western sobriquet is to be no other than that of the late Common School of Davenport, in the state of Iowa. This seems like spreading things. No, we mistake. It is laying it on rather thick. First, there is the National, that covers over this vast continent from the Atlantic to the Pacific, including New England and Iowa. Second, there is the New England, that is to give two thicknesses to the vine-clad hills of that delectable region, so fruitful of ideas, so barren of corn. Third, there is the Common School with nothing left but its name and brains, including "The Outlook;" and that is to cover our dear sister, Iowa, so fruitful of corn and so prolific in expedients, with two coats fresh from the manufacturing establishment in the Old Bay State. Thus, Iowa is to be supplied with a "hub" to its hitherto slowly revolving educational wheel. We wish much joy to the newly-wedded pair, and great success to the strong combination, especially the occidental end of it. The subscribers of the late Common School who cast their lots in with the new edition will hereafter get their papers oftener than semi-occasionally. In this connection we reproduce the following pleasantly from the New England Journal of June 24th, 1876. The joke is too good to be lost sight of just now:

"The April number of the Iowa Common School Journal has just arrived, and in an out-of-the-way place the editor takes the New England to task for not growing eloquent in this Centennial year, over the fact that the National Teachers' Association is to meet in Baltimore on the 10th, 11th, and 12th of July. It suggests that we have but little patriotism if we do not celebrate that event with literary bonfires, illuminations, and rejoicings. Well, Brother Crosby, we are truly sorry that the sentiment in New England is so low on such an inspiring subject, but you know that it is a little too early for Fourth of July demonstrations, and we do not want to waste our ammunition in advance. Patriotism expended in good ink and paper in June is as unseasonable as a first-class thunderstorm in January, or a snowstorm in August. Besides, you are now in the Ides of March, and you don't know how many bright things we have said since your publication. The season is too early for you to begin to chastise your Eastern friends for want of patriotism. If you should wait until your September number, which will probably appear on Christmas eve, you may then be able to better to chronicle our shortcomings."

Dr. J. Adams Allen, M.D., LL.D., of Chicago, has been elected to the Presidency of Rush Medical College, recently vacated by the death of Dr. Freer.

MUSIC, DRAWING, AND GERMAN IN THE CHICAGO PUBLIC SCHOOLS.

The points made by Professor Hannan in the "Chicago Notes," this week, are worthy of notice by those who have doubts as to the actual results obtained from the study of music, drawing, and German in city public schools. We have taken pains to gather further information on these points, and avail ourselves of this opportunity to present the conclusions to which we have arrived.

The history of optional studies in the grammar schools of Chicago is a curious, interesting, and suggestive one. The studies known as optional studies are German, music, and drawing. German has been a subject of study for about ten years, and has always been truly optional. The object of its introduction was ostensibly and actually to render the public schools of the city attractive and valuable to the very large portion of the population which is of German extraction. It was urged as a matter of wise policy, rather than as a matter of intrinsic propriety or pedagogic necessity. The instruction in German was thoroughly graded about four years ago, and has since been confined to pupils in the Grammar departments of the schools.

The status of music and drawing was somewhat different originally. It will be generally admitted by all conversant with the subject that the object of the introduction of these studies was to supply a want which was felt to exist in the school curriculum. It was felt that the aesthetic, moral, and practical effects of such studies on the pupils of the schools were such as to demand their introduction as a part of a wise administration of school affairs. This feeling was prompted by the inherent reasonableness of the proposition, and was encouraged by the testimony of the most competent witnesses of actual trial in other places. Hence, when the time came for the introduction of these studies, they were not made optional. No pupil was excused from them except for cause. They were virtually compulsory, though many pupils were always excused from one or the other of them.

However, there was some opposition to this state of things. A great many people thought it was carrying things too far to require all the pupils in a class, not excused for good cause, to recite in music as in any other study, and would hardly believe that each individual pupil in a whole division in the most unfavorable loafliness in the city would stand and sing a strain or measure from the music lesson as from the spelling lesson. It is perfectly safe and true to say that the opposition to those studies, which has been most felt and expressed, came from those who were least familiar with the actual facts in the school-room. Besides, some of the allegations made or entertained in opposition to these studies were and are actually untrue. As a sample of this may be mentioned the impression that has frequently found expression, to the effect that pupils were "kept back" in other studies because of their failure to master these. On the contrary, it is an actual fact that in a school enjoying much less than the average advantages for music and drawing, the averages on examinations in these two studies for several years were very much higher than the averages of the same classes in the "solid" studies of grammar, spelling, and especially arithmetic.

But, theory and argument aside, the opposition to drawing and music has made itself felt in the Chicago Board of Education, and more than two years ago it was decreed that there should be no further examinations in these branches in promoting pupils, or, what amounts to the same thing, no attainments of pupils, or lack of attainments, in music or drawing, were to be counted.
More recently they were made entirely optional, and for some time past, they, with German, have constituted the gravest concern of the average school inspector. It is believed that, aside petty, obstinate, and semi-angry attempts of a few fickle-minded and improperly disciplined children to escape from the study of German, after having voluntarily taken it, and some probably ill-advised efforts to prevent such escape, these difficulties and dangers are thoroughly, utterly, and entirely imaginary.

This is shown by the latest facts in the case. At the close of the term the Board of Education formally excused all pupils from the further study of optional branches—that is, music, drawing, and German. No pupil was to take any of these studies except upon the written request of the parent and the written agreement of the latter that the pupil should continue it through the term; the same process to be repeated at the beginning of every term. Behold the result! No serious change has occurred in the numbers pursuing music and drawing, and the number of those studying German has increased ten per cent! It does not ordinarily suggest itself to the mind of the average pedagogue to be the wisest thing in the world to do in the premises, to ask a pupil what he wishes to study. But the Board of Education, having substantially adopted this rule in reference to music, drawing, and German, it ought to do one thing more in the interest of fair play. It ought to allow pupils who do faithful work in music and drawing some credit for it. As the rule and practice is now, these studies are the subject of unjust discrimination. All time and attention given them are lost so far as direct promotion is concerned. Pupils who study music and drawing should be allowed an examination in them.

NORMAL SCHOOLS.

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

In a previous paper we aimed to show that so far as any action of the National Educational Association was authoritative on the question of the function of normal schools, such action was plainly in the direction of an assumption of the fact that it was within the province of normal schools, contemplated as a complete system, to provide the preparation requisite for teachers of every grade and position. It will be the object of the present paper to consider the appropriate work, as we conceive it, of such schools, and the natural limitations, if any, which practically confine these institutions within a certain sphere. However general a form our discussion in some of its parts may assume, we trust that many of our readers will be able to see that we do not intentionally controvert the truth of the familiar saying as to where charity begins.

All understand that the object of the normal school is the preparation of teachers for work they have to do in the schools. Teaching is thus admitted to be an art that may be acquired, and which ought to be understood by those who would engage in it. The vocation of the teacher is hereby recognized as a profession, to fit for which special schools are as necessary as they are for those who would pursue law or medicine. Such is the general conception of the normal school in the minds of people. But popular ideas of things are often crude, and frequently contain elements which render them impossible in fact. Experience is the handmaid of all safe theorizing upon almost every question; and so we find in the existing character of our normal schools throughout the country, and in the views of normal school men generally, a modification, to some degree, of the extreme position on the normal school question, usually held by those who are mere theorists on the subject. All agree that the work of the normal school, as such, is a professional one, but differ as to whether an amount of ordinary school work is not practically unavoidable, or, going a little further, whether a course of academic study may not be pursued in connection with the professional work, either as an addition thereto, or else as a necessary means to an end. The parties to this controversy are, however, by no means confined within the limits of those on the one hand who have had more or less experience in normal school work, and of those on the other who, without any personal experience, nevertheless have a theory as to what that work should be, but we find each in full force and vigor in the ranks of normal school men themselves. On the one hand, are those who distinguish a very wide difference between the proper work of a normal school, and that of the common or public school; and on the other, those who seem to act on the principle that any such difference is quite inconceivable. Between these extreme positions, a great variety of others are interpolated. The normal school is thus "a house divided against itself." It is useless to deny such an obvious fact. And, for our own part, we feel to record here our conviction that the sooner we admit the fact and force of this spirit of division, and set about uniting on some high and tenable ground, the sooner will our own heads be safe from the impending rakes.

What that common ground is upon which normal school men are thus urged to come is, we think, equally obvious. It is discoverable by a simple consideration of the nature and direction of the forces which have been operative to produce the present unsteadiness of the normal school orb. These disturbing forces seem to us to have been developed as the simple and natural result of the too near approach, and continued course of this body along the track of other members of the system. The early history of normal schools in this country was so nearly contemporaneous with that of other parts of our school system that these perturbations, though perhaps no less real than now, were, however, less noticeable, simply because of the general obscurity which everywhere prevailed. But the public school and the college members of the system having now become somewhat fully developed and settled in their respective orbits, without a corresponding appropriate development of the normal school, and the consequent consistent determination of its sphere, these irregularities are now becoming localized and alarmingly apparent. They are now observed to inhere in the normal school, and seem sometimes to threaten its precipitation upon the body of one or the other members of the system. To avert this catastrophe but one thing can be done; and, if we rightly read the signs of the times, that thing must be done speedily and thoroughly. It is, as we have already intimated, for all connected with normal schools to unite upon a high plane of true and distinctly professional work. Our extended courses in academic study, in the sense we now have them so largely, that is, in a way differing almost imperceptibly from that in which they occur in other schools, must be remanded to the public school and the academy or college, just as far as these institutions afford the necessary facilities for the requisite academic preparation of students for the professional course of the normal school. The average opportunity for such preparation, furnished by the schools of the state, must, of propriety, be made the measure of the requirements for admission to the normal school. The standard thus presented ought to be a sort of sliding scale to be kept constantly at a level with the changing mean of the public school, as it enlarges and improves its work. In practice, occasionally will occur the admission of a student who in some respects may not be quite up to the adopted average. With such, a small amount of academic work may still have to be done; but it will be only as mending a road at an occasional spot in order to get on—a very different thing from cutting through the timber and the hills and making the road at the first. As already intimated, the work of the normal department should be the theory and practice of teaching—lectures on the general principles of methods; supplemented with the illustration of the application of those principles to the teaching of the various branches pursued in the schools, and also with practice in the actual teaching of these branches in the training school. This practice teaching should be done under the constant eye of the teachers of the normal department acting still as instructors, besides as critics. All of the teaching in the model or training school, and also all the details of government and handling of this department, should, we think, be done by the pupils of the normal department. And then, thus at best, there will be generally less of that kind of work than might be profitably done by those for whom that school is designed.

The branches of study introduced and employed thus in the professional course, should be for the different classes of pupils, those of the grade of school they are respectively preparing to teach, which may be any one, theoretically, from the rural district school to the college. But it should always be kept in mind that by far the greater part of those who teach are employed in the elementary schools. Just in proportion to the demand for teachers of advanced attainments, the normal school, it would seem, should offer facilities for their requisite preparation. That is, if one in twenty-five, for example, of the branches in the state is needed in the work in our high schools of preparing students for college, our idea is that one in twenty-five on the average of those who graduate from the normal school should be fitted for that work, and similarly for other positions. Of course the higher the scholastic attain-
ments and culture of the teacher the better he will be, other things being equal, even for a most primary position; but while a single normal school in a state cannot begin to prepare a tithe of the teachers needed in the elementary schools, it is a question of grave importance how far such a school shall spend its efforts upon the preparation of higher grade teachers. Here only do we encounter a practical limit to the functions of a normal school in its appropriate sphere.

In conclusion, we wish to urge again, that normal school men and women come together in a general conference, and unite upon some plan of developing a complete, thorough, and, as far as practicable, uniform system of professional work—a system that shall be wholly relieved of all entanglements with the functions of other schools, one that shall be universally accepted as lying in the line of a now much needed magnifying of the special office of the normal school. If the normal school is continued, we are convinced that its foundations in many cases will have to be essentially reconstructed. Very much less of the teacherly stuff of academic material, and very much more of the science of education, must be put into its walls. It is true that what we call the science of education is, as yet, a somewhat uncertain thing—a sort of unknown quantity in the normal problem—and some even seem to say "we have not so much as heard whether there be any" science of education. It is thus incumbent upon normal school teachers everywhere to labor in developing and confirming the principles of this important branch of human knowledge. Let there not be found a normal school altar bearing the inscription "To the Unknown God."

THE HIGH SCHOOLS OF BOSTON.

You may wonder that in attempting to give an account of the school system of Boston, I begin at the top and work downward, when really all depends upon the work in the lower grades, but in doing this I merely follow the fashion. All our school systems are top-heavy.

In visiting a town or city one is impressed, not by the lower grades, where a "cheap" teacher is "murdering the innocents," but by the select few who are enjoying (in one sense at least) the best teachers that the place is willing to pay for. But here I shall have to omit a part of the "sermon" I had prepared for you, since Prof. Olney, in that excellent editorial in the WEEKLY for January 25th has said just what I was intending to write. Like the boy who had the Lord's Prayer pinned on the wall of his chamber, I can only point to that editorial and say, "Them's my sentiments." I might make some of these things apply to Boston, but I must remember that I am a chronicler, not a judge.

There are ten high schools in Boston, if we include under the term high school, the Roxbury Latin School and the Normal School. No two of these schools have the same curriculum. The Normal School admits any girl who can pass a fair examination on the ordinary high school studies. The course is only one year. About fifty teachers are sent out annually. Mr. Larkin Dunton, the head master, is admirably fitted for his work. This school has had a peculiar history. In 1852, when it was established, it had not only normal training, but practice. Composed of girls, it practiced on a model, with a normal building.

In those days it was thought quite enough for the girls to go through the Grammar school course, but at last the Board determined to extend the course of study for this school, and connect a high school curriculum with a normal school training. The high school features soon nearly killed out the training department, which at last, in 1872, was separated from the "Girls' High and Normal," and has been since that time a strictly professional school. Like the model young man, it lacks one thing. It can theorize and plan, but it has no school of practice, and some of the young ladies may find themselves as much at a loss in a bona fide school-room as the poor boy was when he fell into the pond after learning to swim by spreading himself on a table and imitating the motions of a frog in a pan of water. The principal, however, often follows them with his advice and hearty assistance after their real work, and doubtless often turns a failure into success. When the Latin School admits girls, probably the Normal School will be opened to boys. The entire course of study has reference to teaching, and graduates of this school not only have the preference—ceteris paribus—in the Boston schools, but receive as teachers the same for the first year of service that others receive for the second.

The BOSTON LATIN SCHOOL is probably the best known school in America, and yet outside of the few who have enjoyed its advantages, about as little is understood of its plan and work, its scope and method, as of the private family quarrels of the ramphorynch. Until within a few years it was considered rank heresy to mention the Latin School without removing one's hat and speaking with solemn reverence, and so it held on the even tenor of its way doing its work well and faithfully, without fear or favor.

At length, however, complaints were made that a boy could learn nothing but Latin and Greek in the Latin School, and its friends had to acknowledge that that was pretty nearly true. At the same time they claimed that it did its peculiar work in the best possible manner, and that in the time allowed it would be impossible to do much outside work without injury to its central idea, or without over-crowding the students. In fact, since the colleges are so continually increasing the requirements for admission, a great deal of hot-house forcing must be done, under the most favorable circumstances, in order to ensure a boy's entrance without conditions, and a "condition" reflects anything but honor upon his school or instructors.

However, public sentiment demanded a change, and a change was made. The course of study was broadened. Courses of ancient and modern history, English classics, natural sciences, two modern languages, with drawing, music, gymnastics, etc., keep the boys out of mischief. It seems almost impossible for boys to do the work laid out for them without overworking, while teaching must descend to coaching in order to finish the course in the allotted time. While the departmental system as existing in the Latin School has proved, as it always will prove for the higher grades, much superior to the room system, it has also shown that better teachers are needed than in the opposite system to obtain the best results.

The behavior of the boys was especially criticised under the departmental system, and to quote for the benefit of Chicago, from the report of the Boston Board, "An unwise deference to mere sentimentalism has taken from the younger classes the simple and well-guarded punishment which the rules of the Board prescribe for all pupils of their age who offend."

Pupils are admitted at the age of nine. The course extends over a term of nine years, provided the student passes on in regular order. The requirements for admission are very low; any boy of the requisite age who has 'rubbed a few times against a schoolhouse' would be a promising candidate for an asylum for feeble-minded children if he were rejected here. There are about 300 students connected with the school, not far from thirty of whom graduate each year. There are ten regular teachers, at an aggregate salary of a little over $20,000. Special teachers in music, drawing, military drill, etc., complete the list. The entire cost of instruction is not far from $40,000 per year.

The building is "dirty, unattractive, and inconvenient," and the school feels the need of maps, cabinet, library, etc. In fact, about the only special care heretofore taken of the Latin School has been to provide the best teachers, and this is of the greatest importance. All the school has been in the past, all that it is to-day, is due to the splendid corps of teachers who have been and are the Latin School of Boston, and I must commend to other places this idea. Build palaces, if you choose, and can afford it, for other places this idea. Build palaces, if you choose, and can afford it, for Student takes Latin during the entire course of nine years, the number of recitations per week ranging from two to ten. French is continued eight years, with one to three recitations per week. Greek is taken up the last four years, averaging six and a half recitations a week. Mathematics is given from four to six recitations per week for nine years. English literature and history are taken during the last six years, two recitations a week. Natural science has one recitation a week for four years, and two the last year. The other studies belong to the Grammar grade, and are made subordinate to the main purpose of the school, which is to fit boys for college.

THE BOSTON ENGLISH HIGH SCHOOL is the twin of the Latin School. It occupies a part of the same miserable building, and its seniors have the same physical exercises, climbing up four long, narrow, winding flights of stairs every day, and sometimes several times a day. Pupils are not admitted so young as at the Latin School. In fact, they are expected to graduate from the Grammar school before applying for admission to the English High School. The requirements for admission have not been very difficult, and it was found that many pupils from the second classes in the Grammar schools could easily "pass." In order to prevent many from leaving the Grammar grades before graduation, a resolution was adopted by the Board that students for the Grammar schools should not be admitted to examination without a certificate of qualification from the Gram-
Talpidfl! length mar master. The school, however, is to give boys a real business education, but as most of these boys are supposed to be girls for being debarred the classical school. The experiment that Ann Arbor and Dartmouth are trying in regard to the admission of students would be not as well as the special high schools, and in much less time.

Study specimens instead of books, but no sooner from twelve to twenty weeks to this branch. In addition to the limitation on the specimens aimlessly for. Probably most teachers have not found it practicable to unless aided by the presence and suggestions of the teacher, they turn over the specimens aimlessly for a while, and then, disgusted with the fruitless task, beg to be allowed to return to the safe and familiar shelter of a text-book. But by these apparently almost insurmountable difficulties, the following plan has been used to teach classes through a combined study of text-books and specimens so as to interested and intelligent study of nature, with books needed only for reference.

Beginning in the usual way, the class learn somewhat thoroughly the characteristics of one branch, e.g., vertebrates, noticing others the branch briefly. Then one class, say mammals, is studied similarly, some comparison being made with other classes of the same branch. Then two or three orders, with their prominent families, and a few of their genera and species, are studied. At this point the following key is given to the class, not as a master to rule, but as a servant to be used, and a guide to be followed as far as it may seem to follow nature.

KEY


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HIDDEN.

TARP LEY STARR, Virginia.

DOWN in our hawthorn meadow—where I sometimes stray—
I hear a lone brook out of breath,
Running away
To hide from all the prying eyes
Of garish day;
And 'mong the covert grass and weeds
Singing its lay.
Yet, God's sweet sky heamed in its face
As on it went.
Music, as out of sun and wind,
To it is lent.
Fragrance of mountains and deep woods
Is in its scent,
And God's own flowers live on its banks
In glad content.

And thus, methought, a woman's life,
Unknown abroad,
May bless some still secluded spot,
Seen but of God.

With fountain pure of holy thought
By angel stirred;
With fragrance of celestial bloom
In deed and word,
And music of the higher sphere
Set to life's chord.

SPELLING. II.

MARY P. COLBURN, Boston, Mass.

I n a recent paper, spelling, as it now exists in our language, was advocated; that, is, the proposed radical changes were not considered with favor. But in this, I propose to enlarge a little upon the absurdities of the present style of spelling-books. The question has been before the pupils for a long time, and reminiscences long and loud have been rife; but after all, it has been but a vague idea which the community, outside of the teachers and the children, have received.

A very great proportion of those who furnish to our schools our quota of pupils have not been educated up to the point of exactly understanding what the question is in all its bearings; and more or less to them would make but little difference; but the poor children which these parents of such sadly deficient education and cultivation turn into our schools are the ones who suffer now, and are always to suffer, till the present state of things in this direction is remedied. The agitation concerning this matter has not as yet made the question is in all its bearings; and more pupils have not been educated sufficient education and cultivation little difference; but the poor children which these parents of such

But, in the meantime Jimmy is on the road to an intelligent mastering of the contents of his book. Day after day he digs and delves, and is a lucky little fellow, indeed, if he stumbles through without falling. We will look over his shoulder in a minute, and see what it is that makes him screw up his face so. But first, it will be as well to take the book in hand and regard its make up.

We see a small volume of a hundred pages, perhaps, purporting to be a primary speller. It opens with the simplest abstract words, having no connection whatever with each other, and here from experience, we learn, is its first fault. So far, it is easy to appropriate, but beyond that it is simply an abomination. Things progress pretty well for a season, though it may be reasonably insisted upon that the plan is inherently wrong. Now we will see which Jimmy is up to, and a glance over his shoulder reveals to us a lesson "labelled" thus: oo, oo, oo, oo, oo, oo, oo, oo, oo, like oo in tube! With a list of words endorsing the statement, and this is all supposed to be one lesson! But perhaps Jimmy "undertook" that yesterday, and is consequently staggered over this,—viz: oo, oo, oo, oo, oo, oo, oo, oo, oo, like oo in tube!

It is possible the compiler may have calculated that such a lesson is comparatively easy, but the teacher who has tried it has sadly found that:

- jewel
- vowel
- pursue
- below
- prover
- juicy
- property
- revenue
- adieu
- rescue
- beauty
- continue

Is rather a tough enemy for little soldiers of six or even seven years, valiant though they be, to wrestle with all at once!

But turn over more leaves in the model speller, and just such tasks are scattered all along. Thus:

- ie, ui, er, e, a, ia, u, y, like i in pin

With its rows of words.

Isn't it wicked?

They tell us that physical development is a positive necessity; that gymnastics and exercise must be attended to; but what amount of shaking the arms and pounding the chest can straighten out a mental cramp! Is it any wonder that poor Jimmy's little face is all screwed up!

Now, the teachers do know better. A plan of spelling—and of learning to spell correctly, too—immeasurably better, is to take the reading lesson and have the pupils spell word after word of what they find there—little and big—as they come. To be sure, there is no arrangement of words of similar sounds, etc., but what is far better; there is a sequence of ideas, and that goes a great way towards fixing it all in the memory. The child remembers what he has read, and sees, mentally, just how the words look—so, naturally, can render them correctly.

There is no necessity, certainly at this tender age, of learning page after page of words which never, by any accident, are to come into their range of literature; it will be time enough when the necessity comes. It would absolutely a great gain if the "Spelling Book" were abolished entirely from the primary grades.

At the recent examination of the pupils of the grammar classes in our city, who are to graduate the coming summer, the candidates were tried with sensible words, such as perceiving, believing, receiving, reaching, seeing, and the like; but an examination in the primary grades on the same words would yield about as fair results! Again I ask, is it not wicked?

If such words are test words, six and even eight years ahead, why need our little ones be tortured by them?

The community of parents ought to be intelligent on this important subject, and make such demands of the powers that be as will tend in a more sensible, because more humane, direction.

Practical Hints and Exercises.

Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

THE LOVE OF TEACHING.

To be a teacher in the true sense of the word involves many important qualifications, among the first of which is the love of the work. But do not all who are engaged in the work of teaching love it? If not, why do they choose that kind of labor? Their real reason is that by it they earn their daily bread, and they see no respite from such work by engaging in anything that will pay them better. They often express themselves tired of the treadmill. Harboring such thoughts makes persons more distincli ed to put up with vexations, and less apt to see the better results. A dissatisfied person cannot do excellent work. Teachers should try to do their work cheerfully for the benefit such a disposition will have upon themselves, for the benefit it
will have upon their pupils. A dissatisfied teacher cannot command the hearty cooperation of his class.

Do what is to be done as well as it is possible to do it. These are facts admitted by all, that in any department of labor, physical or mental, those things are best performed by us in which our sympathies are enlisted; and, again, that one failure begets another, just as one success begets another success. Many suppose that the teacher’s work is exempt from drudgery; that the teacher is not subject to annoyances; but how soon those who attempt it are disabused of that unfortunate notion! They are awakened from the foolish dream that there is none or but little work. Whatever work one does must be done with alacrity and zeal, in order to make a success of it. Sawing wood, if done cheerfully, is enabling to the workman; teaching, if done reluctantly and dispiritingly, is not so elevating or honoring. The little boot-black who shines up the boots and takes a pride in doing his work well, is more to be honored for the part he takes in improving the understandings of his employers than that teacher who pretends to teach and simply occupies the position. Teach well in whatever position; let the work be thoroughly done, and then tell him its rewards. The love of what we may earn is not the kind of love that ensures success. Love rather the unfolding of the child’s mind, and work steadily for it—true success will include all other needful things.

R.

HAVE A SPRING CLEANING.

“The same old tricks are in the wall, The bell swings to and fro, The music’s just the same, dear Tom, ‘Twas twenty years ago.”

UNLIKE the sentiment usually expressed in poetry, the above is true; and the four lines might be multiplied by ten, setting forth similar facts, and the description not be exhaustive. Granted that the school building can neither be thoroughly repaired, nor replaced by a costly new one, need it follow that nothing shall be done to put the old one in a little better condition? Soap, water, white-wash, and one or two days of labor cost little. There are now very simple ways of making black-boards. Window-shades of common yellow wrapping-paper look better than torn, soiled fragments of what was once cloth curtains. Stove-blacking may be bought for a trifle. There are always good neighbors, who are willing to lend mops, hoes, etc. An open yard is as desirable as clean walls within. But all these things require determination and enthusiasm in some one to start the enterprise, and afterward push it steadily along, no matter how many or how formidable obstacles may present themselves. Occasionally we meet a teacher who does just such work, but more frequently we find the teachers and pupils doing nothing to better their surroundings, and instead, offering to all who may visit their unattractive rooms excuses made principally from their people’s selfishness and their own poverty.

And, by the way, has not this plea of teachers’ poverty been repeated until it has lost its meaning? There are excellent teachers, who have been years in the ranks, whose success equals in every way their associated “Professors,” who continue to receive the meager pittances. There are others—and they are by far the more numerous—who enter the profession with no special preparation, whose efforts are largely experimental, who receive little if any less than those who have borne the burden and heat of the day. These are always foremost in complaining. They have neither comforts for themselves nor charities for others. They cannot even afford an educational journal.

WHO IS TO BLAME?

Was there ever a school-building of many rooms, having halls in charge of primary teachers, where there was not trouble? Pupils of the higher grades must go through the same passages-ways with the younger ones,—perhaps a thousand pupils are in daily attendance in all departments. There must be system in the incoming and outgoing, and somebody must know that the system or plan is in order, and personally seeing personally to the conduct of the older pupils. We have heard of “men in authority” who require their lady assistants to stand guard in cold passageways, no matter how inclement the weather, while they are comfortably seated at their own desks. Men there are who too expect their lady assistants to govern in the class-room, but who consider it in some way a reflection on their own powers should they notice a fault or make a correction when the head of the establishment is in command. And strange as it may seem, these same principals are often in a state of wonder that their assistants have any trouble, or ever should break in on their ease and quiet by appeals for help.

THE one thing that has caused more poor mathematicians than any other is the idea in the teacher’s mind that in order to make a point plain he must say all he can on the subject. This is a delusion, and a most egregious one, too. In explaining ideas that we wish to convey to the pupil, we should choose one or two to make as plain as possible, so that words should be clear, concise, and direct to the point. This fault of which I speak is by no means confined to teachers; our text-books are full of it. To illustrate, I will give an original and short proof of a problem which, in Robinson’s Geometry, covers two or three pages (Theorem 16, Book 2):

Parallellograms having equal altitudes are to each other as their bases.

Let $ABC$ and $FGHK$ be two parallellograms, in which the altitudes $ED$ and $LK$, are equal. Then we are to prove that $ABC+DFGHK=AB:FG$.

As in either complete the ratio is $AB:FG$, reversing the means, $AB:FG$; multiplying the bases $DE$ and $KL$, $AB:FG$; of $AB:FG$.

The two first quantities are each the measure of the given parallellograms; hence the theorem.

The truth thus arrived at, though in itself of minor importance, is a striking illustration of the one idea I wish to convey—brevity. Long and useless explanations the teacher should make it his or her duty to simplify as much as possible.

ARXGR.

OUTLINE OF A “CONVERSATION” FOR THE GRAMMAR GRADE.

ANNOUNCE that the topic for the coming day is catching colds.

Have some one explain as well as he can the use of the perspiration, its aid in making us cool, and in carrying off impurities from the system.

Draw a simple figure to explain the perspiratory glands.

Call attention to the pores of the skin.

Have given the effects produced by cold draughts of air on the moist skin.

Explain “cold in the head,” “sore throats,” “lung difficulty,” and “pleurisy.”

Talk about simple remedies, such as “vapor baths,” “hot foot baths,” and warm “teas.”

Do not forget to discuss at length the duty we owe to ourselves and others to keep well. Name carefully preventives as better than cures.

The condition of the system when most liable to bad effects from exposure, and cleanliness a necessity if we would have health—Exercice a duty of girls no less than boys. Pure air something we cannot do without.

Kindergarten Department.

PROF. W. N. HAILMAN has made a visit to the kindergartens of St. Louis, and speaks in high praise of their character and work. He says:

The work done at these kindergartens is all that can be asked under even more favorable circumstances, and alloys the fears of the friends of kindergartening concerning the sudden and extensive introduction of the system into our public schools. In most of them I found the true kindergarten atmosphere, the true spirit of Froebel. Language is inadequate to describe this, but if you have once felt and appreciated it—its beautiful simplicity and its life-giving cheerfulness—you will never fail to recognize it whenever and wherever you may chance to meet it. You will see it in the free alacrity with which the children obey, or even anticipate, the wishes of the kindergartner, in the tender sympathy with growing childhood that endows her with gifts and movements with a strange charm; you can see it in the eager looks and hear it in the eager words with which they greet new knowledge or announce new discoveries and inventions, in the generous, unselfish interest which they manifest in the success of their playmates; you will hear it in the cheerful hum of life that proceeds from these growing germs of humanity—a most beautiful “music of the future.” Above all, you will see it in that perfect organic order which is still a mystery to the pedant of the school, which, while it gives full recognition to the impulses of each individual, does not permit disturbance of the whole; an order as different from the rectilinear, straight-jacket routine of the school as a human being is from a machine, or life from death.

All these manifestations of the true Froebel spirit greeted me more or less in all the kindergartens I visited, except one, which stands out in sickening relief as a warning example of the wretched results to which kindergartening will lead in the hands of the “machinist.”

Superintendents of schools, trustees, teachers, do not fail to visit this Mecca of new education! go see for yourselves, not the errors of your ways, but the charms of the new road; and if you are the man or woman I take you to be, you will return with the determination burning in your heart to secure for the children intrusted to your care the inestimable blessings of the kindergartner.
Notes.

GENERAL.—A circular from the well-known publishing house of Wilson, Hinkle & Co., Cincinnati, announces the dissolution of the partnership here before existing, and the formation of a new firm under the name of Van Antwerp, Bragg & Co. The names of the new co-partners are Lewis Van Antwerp, C. S. Bragg, Henry V. Vaill, Robert F. Leaman, A. Howard—Hinkle, Harry T. Ambrose. Wilson and Hinkle, of the old firm, both retire. The firm of Wilson, Hinkle & Co., was probably as extensive and as familiar known throughout the country as any other firm of school-book publishers. Their enterprise in advertising, and the efficiency of their agents in the western states, combined to secure for them the very general use of their publications in all parts of the United States. Much of this success has been due to the wise and energetic labors of Mr. C. S. Bragg, who has had the general superintendence of the agencies. We doubt not that the new firm will continue to display the same energy and liberality, and persistently decline to publish any but the very best books.—Supt. S. M. Leete, of La Crosse county, Wis., writes to us as follows: "I have just finished my spring examination of teachers, have had a general sitting. Out of ninety-seven applicants only thirty-three or four obtained certificates. This raises quite a breeze among the would be teachers and their friends. But we need a different order of things, and I am determined to license none who are incompetent. Included you will see the notice I gave of examinations. The girls and boys who have been clear through the phvstic I had fair notice that they were not likely to obtain certificates unless they were qualified. And, on the whole, I do not think there is much complaint of the rigidity of the examinations. Of course some who have failed growl, but it was ever thus." We commend Supt. Leete's course most heartily. It is becoming a necessity for the salvation of our public schools.—Read the announcement of a summer school of science in our Ohio department. Application should be made as early as May 20th.—The University of Kentucky is just now afflicted, like the University of Michigan, by a fermentation among its faculty and executive officers, which must seriously impair its prosperity for the coming year. John B. Bowman, the Regent, smiled at the orders of the Executive Committee of the Board of Curators, and paid no further heed to them, whereas the Committee resolved him out of office, during his absence from town, and on his return, he further smiled and said he held his office without the consent of the Executive Committee, and should continue to do so. And so the fight goes on.—Massachusetts has an association of classical and high school teachers, at a recent meeting of which an important step was taken toward the organization of an educational publishing society. A joint stock society is to be formed, with a capital of $2,500, which shall, as soon as $1,000 has been subscribed, proceed to establish an educational library or reading-room in Boston, and enter upon the publication of the best works on educational subjects. The following gentlemen were appointed to arrange the details and perfect the plans for such a society: J. D. Philbrick, Larkin Dunton, A. P. Stone, D. B. Hagar, Merrick Lyon, B. G. Northrop, J. F. Bartley, J. W. Simonds, C. C. Rounds.—The Inter-Ocean recently contained an excellent editorial on "Why American Workmen Excel." It is very well summed up in this expression, "It is the trained intelligence of our artisan classes that gives such efficiency to their services, and causes them so greatly to excel."—At a recent mass meeting in Utah, an amendment was proposed disfranchising those who continue in polygamy, and it is claimed this would work out a speedy and thorough reform. There is a good deal of agitation on the subject, and the new movement is very popular. It is to be hoped that some measure will be adopted to purge the nation of so foul a stain.

LITERARY.—We have received the first number of the second volume of the Spirit of Arkansas, a wide-awake and enterprising weekly paper, devoted to the material interests of Arkansas and the Southwest. It is published at Little Rock by W. A. Webber. We are glad to see in the Spirit an educational department, edited by Hon. G. W. Hill, State Superintendent of Public Instruction.—We have received several numbers of The Schoolmaster, (London, England: W. Shellard Latham, Manager), and welcome it as one of the most valuable of our educational exchanges. It is a weekly newspaper and advertiser, and claims to be "the only weekly paper devoted to the interests of the scholastic profession"—in Great Britain, we presume. It is filled, to overflowing, with educational reports and general intelligence, and frequently appears with a supplement. It is neither stiched nor trimmed, and is printed on cheap paper of a dirty, cream-colored tint. Ours Webber would consider these imposed upon if we should dress the Weekly in such a style. But the price of The Schoolmaster is correspondingly low—only 6s. 6d. per year by mail.—Another of our foreign exchanges is The Irish School Magazine (Dublin: R. M. Chamney), which is printed in better style than the London journal, but is yet too young to be compared in other respects with the latter. It furnishes a great deal of valuable assistance to young teachers, as well as some well-edited pages of a literary character.

Johnson's New Universal Cyclopedia. A scientific and popular treasury of useful knowledge (New York: A. J. Johnson & Son.—Chicago agent: C. G. G. Paine, Ixx 235. Volume third of this great work is before us, and a careful examination proves that it more than sustains the high promise of its predecessors. The eminent editors-in-chief needed not to declare, as they have done in the preface to this volume, that "they have been constantly exciting themselves more and more strenuously to accomplish in the most thorough manner the design originally proposed to themselves." The fact becomes obvious in an examination and comparison of the volume with those previously issued. The same severe conciseness, combined with comprehensiveness of statement, is everywhere apparent. Many subjects of importance have been treated with greater fulness than is really necessary in a mere compendium of facts. The scope of the work has been extended so as to embrace many thousand topics more than are to be found in any other work of its class, while no topic of especially American interest has been allowed to pass by unnoticed.

This volume, opening with "Litchfield" and closing with the last title under the letter R., comprises within its scope many of the most important topics within the entire range of literature, science, history, and biography. Among the subjects which are exceptionally well treated, we note: Light-houses; Lighthouse Illumination and Construction; Lightning; Statute of Limitations; Logic; Magic Squares; Magnetism; The Operations of Money Coinage; Morphology; Music; Naval Architecture; Normal Schools; Osteology; Paper Manufacture; Petroleum, etc. Many of these articles are admirably illustrated, while every one within the covers of the volume contains all that is necessary to be known by ninety-nine persons out of a hundred who have occasion to consult a cyclopedia.

Any family possessing this work is furnished with a respectable library; and we know of no investment of an equal amount for books, that will prove more profitable than the purchase of this magnificent work.

Chicago Notes.

Prof. James Hannan, Chicago.

The statement that the large number of promotions reported for last year was due, or principally due, or largely due to the abolition of examinations in music and drawing is about as wild and mischievous and misleading as anything that has been published on the matter. These facts are submitted to a candid world:

1. No pupil has ever been “kept back” in the public schools of Chicago because he could not sing. No reasonable request to be excused from the lessons in music has ever been refused.

2. No time for other study has been saved to any pupil by the abolition of these examinations, up to the beginning of the present term. All pupils in the room gave attention to the lesson in music while it was in progress.

3. No less time has been given to music in the schools since the examinations were abolished than before.

4. The only effect of the abolition of these examinations has been to deprive both teacher and pupils of the stimulus to thorough work which the examinations always gives.

5. Examinations in these branches would not tend to keep children back, but on the contrary, would raise their averages, and thereby promote a considerable percentage of pupils who now fail. When these examinations were under discussion a year or two ago, the writer examined the records of his own school on the question with these results: The record of 125 consecutive examinations, extending over a period of two years, and resulting in 2,176 promotions, showed a general average in reading of 89; writing, 87; spelling, 86; drawing, 83; music, 82; and arithmetic, 78. Wherefore, the passing average being less than 80 in most cases, the drawing and music helped, on the whole, to raise the average of those examined, and thereby increased the number of promotions.
Correspondence.

WHAT IS GENDER?

To the Editor of the Weekly:

GENDER is not sex; nor is it the distinction of sex. Sex belongs solely to animals; and every animal is either male or female,—not masculine or feminine. But gender belongs to words; and every noun is masculine, feminine, or neuter,—never male or female. And as personal pronouns represent nouns, they also have gender. Hence the third person has three forms, he, she, and it, simply to distinguish the genders of the nouns for which they stand. And hence the rule of agreement in gender—found in all languages—that, is, every noun must be represented by a pronoun of the same gender.

If usage allowed some nouns, as it does in Latin, to be referred to indifferently, by pronouns differing in gender, then such nouns, having different genders without regard to sex might allow of DOUBT, as the name of their gender is not, as defined, a matter of the sexes but of the forms of words. But if sex be involved, as in the case of a deceased parent, a speaker, if he knows the sex and wants to tell the world, may want to say more specifically, and speak correctly, even if the death-was that of a mother. And it would be misleading, or even false, to say that the word was neuter.

And so it may change its gender without any change of sex. Much less is form one and the same thing with the property. A word may change its number without changing its form,—often does,—and may even change its gender without changing its form. This is the proper usage of the grammarians.

She, "Washington," might be as reliable a name for a sturdy vessel as the "George Washington," and then there would be no paradox as to her receiving her armament. If it were worth while to look at all this from its logical side, we should see at a glance that this correspondent makes a false connexion of time, when genes andcors, and battles have been summarily disposed of as definitely feminine from the nature of things, he (?) tells us that a clock or a watch is so much in analogy with the feminine, we instinctively and naturally make a female, "as it holds within its case the hidden and ab extra-received man measures of time, for man,"—and to continue the analogy—he always goes by it (or should).

Grammarians have a great deal to do with the establishing of forms of expression, but custom has as much. Some we find grave fault with, while others stand firm and fast.

In the matter of boots, for instance, custom has never taught us to inquire for "female boots"—if it had, how degraded our stewart citizens would feel to be obliged to wear them! And as for kites, should they be feminine because it is a fact that the kites of our forsaking the toys of the sex, these old specialists have already regulated the gender of the nouns. All this is beyond my power to explain further; but I am sure that "M. M. C." will explain it more correctly, if he thinks it worth while, and apply it severely, too, without regard to the epicene names—snake, worm, fish, though they may all be too common, yet, if they fail to classify them as neuter. A careful reading of the article in question, in No. 12, will exemplify my points.

But all lantering aside, I cannot see why, in teaching our scholars the proper use of language, we may not establish a code which shall consist only of the words "he," "she," "it," and apply it severely, too, without regard to the epicene names—snake, worm, fish, though they may all be too common, yet, if they fail to classify them as neuter. A careful reading of the article in question, in No. 12, will exemplify my points.

Why may not an elegant form of phraseology be developed every day in every language, as well as one which borders upon a familiarity too often reprehensible, and which, at best, places the matter of sex upon too free and full a footing?

There is a great deal to this when we come to think of it, and it seems to me it will become, if indulged in, but one more means towards a not-to-be-desired end in the future. When text-books in grammar come into the hands of the advanced pupils, it will be time enough to enlarge upon the differences between "he," "she," and "it," and have the pupil learn to distinguish between them. But the grammarians fail in this, and, discarding the difference, insist on spelling it correctly.

In the meantime, we have to lament many things by which the rising generation is led towards a too light estimate of "she." It would not, then, be as well to let a "boot" be a boot, and when "it" is required, to correct the child, and designate it as he or his mother? And so with any other inanimate thing.

To come down to the fine point, if "M. M. C." analysis is absolutely proper, then, looking the whole world over, one might well be startled at the difference in the French language.

If "he" has and to hold" means femininity, then what is exempt, even to a much larger list than was objected to in the opening article of this series? C. P. M.

The ACQUISITION OF FOREIGN LANGUAGES.

To the Editor of the Weekly:

I was very much interested in the reading of Prof. Loderme's letter, published in the last number of the Weekly. I fully endorse Prof. Loderme's view that the teaching of a foreign language begins with the idea of the language itself.

On the action of Prof. Loderme to the French language, I have given up the idea, feeling confident that the above English sentences need no comment. The French and German grammarians have given us results as are pointed out in the opening article of this series.

After having read the paper referred to (The Acquisition of Foreign Languages, No. 13), I intended to discuss the question of new and old methods at length; but I have given up the idea, feeling confident that Prof. Loderme's letter has thrown sufficient light on the whole subject.

Allow me, however, in conclusion, to give a few illustrations of more practical acquirement of modern languages: Student of English No. 1.—"Did you come to-morrow?" (with great confidence, of course.) Student No. 2.—"Je suis le meilleur etudiant de cette classe.

The student of French No. 1.—"Je suis le meilleur etudiant de cette classe." The student of French No. 2.—"Je suis le meilleur etudiant de cette classe.

The above English sentences need no comment. The French and German grammarians have given us results as are pointed out in the opening article of this series.

The Educational Weekly.

ALFRED HENNEQUIN.
The Educational Weekly.

STATE DEPARTMENTS.

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CHICAGO, MAY 3, 1877.

Iowa.

PROF. IRA C. KIING, the popular and efficient Supt. of Schools of Cerro Gordo county, has been appointed Deputy State Supt. of Public Instruction. — The excellent article which appeared in the issue of April 5th, commemorating the commencement of the Marshalltown High School, has been written by Prof. Benj. F. Stow, of Hillsboro, Henry county. Due credit should have been given at the time. The omission, however, was a mistake for which the state editor is not responsible.—Miss Brechbill, teacher of mathematics, of the Marshalltown High School, has been secured as a substitute in one of the Minnesota normal schools, at a salary of $1,000. Miss B. is an excellent teacher, and her Marshalltown friends will be sorry to lose her.

The third annual commencement of the Monticello High School took place March 30th. The web of ladies and gentlemen finishing the course prescribed by the Board of Education, received their diplomas. Miss Carrie Dunham was the valedictorian of the class. — We learn that under the efficient management of Prof. W. M. Colby, the Avoca public schools are doing excellent work. Prof. Colby is an earnest, energetic worker, and does nothing at all the school, and would be doing some good working where he could earn something. Look after the tardy ones, teachers, and you will have less excuse to complain of. Cure habits of tardiness in a pupil, and he will have great reason to bless you all the remainder of his life. — We were pleased to learn that the chief officer of the Signal Service has appointed Forest Academy, near Louisville, as a station for observation, and a regular staff has been organized among the students to make daily meteorological reports. The academy has recently acquired very extensive and valuable apparatus.

Kentucky.

Teachers should keep well posted on educational matters. Any one who pretends to teach, and does not read an educational paper or journal, is not availing himself of one of the most important means of success within his easy reach. The teachers as a class are unable to defend themselves or the system under which they are working, and are frequently compelled to endure misrepresentation when they should be thoroughly posted on all the details of school management and organization. — How to prevent tardiness is a problem scarcely less important than how to secure attendance.

In fact, unnoticed tardiness is frequently the beginning of absence and ruin to the school interests of a pupil. A pupil who is continually tardy is usually behind in everything else in his lessons, in his deportment. He becomes discouraged, and easily persuades his parents that he is learning nothing at the school, and would be doing some good working where he could earn something. Look after the tardy ones, teachers, and you will have less excuse to complain of. Cure habits of tardiness in a pupil, and he will have great reason to bless you all the remainder of his life. — We were pleased to learn that the chief officer of the Signal Service has appointed Forest Academy, near Louisville, as a station for observation, and a regular staff has been organized among the students to make daily meteorological reports. The academy has recently acquired very extensive and valuable apparatus.

Wisconsin.

The Monroe Teachers' Association, of which Prof. N. C. Twining is president, and C. D. Bridge, secretary, continues in its regular sessions. — Referring to Prof. C. G. Titcomb, who has recently removed to Iowa City, the Janesville Gazette says: "For nearly twelve years Prof. Titcomb has been a resident of Janesville. During that time he has won the respect of the superior and average teachers. All such teachers have been impressed with the quality of his work, and with the spirit of treating with the pupils as they are without regard for the mechanism of the manual training system. He is regarded as one of the most skillful in the state, and this by no means is an over-estimate of his strength. There are but few who his equals, and none who are his superiors." — Supt. Bright, of Waupaca, says: "The school for the deaf and dumb at Waukesha, which was opened this fall, is a splendid work for the Waupaca school. An acquaintance with Prof. Burnham, gained during a four weeks' institute, left the impression that he is a man of rare and unusual abilities. — An admirable educational column is appearing in the Waupaca newspaper, the Waupaca Weekly.

8. The elections to no power to authorize the loan of school funds. Code 1873, section 3908.

9. Frequent inquiries are made of this department concerning the power of the board over the studies to be pursued by the pupils. The buildings of the courts have always been in favor of the ultimate power of parents to determine the studies to be pursued by their children. Supreme Court Report XXXV, p. 59. Illinois Supreme Court decided the same last summer; not yet reported. Our own court shows its bias in I. Iowa, page 359, in the following language: "That the father has a right to the care and custody of his minor children, and to superintend their education and nurture, is a proposition that does not admit of controversy."
inspired his assistants with his own intense enthusiasm. We should be pleased to receive from each of the cities of the state a report giving the bonded indebtedness, the whole number of teachers employed, the average attendance of pupils, the per capita expenditure, not including interest on the property used, and the per capita expenditure, including six per cent. interest on the property used, also the per capita expenditure for the per professor salary. The report of the schools in each city is received, M. L. Gregory, principal. The bonded debt is $15,515. The city contains a school population of 2,123. Of these but 538 attend regularly. Such statistics are very unsatisfactory. If the reports are not received, some of the cities will become producers before they reach their majority. The salaries of assistant teachers vary from $30 to $52 per month. Whole amount paid teachers, $10,704. Entire expense of schools, $15,515. Making the per capia expenditure about $17.50. The first class, six in number, graduated from the High School last April. The president sends the following queries: "Why does Webster's dictionary of 1875 pronounce the word fichia, lookia, and in 1872 it had the common sense pronunciation?" Are there any murderers hanging on Friday? Who will 'rise and explain'?

Clark County Teachers' Association held an interesting and profitable meeting at Marshall on Saturday, April 7th. The lecture by President Allen, of Westfield College, on "Our Behests," was full of thought and material for thought. L. A. Wallace, of Marshall, gave a very excellent class exercise in geography and map drawing. The next meeting is to be at Westfield, first Saturday in May. L. S. Kilbourn, L. A. Wallace, and E. Whipple were appointed to conduct a four weeks' county institute, commencing July 23d. The teachers of Clark county mean to do their best.

The State Superintendent recently wrote commissioner Eaton respecting the action of the State Association in reference to the Paris Exposition, and has received the following reply:

DEPARTMENT OF STATE, WASHINGTON, D. C., April 9, 1877.

S. M. ERTL,, Sec'y, Superintendent, Springfield, Ills.

SIR—I have to acknowledge the receipt of your letter of the 21st inst., addressed to the Honorable John Eaton, Commissioner of Education, in regard to the exhibition of the work of the schools of Illinois at the Paris Exposition next year, which has been referred to this department.

I am, sir, your obedient servant,
F. W. SEWARD, Acting Secretary.

Michigan.

The State Legislature has refused to pass any of the bills for a county or district superintendency, and the township system must abide for two years longer. The bill for county institutes and one state institute once a year has passed both houses and been signed by the Governor. The bill for state institutes for the higher education of the state, which has been ammended in points of some importance. Very little school legislation is still pending.

An interesting report on the University has been made to the Legislature, mainly embodying a statement by President Angell of the labor performed and money expended by the University. The University is said to be in a flourishing condition, with the number of students under the instruction of each, to receive the information called for by a resolution of the Legislature. The committee making the report says: "Your committee are satisfied that most of the men employed in the University are the best salaries and are performing their parts and in such manner as to do honor to both themselves and the institution with which they are identified, and in which the people of Michigan take so much pride." The work in the laboratory has been distributed among the professors and assistants now connected with that department, no one having been formally appointed to fill the place of Dr. Douglas. Charles M. VanClerve, of '73, has been added to the corps of assistants.

Indiana.

ONE by one the old prejudices give way. Peru has abandoned her separate school for the half-dozen colored children, and there is no longer any respect of persons. Asbury University has adopted the following rule in regard to second degrees: 'Henceforth the second degrees will be conferred upon the applicants who make application, accompanied with the diploma fee ($5) and a statement of the applicant's three years' alumnal work; said application to be sent to the secretary of the faculty at least four weeks before commencement.'—The Porter County Times, commenting upon the report of the Board of Education, says: "We are pleased to know that there is a disposition in the legislature to regulate the school system of the state. such disposition clearly it is unwise to regulate such matters by law, and seriously recommends that such positions be let to the lowest bidder, whoever elects or appoints having power to reject a proposition made by a person unfit. It says that 'this is a policy that we may wisely apply to all salaries, and if it prove to make some of them higher, we should not complain.' It is understood that this is the principle that has been long acted upon by some of the guardians of our common schools, but its application in the filling of university chairs would certainly have the charm of novelty. 

President E. White has withdrawn his resignation, and will remain at the head of
Ohio.

A SUMMER School of Science will be opened in the Ohio Agricultural and Mechanical College, Columbus, commencing July 9th, and will give instruction in Botany, Zoology, and Geology; Prof. Thomas C. Mendenhall, in Physics; Prof. Sidney A. Norton, in Chemistry; Prof. Albert H. Tuttle, in Biology, and Prof. Walter S. Goodnow and others, in Drawing. These gentlemen are all masters of the science which they profess, and the subject of instruction which will be of great benefit to teachers. This is the first school of the kind ever held in Central Ohio.—Prof. Bernard Bigsby has recently given courses of lectures on the subject of Philology, in Cleveland and Columbus. The teachers of both cities have been greatly interested and profited by Prof. Bigsby's lectures, and have voted him one of the most instructive and entertaining lecturers they have heard for many a day. —An old bachelor who writes for the low columns of a Sunday paper in this state is waging war against the public schools on account of their cost and their want of thoroughness in teaching spelling and reading. This same man never paid one dollar of tax, and was spelled down at a spelling-match by a child from the public schools of ten years of age. Can any other state furnish a similar character? —A bill introduced by Mr. Perkins, "to provide for the purchase of books for use of common schools," has passed the lower house. It provides for inviting sealed proposals for furnishing school-books; said books to be delivered free of cost for transportation; the proposals shall be sent to the Secretary of State, who is required to make a complete list, with price, and address of publisher, of each book so tendered. These price lists are sent to county auditors, who shall supply the boards of education in their respective counties; the boards of education are authorized and required to order books equal in number, price, and quality to the same, but excluding free books, at the same cost, if one. 

Dakota.

The Sixth and Seventh Annual Reports of the Superintendent of Public Instruction, for the years ending August 31, 1875 and 1876, were sent to the Territorial Legislatures, at its recent session, as documents, with the Governor's message, and were published for public information. Previous reports have not been printed and are not now readily accessible. Passing over the Sixth Report we may notice a few of the results of Dakota's standing, educationally, as made by the Seventh. After congratulation upon the steady progress of the seven years, Superintendent McIntire speaks of the special difficulties attendant upon the work. He mentions the scattered and irregular population of the state, the small proportion of population on the part of settlers, in school matters, and the want of means to build schools-houses and employ teachers. Nearly every settled part of our territory has been organized into school districts, in which schools are taught during some part of the year. In the organized communities, there is one school district to every thirty children of school age. The statistics are as accurate as can be given under existing difficulties, arising from incompetency and neglect. The Superintendent says that the report of part of the schools for the year shows that 5,952 boys, 4,811 girls, 4,718 number of children enrolled in schools, 4,784; number of school-houses, 288; number of teachers, (males 84, females 175), total, 257; number of organized districts, 227, total amount raised by taxation for school purposes, $22,720. The city of Yankton has 567 children of school age, and an enrollment of 626. It raised for the support of its schools $19,585.29, or $650 to each of the entire population. In two years the school population of the territory has increased from 3,126, the sum raised for the support of school purposes by $6,000+. The two sections of land, set apart in each township to provide a state school fund, contribute nothing to the support of our territorial schools. The schools are sustained by voluntary taxation, and the per cent, on property for this purpose is much less than in the state schools of our territory. An act was passed in 1875 which made it obligatory on the high school property to pay the taxes at Elk Point, Vermillion, Sioux Falls, and Grayville; Bon Homme and Springfield are initiating measures to secure such schools. Yankton is the only city in the territory which works under an independent legalized board of education for the regulation of its schools. The report of this board having already been noticed in the Weekly, the Territorial Superintendent's remarks on the Yankton schools are passed over. In place of an Annual Teacher's Institute of four or six days, the Superintendent recommends a Normal Institute of six or eight weeks and asks an appropriation of $400 therefor, instead of the one hundred now given, or that a fund be created to sustain such a Normal Institute by charging one dollar each for teachers' certificates. He also recommends county teachers' institutes. The Superintendent speaks highly of the spirit and energy with which the board of education of the district at El Paso, won a prize at the exhibition held at Vermillion on the 21st, 22d, 23d, and 24th of November, 1876. It was conducted by Prof. N. E. Goldthwaite, of Boone, Iow a, and had a full attendance than any previously held. The reports of the county superintendents are appended to Mr. McIntire's report.

Publishers Notes.

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

—We have published two or three communications on the method of extracting cube root. To inform our readers of the method which is much more rapid than any previously held, we have given the following account of the method as given in Mr. Smart's report.

—We most heartily recommend to those of our readers who wish to purchase microscopes the establishment of Thomas F. Nelson, 31 Monroe street, Chicago. His six-dollar compound school microscope is just the thing for the schools of the Northwest. He has cheaper ones, if they are desired, or more expensive ones.

—Our readers have noticed in our advertising columns the card of Messrs. Jansen, McClurg & Co., the well-known book publishers and booksellers of Chicago. The enterprise and marked success of this firm have frequently been noted by the press of the country, east as well as west. The following is an announcement of the company's present position — "If the inspired writer who declared that 'Of making many books there is no end' could step into the book-house of Jansen, McClurg & Co., in this city, he would be confirmed in his opinion. It is the book mart of the West, and ranks among the largest establishment devoted to this trade in the United States. There is not a nook or hamlet in the West in which the good name of this concern has not penetrated. Books bearing the imprint of the firm are sold everywhere, and some of the most successful works published during the past two or three years have been issued by Jansen, McClurg & Co. The influence of such an establishment as this upon the entire Northwest is very great. It educates the people as colleges and seminaries never can. It is a living exponent of art, literature, and education for practical purposes, and the names and works of the greatest men of the nation are constantly copied by the high school. Thus the expenses of the high schools as given in Mr. Smart's report are much above their real cost.