The best and most conscientious of young teachers have generally commenced their work with an intense and almost exaggerated idea of the extent of their responsibility and the magnitude of their office. Indeed, the average successful country teacher has, to a considerable extent, held himself responsible for all the short-comings, habits, practices, in-comings, and out-goings of the neighborhood in which he labors. He is a sort of missionary. His conscience reproaches him when any of his pupils adopt habits or indulge in practices which impress him as either socially, morally, educationally, or religiously objectionable. He congratulates himself when changes occur for the better in all he surveys and invokes, and followed, to the extent that they are worthy of such deference, and in the proportion that his patrons are composed of intelligent and patriotic citizens. That all teachers, under such circumstances, do not possess these prerogatives, is to be explained by remembering that they are not competent to exercise them. Too often, where attempts are made in the direction indicated, the impelling motive is selfish, or the chosen means inexpedient, or the ultimate object is unwise; and people generally are reminded of the ass who would wear the lion's skin.

But the tendency of our people to congregate in cities, and the vast and complicated systems and schemes of education which are thereby rendered necessary and probable, introduce elements into the teacher's standards and guiding principles which are unknown to the isolated country teacher. Instead of the missionary, who revolves ponderous schemes for the reformation or development of his little world, the teacher is no longer a unit; the school becomes a complex organism, of which the individual teacher is only a part. The ideal teacher, whose attributes and functions the earlier text-book writers like D. P. Page, delineate, becomes distributed. The work to be done, the functions to be exercised, and the considerations to be borne in mind according to the old theory, are now, in fact, exercised by the board of education, the superintendent, the principal, and the eight to twelve teachers of the different grades. The distribution of work and functions is essential to the economical, intelligent, and proper accomplishment of the vast work of city school systems.

There are all degrees of wisdom and unwisdom in its details. Ideas and practices that answer very well in small places, become narrow and imbecile when applied to a metropolis. How, in some profitable degree, to restore the teacher's personal influence and identity, which, as understood in country schools, is almost totally sacrificed in large, graded schools, or at least maintain a profitable equivalent for it, is one of the most important questions in school polity and management.

This question is not always, or generally, sufficiently considered. A large amount of the dissatisfaction felt with the graded system is due to the failure of school officers to afford, in their school organizations, a sufficient practical answer to it. A great many school officers, and it is feared some school superintendents, have no adequate conception of its importance. A sentiment which has made some headway in some of the larger cities in the direction of lessening the number of grades, and, consequently, of shortening the time spent in each is objectionable, in that it exaggerates and multiplies all the essential defects of the graded system. A disposition to modify and curtail the principal's functions, which has been manifested in some quarters, and which has found expression in legislative action by some school boards, is liable to the same grave objection. Let it be borne in mind that in every large school system there is a considerable percentage of poor teachers. They will be found of every species, from the heart-freezing martinet or the personification of loquacious imbecility to the poor victim who "runs the circus" of the school. Let it be borne in mind that our cosmopolitan cities contain areas of very low as well as very lofty cultivation—that, in the change from teacher to teacher or from grade to grade, pupils as classes are often very unequally prepared—that the work of preparing examination questions is a very peculiar and responsible work—and that the work of marking answers to questions is
also a very critical and responsible work, which is specially liable to be carelessly, sightingly, and unjustly done, when a large amount of it must be done in a short time, and it will be seen that the practice which prevails in some places of having an annual or other stated examination for promotion in all grades in which the questions are prepared by some distant, whimsical, erratic central authority or even by the superintendent, is attended by so many probabilities of too much preparation, or too little preparation, or wrong preparation, or of preparation which, though good, was not called for, that the chances of injustice and wrong will greatly outnumber all other chances.

Given, then, a city school of one thousand pupils, twenty teachers, and a principal. How shall such a school be operated so as to produce least friction—least waste of time and talent on the part of teachers and pupils, and the greatest good to all? Let the principal assume the function of master of the school—the whole school. Let the grades be numerous, that the intervals between them may be short. Whenever a class has passed over the work of a grade, let him examine that class that those who have been industrious and faithful may pass on without delay. In this way no time will be lost. The principal makes the acquaintance of all his pupils. He sees, and tests, and inspires the work of his assistants at frequent intervals. He is able to perceive, appreciate, anticipate, and provide for special difficulties of his locality and surroundings. He secures harmony, progress, and scholarship according to the measure of capacity, cultivation, and common sense with which he is endowed. In short, he becomes again the individualized, influential, and responsible being which may be found in the isolated competent country school teacher. Let city boards of education hasten to place such a man with such functions in charge of each of their schools.

Wherefore let the principal's office be magnified! Let the disposition to change his function to that of a mere class teacher be regarded as shallow, calculated to make the office of principal imaginary, and unjust to other class teachers between whom and the principal there should be a difference of function as marked as their differences of rank or salary. Let the policy of eliminating from the profession the class of men who have dignified and are capable of dignifying and ennobling any profession be understood as surely and inevitably weakening and destroying the most essential and vital part of the whole school system. Let that city which fails to provide such an organized school as has been described for each thousand of its school enrollment be warned to send at once for the principal there should be a difference of function as marked.

THE SUMMER VACATION.

A DUTY which every school-teacher owes to himself and to the cause which he professes to serve is to make provision for a healthful and enjoyable occupation during the long vacation which comes once a year to teachers of graded schools. Idleness is not only a disgrace, it is an evil; and no teacher should permit himself or herself to spend the bright months of the summer vacation idling about the streets and scenes where the school-work of the year has been performed, and where it may be performed again. A change of occupation is what is demanded by the healthy, vigorous intellect as well as by the body. By fleeing far away from the school and the school scenes, and permitting one's self to become interested in new scenes and new studies, not only is the mind refreshed and invigorated, but the body, worn down and half dead from the monotonous routine-work of the school, becomes recuperated and strengthened, as the wilting, sun-parched grass by a shower in May.

It is a wise thing for teachers to club together for a few weeks of camp-life in the summer. If any book-study is attempted, let it be chiefly to dispel ennui, or gratify a habit of study, but never as a real work. When one takes his book for work, he should be in the best of physical health, and should not be limited to a few weeks, or to the unfamiliar and barren surroundings of a summer camp. Real study must be done in the library, where books are accessible, and where the mind is not distracted by unusual sounds or scenes. A systematic, forced exclusion of one's self from books and libraries is what we are advocating. Go to the woods, and when there do just what you want to. It may be as well as anything to lie on the grass and sleep an hour or two each day. Allow your attention to be attracted by the thousand little things in nature which never before claimed a moment's notice from you. Lie on the ground and look at the grass; examine the roots, the soil in which it grows, the bugs, and worms, and insects of various kinds which are all about it on the ground and in the air; turn on your back and watch the clouds; and when you think you would like a change of occupation, run with all your might to the hill away yonder, or climb a tree as you did when you were a boy. Only be sure that you are so far away from home and school that you can have no possible reason for hurrying back to the house. Take plenty of time. Let everything "go to grass," like yourself, for a few days or weeks. If you can have one or more companions of like temperament with you, so much the better; you can laugh and talk and ask all kinds of questions, which you would not dare to do at home, or within hearing of your pupils, for fear of exposing your ignorance.

A genuine vacation trip, where the details are not too fully planned beforehand, and where the time is not felt to be limited,—so that the teacher feels as though he were wasting time if not employed at some familiar task,—is sure to result in a healthy growth of body, soul, and mind. It is about the only thing which will fully fit a teacher for the duties of the coming year. Those teachers who never make such use of their vacations can be easily picked out from the host after a few years of teaching. They become typical pedagogues, and afford the general public an opportunity of making sport of "schoolma'ams" in general, whether male or female. They make the kind of teachers who never leave the profession—for the simple reason that they can't get any thing else to do. They become spoiled in a few years, and are henceforth good for nothing but to teach school! A sad fact it is that the school is made the receptacle for so much humanity that can't earn a respectable living outside of it.

But we urge again the enforced trip away from home and school. Go away to stay, and leave your books behind you. No better trip, for those who can afford it, than the one proposed in our correspondence column by Supt. Gove last week, could well be planned for July and August. It would be a hundred times more enjoyable, if not more satisfactory, than last year's trip to the "Centennial." Such a trip, including its expense, may actually be more of a necessity to the physical and mental welfare of many teachers than the hundred dollars which it will cost. At any rate, don't neglect to provide for some kind
of a change from school work during the coming vacation. Fifty dollars paid for books during the year may be money well expended, but fifty dollars spent for a good vacation spree will pay as well in the end, and perhaps prove the only means of rendering the books of any value to you instead of your heirs.

SCHOOL ECONOMY.

IV. TARDINESS.

H. B. Buckham.

[It is proper to state that the following, together with all the author has to say on the subject of "Tardiness," was in the hands of the editor before the article numbered III. was written. This latter was an interpolation in the series.]

I SUGGEST (2) that while it is wise for the teacher to begin school at the hour, whether few or many of his pupils are present, it is not wise for his watch to be far ahead of all the clocks in the district, though it may be with the sun. Where a town-clock, or rail-road trains, or any standard, regulates time for all, the school times go with the rest; but in scattered districts it is something wonderful how clocks will differ in slowness, and a teacher may make much tardiness by insisting upon going by the fastest time-piece of the lot, viz., his own. If any one thinks this is written to fill a column, let me say that I knew a teacher to make just this the home by the children that they were late every morning and lost their missal comes; I can't dismiss till the work is done; you morning, so that our something of a change from school work during the coming vacation. Fifty as well in the end, and perhaps prove the only means of render-

"You come at the right time and you shall go at the right time. I believe in dismissing when the hour for dismissal comes; I can't dismiss till the work is done; you must come in the morning, so that our work may all be done before night."
First, we must notice the little blades of grass under our feet. What a lovely color they are, and how bright the meadows are now springing. The grass roots are fibrous, and they increase in proportion as their leaves are trodden down, or consumed. We can scarcely pull up a root, but must dig it from the turf. You must notice it is a creeping root, and very useful are all these fibers in keeping the meadow soil from washing away in heavy rains.

A man I once knew, called them "little vipers." What do you think of that? He was a good man, but he never had the excellent schools provided that children now have, and he need scarcely be so much ashamed of his error as you would be had you not studied the words fiber and viper and learned their meaning.

Holland, we will remember, has its dykes of made land woven with strong-rooted grasses, that evidently hold the soil in a network of roots against the encroaching sea. The grass family is perhaps the most important to man and beast of all in the vegetable world, so we will not be impatient to pause and consider well these green and beautiful meadows of spring, and think of the sweet mowing fields, and when the sun grows high and noon approaches. The dandelion deserves a separate study, but now we will pick its yellow flowers, only stopping to observe the leaves of the plant, for they name it. See, they are edged with toothed divisions, or as some fanciful botanist, long ago, must have thought, ferocious it sounds, for such an inoffensive plant. Here is a full brook running from plant to plant as you may see. Quite different from the grass, toothed divisions, and some fanciful botanist, long ago, must have thought so happily. Not long ago they were wrapped in close balls of fawn-colored downy leaves are palmate, or hand shaped. It is because the strawberry plant has only one, the darnel, is known to be poisonous.

Now we will have left the lane, and reach a more sandy road which winds down hill and over a bridged stream. There are ledges of rock beyond the wall, and we will find, sheltered in their crevices, the prettiest wild colombine that grows—the scarlet and yellow. Its little horned nectaries, dusted with gold, you know hold each a sugar drop of honey curled in a tiny ball upon the end, which you love to bite off. But the bees are robbed, and the flower is spoiled when you do that, and the wild bees would gather the honey without harming so lovely a flower. In the double garden columbine the beautiful yellow horns are set one within another very numerously and curiously. The delicate pearl-white, with pencillings of blue, is very beautiful. You see masses on and about this old gray rock. Now is the time of bloom of many of them, but the moses you can understand little about, until you love to study botany faithfully.

And now we will pause upon the little bridge, and the boys may climb and bring down some of the maple keys—the fruit of the maple flower—that hang in the new-leaved trees above. How curiously they are patterned, like thickened wings of insects, in pairs, upon their green threads. They look very pretty dropping from our handful of flowers. We will pick some maple leaves, too, and some sweet sassafras twigs, and pretty trembling birch sprays so finely cut. There will be tufts of pinkish velvet bits of leaves on some of the old oaks, as we go toward home, by the oak wood. Although the oaks are so sturdy, and hardy, they are among the late leafed trees. And now, while all so brief seems our walk and talk in May, it is, in reality, a holiday one, when we have not counted time. Well I know we cannot tire among the beautiful and useful plants and trees, while the more we observe the more we love to find we may learn. We have gathered many blossoms and leaves while walking and talking. Some are for home, and some are for the school room, both of which we delight to make pleasant.

DICTATION DRAWING.

Prof. L. S. Thompson, Sandusky, Ohio.

LESSON XVIII.

PLACE a dot at the center of the space to be used. Place a dot half an inch to the left of the center dot, and another half an inch to the right of it. Place a dot one inch above the left dot, and another one inch below it. Place a dot one inch to the right of the lower one. Draw a vertical straight line from the left upper dot to the left lower dot; draw another vertical line from the right middle dot to the right lower one; draw a horizontal line from the middle of the first vertical line to the upper end of the second vertical line. A side view-of-a chair will be drawn.

LESSON XIX.

Place a dot at the center of the space to be used. Place a dot half an inch to the left of the center dot, and another half an inch to the right of it. Place a dot one inch above the right dot, and another one inch below it. Place a dot one inch to the left of the lower one. Draw a vertical straight line from the right upper dot to the right lower one; draw another vertical line from the left middle dot to the left lower one; draw a horizontal line from the top of the second vertical line to the middle of the first vertical line. The result will be the same as Lesson XVIII, reversed.

LESSON XX.

Draw dots as in Lesson XVII. Draw an oblique straight line from the upper dot to the dot that is half-way from the center dot to the left one; an oblique line from the upper dot to the dot that is half-way from the center dot to the right one; another, from the lower dot to the dot that is half-way from the center dot to the left one; another, from the lower dot to the dot that is half-way from the center dot to the right one.
way from the center dot to the right one; another, from the left dot to the dot that is half-way from the center dot to the upper one; another, from the left dot to the dot that is half-way from the center dot to the lower one; another, from the right dot to the dot that is half-way from the center dot to the upper one; another, from the right dot to the dot that is half-way from the center dot to the lower one.

Remarks.—The result of this lesson will be two rhombs, or diamond-shaped figures, one vertical and the other horizontal, crossing each other. According to the lesson the vertical rhomb will be made first. When the rhomb is completed its name may be given, and the difference between it and a square clearly pointed out. Show the children that a square contains four equal sides and four square corners, or right angles; that a rhomb contains four equal sides also, but no square corners or right angles. If the meaning of right angle has not been explained before, it may be explained at this point of progress. If necessary, make a separate lesson of it. Show the children that any square corner, whether turned upward, downward, left, or right, is called a right angle. Let them see that it is the size or shape of the opening that gives it the name of right angle and not its position on the paper or slate. They sometimes get the idea that if there is a right angle, there may also be a left angle. It is not necessary nor desirable that little children should commit to memory a geometrical definition of a right angle, but only that they should be able to call it by name when they see it, and to draw it when called for, or dictated.

LESSON XXII.

Begin at the left side of the space to be used and draw a vertical straight line, toward the right, one inch long. Begin at the right end of this line and draw a vertical straight line downward one inch long. From the lower end of the last line draw a horizontal line one inch long, toward the right. Begin at the last stopping place and draw lines, each one inch long, in the following order: upward, right, downward, right, upward, right, downward, right, upward, right, upward, etc.

Remarks.—A simple meander, or fret border, will be the result. It is the foundation of what is sometimes called a Ceneculated Moulding, or an Embossed Fret Moulding, used considerably by the Normans.

LESSON XXIII.

Begin at the left side of the space to be used and draw straight lines of the following directions and lengths: Right, half an inch; upward, half an inch; left, half an inch; upward, half an inch; right, one inch; downward, one inch; right, one inch; upward, half an inch; left, half an inch; upward, half an inch; right, one inch; downward, one inch; right, one inch, downward, one inch, etc.

Remarks.—The result of this lesson will be the simplest form of the Greek fret. The meander, or fret ornament, is one of the oldest known to history. The name, Greek fret, is given because this ornament was frequently used by the Greeks. In some form or other it has been used by every nation, ancient and modern. Even to-day one cannot turn his eyes in any direction without seeing some form of this ornament as applied to architecture, glassware, tablecloths, &c. Encourage the children to point out examples of this kind of ornament.

TOWNSHIP SUPERINTENDENCY IN MICHIGAN


I believe the present method of superintending our schools is not in favor with the majority of thinking people. To sustain my position, allow me to quote from the last State Superintendent's Report:

“Of the 914 superintendents in the state, only 272 made reports to the State Superintendent. Of this number 69 expressed decided convictions in regard to the wisdom of the change from county superintendency to the township plan,—12 supporting it, and 57 opposing it. Thus it is seen that even the incumbents of the office oppose it, nearly five to one. Had the others told us their opinions about the change, it is possible that the ratio would be less.”

One of the reasons for making the change was to save expense. Let us see how well it has been accomplished. The Superintendent of Public Instruction says, page lxixiii, Report of 1875:

“It appears, however, from the inspector’s returns, that the amount of compensation received by 772 superintendents for five months’ service was $9,627.50. In 193 townships the inspectors make no report under this head. Estimating these at the average pay of those reporting, the total is $12,267.72. This is equal for the year to $35,442.48, while the estimated expense of the county superintendency during the year ending Sept. 7, 1874, was $44,828, an increase of about $4,600.

The Superintendent of Erin, Macomb county, says:

“In the repeal of the county superintendency, I believe the public schools have been drawn back almost to their original condition.”

The Superintendent of Chippewa, Mecosta county, says:

“But, in my opinion, the present arrangements for trusting the oversight of district schools to township superintendents will work a speedy ruin to the schools in the system. There is no one on the board that has men that are well qualified to fill the office of superintendent.”

The Superintendent of Ravena says:

“They almost unanimously signed the petition to do away with the law that created the county superintendent. This was to avoid the attendant expense of ten cents per annum for each pupil, but nine-tenths of the advocates of that petition in this section are now ready to recant, as they find to their great astonishment that system abolished only to be supplanted by another far inferior, and costing double the amount.”

The Superintendent of Dayton, Tascosa Co., who evidently takes a ‘second sober thought,’ says:

“I make the broad assertion that the township superintendency is a perfect failure; as proof I offer several reasons: First, the cost in dollars is more than the county superintendency cost. Second, a great many of the township superintendents are not fitted for the office, and men of qualifications, as a general rule, will not be troubled with it. Third, many of the township superintendents are not able to prepare questions for examination themselves, and if the superintendents meet in convention and have a uniformity of questions, the questions are peddled over the county pretty thoroughly, so that applicants have a good opportunity to post well beforehand, especially when going from one township to another to be examined. Fourth, different examiners have different standards from which to grade the qualifications of an applicant, which gives some more and others less than their just deserts. Fifth, the present system has opened the gates for easy examinations, and the field is becoming crowded with incompetent teachers, while many of the best teachers are becoming so disgusted that they are retiring from the profession rather than continue it. Sixth, teachers cannot contract for a school before they have a certificate; sometimes half a dozen or more will apply for the same school; when they are examined the school officers select one, and the others are put out of the world again. Doing for schools what is always done in all other business, probability every school in their township is already taken, and they have no certificate for any other. Many other objections might be offered, but I forbear.”

The Superintendent of Kalamazoo, Kalamazoo county, who can assign a reason for his belief, says:

“The township superintendency system, then, labors under the following disadvantages: (a) It is subject to the political caucus. (b) As a permanent thing it can not always or often have really good men. (c) It requires a change of officers every year. (d) When it does get a good man, it is secondary work with him, and cannot have the interest of a continuous life-work. The best thing that can be said in its favor is that it is better than nothing, which is not an excuse—for retaining it.”

The Superintendent of Summit, Mason county, says:

“The office of township superintendent would probably prove a benefit to the school system, if it could always be filled by a competent person, but when an office is so widely diffused, it follows as a natural consequence that it will sometimes be filled by persons of limited acquirements and experience.”

I saw a striking illustration of the truthfulness of the last statement about one month ago, in the office of a distinguished educator in one of our large cities. It was an application made by a township superintendent (1) for sets of examination questions for the different grades of certificates, together with various items of information about conducting examinations, and a form for teachers’ certificates. The letter was entirely without punctuation, and had the most indiscriminate use of capitals. I believe he is not the only ignoramus who is a township superintendent.

What good thing can we expect from such a system of supervision of our schools, that was not attained by an efficient county superintendency?”
SUGGESTIONS ON TEACHING HISTORY.

THOMAS EDWARDS, Irving Park, Illinois.

The qualifications necessary to teach history successfully are: first, a thorough knowledge of the subject; and second, a definite method of imparting that knowledge.

The first is an absolute requirement. The teacher who has not completely mastered a subject cannot teach it intelligently. He who has but a limited knowledge of history cannot teach as successfully as one who is a master of the subject. The reason why the one possessing a partial knowledge fails is because his time is divided, the greater portion being devoted to perusing the text-book in order to ascertain whether the pupil recites correctly or not. But with the teacher who understands the subject it is different. He can give his undivided attention to the recitation—making it not only instructive, but interesting. The instruction given by those who must have an open text-book before them for reference, in conducting a recitation will be of very little profit. He teaches best who understands the subject best.

The second qualification is as important as the first, but is more or less dependent upon it. A method would be useless to a teacher who did not possess the first requirement. Again, a teacher may be thoroughly qualified in the subject and fail to teach in a systematic and proper manner. This is witnessed in some of the schools where history is studied by simply reading chapter after chapter in regular succession, without any questioning whatever. The profit derived from studying history in such a way as this would almost equal the success a certain boy achieved killing weeds by hoeing, minus the value of the time wasted in studying. He was given a weedy patch of turnips to hoe. Desirous of getting over the ground as quickly as possible, he hoed so badly that at the close of a day's labor he was obliged to put a stake in the ground to mark where he had left off, so that the next morning he would know where to commence. This aptly illustrates the unprofitableness of teaching history by the reading plan, and forcibly emphasizes the thought that complete success rewards only well-directed labor.

A method that would profitably direct the labor in teaching history must regard a few important features. First, the chronological order of the subjects should be observed. This is oftentimes quite difficult to do, when the text-book presents the events in a promiscuous order. The date of a transaction can be longer remembered by associating with it some coincident event occurring elsewhere.

Second, the connection of an event to the subject and its unity must be preserved. It requires considerable skill to introduce each event in its proper order, show its relation to other transactions, preserve its unity as an event, and pass from it naturally to a following one. This is quite important and should be strictly observed.

Third, the momentous facts should be prominently brought out. The incidental events can be concisely considered, but the essential and important historical narration should be fully and conspicuously unfolded.

The topical method combines these features in the proper order. In preparing a course of study in history by this method, care should be taken in the arrangement of topics. Perhaps the most simple way to arrange the topics in their proper train is by dividing the history into periods or epochs; each period into a sub-period, and each sub-period into general topics. As an illustration showing how this can be done, the following partial outline taken from a text-book on United States History is given:

**GENERAL OUTLINE.**

**United States History.**

**Periods.**

**Sub-periods.**

|----------|---------|---------|

**SYNOPSIS OF GENERAL TOPICS.**

**Spanish Explorers.**

<table>
<thead>
<tr>
<th>Events</th>
<th>When.</th>
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</thead>
<tbody>
<tr>
<td>1st voyage discovered Guanahani, Cuba and Hayti</td>
<td>1492</td>
</tr>
<tr>
<td>2nd &quot; Jamaica and Caribbean Isles</td>
<td>1496</td>
</tr>
<tr>
<td>3rd &quot; The Continent</td>
<td>1498</td>
</tr>
<tr>
<td>4th &quot; explored coast of Darien</td>
<td></td>
</tr>
<tr>
<td>2. De Leon. discovered Florida</td>
<td>1512</td>
</tr>
<tr>
<td>3. Cortez. conquered Mexico</td>
<td>1520</td>
</tr>
</tbody>
</table>

This method has been in successful operation in many schools. The way lessons are prepared and recitations conducted is sometimes like this: A syllabus of a week's lesson, with the lesson for each day marked out, is marked upon the blackboard. This syllabus embraces only the general topics. Pupils are permitted to gather information from any source, and are required to bring to the recitation, written on slips of paper, what they consider as important subjects of each topic. At the recitation these subjects are read and discussed, with pupil and teacher. When all of the papers have been read, a given number discussed, a selection of subjects is made, which is written upon the board. The selected subjects are used in writing out the synopsis of a general topic. To show the location of places mentioned in a lesson, a map of the section or country in which the events have transpired is sketched upon the blackboard, and the pupils, by turn, are required to trace out with crayon marks and lines on this map, movements of armies, etc., at the same time describing these movements and relating the events of the time. Every Friday, instead of a regular recitation, an oral abstract of the week's lesson submitted to the immediate criticism of the class, is given to some member of the class. All work placed upon the black-board is copied by the pupils into blank books which all should have.

To make this method productive of good results dryness should be avoided. The same never-varying daily routine, however excellent, will at times become wearisome. The only way to preserve an interest in the study is to occasionally vary the regular mode of recitation. Among the many ways of doing this, oral delineation of historical characters is an interesting one. Written sketches and critiques on political measures, movements of armies, etc., is also very profitable. The teacher whose aim is to teach the subject successfully will never fail to find a way to incite and to keep up an interest in the study of history.

**THE INFINITIVE MOOD.**

Good usage and the rules of all old English grammars alike forbid the use of any modifier between the infinitive mood and the little word to which precedes it, and which is usually called its sign. Some erroneously call it a preposition. And it has a prepositional position, as it always stands before a noun. For the infinitive, so named under the false notion that it has no subject, and thus no limitation like other verbs to any definite number or person, might well be styled the noun mood, as it is the form by which we always name a verb. And then, moreover, it is generally, if not always, governed like a noun. But the to before it, instead of governing it like a preposition, is really the generic verb do, with the letter d changed into its cognate and interchangeable r, and is nothing but a general and indefinite term in apposition with the specific and more definite one formed in the mind along with it and born of tongue or pen immediately after it.

But do is thus appositional when used anywhere else as an auxiliary or accompanying verb. Thus I do now write means simply I am now performing an otherwise undefined act whose specific and definite name is write, the act of writing. Almost any noun in our language, though never before so used, may at any time be thus verbified. And all who know the proper noun-use of the word will at one understand its verb-use. For it both means and asserts the doing of the act or making of the thing, which before was merely named by it. Thus window is a noun that has never been used as a verb. But if I assert, as I may and now do assert, that most of our trustees greatly over-window their school-houses, but don't blackboard them half enough; then "window" and "blackboard," though still noun, the very same words as before both in form and in meaning, are also verbs now. For they have now a predicating power; that is, they now both mean and assert the doing or making of what they merely named before.

This every verb does. And this verb function, the power to predicate (to assert a doing) is the only difference between a noun and a verb, except the difference of inflection. The noun changes form for its different cases and numbers; the verb, for its different persons and numbers, and also for one tense. All changes for voice, mood, and other tenses are made by separate words, which are called auxiliaries, but which can all be parsed and interpreted alike, with a noun and an infinitive, as no subject, and thus no limitation like other verbs to any definite number or person, might well be styled the noun mood, as it is the form by which we always name a verb. And then, moreover, it is generally, if not always, governed like a noun. But the to before it, instead of governing it like a preposition, is really the generic verb do, with the letter d changed into its cognate and interchangeable r, and is nothing but a general and indefinite term in apposition with the specific and more definite one formed in the mind along with it and born of tongue or pen immediately after it.

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Pass. voice, potential mood, perfect tense, 3d person, etc., agreeing with he or some other subject, whilst in fact, "may" is in the indicative mood, "have" is in the infinitive mood, and "been" and "killed" are both participles. And no one of the four is either appositional with another or superfluous. But the two words of the English infinitive, (no other language has two), if not superfluous are appositional.

The latter is used in order to precision the former—to definitize it, just as sun is used of child, in "My oldest child, a son, was married yesterday." And the two appositional terms in the English infinitive, like those in "John the Baptist or in George Washington," are so intimately associated together in every mind that it seems absurd and certain is to definitize it, just as therefore advise no one of the four is either appositional with another or superfluous. But the

Nor do I ask anyone to

To interest a class of two or three requires, 1. Interest in the teacher 2.

Tact. 3. A thorough knowledge of the subject, or ambition to master each day's lesson as it occurs. Goodrich's History, or any history may be made interesting, and the methods for all are much the same. I will suppose our class to be composed of ordinary pupils of from twelve to sixteen years of age, and that the topic is

THE MEXICAN WAR.

Before the pupils prepare their lesson, place upon the blackboard the following:

Outline of the Mexican War.

1. Causes of the War

I. 1845-1848

1. 1845—The Annexation of Texas.

2. The Boundary in dispute.


II. Taylor from Corpus Christi to Matamoras.

1. 1846—Occupies Corpus Christi.

2. 1846—Mar.—Fort Brown established.

III. Taylor from Corpus Christi to Matamoras.

1. 1846—Captures of Thornton's party.

2. April 26—Capture of Thornton's party.


4. May 9—Battle of Resaca De La Palma.

5. May 18—Matamoras surrendered.


The special outline for III. to VII. should follow each day as fast as the pupils are able to master it.

In recitation, be sure to fix this outline, and allow all anecdotes to rest in the shade. Judicious questions will suggest themselves.

The geography of the country must accompany the history. Require a sketch of Rio Grande and the location of every battle field.

Require a sketch of Mexico, and Kearney's route. Require the geography of the city of Mexico, and refer to its former conquest by Cortez. And be sure that your pupils understand that Mexico City was not taken by "the fleet." Send pupils to the gazetteer and encyclopedia, for information not found in their own text-book. Ask them to find out, wherever they can, who captured Tampico? Where Guadalupe Hidalgo is? What were the boundaries of the country Mexico before the treaty of Guadalupe Hidalgo? What were its boundaries after the treaty? How much was paid for the territory acquired of Mexico? Etc., etc.

Any other topic treated similarly will be interesting. Swinton's History will give many valuable hints, Quackenbush's History, very much valuable information, and, finally, I would suggest a term's work under Prof. John W. Cook, of Normal University, Illinois.

NEW SCHOOL HOUSES IN FRANCE.

HENRY M. DOUGLASS, Champaign, III.

FRANCE is taking active measures for teaching the masses. Twenty thousand is the estimated number of new school houses most urgently needed. About thirteen thousand need repairs or enlargement. The localities which have no school buildings have no money, or very little. It is absolutely impossible for their cash or credit to meet any considerable expense. In this emergency the national treasury is to afford relief. There are two ways of doing this: absolute donation and loan. The loan is payable in semi-annual installments of two and a half per cent. A bill now before the national legislature, and considered certain to pass, provides for the expenditure of eight million dollars, to be equally shared by the loans and donations, and to extend over a period of five years.

What a wonderful harvest of blessing for the poor and ignorant of city and country will spring from the eight million golden seed grains?

A singular circumstance recently occurred in one of the towns of Middlesex county, Massachusetts. The school committee, by a unanimous vote, informed the Principal of a high school that his services were no longer desired. No fault was found with his abilities as a teacher, or his personal character or influence. The only cause assigned for his dismissal was the lack of order in the school. Whereupon the pupils of the discharged master, very sensibly considering that they were most at fault, promptly drew up and signed a compact that they would henceforth conduct themselves as became ladies and gentlemen, and honorably and faithfully do all in their power to assist their instructor in securing the order necessary to a successful school. On receiving this paper, the Committee at once reinstated the Principal in his former position, to the general gratification of the community. The lesson of this is upon the face of it. If a teacher can cultivate such a spirit of generosity and personal honor in his pupils as this, he has furnished them with important elements of success in life, no matter what their disposition towards sport or general mischief may be.

It was hoped that the era of barbarous and unnatural punishment in school had gone forever out; at least in this country, yet only the other day a primary teacher was arrested by a parent on the charge of assault and battery, she having filled the mouth of his eight-year-old child with cayenne pepper, by way of punishment. The parent was justly indignant, and would probably have been successful in invoking the aid of the law to correct it; but, on the teacher's promising to discontinue that style of discipline, the case was withdrawn. We hope never to hear of the like again.

NO WHISPERING IN OUR SCHOOL!

A t the opening of the spring term, Mr. Carleton (principal) and myself held a consultation as to the best method of preventing whispering in school. This consultation resulted in my framing an anti-whispering pledge, which I presented to the pupils of our department (high school) with the promise to furnish the ribbon, gratuitously, to all who would sign it. Nearly every pupil in the high school signed the pledge, and put on the badge, which I furnished agreeable to promise.

After watching my plan a few days, I found it working so well that I conceived the idea of extending my reform to the lower departments. The cooperation of the assistant teachers was readily secured, and the pupils of the lower departments were easily persuaded to imitate the example of the high school scholars. Every pupil in each department, except a few of the youngest in the First Primary, signed the pledge and donned the badge, which I also furnished them.

Four weeks have passed away—four of the quietest, pleasantest weeks I ever experienced in the school room during my twelve years of almost constant teaching. Only five pupils in the whole school, excepting those in the First Primary department, have broken the pledge.

MRS. R. M. CARLETON, Preceptress,

MARINE CITY, MICH., May 7th, 1877.
Notes.

LITERARY.—C. W. Bardeen, the man who grappled with the school journal problem about three and a half years ago, and entered confidently upon the publication of an educational newspaper for the state of New York, and whose course has since been a model for various other publishers of school journals, who brought so much good sense, business capacity, and good nature to the work that his paper—The School Bulletin and N. Y. State Educational Journal—soon reached a circulation of 4,500 copies, and several serial articles were republished from its columns in book form, which was last January burned out at sellers and publishers.

It is a fact that an educational newspaper can be made to pay. The School Bulletin has always been fearless and outspoken in its columns, and while it has temporarily lost some advertising patronage by such a course, it has won hundreds of subscribers. It is well for us all to keep an eye on it. —From Dick & Fitzgerald, New York, we have some serviceable pamphlets for teachers and others, entitled Dick’s Recitations and Readings; Burton’s Amateur Actor; and How to Learn the Sense of Three Thousand French Words in One Hour. —Prof. Putnam, of the State Normal School, at Ypsilanti, Mich., has prepared for the publishers, Sheldon & Company, New York, a School Geography of the State of Michigan, to accompany Colton’s Common School Geography. —One of the brightest, freshest, and most useful of the many publications in the country is Prof. Swing’s paper, The Alliance, published in this city. It is a genuine refreshing of mind and spirit to read its sparkling pages. Arrangements have been perfected of late to add some of these sparkling pages. For the accountant, mechanic, or business man, is The Complete Arithmetic, published in this city.

The value of a practical means of protecting iron against rust can hardly be overestimated. As applied to household utensils alone, its value would be incalculable, to say nothing of the vast enterprises of bridge building, protecting roofs from the inclemencies of the weather, and the many uses from which it has been wholly excluded. —The London Spectator criticizes the blue glass theory, and claims that experiments in the Royal Gardens at Kew demonstrate that the blue rays in sunlight actually have a retarding effect on plant growth. Perhaps the General only wanted to kill off the lunatics of the country. —A new society has been organized in Chicago, styled the American Arithmetic. Parts 1, 2, and 3. (Philadelphia: J. H. Butler & Co. 1877.)—The publishers have something to say of these books in our advertising columns. The Messrs. Butler have in these three books undertaken to present the whole subject of arithmetic in a brief, concise, and attractive manner, and they have succeeded. Part 1 presents the first principles of arithmetic in a simple and practical manner without theorizing upon them. —The Educational Weekly. [Number 21

The American Arithmetic has always been a model for various other publishers of school-books; and would make more valuable than the best of Tennyson’s academic poetry. The blank verse is grand and inspiring and the finish of the best of Tennyson’s poetic writing adorns it in many places. If it were possible, such a success would add materially to the distinction which its author has already achieved.
Correspondence.

DEFECTS IN THE SCHOOL LAW.

To THE EDITOR OF THE WEEKLY:

YOUR editorial in No. 16 expresses, in part, my own views of the defects in the practical operation of our school law; but there are three points untouched in your article which I shall be glad to have pointed out.

The school law provides that school officers "shall make and enforce all needed rules and regulations for the management and government of the schools," but in the country, no attempt is made to comply with this practical provision. The teacher is expected to make and enforce his own rules; if he has but two or three terms in one place, these rules are changed with every change of teacher, so, with no system of government lasting more than four months, practically there is no government, the only legal governing body being unfelt in the school room. Would it not be better to have at least twelve months in one place, and have the copies framed and hung up in the school room, that the pupils might know that the government of the school was not to be wholly changed with change of teachers? School boards in the country will never comply with the law as it is now.

A second fault lies in short terms. No scholar, however smart, can take up any of the studies that are in our school books and go through three or four months; but extend the term to six or seven months, with perhaps two weeks vacation, and an ordinary class could take a practical arithmetic in so short a time, and accomplish something in the way of a second term, marking scarcely any faults or mistakes. The class never gets out of the common school, and the pupils might not know the government of the school would be changed.

My third point is on the division of school books; Everything must be graded, so it happens that there is no series of books adapted to the common school. It is not intended to find fault with graded schools or with graded school books to be used therein, as each book is adapted to its room; but the matter becomes worse when one has six ending, four arithmetic, three geography, and two grammar classes, to say nothing of orthography, penmanship, history, and the sciences, all in one room. The teacher can do little besides calling and dismissing classes. Visiting a village school recently, I found that the teacher could get but fifteen minutes for any class, and any one will be able to guess how much a conscientious, hard-working teacher could do with a class in history or algebra in that time.

This infinite division of school books is a first class nuisance in a practical operation of our school law; but there are three points concerning which the people in office, and have the copies framed and hung up in the school room, so that the pupils might know that the government of the school was not to be wholly changed with change of teachers? School boards in the country will never comply with the law as it is now.

Another point referred to the same demonstration by "Argus" closes as follows: "Parallelograms having equal angles are to each other as their bases. This proposition is a corollary of the following theorem: The area of a parallelogram is equal to the product of its base by its altitude. It is an easy demonstration, and have the copies framed and hung up in the school room, so that the pupils might know that the government of the school was not to be wholly changed with change of teachers? School boards in the country will never comply with the law as it is now.

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Michigan.

The Flint schools are in a flourishing condition. It is said that Mrs. Burrows, the writing and drawing teacher, will not remain another year. J.N. Brainard has resigned his position as principal of the First Ward school. The roll of honor for attendance shows that forty-three students have been present for thirty-five years, and twenty-six are guaranteed for the last ten weeks, making the entire number perfect for the last ten weeks, one hundred and sixty. Mrs. Elizabeth Butler, wife of the Rev. J. J. Butler, D. D., Professor of Sacred Literature in the Theological Department of Hillsdale College, died April 17th, at the age of fifty-nine.

An exchange says: "Two candidates for the office of superintendent of schools in a Sarnia county township, who had both received the same number of votes, settled the difficulty by a game of euchre, best two in three. Hurrah for the township supremacy!"--We say. --The school exhibition at the close of the winter term of the Osgo Union School is spoken of very highly by the local papers. It netted eighteen dollars for the benefit of the Lyceum.--The school exhibition given by the Flat Rock graded school, E. Keeler, principal, netted forty-four dollars, to be used in the purchase of a clock for the High School.--A correspondent writes: "Will you please inform me where I can get a good school wall map of Michigan? If you do not know, please send the inquiry to the Weekly." Why don't the publishers of the Farmer's map of Michigan, or somebody else, advertise in the Weekly?--Wake up! In Kalamazoo they have the habit of appointing a committee of prominent citizens once a term, to visit all the schools and report their condition. This is a good thing, and others might well follow the example of the "big village."--At the Board of Kalamazoo College, acted chairman of this citizens' visiting committee, and his report, published in the Telegraph, is highly commendatory of the condition of the public schools.

Wichita.

The fourth session of the Northwestern Inter State Oratorical Association was held at the Assembly Chamber, Madison, on the evening of May 10th. The State Journal contains a very full and interesting account of the proceedings, from which we gather the following: The auditorium was packed to its utmost capacity, and the galleries were fairly filled. The audience was a highly intelligent character. Our own citizens and students formed the body of the house, but there were many present from all quarters of the state, and frequent changes in the composition of the audience. Judges--Lyman Trumbull, of Illinois; C. C. Cole, of Iowa; Wm. F. Vilas, of Madison. Referee--C. H. Richards, of Madison. After some introductory exercises, President Ritchie announced an oration upon "Political Individualism."--By R. B. Hawkins, of the State University of Indiana, as the first upon the programme. Hawkins is a young man of prepossessing appearance; his delivery was of an exceedingly earnest character--gestures natural and spontaneous, style intensely dramatic (with decidedly 'stagey' intonations), and a voice that did not become strained in the effort; his enunciation was very clear and distinct, and his general style prepossessing. "Satam and Mephistopheles" was the title of the oration by Wisconsin's champion, O. A. Curtis, of Lawrence University, Appleton. Curtis was entirely free from any bad cold, and his voice consequently broke down before he had progressed far in the delivery of his oration, but he bravely continued to the end; the paper was a magnificent literary and eloquent effort, and reflected unabounded credit on the champion of Badgerdom. The Scottish Covenanters was the title of the oration of Ohio's champion, H. D. Goodenough, of Oberlin. Goodenough is a young man of solemn, clerical appearance, and is graceful in stage action, and earnest in delivery. His voice was pitched too low for a half the size of the Assembly Chamber, and in his more subdued strain was with difficulty heard in the rear from other states represented in the paper, showing deep thought, and honest and tender sentiment. "The Latest Element of Intellectual Development" was the theme treated upon by Missouri's champion, W. D. Christian, of Westminster College. Christian is a student of good physique, and is an earnest orator. His speech was somewhat too rapid to be the most effective, and his voice was not as strong as might have been desirable. His effort as a literary production embraced much original and independent thought. "Progress of American Thought" was the theme treated by the champion of Illinois, Perry Burr, of the Chicago University. Burr is a sturdy young man, evidently older than his predecessors upon the rostrum, has a smooth, open expression, but in action is not graceful, being, indeed, somewhat crude in this respect. His manner was earnest, but never dramatic, and he seldom arose above a monotone in voice. His style, though quiet, was quite effective, because of its deep earnestness. As a literary production, his effort embraced many new ideas, clothed in sober language, and was well and carefully written. "Faith and Doubt as Motors of Action" was the closing oration of the contest, by Iowa's representative, Prof. John Prouty, of Iowa. Prouty, as an orator, is yet in the cradle, but he is, without a doubt, a natural genius, who, with careful culture, has the physics and the brain to earn for himself brilliant laurels in the fields of thought. His style was natural, his eloquent conception quite excellent, though he has not yet acquired grace; his thought was quite original, earnest, and abounded in tender pathos; his general style was quite effective." The judges awarded the first prize to O. A. Curtis, of Wisconsin, and the second to S. F. Prouty, of Iowa.

California.

At a meeting of the State Board of Education held May 5th, fifty-five candidates, recommended by the State Board of Examination as having two or more years experience in teaching, and holding the State Educational certificate, were given leave to enter upon the service. The Governor having given the trustees of school districts power to expend 25 per cent of the School Library fund in subscriptions for such of the following periodicals as they may choose--viz., St Nicholas, Monday Morning, and the Monthly Life, was spoken of very highly by the people of the state. Superintendent Henderson's excellent work on School Architecture, and many of our county superintendents were recommended for the offices of each of the county superintendents. --During the month of April institutes have been held in Sutter, Yolo, El Dorado, Sacramento, and Merced counties. May and June are divided among San Diego, Santa Barbara, and the southern, and San Joaquin in the central portions of the state. It is proposed to have a parents' day, in which the patrons of the schools are especially invited to be present, and to take part in the discussions upon ways and means to increase the efficiency of the rural schools. It is also proposed that we have a session expressly for practice in school singing. The institutes already held have been interesting and profitable. The Superintendent or his Deputy, and either Principal Allen or Prof. H. P. Norton of the Normal School being in attendance to direct the work.

Iowa.

We gratefully acknowledge the receipt of the most and most excellent Report of the Commissioner of Education on Public Libraries in the United States. In giving to the world at large this clear and full report of the origin, progress, and present condition of our public libraries, the Bureau of Education has shown that it deserves well of every patriot in the land. We trust that it will be gratefully remembered by multitudes who shall enjoy untold blessings through its instrumentality, and that it will be truly and honorably sustained in the future. When Prof. Valentine, the scholarly and courteous Superintendent of the public schools of Mason City, does anything, he does it with a will and in a way that leaves nothing to be desired in point of completeness. He gave an Educational Banquet to his many friends and co-workers a few weeks ago, that was one of the most happily conceived and successfully arranged social affairs that could be imagined. A hundred guests were welcomed to the entertainment by the generous-hearted Professor and his amiable wife. Following the bountiful meal, the genuine "feast of reason and flow soul," Hon. C. W. von Coellen, Superintendent of Public Instruction, suitingly responded to the toast "Education--Iowa's daughter, most loved and lovely," given by Prussia's son: May his devo­ tion to the honors that are his, and his usefulness to his fellowmen, be reflected in the good service that he renders to his state.--Prof. Dr. Eakin, Editor of the Express, and Prof. M. M. Gilchrist of Clear Lake. Altogether, it was a most enjoyable affair which will long be remembered by all who participated. --The Black Hawk County Normal Institute held a two weeks' session last month which was a complete success in interest and attendance. Prof. E. Baker, of Oska10osa, was the conductor. Supt. George writes that Prof. B. "did excellent work and left us a universal favorite." The other instructors, Prof. Arey,
Indiana.

The Commencement of the State University occurs on Wednesday, June 13th. The address before the literary societies will be delivered by Hon. Will Cumback, of Greensburg, on Monday evening, June 11th.

ASbury University is about to organize a military department, under the management of Capt. E. P. Miller, who is spoken of as being very well fitted for the work.

The general exercises of the senior class of the Oakaloosa High School took place Friday evening, April 27th. Notwithstanding the rainstorm that prevailed, a large audience assembled to hear the addresses of the following order: the rhetorical essay, "Man," "The Political Field," "Reeta Hambleton -- Examining the Key," Ida M. Perry, "Not Where, but How," Lelia K. O'Hara, "Rank," Clara A. Dixon, "The True Study of Mankind is Man." Excellent music was furnished by the pupils of the High School.

Supt. Seerley and the teachers of the school deserve great credit for their work.

Illinois.

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

We have requested principals to send us data like the following, and are pleased to find that some are doing it. Will others imitate their example?

Report for Paxton Schools for 1875-6:--Bonded indebtedness, $1,600; number of teachers employed, including principal, seven; average attendance, 725; expense per capita, $16.15, or, including 6 per cent interest on capital used, $19.00; salaries to principal, $1,200; to high school assistant, $600 per month, and other teachers $45. Since the close of the last fiscal year the bonded indebtedness has been discharged. The principal is T. L. Evans.

Mr. Swafford, of Oneida, is reelected for next year, as is Mr. Celeste of Pontiac, with Mr. Bird of Knoxville, leaving teaching for some more congenial business; for which facts we are indebted to Miss West's department of the The Republican-Register.

By the way, why do not more of the superintendents conduct educational columns? We have propounded this counternovel to the press, and it is a little too theoretical, but why not try it? The question is often put to us by the superintendents of the Bible in the schools that are being agitated one of our towns. The circumstances, as nearly as we can ascertain, are substantially as follows: The directors authorized the reading of the Bible, but since there were pupils whose parents objected to their engaging in such an exercise, it was not made obligatory upon any, but all who felt inclined were invited to participate. It was decided, however, that no pupil should pursue any other school exercise during the time allotted to the devotions. Two or three children, of Roman Catholic parentage, refused to conform to the course of instruction, and persistently pursued their studies during the reading. They were promptly expelled and their parents at once appealed to the courts. Judge Pillsbury's decision was that the law gives the power to directors of schools to say what kind of books shall be used in our public schools, and it is not for the court to say; that if a boy does not want to hear the Bible read, he can stay away; but if he is present at the time it is read, then it is his duty to be obedient to the directors, and he must hear it. This decision, while not preventing a large number of authorities to sustain his opinion. The case will probably go to our Supreme Court. Here is a matter, however, of general interest, and one that touches the vital question of personal rights. We quote from The Stetson Free Press: "The Supreme Court has declared that the principle of not requiring children to hear the Bible would be a nullity. As a matter of fact, the reading of the Bible in our schools is the only and unanimous opinion.

The Educational Weekly.

Minnesota.

The Winona Republican contains a report of a meeting of the State Normal Board, held on Tuesday, the 15th inst. "Principals Morey, John, and Ostrander, of our School, were present. The report of the normal schools was the first item of the day. The Board was pleased to hear that the Winona Normal was doing good work, and was making progress, and was anxious to have the board look into the establishment of an advanced course of study in these institutions. Prof. Morey was authorized to extend the present course at Winona, and to extend the time required to pass through the school at his discretion. He was also authorized to fix the rates of fees. The Principal was authorized to make arrangements for obtaining text-books direct from publishers through the local book-sellers at the lowest possible rates. The Principals were authorized to issue certificates of attendance and qualification to pupils who had completed the course who had been graded according to the powers and qualifications of pupils. This is an important measure, as it puts all graduates and pupils of these schools strictly upon their merits. The Principals were authorized to renew such in the future.

The Principal of the school, with the local Directors, was authorized to purchase the following books, the amount of the purchase to be made after he is graded according to the powers and qualifications of pupils. This is an important measure, as it puts all graduates and pupils of these schools strictly upon their merits. The Principals were authorized to renew such.
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Later Educational News.

ILLINOIS.—Champaign was made lively on Thursday evening by a parade of about 200 students, the firing of salutes, &c., in honor of the legislators at Springfield, who had given a generous appropriation of funds to the State University. Headed by the University band, the students called upon the Governor and several of the professors, all of whom responded with hearty congratulations and pithy speeches.—A petition is being circulated in Chicago asking the Mayor to grant women a place on the School Board.

MICHIGAN.—The Senate passed a concurrent resolution Friday evening asking the Board of Regents of the State University to reduce the salaries of all teachers and employees under their control 20 per cent if over 20,000 students. The bill making an appropriation for a school of mines in the Upper Peninsula was indefinitely postponed.—The Governor has approved the bill appropriating $30,000 for a new building at the Normal School.—The semi-annual meeting of the State Association of City Superintendents of Public Schools met at Jackson on Thursday and continued in session two days. Between thirty and forty members were present, among them several high school principals, to whom the Association is now open. The discussion on the relation of the State Normal School to the public schools of the state was quite animated and interesting, being participated in by the Normal School faculty.

MINNESOTA.—Judge S. Page, of Austin, has sued the Pioneer-Press for $30,000 damages, because its editor said that he gave the people of Mower county nearly as much trouble as the grasshoppers, which were not numerous enough to speak of.

NEBRASKA.—The Omaha Herald contends that the maintenance of the Normal School is a useless expenditure of money, because “the country is full of teachers,” and that the graduates are not able to support themselves, or play the role of citizens. The experiment has been attended with gratifying success. The school is carried on in an orderly and efficient manner, and those who are elected teachers find the experience valuable. One of the lady students was the last principal elected.

Ohio.

The 62nd General Assembly has adjourned. All the school bills in reference to text-books failed to pass. The Perkins' bill for the purchase of text-books failed to pass the Senate, but was reconsidered and then pocketed by one of the school committees.—The 28th Annual Meeting of the Ohio State Teachers' Association will be held at Put-in-Bay, July 3rd, 4th, and 5th. The Superintendent's Section is fixed for the 3rd. The following is the program of the most rigid rules of the Association: In B. F. Parker's discussion and Miss Smith having been added to the teaching force. The Military Department has been equipped with breech-loading cadet rifles, and the boys are learning to shoot arms. Prof. Church will leave about the 20th of June for Europe, to be absent until September, 1878. Prof. Woodbury, recently elected to the chair of English Literature, has accepted, and will take his place at the beginning of the fall term.—The Normal School enrolls about 1200 students this term. The new principal, H. C. Curry, is pressing himself one of the ablest principals that the school has had. He is spoken of as a strict disciplinarian, and the students are learning by practical demonstration the place that "musty" should occupy in school government—a useful lesson in the habits of order. The term has been continued. On the day before the one appointed, the students elect by ballot a principal. Each class, in the same manner, elects a teacher. The next morning the student-faculty take charge of the school, and the regular faculty absent themselves or play the role of visitors. The experiment has been attended with gratifying success. The school is carried on in an orderly and efficient manner, and those who are elected teachers find the experience valuable. One of the lady students was the last principal elected.

Publishers' Notes.

All letters relating to advertising or subscription should be addressed to S. R. Winchell & Co., 170 Clark Street, Chicago. Letters designed for the individual editors should be addressed to them as their names are published in the WEEKLY.

Ohio.

—It will be a matter of interest to all of our readers who are desirous of adorning their homes, to know that there has been incorporated in New York a Stock Company with a cash capital of a quarter of a million of dollars, for the manufacture of Pianos, which will be sold direct to the people at factory prices. Its name is the Mendelssohn Piano Co., office No. 56 Broadway, New York. These Pianos made on the best plans of the firm are ranked in the first class of pianos. We would recommend our readers who have any idea of ever buying a piano, to send for their Illustrated and Descriptive Catalogue, which will be mailed free to all.

—The "Home Cook Book," published by J. Fred. Waggoner, of this city, is winning its way to fame, and its publisher's way to a fortune. Witness the testimony of Mrs. H. W. Beecher respecting it:

J. FRED WAGGONER, Publisher, Chicago:

Dear Sir:—As I am not keeping house, I have not an opportunity to examine the home cook book as I like to examine everything I recommend. But almost by instinct an old housekeeper can form a tolerably accurate judgment of all that is usually found in cook books, and if you will accept of an instinctive estimate of the merits of your work, I can truthfully say that I am greatly pleased with it.

I like the recipes; most of them are familiar, some slightly different from the old, well established recipes, and I think they will be improved by the change.

I think that which is more important than recipes is found in it, with which I have been greatly pleased and instructed. I refer to the Rules of "Dinner Etiquette," "Social Observances," "Table Talk," "Bills of Fare," etc., and many other things brought together very skilfully and calculated to be of great service to housekeepers young and old.

Respectfully yours,

J. FRED WAGGONER