Editorial.

As a far-reaching and final remedy for incompetency in all departments of our educational service, the most thorough and comprehensive measures for promoting professional instruction are indispensable. A knowledge of the science of education and the art of teaching must be exacted of all who are to occupy the places of responsibility and trust, either as school officers or teachers. Where an entire nation is to be educated, the entire nation should, in a liberal sense, become educators, to the extent, at least, that each citizen should possess an intelligent and thorough appreciation of education, both as to its true ends and its essential means. Education suffers no less from the incompetency of professed friends to defend it than from the attacks of its open and avowed enemies. It is simply a fact that so vast and complicated has our school system become, and so far has it advanced beyond the old landmarks, that a large proportion of the educated classes are too ignorant of its details to be able to defend it from the assaults of even its more common-place adversaries. If there be any doubt upon this subject, let the skeptical but listen to the discussion of any question touching “cheap text-books,” normal schools, teachers' institutes, or county superintendents, in any of our state legislatures, not even excepting that of Massachusetts, the mother of American education. Our public school system has outgrown the knowledge of a large proportion of the intelligent classes. Its progressive development has given birth to new agencies, whose true functions are, as yet, but imperfectly understood by a great majority of the people. This fact accounts for the dense and disgraceful ignorance displayed in the discussion of educational questions by our legislators.

The study of education, as such, therefore, has become a necessity of the times. It must be recognized universally that the teacher is the most conspicuous personage in the system. The teacher must be thoroughly educated and trained. He must be made capable of leading in all things pertaining to his profession. His influence in the school, and in all that relates to the outside of the school, should be supreme. While he educates the children mentally and morally, he should be able to educate the people educationally. To this end the business of multiplying and perfecting the agencies for the preparation of teachers must be indefinitely extended. The American normal school must be regarded as being just in its infancy. The number of such schools will, in the near future, be greatly increased. Their organization and management will be, as they may be, vastly improved. Their mission is to make the vocation of the teacher in reality what it now is only in name, a profession. They must be made equal to the task of supplying every school with “an able master worthy of the high vocation of instructing the people.”

This is not assuming that there are not many competent teachers who have never enjoyed the benefits of special training. It is fairly conceded that there are. Nor is it assuming that all who are trained in normal schools, however good, will prove successful as teachers. It is freely conceded that some will fail. But this has nothing to do with the argument. A supply of able teachers and competent school officers must be created. It will not appear spontaneously. It will come only by and through a wise adaptation of means to ends. These means will be composed of institutions and agencies wisely organized and efficiently conducted with sole reference to the desired end. The doubting may doubt, partisans may oppose, demagogues may obstruct, and the superficial may contrive substitutes, but this work will go on. The business of providing competent educators, whether as teachers or school officers, will only be second in magnitude to that of educating the whole people. The whole people can never be educated until an adequate supply of those who comprehend their business is produced for all departments of the work.

Neither teachers' institutes, normal institutes, nor any other temporary choice, can ever be made a substitute for permanent, thorough, and efficient training schools. They are simply useful to those who cannot secure any greater advantages. They are useful as a means of quickening public sentiment, and of conveying general educational ideas to the young and inexperienced. But to say they are sufficient is to declare education to be below the level of the mechanical trades, and to degrade the fundamental work of forming character to that which aims to produce the commonest commodities of daily life. It is virtually to confess, indeed, that the enlightenment of the people and their preparation for citizenship are merely secondary objects of public concern. Only the most thorough and permanent measures can produce the results demanded. In substituting teachers' institutes for normal schools, the legislature of Kansas has committed a stupendous, not to say a stupid, blunder. The statesmanship that can abolish normal schools, and then vote a quarter of a million dollars for penitentiaries, it is extremely difficult to characterize.

Besides a vast increase in the number and a decided improvement in the quality of our normal schools, special provision should be made in high schools, colleges, and universities for in-
struction in the history, nature, means, and ends of education, with particular reference to the condition and needs of modern education. School systems, school legislation, school architecture, school organization, school management, and kindred matters, should be made subjects of careful study and comparison. We can afford to blunder anywhere and everywhere else rather than here, because blunders here will be sure to generate blunders everywhere else. No person should be permitted to serve as a school officer who cannot prove by the most certain tests that he is thoroughly familiar with every part of the system he is to aid in administering. No person should be allowed to direct a system of education who is not well informed concerning its details and in full sympathy with its objects. To pursue a contrary policy is simply to invite the failures we so often reap. Purge our educational service of incompetency, and there would be slight occasion for complaint. Whatever other defects might exist in the system would soon be rooted out by an active and efficient personnel. Let briefless lawyers, sickly clergymen, patientless physicians, and pestiferous demagogues be consigned to back seats. Let practical educators be called to the front, and our educational service will be speedily reformed.

The struggle over the question of compulsory school attendance has been more animated than ever during the past winter, especially in the halls of legislation. Public opinion may be said to be still very much unsettled on this subject. The views of the most prominent and most able educators are by no means uniform, some of them taking strong ground against it, while probably the majority are even more strenuous for it. The debates over proposed legislation of this kind are invariably excited, and often extremely heated; but the zeal manifested, on one side or the other, is not always according to knowledge. The questions involved are by no means easy of solution, and some of them reach to the very roots of human nature and of the province of government. To an intelligent treatment of them, the most careful study ought to be considered an indispensable prerequisite.

On the whole, considering what has been attempted during the past year, it can not be said that compulsory school attendance—a better, because more nearly correct term, than "compulsory education."—has made much progress. Laws for enforced attendance have been before many of the state legislatures; and in some of these bodies they have received prolonged attention in both committee-room and the legislative chambers. But in none of them, we believe, except in that of Ohio, have any of the proposed measures succeeded in passage. In the Buckeye State, under favorable auspices, a reasonably judicious law of this kind is placed on trial. If such a statute succeeds anywhere, in a Western or Middle state, it will be this under the care and stimulus of Ohio educators and school officers. The result will be anxiously awaited.

It does not appear as yet that any law compelling attendance upon the public schools, or equivalent education otherwise, has met with any marked success—or, perhaps it may be said, with any success at all—any where in this country outside of New England. In Michigan, which had the first straight compulsory law of this description ordained by any of the states, it has been a flat failure from the beginning. The late Superintendent of Public Instruction, when about to retire from office, declared that he had never heard of an instance of its enforcement, and the attendance upon the common schools, during some years after its enactment, actually retrograded. In New York, the new law is very nearly a failure, as was noted in the last number of the *Weekly*. Very similar is the record of the operation of such laws in California and the other states west or south of the Hudson, in which it has been tried.

But if such a law ought to be a success anywhere in the republic, it should be in New England. In this little but potential tract, upon the present soil of Massachusetts, so long ago as 1842, the first law for compulsory instruction of the young was ordained on this side of the Atlantic. The conditions of success have seemed more favorable in the commonwealths of the far northwest than elsewhere in the land. For years the modern Massachusetts truant law was comparatively inefficient, but is now understood to be doing good service. Secretary Northrop reports favorably of the operation of similar laws in Connecticut. And now comes New Hampshire, with her last report, saying that, as regards compulsory attendance of pupils, it is found that the law enacted for that purpose is universally approved. Although the law has accomplished favorable results, yet it is only where but a slight disinclination to attend school prevails; and where there is a disposition to evade it, it is generally ineffective. This is not very strong testimony, but it is good so far as it goes, and is, we suspect, stronger than can be had from most of the states.

The hard times, and some growth of common sense, probably, have prompted the young ladies of a number of graduating classes this year to resolve to dress upon commencement day in plain costume—some of them deciding upon simple calico dresses. The idea is an excellent one, if only the resolution be not taken in the spirit of Diogenes the cynic, which evoked the sarcasm from a friend: "O Diogenes, I see thy pride through the holes in thy garments!" Genuine economy, springing from right motives, is to be commended, specially now, as the country begins to recover from its long financial stringency. But the crusade against expensive clothing is very mild in this country compared with that undertaken against finery by a country clergyman and his wife in England. Several weeks ago he took his congregation to task for the wearing of jewelry and fine raiment, and after criticizing them so closely that some of them left the church in anger, he announced that he had drawn up regulations for the Sunday School, providing that no collars or cuffs, artificial flowers, feathers, brooches, lockets, or ear-rings were to be worn there. In attempting to carry out the regulations, he came to grief. One child, with a penny-locket on, was deprived of the ornament, and eight girls with small sprays of flowers on their hats, were turned out by the clergyman's wife. Upon this teachers and scholars made common cause, and left the school with a rush. Once outside they were joined by the people of the parish, and created a scandalous scene by howling and yelling, which annoyed the vicar and his wife into temporary submission.

The pioneer society, in a series of associations which ought to be long in its list as well as its endurance, was regularly organized a few days ago in New York city, under the state law for incorporated bodies. It takes the name of "The Educational Relief Society," and its object is stated to be "to cooperate with the Board of Education of the city of New York in advancing the cause of education on a broad and unsectarian basis, and principally and especially to clothe, feed, and keep in the public schools the destitute children of the said city, and incidentally to aid the parents, and those having the charge of such children, in
sustained reproduction of useless letters in our speech, the sooner a
of the society makes thus a most hopeful beginning, and
emotional as to the formation of similar societies in other cities of the Union.

The American Philological Association will meet this year at
the Johns Hopkins University, in Baltimore, in a three days'
session, beginning July 10th. The progress of philological
study will be reviewed in the President's address. But the
discussion of greatest interest and practical importance promises to
be that upon reform in English spelling, toward which steps have
been taken at previous meetings. Every one who writes, prints,
takes materials for printing, or reads proofs in the vernacular,
ought to centre his attention upon this discussion; for all the
classes indicated are closely concerned in the proposed reform.

Considering the millions now yearly wasted, in the value of
physical and mental energy, time, and matter wasted in the
persistent reproduction of useless letters in our speech, the sooner a
radical change comes—and comes in good shape—the better.
As Hamlet says to the players, “O, reform it altogether!”

W.

MORAL CULTURE.

Miss P. W. SULLOW, Sept. Public Schools, Davenport, Iowa.

I am aware that while the anxious worker calls for something practical,
something of which he can make immediate and conscious use, there is
at the same time nothing more truly practical than that which awakens thought
by the statement and elucidation of far-reaching principles, discovering to the mind the magnitude and importance of the work in hand, and the basis
truths upon which success must rest.
The enthusiasm kindled by a review of the records of the past, and an
emulation awakened by the contemplation of the achievements of other tillers
of the soil, is preeminently practical. It gives a power that mere instruction
cannot impart.

As motives to effort, the gain that will come to himself; the approval of parents, teachers, and friends; his own conscious self-respect; and the sanction
of Him who has made such wondrous display, all about us, of order, of fitness,
and beauty, may be presented.

Mentioned truthfulness last, but it is at the foundation of all excellence.

As the first, grace and beauty are readily superinduced to complete and
admire the moral character. And, here again, the teacher must be the exemplar,
and all the arrangements and requirements of the school must conform to
an unquestionable basis of truth. No promises or pretensions of doing
what is not intended; no false excuses for neglect of duty; no planning for
display at the expense of honest labor and acquisition; no neglect of a work
not only of easy accomplishment, but no excising from duties fairly imposed;
no explaining away or covering up of honest failure, must
find place in the conduct of the teacher or the programme of the school.
The teacher easily reads the subterfuges of the child in its attempt to evade
duty or cover up delinquencies, and the child in its turn and degree is no less
clear-sighted, and, alas, more imitative. “Be careful that you offend not one of
these little ones.”

It cannot be expected, reasonably, that all schools, and every pupil, be the
teacher ever so faithful and competent, can be brought up to the desired standard
of conduct or acquirement. Nobody does expect it, and teachers have
no need to try to make their own work or that of their pupils appear to be
better than it is.

But whoever else should misjudge, let the teacher have the consciousness
that the pupils under her care are living with her in an atmosphere of sincerity
and truth.

But, here, again, follows the duty of requirement, of training. The
arrangements of the school providing for honest work, and the teacher's exemplification of the same integrity of purpose, will not be sufficient to establish
the principle of truthfulness in the character of the pupil, unless its practice
is exacted from him. The best effort of the child must be demanded, and the teacher must not be slack to see that it is given. The conscience of the child
must be taught to be dissatisfied with less than this. He must not be hurried
with the disapproval of his teacher, or with self-reproach because he does not succeed best; but he must be required to satisfy both himself and his
teacher that he has made honest effort to succeed. This done, and he merits commendation and loving encouragement to further effort. The teacher should also be especially vigilant to see that no false reports are made and accepted, that no spoken or acted falsehood unwittingly meets with approval.

If all dishonesty cannot be prevented, or detected, this much can, and
ought to be secured: a prevailing sentiment of loyalty to the practice of truthfulness, and a deep conviction that a violation of truth is a wrong done one's self, a blot on the reputation of the school, and a source of grief to the teacher, as well as wrong in itself, and a sin against God. Thus, all of the virtues that are to adorn the future citizen are, or should be, found in active exemplification and practice in the school.

The well-disciplined and properly conducted school does have them all thus
embodied and set forth, and moral culture does form an essential and
abiding element of the same.

"Thou knowest but little if thou dost think true virtue is confined
To climes and systems; no, it flows spontaneous
Like life's warm stream, throughout the whole creation,
And beats the pulse of every faithful heart."

The service of truth and virtue to be enabling to the character must be,
ot only an obedient, but a willing service; hence, in addition to this prohibition against wrong-doing by direct requirement and the practice of the right,
there must be a sentiment created, and fostered, against all that is impure, untruthful, ignoble; and a love for, and loyalty to, all that is pure, noble, and
right and the next practical inquiry is, how can this be done? How can we counteract in these young minds and hearts the tendencies and influences to wrong? How awaken and stimulate a love for the beautiful, the true, and the good?

If in our own hearts we find that love for, and high appreciation of childhood, that reverent faith in its capacities and destiny, and that quickened sense of responsibility which those should have who assume the duties of teacher, we shall be with the enemy ever to fight.

The daily opportunity for friendly greeting; the opening ten minutes of the school, precious seed-time when the mind is buoyant and receptive, open to impressions that may fall as a benediction for the entire day; the various lessons of the day, especially the reading, to which last, but not least, the quiet closing bell when the few only are present; all of these times and seasons are open to the teachers of our public schools. All of these opportunities for wise instruction in duty; for loving reproof and gentle counsel; all of these opportunities for stirring with reverent touch the cords of sentiment and affection, and sowing in these young hearts the seeds that shall bear fruitage of future happiness and success, are the teachers to improve.

Finding ourselves thus blessed with opportunity, do we still lack appliances? While we have the Bible with its divinity, promises, and precepts; the whole range of literature with its wealth of story, verse, and song, each and all of which can be laid under tribute for our use, and the promise of Divine wisdom to supplement ours, it cannot be. The lack, if lack there be, is in ourselves, not in these things.

Our principal resource must be in song, not only the songs learned by the children elsewhere, and thus made available without effort on the part of the teacher, and used without reference to their fitness, in some cases, but songs selected with care, and special reference to the wants of the school.

There is abundance of choicest matter in poem, precept, and song; and can there be better possible way to impress sentiment, awaken emotion, and treasure up truths than by song and recitation? We think not. The educational press has of late been very earnest in recommending the treasurying up by the pupils, of as many as possible, of the gems of our English literature. This is advocated principally as a means of cultivating a pure and correct taste in literature, and surely it may be made a means of more direct moral culture.

Here are some simple couplets that came to hand while I was thinking of this:

Dare to be honest, good, and sincere,
Dare to please God, and you never need fear.
Dare to be brave in the cause of the right,
Dare to be gentle and orderly, too,
Dare to love and patient each day,
Dare to speak the truth, whatever you say.
Dare to speak kindly, and ever be true,
Dare to do right, and you'll find your way through.

This could be taught the little ones, on successive mornings, a couplet at a time, till all was learned, and then used at once exercise for the morning, followed by song; as "Dare to do right, dare to be true," or other appropriate melody. If the teacher desired, it might be interspersed with Scripture refrain, thus:

"Dare to be honest, good and sincere,
Dare to please God, and you never need fear."

"The Lord is the strength of my life, of whom should I be afraid?"

"Dare to be patient and loving each day,
Dare to speak truth whatever you say."

"Let not mercy and truth forsake thee; bind them about thy neck, write them upon the tables of thine heart."

"Dare to be gentle and orderly, too,
Dare shun the evil whatever you do."

"Enter not into the path of the wicked, and go not into the way of evil men."

And so to the close, followed by appropriate song.

For higher grades we might suggest still farther: If you would imbue a spirit of cheerful effort, take Miss Proctor's "One by One," or of Thanksgiving and trust, Kebler's "Morning," and follow it by "Day unto day, utterest speech," etc., and sing if you please:

"Come, O my soul, in sacred lays,
Attempt thy great Creator's praise."

For patriotic sentiment let the school learn to recite properly Drake's "American Flag," or other patriotic verse. Let them sing, "My country 'tis of thee," and teach them to remember that "Righteousness exal'teth a nation; but sin is a reproach to any people."

If you would impress the pupils with a sense of the wonders of the world on which they dwell, and of the value of true wisdom, you might teach them to recite Noyes' version of the XXVIIth chapter of Job, and sing if you please:

"Eternal Source of life and light,
Supremely wise and good."

These are hasty jottings down of what comes to mind without time for research. Longfellow's "Psalm of Life," and "The Builders," fixed in the memory, would be a joy and an inspiration long after you may have parted company with those to whom you might impart their glowing numbers.

In like manner, from the inspired singers and writers of our own, and of other tongues, gems of untold value may be, little by little, under the guidance of the teacher, treasured in the storehouse of memory, a perpetual legacy to enrich the heart and purify the taste. How could the possessors thereof ever learn to love the dross and alloy of impure literature if thus early led to value the true and the pure?

I might speak of the use to be made of mottos and short sayings, and separate utterances of valuable truths, from the "Golden Rule" of the Bible, to "Apples of Gold in Pictures of Silver," set by the wise and good of later days, and of the reading or telling of appropriate story or incident, but I forbear.

I must not fail of speaking of the value, especially in the higher grades of school work, of wise admonition and inspiring instruction and counsel from the lips of the teacher. This may be given in conversations in which the pupil may bear a part, or as direct appeals to the school collectively. Happy is the teacher who in this particular is equal to the privilege and the duty, equal in loving interest for the highest good of the pupil; equal in the ability of coining this generous sympathy and desire into words of such force and beauty as shall carry conviction, and impart strength.

Is it not the duty of each intrusted with these places of influence to strive for this fitness and power?

"O what a glory doth this world put on
For him who, with a fervent heart, goes forth
Under the bright and glorious sky, and looks
On duties well performed, and days well spent!
For him the wind, the sun, and the yellow leaves
Shall have a voice, and give him eloquent teachings.
He shall so hear the solemn hymn, that Death
Has risen up for all, that he shall go
To his long resting-place without a tear."

THE ROBIN'S LESSON.

TARPLY STARR, Virginia.

FEED the little winter sparrows
That trip round with timid tread,
Round the doorways and the windows,
For the scattering crumbs of bread.
All the tiny twits that throng us,
Without storehouse, or yet barn,
As the little daughter feeds them,
Let her young, quick eye acquire
How a nimble footstep from them,
While the greedy'd sink in mire.
Many are the points of wisdom
Which these little creatures turn,
In a world where all unweleome
Come the truths we have to learn.
God—the God that we pray unto,
With the harvest fields return.
For our crumbs they give their lessons
Without storehouse, or yet barn,
These can trust through snows of winter,
To fill the harvest fields return.
For our crumbs they give their lessons
In a world where all unweleome
Round this universal board,
Of a cheerful, bright quietness,
In our lot, however hard.
They neither fly from the pear tree,
Bedewed with its rapturous song,
Gives the gauge to you and me
How the hero's strength grows strong.
Falls the truth, like some soft feather
From thy wing, that's bounding up—
With the sunny breath of hope!
Could our spirits only catch it,
And breathe it all our homes,
We could never more be wretched,
Whatso' er misfortune comes.
IN THE SIGN VIRGO, OR, ONE SIGN AMONG THE MANY. I.

TARPLEY STAAR, Virginia.

This old world of ours has seen too many changes, and withal, too many
delusions for us to be predicing any positive and unalterable future
from our mere partial observation of its passing events; but certainly there
are changes now going on around us that are very wonderful and suggestive,
not to say prophetic.

We stand in dumb wonder at the masterly triumphs of mind over matter in
this our day. We feel a thrill of grand pride as we behold ourselves now on
nature's once unattainable heights, now exploring its inaccessible depths, bring-
ing low its mountains, raising up its valleys, making its forests move at word,
its deserts bloom with our roses, its steam fly with our wings—chaining its
courses to our chariots, "bridding its lightnings" that they may go and say:
"Here we are"—tunneling our current of life through its dead heart, and
making its dumb wires vibrate with our living speech,—in a word, throwing
our girdle of might around its inert mass in the veritable "forty minutes" of
the impossible Puck, and thus holding, as it were, the great wound up earth
for our master hands to sport with.

All this is grand for human use, and gratifying for human pride; but there
is a deeper meaning in it all than is manifest in the mere material advantage
that so addresses itself to our love of creature comfort. It is in itself both a
cause and an effect; and its chief value is in the fact that it is a sign of some-
thing greater than itself—a proof of the coming of the higher conquest
that we are looking for, and also, a hastening of its glorious approach.

But what is all the victory of mind over matter compared with that of mind
over mind—the triumphs of light over darkness, of knowledge over ignorance,
of commerce, and charity, and culture over the degradations of brute force
and devil power! The wonderful signs of such conquest are all about us,
and if they do not hold in themselves the positive promise of the new
and nobler order of things, they are, at least, glorious intimations of progre-
ss and improvement very satisfactory to contemplate.

Is not the circle of human thought widening and deepening, and the range
of human sympathies getting broader, fuller, and freer? Are not men
looking to-day with inquiring interest into many things which but a while ago
were awed into silence or listened to with sneering disdain? Is not science
coming down from her high stilts, or from behind the folds of her Eleusinian
mysteries and beginning to walk the beaten road of common sense and house-
hold needs? Is not education "lengthening her cords and strengthening her
stake" and opening, at last, her hid treasures to all, so that even the hare
worn hand of penury, if it be but a patient, earnest hand, can grasp and enjoy
to its endless profit and pleasure? And Christianity—mother and patron of
all knowledge that is really lasting and ennobling—is she not throwing off
her cold chains of bigotry and exclusionism, more than at any time since
the Master left her, and rising from the ashes of fire and scaffold to stretch out
her great Christ arms to the whole human race? And, reaching forth from her,
are there not numberless societies of benevolent and fraternal union working
among the monopoly and mammonism of Society, so called?

But among all these great signs of promise there is one small sign to which
our eye is now particularly turned with tender interest and hopeful anticipa-
tion. This sign, for brevity's sake, and for convenience' sake we call

THE SIGN VIRGO.

We are unquestionably bold, perhaps, to take "Virgo" from her zodiacal loft
in high science to fill such a poor place as the being of a mere signpost on our
dirty path! We use the expression only in a figurative and social sense, in
order to point definitely and without circumlocution the truth of a subject that
seems every day to be looming up in larger proportions—The Growing
Influence of Woman.

The incredulous will smile at this setting of female influence in juxtaposition
to the mighty master motives that are driving the world along. Virgo set
against all the rams and bulls and archers of man's energy and might and
skill! But it is one of God's wonder-working paradoxes to "make the weak
things of the world to confound the mighty." And woman's position of im-
portance in the production and well-being of the human race, and the tremen-
dous power coming naturally from that position, are no matters of question at
all; they are fixed facts, poles of truth on which the world has been turning
in darkness and in light from the time of the death dealing Eve to that of the
life giving Mary; and that this influence is on the increase is quite as self-
evident a fact as that she was endowed from the first by her Creator with this
invaluable influence. To glance hastily at its most probable cause or causes,
and its most natural effect upon the nearing future, cannot be without interest
to those of us who care about the perplexing problems that are working out in
this world.

Among all the changes that are now going on in the civilized world there
is not one in any department more marked than that which has had place, in
the last half century, in the matter of the education and general training of
women. We need no logic but that of facts. When our grandmothers
and great-grandmothers—our mothers even—went to the few places of learning
provided for them,—usually old field schools,—it was something exceptional
for them to have gotten through "Colburn's First Lessons," or to be able to
discourse music with a few old piano familiars, such as "Washington's
March" and "Auld Lang Syne," or to have added so much of language to
their mother-tongue as to be able to say to any foreigner, German or other-
wise, "Parlez-vous Francais, Monsieur?"—not being in the least prepared to
interview him further should he unfortunately reply "Oui, Mlle." To be
able to read and write, to know the multiplication table "by heart," with two
years' exercise in geography, grammar, and history, was considered quite
preparation enough for any girl to enter upon what near considered the ne
plus ultra of female existence—the holy estate of matrimony, and to do all that
would fall to her lot as housekeeper, wife, and mother.

And now—here we have our female seminaries and high schools with the
whole curriculum of study, once prescribed for boys; and if a woman is not
"well up" in the "algebra, or cannot dissect "Conic Sections" or run nimbly
over the "aes' bridge," or speak in more tongues than her own, or rain down
a shower of pearls from her drilled fingers, or do any of those once feminine
impossibilities, she is almost sure to have a "not-at-home" sort of feeling if
she chances to be thrown with any graduate who has "finished her education"
in the last decade.

Now if the old world-received Baconism, "knowledge is power," be true,
we have no doubt that one prime cause of this increase of influence is the
increase of knowledge, the increase of schools, and the enlarged course of
study in those schools. Certainly it proves also that women's mental needs
are more than they used to be, or that those needs are being better attended
to, and that a strangely indifferent world is rousing up to a realization of its
criminal neglect.

Another cause, or is it a result? Of this increase of woman's influence, may
be found the enlarged sphere of life that is now opened to her. We do not
mean the actual changes that have come in the enlarged, limited places,
to point to queens nor to kings' wives, to the strong Matildas, and Margarets,
and Catharines, to show how woman's position may be made to bristle with the
hayonets of manly power. Nor to our good

Isabelas, and Eliz Abeths, and Victories, to show on the other hand, how the
scepter of woman's rule may be the symbol of peace, and prosperity,
and world-wide rejoicing. We merely desire to adjust our view of this far-reaching
subject to the visual angle of every-day life, and to suggest that the care
and culture bestowed upon our women, so far from being lost, shall redound
to the comfort of the present, and the glory of the future.

Still less have we time here, to give even a passing glimpse at that monu-
mental abolution of modern liberalism: Woman's right!—Not that there is
not much in woman's wrongs that needs to be righted, for there is, God being
judge. But we have no sympathy and no patience with such ungraceful
and ungrateful acknowledgment of enlarged privilege as this whole party of
woman's rights, so called—has shown. We, too, would have woman righted,
but not by fighting with her puny fists of power; for whatever advantage she
may gain without the chivalrous concession of the other sex, is only a dis-
advantage. As to woman's condition, we may lay it down as a rule; what-
ever destroys, or tends to destroy in the female character, the gentle, the
womanly, the strongly moral, the unselfish, the truly noble, the truly
womanly, the pious, the modest, the patient, the earnest, and for convenience' sake we call

THE SIGN VIRGO.

We are unquestionably bold, perhaps, to take "Virgo" from her zodiacal loft
in high science to fill such a poor place as the being of a mere signpost on our
dirty path! We use the expression only in a figurative and social sense, in
order to point definitely and without circumlocution the truth of a subject that
seems every day to be looming up in larger proportions—The Growing
Influence of Woman.

The incredulous will smile at this setting of female influence in juxtaposition
to the mighty master motives that are driving the world along. Virgo set
against all the rams and bulls and archers of man's energy and might and
skill! But it is one of God's wonder-working paradoxes to "make the weak
things of the world to confound the mighty." And woman's position of im-
portance in the production and well-being of the human race, and the tremen-
dous power coming naturally from that position, are no matters of question at
all; they are fixed facts, poles of truth on which the world has been turning
in darkness and in light from the time of the death dealing Eve to that of the
life giving Mary; and that this influence is on the increase is quite as self-
evident a fact as that she was endowed from the first by her Creator with this
invaluable influence. To glance hastily at its most probable cause or causes,
and its most natural effect upon the nearing future, cannot be without interest

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Yet with all the ugly seemings of female influence as shown in this unbe-
coming light, there is, nevertheless, a strong proof here of the point we have
in hand, that the sphere of woman's life is enlarged, and that a wider and
more effectual door is opened to her. To every good woman this ought to be
a cause of deep and holy gratitude. Whether in the long run the privilege is
to be used or abused will depend upon the preparatory training they are to
receive.

Madame Cuvé says—truly or falsely let the world judge—"men have
monopolized everything, therefore women, in seeking to be something, say:
"Let us be men.' This being the case, the fault after all may not be so
much that of the strong minded sisters whom we denounce, as of the unjust
brothers whose grasp and greed may have forced them to the unfeminine
struggle.

And for us more fortunate women, who stand safe and happy in the
domesticity of quiet homes, have we, after all, such great cause for
ishness and narrow-heartedness? Habit and hereditary prejudice make us
Is it not poss ible, indeed,
to the left of the upper dot, and another one inch to the right of it. Draw a
vertical straight line from the left upper dot to the left lower dot; an oblique
line from left upper dot to the middle lower one; an oblique line from the
right upper dot to the middle lower one; a vertical line from the right upper
dot to the right lower one. The capital M should be the result.

LESSON XVIII.

Place a dot at the centre of the space to be used. Place a dot one inch
above the centre dot, and another one inch below it. Place a dot half
an inch to the left of the upper dot, and another half an inch to the right of it.
Place a dot half an inch to the left of the lower dot, and another half an
inch to the right of it. Draw an oblique straight line from the left upper dot,
through the centre, to the left lower dot. Draw an oblique straight line
from the left upper dot, through the centre, to the right lower dot. These
directions should result in the drawing of the capital X or the St. Andrew's
Cross.

LESSON X.

Place a dot at the centre of the space to be used. Place a dot one inch
above the centre dot, and another one inch below it. Place a dot half
an inch to the left of the upper dot, and another half an inch to the right of it.
Place a dot half an inch to the left of the lower dot, and another half an
inch to the right of it. Draw an oblique straight line from the right upper
dot, through the centre, to the right lower dot. The capital N should be the
result.

LESSON XII.

Make dots as in Lesson VIII. Then draw an oblique straight line from
the top left to the centre one, and another oblique line from the right
upper dot to the centre one. Draw a vertical line from the centre dot to the
lower one. The result of this lesson should be the capital V.

LESSON XIII.

Draw dots as in Lesson X. Draw a vertical straight line from the left
upper dot to the left lower one; an oblique line from the left upper dot to
the right lower one; a vertical line from the right upper dot to the right lower
one. The capital N is the result.

LESSON XIV.

Draw dots as in Lesson X. Draw an oblique line from the right upper
dot, through the centre, to the left lower one; a horizontal line from the left
upper dot to the right upper one; a horizontal line from the left lower dot
to the right lower one. The capital Z will be drawn.

LESSON XV.

Place dots as in Lesson X. Draw a vertical line from the left upper dot
to the left lower dot; an oblique line from the right upper dot to the middle
of the vertical line; an oblique line from the middle of the vertical line to
the right lower dot. These lines will form the capital K.

Musical Department.

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

ANSWER.

That system which is easiest for pupils to comprehend, and which will
produce the greatest number of readers of music with the least difficulty, is the
best, by all means, to be used in public schools. After having used both sys-
tems referred to, we are satisfied that no one but "a slow coach" would insist
on tormenting his pupils with the use of the old method. In connection with
this, we cannot do better than to quote from a work on the "Science of Music,
" by Selley Taylor, of Trinity College, Cambridge, which has recently been
re-published in this country by the Appletons:

I have enjoyed some opportunities of watching the progress of beginners
taught on the old system, and on that of the new, and assert, without the
slightest hesitation, that, as an instrument of vocal training, the new system
is enormously, overwhelmingly, superior to the old. In fact, I am prepared to
maintain that the complicated repulsiveness of the pitch-notation, in the old
system, must be held responsible for the humiliating fact that, of the large
number of musically well-endowed pupils of the elegant classes who have
undergone an elaborate instrumental and vocal training, comparatively few
are able to play, and still fewer to sing, even the simplest music at sight. Set
an average young lady to accompany a ballad, or to sing a psalm tune she has
never before seen, and we all know what the result is likely to be. Now,
there is no more inherent difficulty in teaching a child with a fairly good ear
Practical Hints and Exercises.

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

THE PYTHAGOREAN PROPOSITION.

To the Editor of the Weekly:

FRIEND Maxwell's modification of the solution of the Pythagorean Proposition, with communications from others, induces me to think that, in making my solution concise, I did it at the expense of clearness, and that I have failed to make it understand by many to whom a more extended solution would have been acceptable. I therefore submit an amplified solution with a slight change of diagram, which, I think, cannot fail to be understood.

Friend M. errs in confining himself to triangles whose sides are as 1 to 2. And his conclusions, Nos. (1) and (2), will not hold good in any other triangles. No. (1) is correctly stated in my Cor. I. No. (2) in Cor. II. $BC^2 = 4AC$ only when there is no difference between the altitude and base. And $AC^2 = 4 + AB$ only when $AB$ equals the difference of altitude and base.

Let $ABC$ be any right angled triangle. Erect the square $PQ = AB^2$, $BC^2 = BC^2$, and $AL = AC^2$. $AB = PC = PN = AF$, and $BP = AN = NJ$. Take $BM = BF$, draw $KO$ making $MO$ also equal to $BP$, and draw $LO = PJ$.

1. $BP = PC$, $BC = PC + 2PC = 2BP + 2PF$. Adding, $AB^2 + BC^2 = BF + 2BP + 2PF = 4AB + 4BP$. For $PC + PC + BF = 2AC$, since $BP + PC + BF = PN$. $PC + PC + BF = 2AC$, since $BP = PN = NJ = NF$.

2. $AC^2 = 4BC + 4BP$. For, in the square $A$, angle $ABC = BAK$, since $FAC = BCA$ and taking $BAC$ from each of the two right angles $KAC$ and $CAB$ leave $FAC = ABC$. And, since sides $A K = AC$ and $AB$, the triangle $KMA = ABC$, and taking angle $BAC$ and its equal $KMA$ from each of two right angles, we have left angle $BAC = OKL$; hence, triangle $AMK$ also equals $ABC$. Similarly, $KL$ and $LP$ each equal $ABC$.

III. By I., $AB^2 + BC^2 = 4AB + 4BP$, $BY = AC^2 = 4AB + 4BP$, hence $IV. AC^2 = AP + 4BC$.

J. A. Holmes.

WESONIA, ILL., April 22, 1877.

[For the sake of economy, we have used the same diagram, with a line added.—Ed.]

COMMON MISTAKES.

Teachers sometimes make the following mistakes: They construe "oral instruction" to mean "talking," hence explanations are given when none are needed, the pupil "listens" to the recitation and assents to the general facts at its close, and moral lectures are such of frequent occurrence, they cease to have any effect.

They hear teachers exhorted to be earnest and enthusiastic, and they proceed as though earnestness and zeal were shown by bluster, hurry, and loud talking.

They believe cheerfulness to be a true teacher's qualification, and therefore are not only seen but "heard" to laugh, frequently, boisterously, and—must be confessed—at times when there is nothing amusing to laugh about.

They read somewhere that a genuine teacher is original, when they add at once this item to their creed, and henceforth proceed to make an effort to be like nobody else. Their acquaintances call them affected, disagreeable, opinionated, absurd—perhaps disgusting.

They visit a certain school that has the reputation of being a "model school," and find the teacher reading a selection to the pupils. This is followed by a recitation in grammar, in which the lesson is written out on the board. The visitor, from this time, gives her school frequent readings—about four times as many as she should, and listens only to "written recitations when the time for grammar comes.

The breaking out of the war between Russia and Turkey, which bids fair to embroil all the Great Powers, offers a superb opportunity for the study of European geography. In the high school at Kalamazoo, Michigan, the students of geography have already been put upon the preparation of "war maps," and are to give close study to all geographical details relating to the fields of action. Some of the most interesting countries in the world, in their geography and history, are now being trodden by the contending hosts; and the intelligent teacher will find no other opportunity better for the careful study of these maps, as related to these countries. Many of the school atlases, too, need to be corrected, as not giving the right boundaries, either in Asia or Europe. The Russian border in Armenia needs in some of them, to be pushed southward to Mt. Ararat, and in the extreme southwest of the Caucassian domain, whence his army has recently advanced, it needs to be retired to a point several miles north of the mouths of the Danube. The old principalities of Wallachia and Moldavia need to be united under their new name of "Roumania," and reckoned independent of Turkey—as in fact they are pretty nearly—instead of being included in the Ottoman territory, as they are in at least one map published only last year.

That wise woman and gifted educator, Miss Anna C. Brackett, says in one of her valuable contributions to our professional literature: "To teach the pupil to use in the best way Webster's Unabridged Dictionary, the encyclopedia, and the gazetteer, is of more value to him than to fill his memory with the words, facts, and places contained in them. How many children in our high schools to-day can tell what different kinds of information they can find in the first named book? How many can turn without hesitation to the part of the volume where these are to be found,—can pronounce a word unhesitatingly from the phonetic notation there marked, can read understandingly and without blunder the account of the derivation? And yet these things certainly ought to be taught in our schools, for they are only the use of tools."
I he detained in school more than three hours a day, those seven years old, five and a half hours; that these school hours should be equally divided into questions as to how far mental effort, as induced in the average school, time, refers almost fully the statistics and conditions of health and disease in that side. During as from lack of study—insipid, lazy, dawdling, shiftless conning of tasks. The fault in such cases is with the teacher in failing to teach the pupil to in every city, and as often as possible in the country, there should be one physician on the school board, a recommendation which is worthy of general health. Supt. Gove very peremptorily says: "Pacing over books eight hours a day makes ill students, when five hours real study a day would be healthful. Failures in health come not so much from over-study as from lack of study—insipid, lazy, dawdling, shiftless conning of tasks. The fault in such cases is with the teacher in failing to teach the pupil to learn how to learn." He recommends the construction of school-houses without more than one flight of stairs; that children six years old should not be detained in school more than three hours a day, those seven years old, four and a half hours, eight and nine years old, five hours, and all others, five and a half hours; that these school hours should be equally divided into two daily sessions. Respecting the influence of climate upon the schools, he says: "Headaches, so common in eastern schools, are certainly less frequent in Colorado. This may be attributed to better ventilation here, or really the absence of ventilation, for our school-rooms, during the greater part of the year, are so thrown open that the air is uniform inside and outside. During the last school year, not to exceed thirty days passed when each room was uncomfortable with the sashes raised."—To the supplementary series of "Ancient Classics for English Readers," in course of publication by J. B. Lippincott & Co., Philadelphia, is now added Demosthenes, by the Rev. W. J. Brodribb, M. A., late fellow of St. John's College, Cambridge. Terse, vivid sketches of Greece in the fourth century B.C., and of Macedon and Philip precede interesting chapters on the life of the great orator, with translations from his speeches and forensic orations. All the volumes of this and the preceding series (now numbering twenty-four, with others to come) should be in the library of every scholar or man of leisure.

Le Petit Précis de, or First Steps to French Conversation, by F. Grandinac. late French master to Queen Victoria; its sequel, Le Petit Grammaire, or the Young Beginner's First Step to French Reading, by T. Pagliardini, Head Master of St. Paul's School, London; and Der Kemler Lehrer, or First Steps to German Conversation, are the titles of ingenious and apparently useful little books reprinted in this country by A. S. Barnes & Co., New York, Chicago, and New Orleans. Price, seventy-five cents each.

The Effects of Cross and Self Fertilisation in the Vegetable Kingdom. By Charles Darwin, M. A. (New York: D. Appleton & Co. Chicago: Jansen, McClurg & Co. 12 mo., pp. 482. Price, $2.00).—In this work Mr. Darwin has summarized many very interesting and valuable facts and conclusions respecting the cross and self-fertilization of plants. This summary has been prepared not alone from the statements and conclusions of other naturalists, but largely from experiments and careful observations made by himself and his son. In a series of more than one hundred tables he shows the relative heights, weights, and fertility of the offspring of the various crossed and self-fertilized species, as well as some other interesting facts. These facts are then discussed, and the author's conclusions drawn. Although the subject is one which is particularly interesting to the specialist, yet the general reader will find many chapters of very great interest and considerable practical value, as the information which they contain bears so directly on the physiological laws of animal life. For instance, one of the most important conclusions arrived at is that the mere act of crossing by itself does no good. "The good depends on the individuals which are crossed differing slightly in constitution, owing to their progenitors having been subjected during several generations to slightly different conditions." As a deduction from this conclusion, a brief discussion is given of the origin of the two sexes, and their separation or union in the same individual, also of the general subject of hybridism, which, as the author says, "is one of the greatest obstacles to the general acceptance and progress of the great principle of evolution." He illustrates the difference in height between the cross and self-fertilized plants as follows: "If all the men in a country were on an average 6 feet high, and there were some families which had been long and closely interbred, these would almost dwarfs, their average height during ten generations being only 4 feet 8½ inches." With respect to mankind, a lesson to be drawn from the action of plants in cross and self-fertilization is stated as follows: "The marriages of nearly related persons, some of whose parents and ancestors had lived under very different conditions, would be much less injurious than that of persons who had always lived in the same place and followed the same habits of life. Not can I see reason to doubt that the widely different habits of life of women in civilized nations, especially amongst the upper classes, would tend to counterbalance any evil from marriages between healthy and somewhat closely related persons."

Correspondence.

On the Sound of "A" in English.

To the Editor of the Weekly:

I noticed with pleasure the statements of Prof. Salisbury concerning the pronunciation of certain letters, by nearly all of the Western people. His statements are certainly correct, so far as I know.

Will Prof. Salisbury be so kind as to elucidate the following points?

1. Is not a before re, ir, etc., as in père, sœur, fille, etc., pronounced as short a lengthened, by the great mass of the people west of New England? Is there no authority for that method of pronouncing a before re, ir, etc. Is not the present way of sounding a before re, ir, etc., as taught at normal schools, institutes, etc., an innovation on the standard left by Webster, and also contrary to general usage now?

2. Is not a in such words as class, dance, pass, grass, raft, etc., pronounced as short a by a great majority of the American people outside of New England? Is not the use of short Italian a in such words a deviation from the standard left by Webster, and also contrary to general usage now? Does not a occur and is almost infinitely greater number of times than short Italian a in the English language?

3. If short a is used by a great majority instead of short Italian a in the few...
words in which the latter occurs, would it not simplify our language very much, and contribute to a general usage by using short a in its stead? I fear that the attempt to secure the use of short Italian a in an attempt to bend the general usage of the Middle, Western, and Southern States to the local usage of New England, to the detriment of the language, is not likely to succeed, says: "In a few instances, the unison of defects and respectable portion of the people of this country accords with the analogies of the language, but not with the modern notation of the English orthoepists. In such cases it seems expedient and proper to retain our own usage." In such a case, the people of Boston, and perhaps of the State of Massachusetts, would be left to the local usage of New England, to the detriment of this formity of our language, viz., long and respectable portion of the people of this country accords with the majority of people outside or inside of New England? The only recognition or authorize it. It is attributed to Dr. Webster, to the effect that he did not consider the difference in pronunciation by Webster, "but is quite in accordance with the teachings of both Webster and the standard of language are, in fact, a sort of compromise with the common utterance and the scholarly few. Thus Webster's full Dictionary, that such a pronunciation is used by "some in New England" [sic], with the accompanying remark attributed to Dr. Webster, to the effect that he did not consider the difference important between this pronunciation and his own. Still he did not adopt it or authorize it.

The present way of sounding a before e, æ, etc., as taught at normal schools, institutes, etc., is therefore "an innovation on the standard as left by Webster"—but is quite in accordance with the teachings of both Webster and Worcester.

2. Undoubtedly a large proportion of people both outside and inside of New England, Boston excepted, pronounced the a in slash, dance, grass, etc., with a lengthened sound of short a. But Dr. Webster, on the other hand, gave the a, in all such words, its full Italian sound, as in far, palm, and marked the a with the two dots above it. The present Webster's Dictionary makes here, seemingly, a sort of compromise with the common utterance, and the Italian pronunciation is the result.

As regards the relative frequency of short a and short Italian a, Prof. Whitney has determined that the short a constitutes 3.3 per cent. of our whole utterances, while Italian a, both long and short, constitutes but .56 per cent. But it seems to me that no argument can be derived from these facts. Indeed, the argument, if any, would be in favor of a return to Dr. Webster's full Italian a, in the words in question. The chief authority for the lengthened short a in these words is the ancient and obsolete Walker. The Walker here since it appears that "general usage" and "authoritative standards" are, in both these cases, in opposition, ought we not to reform our dictionaries or throw them away?

As regards the reformation of our dictionaries, I may relieve myself upon that subject at some future time, if the WEEKLY desires it; but for the present, let me only remark that here is a case where mere numerical majority, however great, does not carry with it authority. Probably a majority of the people of the United States are accustomed to that pronunciation of those words, but I am bound to say that, if the scholarly few, that "general usage" and "authoritative standards" are, in both those cases, in opposition, ought we not to reform our dictionaries or throw them away?

Furthermore, the language we speak is English, not American, our national vain-glory notwithstanding; and, while it is doubtless better spoken by the mass of people here than by the English masses, the fact remains that we must look with some reserve upon such grammatical laxity as "business," "newly," "not hardly," "at that long," "that's me," etc. Does any extent of usefulness justify such expressions? I take it that the authoritative standards of language are not determined by the usage of the masses, but by that of the scholarly few.

No general usage—but the best usage is the criterion. Furthermore, the language we speak is English, not American, our national vain-glory notwithstanding; and, while it is doubtless better spoken by the mass of people here than by the English masses, the fact remains that we must look with some reserve upon such grammatical laxity as "business," "newly," "not hardly," "at that long," "that's me," etc. Does any extent of usefulness justify such expressions? I take it that the authoritative standards of language are not determined by the usage of the masses, but by that of the scholarly few.

4. I do not think that the assignment of but four sounds to a would adequately express the sound so generally heard in English. It is near at hand. July and August ought to be put in by teachers in such a way that September will find them increased weight of ten pounds each. If you can conscientiously answer, in the affirmative, these questions, we are willing to invite you into our ranks. But be not deceived. To bring testimonial of scholarship is possible; but be assured that you are about to enter a province in which success is not a sure result of a strenuous study. Nothing but your success in the school-room can give "full proof of your ministry" as teachers.

To your love for the work and your ability to do the work add patience, perseverance, and faith; thus fated, we bid you welcome.

J. M. MAXWELL.

ATTENTION PEDAGOGUES!

Read the following from a letter just received from that enthusiastic Den- verite, Supt. Aaron Gove. When Gove takes hold of any thing he "means business":

"Vacation is near at hand. July and August ought to be put in by teachers in such a way that September will find them increased weight of ten pounds each. If you can conscientiously answer, in the affirmative, these questions, we are willing to invite you into our ranks. But be not deceived. To bring testimonial of scholarship is possible; but be assured that you are about to enter a province in which success is not a sure result of a strenuous study. Nothing but your success in the school-room can give "full proof of your ministry" as teachers.

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J. M. MAXWELL.

The Educational Weekly.

[Our readers may expect to see Prof. Salisbury's article on Dictionaries in an early number of the WEEKLY.—Ed.]
THE EDUCATIONAL WEEKLY.

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CHICAGO, MAY 17, 1877.

Dakota.

The new Public School Law, passed by the Legislature and approved by the Governor, does not embody all the changes asked for by the friends of education in the Territory. Yet it is, perhaps, as liberal as could be reasonably expected in our present weak financial condition. It was desired that our Supt. have a salary that would permit him to devote his whole time to school interests. $600 per annum, with $200 for traveling expenses, and a reasonable amount for printing and stationery, as well as books, is held out as a salary for two years, and is hereafter to be nominated by the Governor and appointed by the Council at each biennial session of the Legislative Assembly. The act provides that the books prescribed for use in the text-book room shall be furnished to the principal of each school, and that the Supt. with such books, and the school district officers may, for the text-books shall be used in its schools. The district officers with the county supt. adopt text-books and the Supt. finally approves. After such adoption and approval a change cannot be made for three school years. The Territory Supt., or any of the county superintendents, is given power to grant teachers' certificates to persons of proper learning and ability to teach in any public school in the territory, and county certificates are to be in 1st, 2d, and 3d grade. A territorial teachers' institute, of not less than four nor more than ten days, is ordered to be held annually, and county teachers' institutes, of not less than one nor more than four, can be held upon request of the county supt. accompanied by a petition signed by at least ten teachers residing in the county. Two or more counties may unite in such a local institute. $50 each is appropriated for such local institutes. Districts make their annual reports to the county superintendents, hereafter, on the 1st of March, and the funds are appropriated in January and July instead of in March and October as heretofore. The closing section of the law provides that nothing in it shall contravene the special act incorporating the Yankton Board of Education. At the same session the Legislative Assembly passed an act providing for a Board of Education for the City of Yankton. This act is virtually the same in its provisions as that incorporating the Board of Education for the city of Yankton, approved Jan. 6, 1875. The Vermillion Board consists of six members, elected by the people, to serve three years, one from each of the six districts into which the city is divided, the city, while the Yankton Board has eight members, elected by the City Council, for four years' service, two from each of four districts. The members of the Vermillion Board, as named in the act, are D. M. Inman, W. P. Carr, V. E. Prentice, R. R. Briggs, J. L. Jolley and Samuel Jones. They are directed to meet on the third of April, organize, determine by lot which of the three terms of one, two, and three years, the first two, the second two, and the third two shall serve, and at once assume the management and control of the public schools in their city. Under the very liberal provisions of an act a brighter future may now be expected to dawn upon educational matters in our sister city, though her graded school, under the able direction of Mr. T. J. Sloan and his assistants, has hitherto been an honor to her.

MINNESOTA.

According to the librarian's report, the number of visitors to the Austin Free Reading Rooms during the months of January, February, and March was 2,056, and the number of books drawn from the library was 707. Mr. W. F. Sumner, Principal of the Jefferson and Lafayette public schools opens May first. Principal, a Mr. Haynes of St. Cloud. First and second assistant, Miss Cathcart and Miss Simons of town. Have not learned who is third assistant.—We are indebted to Supt. Tanner, of Martin county, for the following:—"The teachers' institute opened Monday the 8th as advertised, in the central school building. The State Superintendent promised to furnish one teacher, but the demand has been so great for institutes this spring in counties where state institutes have not been held during the past year, that he was obliged to withdraw his promise. The entire management, therefore, of the institute, fell to the superintendent and the teachers of the county. Fifty teachers, of sufficient attendance during the session, were represented: Owatonna, Medford, Clinton, Merton, Havana, Meriden, Le- mond, Somerset, Aurora, Blooming Prairie, Summit, and Berlin. The interest of the teachers was excellent, and the best spirit prevailed during the entire session. In giving those duties assigned the officers, Mr. O. A. Tiffany and Mr. G. W. Colborn, lately from Wisconsin, from whom we procured the services of the institute. The following were represented: Mrs. A. E. Payless, Miss Bell Bunnell, Miss Ida Harty, Miss Allie Loomis, Miss Jessie Lowth, and Miss Carrie Fredenburg took part in special exercises assigned. Our old friend J. L. Cas was present and assisted in the discussions in history. Tuesday afternoon, the Hon. H. M. Dommill gave an address before the institute on Civil Government, its history, working, and importance as an essay, which was listened to with marked interest. Special instruction was given during the Institute on the subject of hygiene, by the superintendent and Mr. O. V. Tousley, Supt. Teachers of Douglas county, and the boss work. In taking a retrospective view of the past year, I feel satisfied that the cause of education has made considerable progress in this county. Officers, teachers, and parents are taking more interest in the work; officers by furnishing the teachers with school apparatus and upholding the teacher in his or her duties; parents by visiting the schools frequently during the term, thereby encouraging the teacher. I reported in 1875, five frame school houses; this year I report ten, an increase of 100 per cent. The graded school at Alexandria continues to furnish a good service for this township. In visiting the schools during the winter, and teach during summer. In visiting the schools of the past year, I was pleased with the efficient manner in which most of the teachers conducted them, and attribute their efficiency to the interest they take, and the special instruction given them by the Supt. Officers are grateful for the work of those who have attended. They have a time and place for everything and everything in its place; and last, though not least, a method whereby they work. While, with those who have not attended, I find many instances of the same old rut. Apparently, the main object is the money at the end of the term. But I am pleased to state that, with few exceptions, the demand for the better class of teachers, and I think within the next year we will eliminate the poorer and retain the good. I have rejected a large number the past year, and shall in the present, unless they thoroughly prepare themselves for the work."

INDIANA.

Prof. D. S. Jordan, of Butler University, has been dean of the department of Natural Science in that institution, with an increase of salary. The Professor goes, in a few days, to the Smithsonian Institute, upon the invitation of Prof. Baird, for the purpose of continuing the study and classification of the fishes of the United States. Prof. Myers resigns the Chair of chemistry in Butler University at the close of the current year, for the purpose of pursuing his chemical studies in the Laboratory of Fresenius, in Germany. Madison boasts the discovery of a portion of a mastodont's skeleton. The American houses to the west, and the next season they have been eleven inches long on the grinding surface, twelve and a half inches at base, and five inches thick. It was found in a gravel bank several feet below the surface.

Elkhart public schools had a total enrollment for the month of March of 1,126; average number before school opened daily, 600. The State is well taught. M. A. Barnett is the superintendent. Elkhart has an enrollment of 768 pupils and 12 teachers. The following gentlemen have been elected trustees of the State University: James D. Maxwell of Bloomington, and William K. Edwards of Terre Haute by resolution for term ending April 4, 1881, and Judge David D. Banta of Franklin, to fill the vacancy occasioned by the death of E. W. H. Ellis, for the term ending April 4th, 1885. It has been decided by the State Board of Education not to assume the responsibility of maintaining a permanent educational exhibit at Philadelphia, but to appropriate $50 annually for maintaining the display now in the rooms of the State Superintendent. Butler University Scientific Expedition and Summer Camp. The party will leave Indianapolis, June 15th, going by rail to Livingston, Ky., thence on foot through Cumberland Gap to Morristown, Tenn., exploring the caves and the rivers; by rail to Wolf Creek, N. C., on foot up the French Broad over the Great Smoky and Blue Ridge Mountains; through Saluda Gap to Greenville, S. C. Thence westward via Tallulah Falls, Atlanta, Stone Mountain, Allatoona, Kennesaw, Lookout Mountain to Nash-ville! Objects: Natural History, Health and Scenery. Full provision for instruction in field work. Estimated expenses from Louisville, $100. Eastern students join the party at Mountain City. A few vacancies. Address Prof. D. S. Jordan, A. W. Brayton, or Chas. Gilbert, Indianapolis.

OHIO.

How can the people of a village or city be induced to take an interest in their schools, and to estimate properly the services of an educated person, and the work of a faithful and competent superintendent or teacher? Many superintendents and teachers who have done a noble work are annually forced to seek new fields of labor, because the people do...
not appreciate the value of their services, while if their abilities, through the results which they have accomplished, were widely known, all reasonable means would be employed to retain them. In many of the towns and cities, the teachers are not known outside of a very small circle of friends. The patrons and much less do they know about the methods of instruction and is set apart for the visitation of all the schools by the citizens. Large the teachers and their work, misrepresentations have been corrected, and requested through a chairman to make a written report touching the condition committees are appointed by the papers. During the three instruction course of study, methods of discipline, care for the comfort may seem necessary and best for the good of the schools. The visitation to the schools as to the qualifications of the teachers, the thoroughness of the instruction, course of study, methods of discipline, care for the health and comfort of the pupils, and such other subject and suggestions just may seem necessary and best for the good of the schools. The visitation to the Columbus schools for this year has just been made and the results given to the public by the publication of the several reports of committees in the daily papers. During the past year there were 5,670 visits, and about 2,500 different persons looked into the schools. This has been the year in which teachers and their work, misrepresentations have been corrected, and public opinion in favor of the schools has been strengthened. For these years this plan has been pursued with great benefit to the schools of this city. It is recommended to superintendents and boards of education as one of the best means for securing the cooperation of parents and for creating an interest in popular education.

Illinois.

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

We clip the following from the State Journal: "JACKSONVILLE, Ill., April 28. Dr. Samuel Adams, 70 years of age, the venerable and honored Professor of Chemistry and Natural Philosophy in the Illinois College, died in his home a week ago, the cause of death was consumption. Dr. Adams was born in Canada. He was a man of genial ways, earnest Christian character, and strong mental powers, as kind as a woman, as wise as a philosopher, and a universal friend.

"Dr. Adams is remembered with respect and genuine affection, we believe, by every student of Illinois College now living, who, during the past thirty years, came under his instruction, or was in any way brought in contact with him, either in his home or in the College. To the young and aspiring student, he was a man of rugged and pure character. He added a most thorough and conscientious devotion to science and the duties of his office. The intimate associate and co-laborer of the late Prof. Edward Sturtevant, Dr. Post, Prof. Green, and others, he contributed largely to advance the cause of education in Illinois, and lay the foundation that reputation which Illinois College has maintained for a generation past. There are more showy men than Prof. Adams was, but few better informed on those subjects which he professed to teach. What he did, he did without noise or ostentation, but he has left his impress upon the minds of thousands throughout the Mississippi Valley, who will receive intelligence of his death with genuine regret."

An institute was held at LaSalle on Saturday, May 5th, and arrangements made to continue the Saturday institute once a month. The next meeting will be at Ottawa the first Saturday in June. There was a fair attendance at the LaSalle meeting, among whom good men are expected from these sessions held, by the whole county, in various parts of the county, and under the vigorous management of Supt. Williams. The executive committee consists of W. Jenkins, Mounda, Wm. Brady, Marseilles, and C. H. Works, La Salle. The Clay County Teachers' Association met April 26th, at Flora. Addresses were delivered by Supt. Smith and Mr. Conner, and the exercises were conducted by A. H. Moore, Mrs. S. S. Phelps, and Mr. Crisp. The report of the Committee on Course of Study for County Schools was read by the chairman of the committee, Mr. Smith, and on motion was received. After some discussion the report was referred to a committee appointed for that purpose. Messrs. Bowler, Moore, A. H., and Lee were appointed on that committee. On motion, it was decided to hold the next meeting in the county superintendent's office at the same time and place as usual, and to adjourn the meeting.

The report of the Sharon Graded School, for the month ending March 30, 1877, published in the Enquirer, includes the High School, Grammar, Intermediate, and Primary departments. The whole number enrolled is 162; 73 per cent of attendance is reported, but one case of tardiness, and that in the primary department. The principal, Mr. O. F. Burdick, states in the report that he is willing to put his report, especially that of punctuality, on the premises. The Report of the Normal School, at Macon, has been announced in the circulars which have been already issued, and all that has been published in them will be put into effect unless notice to the contrary is given. We feel warranted in saying that the normal schools in Illinois can find no better opportunity for improvement in the art of teaching. For information apply to A. C. Mason, Perry, Ill., or R. M. Hitch, Griggsville, III.

The Knox County Institute will commence July 29th, and continue four weeks.—The annual drill of Morgan County will commence on Monday, July 30, and continue three or four weeks. Instruction will be given in all the branches required by law, and the instruction will be conducted by Prof. Hull, of Southern Illinois Normal University, as announced in the circulars which have been already issued, and all that has been published in them will be put into effect unless notice to the contrary is given. The report of the Sharon Graded School, for the month ending March 30, 1877, published in the Enquirer, includes the High School, Grammar, Intermediate, and Primary departments. The whole number enrolled is 162; 73 per cent of attendance is reported, but one case of tardiness, and that in the primary department. The principal, Mr. O. F. Burdick, states in the report that he is willing to put his report, especially that of punctuality, on the premises. The Report of the Normal School, at Macon, has been announced in the circulars which have been already issued, and all that has been published in them will be put into effect unless notice to the contrary is given. We feel warranted in saying that the normal schools in Illinois can find no better opportunity for improvement in the art of teaching. For information apply to A. C. Mason, Perry, Ill., or R. M. Hitch, Griggsville, III.

Wisconsin.

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Michigan.

Last December a prize was offered the teachers in the public schools of Muskegon for the best essay upon "Methods of Instruction and Discipline." The prize was open to all teachers, and the work was to be submitted by Jan. 1, 1878, and the time six weeks. When the several essays presented were examined by a committee of the school board appointed to decide, the prize was unanimously awarded to Miss Hattie Allen, a graduate of the Normal School, full English course, for the year 1873. The motto of the thesis is: 

Before this writing reaches the eyes of our readers, the Legislature will have made or marred the normal schools. The opponents of these institutions are of three kinds: 1. Those who are constitutionally opposed to any thing decent. 2. Those who consider opposition to any appropriations of money from the state treasury as the "open sesame" to political preferment, and who, at any cost, but that which antagonizes the body politic; the second echo the covert opposition to free schools found in too many causes smaller; and the third must be met in fair debate by the advocates of free schools, for the cause of education implies a high degree of civilization—a large faith in the maxims of the purists in politics and social economy. When the history of the last few almost chaotic years is reviewed, the comparatively cordial support accorded to these schools is a surprise. In the better that seems about to dawn their existence will not be problematical if their friends will interest themselves in their support, with any degree of artifice.
"For forms of government let fools contest; 
What'er is best administered is best."

The essay has been printed in pamphlet form, and we have had an opportunity of reading it. It is certainly well and pungently written, and all the young teachers of Michigan would do well to study it.-Two of the official inspectors of the Normal School, Superintendent George and Hon. S. Johnson, have paid hasty visits to the school. Superintendent Tarbell also made a more extended visit. The school is now in a flourishing condition and well on its way to becoming a more extended institution.

The Superintendent has appropriated $34,600 for the current expenses of the next two years, and the law-makers are now wrestling over a proposed appropriation for an additional building which is much needed. The City Superintendents' Association has announced its spring meeting for the establishment of Grades, Courses of Study, etc. The following topics will be considered at the meeting: 1. Educational Legislation of the year. 2. The Normal School, and its relation to the Public Schools of the State. (Prominence will be given to this subject, which is one of especial interest). 3. City Training Schools. 4. How often should regular examinations occur in Grades below the High School? 5. How can Superintendents and Teachers cause the advantages of the Common Schools to be more fully appreciated by the people? The call is issued by President Benson, of Coldwater, and Secretary Crissy, of Flint. Members of the Normal School faculty have been invited to take part in the discussion of the relation of the Normal School to the public schools of the state.

Chicago Notes.

Prof. JAMES HANNAN, Chicago.

The April meeting of the Principals' Association was held at the usual hour and place, May 12th. Secretary Mahoney read the minutes of the previous meeting, which, under the president's ruling, contained an essay. The minutes, including the essay, were well received and promptly approved.

The Superintendent's report submitted in substance is that to those whose names were first on the lists for the several schools which were then distributed. He further stated that opportunity should be given pupils to commence the optional studies this term, and that no examination should be given pupils to commence the optional studies this term, and that no pupil should be excused from them except through the Superintendent's office.

The Assistant Superintendent took occasion as a guide in teaching that subject. The Assistant Superintendent was recommended for the higher grades. A sentiment recently expressed by the Superintendent, who wished, in the Central School; that is to say, the pupil of the proper time to leave home for school in the morning. It was taken that possibly the bells connected with the city fire department might be profitably used in such a connection. The meeting adjourned till June 9th, when the subject of "School Records" will be discussed.

Mr. J. K. Merrill has so far recovered his health as to resume work in school. Instead of going back to the "Brown," however, he is engaged in the preparation of a new work, "Divine High School," which will probably be issued in 1876. It is a letter for congratulation that Mr. Merrill, who so narrowly escaped death last winter, is again safe and in better health. The book is now distributed among the teachers of the city of Chicago, and is in process of printing.

The essay has been printed in pamphlet form, and we have had an opportunity of reading it. By a large number of Illinois subscribers have noticed "22" following their names on the address of their papers. It is time now for such to make renewals for another year. By clubbing together the price is made so low that not one subscriber should allow the paper to stop. During the last three months no subscriptions have been expirations at the rate of nearly two a week, sometimes as many as 150, and yet our list has gradually increased by reason of renewals and new subscriptions. We mail a few more papers each week than the week preceding.

The St. Louis Republican says of J. B. Merrin, the editor of the American Journal of Education, "He is the man who has done the most for cause of education in the West and South," and it is only necessary to read his wide-awake journal to see the force of the remark. In a recent letter from him, referring to our advertisement of his journal, he says: "It is not often that you have customers complain that they hear too much and too often from advertisers. It is, in my case. I do hear too much and too often from my advertisement in your journal. Please add—after $1.00 a year: Send 15 cents for sample copy. It [your journal] is the best, by all odds, of the weeklies. We think it not inappropriate that we make a note on this.

We take special pleasure in announcing that our Wisconsin agent, Mr. A. H. Poole, is residing at Whitewater, and is authorized to receive subscriptions for that grand new work from Messrs. Kiddie and Schedem, the Cyclopedia of Education, the only work of the kind ever published in this country. By a special arrangement with Mr. Steiger, the publisher, we have the exclusive right, through Mr. Porter, for the work in five counties, viz., Walworth, Jefferson, Dane, Rock, and Green. Any parties in those counties who may wish to purchase the work or obtain information respecting it, can do so by addressing Mr. Porter at Whitewater.

The Weekly is just the paper needed, and is the best journal of the kind with which I am acquainted.

R. F. POOLEY,
Principal Rochester Seminary, Wis.

The Weekly is an invaluable aid to the teacher, and should be in the hands of every one interested in the cause of education. -Ootanomosco (Wis. Local).

We are much pleased with your journal, and the prospectus with which you start, and shall make use of your columns for advertising very shortly.—L. Prang & Co., Art Publishers, Boston.