THE Educational Weekly.

THE UNION OF
The Michigan Teacher, Michigan.
The Illinois Schoolmaster, Illinois.
The Nebraska Teacher, Nebraska.
The School, Michigan.
Home and School, Kentucky.
The School Reporter, Indiana.

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CHICAGO, THURSDAY, MAY 31, 1877.

Editorial.

The proclamation of the President calls upon Congress to meet in extra session on the 15th of October. The particular occasion demanding this action of the Executive is the necessity of providing means for the support of the army. Other important matters will, of course, receive attention, and the session will become continuous. Among the subjects of special interest to the friends of education that should be pressed upon the attention of Congress are, first, the question of the participation of our government and people in the International Exposition in Paris during the coming year, and, second, that of a suitable appropriation for the publication of the Report of the Bureau of Education for the year 1876.

In respect to the first question, it is proper to observe that at the present writing the disturbed condition of Europe with the prospect of a civil commotion in France may lead to an abandonment of the exhibition. In this event no action on the part of our government will be expected. The probabilities of the case will, however, be more apparent by the 15th of October than they can be at the present time. If the excitement should subside, and the certainty of the exhibition be reasonably assured, then if anything is to be done toward a creditable display, there will be no time to spare. The exhibition will be opened, if at all, probably in May. Our experience last year should have taught us that procrastination is indeed the thief of time. So far as our educational exhibit as a whole was concerned, we had abundant evidence of a want of sufficient forethought and careful preparation. So, if we are to be represented becomingly at Paris, it is necessary that we be up and doing. Without Congressional action in some form, we shall utterly fail. The exhibition is in the hands of the French Government instead of a private corporation. That government invites the cooperation of our own, without such cooperation individuals will have little or no status whatever. Foreign governments are more sensitive in such matters than ours. Private individuals can expect but little consideration unless the representatives of our government are present to look after their interests. After the hearty cooperation of the French government in our Centennial, it will be very ungracious in the United States to turn a cold shoulder to our friends across the ocean. A needful appropriation should be early secured, a commission should be appointed, and a plan of operations that will provide for an adequate display of our great educational and national interests should, as speedily as possible, be thoroughly organized.

At the International Conference of educators held at the Centennial last year, the United States commissioner of education was instructed to open correspondence with foreign governments through the Department of State, for the purpose of securing an International Educational Congress in connection with the French Exposition. But if our government maintains a position of masterly inactivity upon the whole subject, nothing can be accomplished in the direction indicated. Such a Congress with the civilized nations of the earth generally represented therein would mark a memorable epoch in the progress of universal education, and it is eminently fitting that we, above all other nations, should take the initiative in effecting so desirable an object. In the educational exhibit and the International Congress, American educators ought to take especial interest and pride, and they should at once set about a vigorous agitation of the subject. We must repeat what we have heretofore urged in these columns, that American educators ought to be able to prove that they are an active, aggressive power in the land. If they ever expect to become leaders in education, they must show themselves to be both capable and worthy of leadership. So long as they submit to the humiliation of playing the part of underlings to domineering and ill-informed boards whose chief interest in education is that it affords them an opportunity to become conspicuous, just so long will teachers remain zeros alike in their profession and in the community. A profession which has not spirit and enterprise enough to assert its own rights and prerogatives will find nobody else to perform the work for it.

In respect to the publication of the report of the Bureau of Education, that should be insisted upon. It will be remembered that the resolution to print even nine thousand copies was defeated principally through the obstinacy of Senator Saulsbury of Delaware, a state sadly in need of more light upon nearly every subject connected with modern civilization and progress. A Senator who represents the pillory or the whipping post can hardly be expected to favor the humanizing influences of education. But the teachers and other school workers of this country owe it to their own sense of self-respect, and to the cause which they serve, that the little they ask of Congress should be promptly granted, the Senator from Delaware to the contrary notwithstanding. Upon these two subjects, then, the International Educational Congress, and the publication of an adequate supply of the Report of the Bureau of Education, let teachers, superintendents, and the working friends of education be heard. Let petitions be circulated and forwarded to the two houses of Congress. Let the numerous associations to assemble during the summer vacation take these matters in hand. Let them speak in no uncertain tone. Let them employ effective measures for making their wishes known both to the people and their repre-
sentatives. If the interests of this cause are to be regarded, they must be pushed and not allowed merely to float. It may as well be remembered once for all that if the interests of education suffer, it will be because those who pretend to serve them as a class, neglect their duty. If no International Congress shall meet, and if the Bureau of Education is not properly supported, it will be on account of the indifference and inactivity of those who should be the steadfast friends of both.

The writer of a brief essay in the June number of Potter’s American Monthly raises anew the question whether education or tact is the more important, as helping one to win his way in the world. Not much light is shed upon the problem by his discussion; but his suggestion, that the schools should take the matter seriously in hand, is well worth consideration. Is it not possible to so re-adjust our courses of study that the judgment and reasoning power shall be more fully exercised? Instead of continuous work upon books and other customary apparatus, can not the student at times be put upon special investigations, which shall take him from the school-room into the active world of men and things, and do something to get him wanted to those contacts into which his business career must take him by and by? These are points worth pondering by our progressive educators.

The comparative views of the venerable Dr. Peabody, of Harvard College, concerning the old-time and the later schools, have attracted much attention. He avers that the schools of half a century ago really did more to prepare their pupils for citizenship than schools do nowadays; but that this fact is due largely to the materials upon which the older teachers worked. Teachers were not so accomplished as now, but they were zealous, gave much extra time, and zealously imparted what they knew. Hours of study were not begrudged by pupils and teachers, nor denounced by physicians. The defects in the schools to-day, thinks Dr. Peabody, are: First, material coming from homes where reading is a lost art, and no culture exists; second, graded schools worked disadvantageously for better scholars, who are kept back for worse, though this may be a necessary evil; third, formalisms of movement, language, and postures. He suggests some means of bettering the products of schools. Grammar as taught from books is quite useless, he says. Too many dates and details are insisted on. There should be a more faithful tuition in the moral principles, elements of government, and political economy. He proposes that the state should educate some scientific or collegiate pupils, as it does for the military or naval service. These are views which deserve careful, conscientious consideration. We invite to them the attention of readers of the WEEKLY, and shall be pleased to hear from them in discussion of these points, or any of them.

**PURIFY THE FOUNTAIN.**

In a recent number of the WEEKLY, Prof. Ogden, of Ohio, in an article on “Child-life,” propounded an inquiry rich with suggestions.

The infectious and blasting power of an evil life consists in corrupt action. The enriching and beautifying power of a pure and useful life consists in honorable and fruitful action. But the source of all action is in the thought. If, then, we would keep the life-stream pure from its source until it becomes the deep, strong river, we must direct our attention to purifying the fountain. We cannot keep a child or youth surrounded by good, pure influences; we cannot control his action for him; but we can teach him to check the wrong thought, and stifle the wrong feeling, before it blooms into a harmful action. The real battle must be fought in the child’s heart. Many a teacher fails to perceive this, and seriously injures the growth of a true character by directing the child to look without, at the consequences of a wrong act, instead of within, at its nature and cause. And a man who fears consequences in the battle of life proves himself a coward.

Children are too often told to “be good” without being instructed that this “being good” consists in thinking, feeling, and acting rightly, and that only constant watchfulness, and earnest, persistent effort on their part, can accomplish the desired result. A good life, a righteous life, is never a perfect life, but rather a life whose aim is perfection, and whose every day of living is a day of warfare.

This thought-fighting is not mere imagination. It is real work, and hard work too, sometimes. And it is something that education can reach and aid. Outward influences can and do affect us all, but the teacher’s aim is to help the child to form a character about which the waves of passion and temptation may beat as harmlessly as do the waves of the ocean against the rocky Gibraltar. We want to produce a character governed by principle, not by feeling or circumstances. We want men and women who are fire-proof—who can stand firm in spite of pitiless rains—fierce winds or earthquake shocks, and who are also on the watch for the tempter when he comes on the wings of the soft, whispering zephyr, laden with moral malaria.

The best soldier is not the one who waits for the foe to advance, but the one who goes out to meet and conquer him. So the man who is best prepared for battling with the world is he, who, as a child, began the battle in his own heart, and has fought and conquered himself.

To illustrate the practical manner in which this thought-fighting may be impressed on the mind of a child, suppose that when the teacher’s back is turned for a moment a pupil in a school attempts to do something which has been forbidden, and the teacher turns in time to see him in the act. Before the child is reprimanded or punished for the wrong act, let the teacher think about and question him kindly and patiently until he draws from him the confession that he thought the teacher would not see him. Show him then that that was a thoroughly bad thought. It was bad because it was false; the teacher did see him; it was bad because it is base in any child to try to deceive a teacher who loves him and whom he loves. If the child be punished, let him understand that his punishment is the final result of his having entertained a bad thought. Seek to impress upon him that the practical way of combating bad thoughts is in keeping his heart full of good, pure, clean ones. But the source of all good thoughts is love—and love for his teacher might have saved him.

An original-minded teacher can find many opportunities for impressing this lesson, and patient, persistent effort can do much toward precluding the necessity of sowing “wild oats,” and at the same time promote a healthy and strong growth of character.

**NEBRASKA STATE TEACHERS’ ASSOCIATION.**

**ADDRESS OF THE PRESIDENT—C. B. PALMER, BEATRICE.**

Time in its busy round has compassed another year. It seems but a little while since our last meeting; yet the spring has ripened into summer, summer faded into autumn, autumn turned to chilly winter, and winter melted again into spring. The circle is complete. The sun is again at the
vernal equinox, and with equal regularity, this Association has again assem-
bled.

The past year has been a memorable one. It has witnessed the celebration of our hundredth national birthday by a wonderful exhibition of the products of human skill from all the nations of the earth. It has witnessed a political contest of remarkable energy and bitterness; a vote so close and doubtful as to menace the very existence of the government in determining the result; months of anxious suspense, business stagnation, and gloomy uncertainty; the final triumph of law and order over threatened anarchy and confusion; the return of an era of harmony and good feeling, and an increased confidence in republican institutions throughout the world.

No one can fail to notice in this connection, that the troubles in re-
gard to the presidential question have occurred in those states whose population includes a very large proportion of illiterates; that, in fact, the danger, now happily averted, in the shadow of which the nation has trembled for a third of a year, is directly traceable to ignorance—a appalling mass of en-
franchised ignorance, making laws and electing presidents! The inference is plain: If this nation is to be preserved to see other centennials, it must be the schoolmasters who will save it!

We have assembled as representatives of the teachers of Nebraska, to take counsel for our own improvement and the success of our work. Enriched by the experience of another year, chastened by hard work and poor wages made harder and poorer by the exceeding hardness of the times (for it seems to be a rule that economy in public affairs shall begin, and if possible, end, with the schools), we have come together to compare notes of the past, and lay plans for the future.

The thought has often occurred to me as we have met in this capacity from year to year, why are our numbers so small? Why are so few present to re-
present the more than 3,000 teachers that labor in Nebraska? Undoubtedly, the extended area of our state, making long and expensive journeys necessary to reach the places of meeting, and the meagre compensation of our common school teachers, have much to do with preventing a general attendance upon our meetings. But it is also probable that the importance of our Association and of the attendance upon its meetings are not fully appreciated. Many teachers say to themselves, "The addresses will be published and can be read at home; what use to go so far to hear them read? I would like to go well enough, but it costs, and I can't afford to spend money for pleasure."

This view is not only a narrow one, not extending beyond the limits of personal advantage and convenience, but it is also erroneous. The value of this body is by no means limited to its literary productions. As we indicated last night, there are important social advantages connected with gatherings of this kind. It is also worth something to make the acquaintance of our associ-
ates in the work, especially of those who rank higher in the profession than ourselves. It is well to know what manner of men they are who are giving shape and direction to the educational forces of the state. The teacher, no matter how humble, who is faithful in attendance upon the various kinds of educational conventions in whose jurisdiction he belongs, soon finds his ideas broadening, his mental vision enlarging. His thoughts are no longer confined to the narrow limits of the schoolhouse, in which, he has, perhaps, even to his own county. They reach out and take in the whole state. They comprehend the entire system of which he is a part. This inevitable enlarge-
ment of ideas, and consequent enlargement of aims and purposes, not only helps fit him for a higher grade of work, but puts him in the way to get it. Thus from playing in the minor parts, he soon finds himself one of the leading actors on the educational stage, and in time becomes a manager. There is no question about the elevating influence of these gatherings, especially upon the younger members of the profession. If a teacher have any fitness at all for his work, it will help to bring it out. If he have not, it will help to show him his deficiency. If he be afflicted with petty conceits, it will effect a speedy cure.

The effect is no less salutary upon those who are in the front rank of the profession. We are apt to aim too high—to discuss theories and plans in the abstract, to the neglect of questions of more pressing importance, with which the common school teacher is familiar. We want to be forever tinkering at the spires and steeples, without due regard to the strength and proportion of the walls. The common schools are the foundation and framework of the structure, and if we go on enlarging at the top without a proportionate exten-
sion of the main building, we shall have a structure like the capitol of Nebraska—pretty much all steeple. There must be unity of plan and harmony of action among all who are engaged in the work. With an intimate association be-
tween all classes of our educational builders, we shall find that not only are the bearers of burdens improved by the contact, but many who fancied them-
selves architects will learn useful lessons from the carpenters and stone masons.

We see then that even from the standpoint of personal advantage, the benefits of association and consultation are too great to be lightly estimated. But there are higher claims than those of self. The teacher is a member of an honorable profession—one of a body of men and women who are plying the highest and most potent vocation among human employments—that of molding the minds that will rule the future destinies of the world! And it is his duty to contribute his mite—or rather his might—to make the profession better; to raise the standard and enlarge the sphere of the calling that gives him subsistence. Every one has an influence; there is something that all can do. Little rain drops make the deluge; little kernels make the harvest; little influences rule the world. One grasshopper can eat but very little, but each one eats his share, and the products of a year of these gatherings, especially the thought of the teachers, are invincible. No one teacher can perhaps do but little to advance the standard of his profession, but if each would do its part, how much would be accomplished!

It is greatly to the hindrance of educational progress, that the systems un-
der which we work are constructed and reconstructed, tinkered and demol-
ished, according to the judgment or caprice of those who know little or nothing about the business. Our legislative bodies are composed of lawyers, farmers, business men, and mechanics. Physicians and clergymen occasion-
ally obtain recognition, but bona fide educators very rarely. The very nature of a teacher's work makes him unavailable as a political candidate. These several classes of citizens, while they may be very efficient in their several callings, know, to say the least, no more about our work than we do about theirs. No one would think of calling upon this Association to revise the general statutes; or survey the northern boundary; to prepare plans for public buildings, nor even investigate the grasshoppers. For such tasks as these, the skill of professional experts is required. But how is it in the work of educa-
tion? At every session of the Legislature we must sit trembling through the forty days waiting to see what new absurdity will be enacted, or what other useful feature will be lopped off, from the system which is the apple of the eye to us, by those who have neither the knowledge nor experience to fit them for such work. If laws are to be revised, it must be done by lawyers; if educational systems are to be revised, it must be done by (anybody but) educators!

No subjects which come before the Legislature are more important, none need more careful handling, none require a more steady policy. If we are to have an efficient, symmetrical, gradually enlarging and constantly improving school system, it is absolutely necessary that our educational policy shall be shaped by the judgment of educational experts. And to be listened to, this judgment must be expressed in an authoritative manner. It must rep-
resent, in name and in fact, the best thought, the best judgment, and the united wisdom, of the educators of the state. To command public respect, it must not only have the official sanction of this Association, but it must be backed by the influence and support of the great mass of our teachers. The officers of an army can no more fight battles without soldiers than a few superintendents and professors can successfully conduct a campaign against ignorance, without the presence, counsel, and cooperation of the common school teachers.

But with such cooperation—with a strong, aggressive, far-reaching and representative organization of the educators of the state, an influence would be exerted that could not fail to be felt and appreciated. With even one-fourth of the teachers of the state united and working together as a unit, we should be masters of the situation. An association of a thousand, or even five hundred members would be invincible. With its active members in every county it would mold the public opinion of the state upon educational matters. It could speak with the voice of authority, and its authority would be recognized and respected. Then, if we should say to our representatives, "The state needs a system of institute work, and we want a small appropriation with which to make a beginning in this direction," they would no longer turn us away empty. If we should remind them that while the State Super-
intendent is required by law to travel about the state in the performance of his duties, it is unjust to require him to pay his traveling expenses out of his salary, and embarrassing and humiliating for him to ask his constituen-
ts to pay them, they would no longer withhold the permission that would enable him to discharge his duties with independence and self-respect. If we should tell them that supervision is as necessary for schools as for work-
shops; that what is needed is more of it and better, and not to get rid of
what we have; that to abolish the county superintendent and substitute such a worthless subterfuge as that in the bill recently before the Legislature, would be to strike a paralyzing blow at the most vital part of our common school system,—they would believe that we knew what we were talking about, and give heed accordingly.

Are these things impossible? Not so. We cannot do everything in a day or a year. Time is a necessary factor in the accomplishment of all great purposes. But we can make a beginning. It is related of Napoleon, that on the eve of an important engagement he ordered one of his marshals to make a circuitous march so as to come upon the field at a certain point, at dawn the next morning. But, delayed by unexpected obstacles, the marshal did not arrive until several hours after the appointed time. Riding up to the Emperor in extreme mortification, he begged pardon for disarranging his Majesty's plans. "Plans?" said Napoleon, "I have no plans. But since you are here we will make one."

And since we are here to-day,—many or few,—and since the circumstances are such as they are,—good or bad,—let us begin the work of increasing the numbers and extending the influence of this Association. While we discuss measures for improving our schools, let us also discuss measures for propagating our views, and carrying into effect the conclusions arrived at. "In the multitude of counselors is safety." Let us take measures for safety. If we clearly perceive the importance of the object to be attained, and earnestly determine to accomplish it, the way will not be wanting.

"We'll find a way, or make one."

LIVE TEACHING.

SARAH E. WILKIE, Owosso, Michigan.

THE secret of the highest success in teaching is, the rare ability to impart and at the same time to receive knowledge. The best teacher goes daily into the presence of pupils expecting to make discoveries, never counting his gain at the close of the day by the amount of his salary.

Pour water into a cup, and you can only fill it; add certain chemical forces and you no sooner begin to pour than there is a mysterious reciprocal action, a force rising to meet your force. So the teacher becomes the learner, and is made better and wiser by reflex influences. Poetry, music, and philosophy lie silent in these young minds. We teach the delicate cords of the mysterious harp, and it is never again silent, though the first response be but a timid effort at a rhyme, a weak striving to attain the voice, a school boy's awkward essay at a declaration. We are lost in fear which alternates with deep joy when we reflect that this responsive echo will vibrate through eternity. The teacher may be likened to an electrified medium, standing with one unseen hand upon the unseen mind and the other upon God's invisible throne, passing up and down impressions of the true, the beautiful, and the good.

Or alas! with an unseen hand upon the unseen mind, and the other groping among the noxious weeds and poisonous vapors of a gross materialism. The teacher becomes the learner, and is made better and wiser by reflex influences. Poetry, music, and philosophy lie silent in these young minds. We teach the delicate cords of the mysterious harp, and it is never again silent, though the first response be but a timid attempt at a rhyme, a weak striving to attain the voice, a school boy's awkward essay at a declaration. We are lost in fear which alternates with deep joy when we reflect that this responsive echo will vibrate through eternity. The teacher may be likened to an electrified medium, standing with one unseen hand upon the unseen mind and the other upon God's invisible throne, passing up and down impressions of the true, the beautiful, and the good.

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Parental influence is one of the strongest influences in the development of character. The average parent has little if any understanding of the principles of education. But every child has a teacher. How many nurses, playmates, aunts, and neighbors are helping in the education of every child in the community?

It is greatly to be feared that many forget that education does not begin with books—a fact well illustrated by an anecdote related not long since to a body of New England teachers by a professor of the higher mathematics.

A lad who had just begun the study of geometry was asked to draw a rhombus. Confusion and ignorance of a single line of the required figure were plainly visible in the boy's face, whereupon the teacher asked for the name of the figure. Light dawned upon the chaos of the lad's brain and shone out in the boy's features as he triumphantly drew the familiar figure. It had evidently never before occurred to him that the name of a figure was a geometrical figure.

It seems a lamentable fact that the companion who had taught the mysteries of eucrhe had proven the first and best teacher of the rudiments of geometry. The teacher evidently saw the real difficulty, and felt a wise sympathy for the boy who found the bright-colored ace of diamonds more attractive than the leaden outline of the rhombus. The lad saw no beauty in the science as it was first presented to him. Suppose, however, he had begun the study of geometry with a set of blocks and planes which had been used in more fascinating ways than the eucrhe card. Would not the same rhombus have called up as vivid a mental picture?

Young children naturally learn by the concrete. Were not all our earliest mathematical calculations made by aid of our fingers?

We should have a revolution in educational matters, if every parent and teacher realized with Plato that the first shoot of every living thing is far the greatest and fullest. He adds: "Many will even contend that a man at twenty-five does not grow to twice the height he attained at five." If this is true of physical, may it not be true of mental growth? Men of deep learning have often declared the mastery of the alphabet at five to have been more difficult than that of Euclid at twenty years of age. Think what an amount of general information a child must obtain before he can talk intelligibly. Did you ever realize what a large vocabulary a child of four has acquired? Richter affirms that education begins with the breath of the child, which no one will deny unless to present the broader theory of pre-natal education.

Knowing that there are teachers in the street, teachers on the play ground, teachers of all ages everywhere, can we fail to see the necessity of putting ourselves with every fascination of manner, every power of mind, every yearning impulse of soul, in opposition to evil influences both mental and moral? May we not make learning more and more attractive, until the child having drunk of the rills of knowledge shall go willingly—say, longingly—toward the beautiful fountain?

Putting a broad construction upon the parable in Proverbs, may we not learn a needed lesson? Wisdom, crying from her high places to the passer-by is unheeded. Folly, going forth to meet him with winning smile and persuasive voice draws the unconscious victim to her side—it may be for time, and alas! it may be for eternity.

The child that seeks knowledge most earnestly will easily fall into mental indolence unless wisely taught self-reliance.

Love alone will never vanquish the foes of childhood. The diamond of wisdom must cut the silken cord of self-indulgence.

Intellectual wisdom alone will not suffice. O teacher; the rubies of love must be strung with the pearls of knowledge, or your chain will never bind the child to you, to duty, and to God.

THE NORTHERN NIGHT CLOCK.¹

PROF. EASTERDAY, Carthage College, Illinois.

THE date at which our clock is right being the 9th month of the year, and the 5th day of the month, the correction, in hours, for the months, may be found by subtracting 9 from the number of the month whose 5th day has passed, increased, if necessary, by 12, and multiplying the remainder by 2; and the correction, in minutes, for the days, may be found by subtracting 5 from the number of the day increased, if necessary, by 30, and multiplying the remainder by 4.

Letting \( m \) represent the number of the month of the year, the first of the above corrections becomes \( 2 \left[ m \left( \frac{1}{2} - 2 \right) - 9 \right] \), or \( 2 \left[ m + 3 \left( \frac{1}{2} - 2 \right) \right] \). Since, in the first expression \( 12 \) is added only when \( m \) is less than 9, in the second \( m + 3 \) is subtracted only when \( m \) is equal to, or greater than, 9; or when \( m + 3 \) is equal to, or greater than, 12.

Letting \( d \) represent the number of the day of the month, the second of the above corrections becomes \( 4 \left[ \left( d + 30 \right) - 5 \right] \), or \( 4 \left[ d + 25 \left( \frac{1}{2} - 2 \right) \right] \). Since, in the first expression \( 30 \) is added only when \( d \) is less than 5, in the second \( 30 \) is subtracted only when \( d \) is equal to, or greater than, 5, or when \( d + 25 \) is equal to, or greater than, 30. Hence the

**RULE FOR FINDING THE CORRECTION OF THE NORTHERN CLOCK:**

**FIRST.** For the correction, in hours, for the months. Add 3 to the number of the calendar month, the 5th day of which has most lately passed, and multiply this, or that by which it exceeds 12, the number of months in a year, by 2.

**SECOND.** For the correction, in minutes, for the days. Add 25 to the number of the day of the month, and multiply this, or that by which it exceeds 30, the number of days in a month, by 4.

The first correction, if any thing, will always necessarily be between 0 and 24 hours; the second, between 0 and 120 minutes. The following, then, is the

**RULE FOR FINDING THE SOLAR TIME BY THE NORTHERN CLOCK:**

To find the time past noon:

Observe the reading of the clock as is indicated by the position of the hand, and subtract from this, increased if necessary by 24, the sum of the corrections for the date of the observation. If the result is less than 12, it is the time r. m.; if it exceeds 12, the excess is the time m.

It may be added that, since this clock measures accurately sidereal time,

*Continued from No. 14.*
the correction to be applied to its indication in securing the sidereal time at any instant is the same for all dates. The position of the vernal equinox relative to the meridian indicating the sidereal time, and the hand of our clock being to the east of, or behind, the vernal equinox 10 hours and 53 minutes, we have the

**RULE FOR FINDING THE SIDEREAL TIME BY THE NORTHERN CLOCK:**

Observe the reading of the clock as is indicated by the position of the hand, and add to this 10 hours and 53 minutes. This result, or that by which it exceeds 24, is the sidereal time.

It may be noticed that, in securing solar time of March 21st, the correction for the clock as secured by the rule is 13 hours and 4 minutes. This subtracted from the indication of the clock at any instant of that date furnishes for the solar time at that instant substantially the same as is secured for the sidereal time at the same instant by adding to the indication of the clock the correction 10 hours and 53 minutes.

Solar and sidereal times, then, as derived by the above methods, are found to agree upon the 21st of March. Also on the 21st or 22nd of June the sidereal time is found to be 6 hours ahead of the solar; on the 21st or 22nd of September, 12 hours ahead; and on the 21st or 22nd of December, 18 hours ahead.

Letting \( t \) represent the solar time at any given instant, and \( e \) the indication of the Northern Clock at the same instant, and \( e \) the correction for the same date, we have

\[

t = t - e,
\]

\[

t = t + e
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The first equation has been fully discussed. In the second is shown a method by which the position of the hand of the clock may be determined simply from the date and the solar time. In the third is shown a method by which the date may be determined simply from the position of the hand and the solar time.

For the purpose of illustrating the simplicity of the rule, I add a few practical examples.

Let the date be January 1st. The number of the last month of the fifth of which has passed is 12. Adding 3, and rejecting 12, we have 3. Multiplying by 2, we have 6 hours for the first correction. The number of the day is 1. Adding 25, we have 26. Multiplying by 2, we have 104 minutes, or 1 hour and 44 minutes for the second correction. The whole correction, then, is 7 hours and 44 minutes. When the clock hand upon this date appears at 15, it is 16 minutes after 8 o'clock P.M.

Let the date be September 20th. The number of the month is 9. Adding 3, and rejecting 12, we have 0. The first correction, then, is nothing. The number of the day is 20. Adding 25, and rejecting 30, we have 15. Multiplying by 2, we have 60 minutes, or 1 hour for the second correction. When the clock hand upon this date appears at 16, it is 15 hours after noon, or 3 o'clock A.M.

As the rejection of 12 when we are dealing with months, or of 30 when we are dealing with days, is most natural, the rule is especially easily remembered. The first increment is \( e \) —the fourth of a dozen, and the multiplier is 2; the second increment is 25—the fourth of a hundred, and the multiplier is 4.

This clock is located most happily for the inhabitants of the North Temperate Zone. Strange as it may seem, too, observers upon all the different meridians can from it read their respective local times at the same instant. This is a wonderful clock. It is always "wound up," and it never "runs down"; it is most perfectly uniform in its movement; it is always in full view of millions of people; and at each and every instant it is indicating all conceivable times from noon to midnight and back again, ever meting out to each individual observer the time peculiar to his location. I do not claim to be the inventor of this Northern Clock, but simply to have presented an easy, practical method of interpreting its indication,—only that, and nothing more. In closing, permit me to express the hope that some, on account of having perused the foregoing paragraphs, may hereafter look with more interest and pleasure than heretofore upon this "star-gemmed clock of God."

**INDIVIDUAL VS. COMMON EDUCATION.**

**MRS. E. D. WALLACE, Brooklyn, N. Y.**

The problem most interesting to the American public, it can safely be said, is the grand problem of individual education. We speak of common education when we have reference merely to the system of common or public schools; of collegiate education, when half the time the so-called colleges are but sectarian educational departments of certain ambitious and wealthy Christian congregations. In effect there is no such thing as common education. Like the truths of religion, the lights of knowledge depend for their lasting impression on the character of the teacher to present them, and the capacity of the disciple to accept and retain them. "Come, and I will make you fishers of men," our Lord said to the "children in knowledge" whom He taught. Were all trained to teach? Were not some simply commanded, "Be ye followers of me?" And yet, to each of his scholars a special care, a particular method, was shown, whereby his advancement in the wonderful lessons of divine wisdom was promoted.

From the heart of the teacher, come the most important lessons to the scholar. Years of laborious research, days of trial and self-discipline alone tutor the heart of man or woman to meet the necessities of the scholar's uphill drudgery. I have an illustration in view. A little, delicate woman who has just reached her twenty-fourth year has been supporting a widowed mother for eight years by teaching in the public schools of New York City. She has received for her labors one-third the salary of the principals in the same schools, and this is the burden of her complaint: "I am satisfied with my position; indeed it would be dreary enough to have no occupation, but isn't it rather trying to be training classes of great boys up to a certain point, and just before examination week the "principals" promote them, send them out as members of their classes, and invariably have them pass examination for the higher schools?" "How do you manage such boys; how do you begin (for instance) with one of the outlaws that "the principals" try you with?" "Well, sometimes I cry with them, sometimes I pray with them, and I always say to them, we have hard work before us and only so many months to do it in. I will do my best, and if you fail you promise that when you are a man, you will not blame me for my part?" Out of hundreds, that little woman has but one case to mourn over on her heart record. Is this common education? No, but individual education in a common school. In a kindergarten school, give a boy a page of q's to pick, and a page of g's in script. He will assort all the q's first, all the g's next, then go off to luncheon in a state of triumph. After recess, inquire of his contented, placid mind, which are the g's and which the q's. If you particularly insist on a correct reply, the probability is there will be a dirge, somewhat like in effect, if not in harmony with the pathetic song, "Oh Memory, Fond Memory!" The method, the system, is not the education. The difficulties that spur one's ambition paralyze another's hopes. In the autobiography of every successful literary man or woman, we find contensions of rebellious plans for special indulgence in likes and dislikes of certain studies, and alas, certain teachers. Scarcely a poet of England has been credited by his alma mater with full honors and full merits! Why? because the prophetic instinct of the poet school-boy led him through a course of self-training, of individual education. Let us, of the nineteenth century, educate every mind committed to our temporal care for a common eternity; but let us beware that none of these peculiar gifts and talents are lost, for which we are assuredly responsible.

**FREE TEXT-BOOKS.**

**WATERTOWN, Wis., May 2, 1877.**

**PROF. J. Q. EMBERy, Fort Atkinson, Wis.**

**Dear Sir:**—Enclosed you will find the report of the committee on free text-books, and, as this report deserves a wide circulation, especially in these times, when the subject of "Text-Books" is agitated so much, I recommend that the report be published in The Educational Weekly, and as you are the proper person in this state to whom to send it, I send it to you, hoping soon to see it, or a part of it, in the columns of the Weekly.

The report, as you will notice, was unanimously adopted by the Board of Education, and was laid before the Common Council, which body, at a meeting held April roth, by a unanimous vote, authorized the Board of Education to purchase all the necessary text-books required in the public schools of this city.

The time during which this plan has been in operation now is yet too brief to draw any definite conclusions from our experience. Thus far I can speak of the measure in words of the highest commendation. I am confident that each statement concerning free text-books, made by Supt. Searing and others, will be realized; thus proving by actual experience (if proof were needed) the correctness of the conclusions arrived at by that able vindicator of our public schools.

**Truly yours,**

**C. F. NINMAN.**

Principal Union School No. 2.

**REPORT TO THE HONORABLE BOARD OF EDUCATION OF THE CITY OF WATERTOWN:**

Your committee appointed for the investigating of free text-books, has, by
the kind aid of the State Superintendent and of the Principal of our High School, gathered the following material:

SEC. 1. Of Chap. 315 of the provisions of the State law, published March 29, 1875, allowing any School Board to purchase text-books and to loan, free of cost, to each child, but under suitable condition, districts already availed themselves. Not much experience could be gained in so short a time. Your committee directed, therefore, their attention principally to eastern cities, where the number of free text-books has been practiced a much longer period of time. The respective superintendents give the following information:

SEC. 2. In New York City, free text-books have been furnished to the pupils upwards of 40 years; the teachers find by this system great economy of time, attendance of pupils larger, schools more efficient; no dissatisfaction has ever been expressed with the school law on this account.

SEC. 3. At Newark, N. J., for the last ten years text-books and stationery have been furnished free to each pupil at an average cost of less than 75 cents a year. The attendance was more regular and pupils progressed more rapidly, adding greatly to the efficiency of the schools. The pupils use the books as well as if they were their own.

SEC. 4. At Patterson, N. J., free text-books were furnished since the schools were organized. It is found a great saving, and the results of it, respect to school success, attendance, etc., are excellent. The books were used well by the pupils, and the plan gives general satisfaction. Lost, damaged, or destroyed books must be replaced by the respective pupils.

SEC. 5. At Fall River, Mass., all books and stationery have been furnished free to the pupils for nearly four years. The cost under this arrangement was not one-half what it would have been if each pupil furnished his own. The books are now ready on the first day of each term, and the attendance is very much increased, as parents also, when they see the books of their children, demand of them the books, and the teachers believe that the pupil of the books very much better than they were their own. The plan gives general satisfaction; it has, however, to bear the first complaint against it.

SEC. 6. Lewiston, Me., furnished free to each pupil all the books, stationery, etc., for the first two years at an average cost of $1 a year. This plan has improved the schools in attendance, classification, and in a great saving of time. The citizens fully approve the measure.

SEC. 7. At Bath, Me., the free book plan has been in operation these eight years, at an average of 75 cents a year for each pupil, which enabled the citizens to improve the condition of the schools. The citizens are fully aware of its efficiency, and endorse it. Parents have to pay for wanton destruction of books.

SEC. 8. The superintendents of Troy, N. Y., Trenton, N. J., and Bayfield, Wis., state of their respective places that the free text-book plan is only partly in operation; yet they all agree in believing it a matter of economy, and decidedly favorable to the efficiency of the schools if carried out complete.

Subcommittee, therefore, recommend the following resolution in regard to this matter as follows: "After a very careful inquiry and much consideration, I am entirely persuaded that the free book plan, under wise restrictions, is, for cities and villages, at least, every way better than the old personal ownership plan. I commend it universally to your city, and hope Watertown will have the honor and advantage of being the first city in Wisconsin to inaugurate the reform."

SEC. 10. With regard to what our own city would need in case of adopting the free book plan, your committee has ascertained that, to furnish our public schools with free text-books throughout, it would require the first year not more than $380.00, and afterwards about $250.00 a year, or not quite 30 cents for each child.

This last section containing in substance the information on the question of free text-books, gathered from the proper authorities, your committee has drawn therefrom, and beg leave to lay before your honorable body, the following conclusions:

1. It is modern times the education of children is no more considered an exclusive benefit for said children, but an advantage for the whole community in which they live; as we hold general education the safeguard of our republican institutions; as we furnish for that purpose not only free school houses with their equipments but even free instructors, the free book plan would be nothing but the logical result from our theory of free schools.

2. As by this plan every child is supplied with all the books needed; as the books are uniform; as they are ready at the proper time; as this plan increases both the number of pupils entering school, and the average length of their attendance, it is evident that the free book plan makes schools more efficient.

3. As the books are purchased in quantities at the lowest wholesale prices; as they are used by the pupils with the utmost care; as a book is not laid aside until annulled by one of the pupils, but used, and worn out, the free book plan is certainly the most economical one ever adopted.

4. As the books have been in operation for many years in some of the eastern cities; as not a single complaint has ever risen against it; as, on the contrary, it gives general satisfaction, the plan of free text-books may be considered a decidedly popular one.

5. As the sum required for the adoption of said plan by our city is so small as not to reach 30 cents a year for each child; as there is a surplus in our city fund which would suffice to defray the expenses of the adopted plan for several years to come, it is evident that the free book plan might be adopted by the city of Watertown, without increasing our regular school tax.

The advantages of the free book plan are obvious and need no commendation.

Your committee, therefore, reports favorably for the adoption of the plan of free text-books for the public schools of the city of Watertown, and recommends that your honorable body solicit from the Common Council authorization to carry said plan into effect, according to the law of our State, mentioned above in Section 1.

WM. BIERER, Clerk.

Practical Hints and Exercises.

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

WHY DO I STUDY LATIN?

The personal form of this subject is in the highest degree embarrassing to a modest writer. The supreme egotist delights in writing long autobiographies, in telling an indifferent world the wonderful things "I have done and said and thought, and the curious reasons "I can give for my marvelous enterprises. Let it be fully understood in the beginning, that the diffident and retiring author of this essay is not responsible for the egotism of its subject, but that the theme is chosen as only less faulty than those more objectionable.

The arguments that influence human conduct and choices of occupation are so various and complicated that he or she must be an accomplished metaphysician who can truthfully analyze and honestly tell the reasons that lead to a study or employment. Not half the students in a school or college know why they study Latin; and the reasons they do know, few are honest enough to confess. One half study Latin because some knowledge of it is necessary to gain admission to some desired institution of learning; and the other half take it as they would a doctor's prescription—because it is laid down in the High School course, never questioning the why or wherefore. And yet, any of these will give, on paper, profound dissertations on philology as reasons which move them to the study of Latin. Miss A is ambitious and especially covets the reputation of a close student, so she burns the midnight oil and takes pains to have it well known that she forges pleasures and parties to pore over her Cicero. She will tell us in laborious phrases that she studies Latin to gratify her burning thirst for knowledge. Miss B is sentimental and aspires to literary honors; she will assure us that she studies Latin because she so enjoys reading the classic authors in the original. C studies Latin for the pure pleasure of studying. All these plausible talkers are either self-deceived or deceitful. Doubtless the finished linguist may enjoy the classics in the original, but the stumbling student laboriously guessing out his mangled sentences knows nothing of such pleasure; and as for loving work for work's sake, beware of those who pretend it! There is something wrong somewhere, either a morbid mind, half crazed, or an insane desire to seem peculiar and a genius.

I can give wise reasons enough why I ought to study Latin. I have heard it discussed from my earliest childhood. The object of education is two-fold: to learn to think, and to learn to express thought. Both of these are best promoted by the study of Latin. For to translate the strong, round Latin sentences into fluent English gives great command of words, teaches us to use words deftly, with nice shades of meaning, gives the eloquent and persuading tongue that moves the world. The study of words is the study of all written wisdom; the history of each word is the history of all progress, and the history of language the world's history. Hence to learn words is to learn thought and gain knowledge and power, and the Latin language, the root of so many languages, is the richest source of all. Charles V. used to say: "He who knows four languages is four times a man." Then while the exclusive study of any one science can only make one a narrow, opinionated specialist, and the study of mathematics has a tendency to make one sharp, incisive, angular, and abrupt, the study of any language, and Latin most of all—as its range is ampler and includes an abundance of literary lore, makes the character round and generous and versatile. These and many more able arguments I have faithfully learned long ago at my mother's knee, but I am never willing to humbug myself or try to humbug others with an appearance of seeming wiser than I am, so I frankly admit all this wise talk is not part of the reason why I study Latin.

I study Latin first because a thorough understanding of the Latin language is necessary for a lawyer. Legal terms, legal acumen, legal oratory, all necessitate a study of Latin. I take it then as a stepping-stone to my future legal eminence. Secondly I try to be a good Latin scholar to please my parents, who would rather have me excel in Latin than in any and all other branches.
Thirdly and lastly, it is possible for me to reach a high average in Latin while it is impossible for me to attain even a fair average in mathematics. Hoping to partially redeem my mark in mathematics by my average in Latin, I therefore throw all my energy into what is attainable, leaving what is impossible to more ambitious aspirants.

**PUPIL.**

**FURTHER SUGGESTIONS ON TEACHING HISTORY.**

I have a class of five or six in Seavey's Goodrich's History, and this is the way we make it interesting. A lesson of not more than seven or eight paragraphs is assigned. I expect the pupils to study the lesson about one half-hour. No arithmetic, slate, or grammar is allowed to be before the pupils during the time allowed for studying history. I call the lesson. I say I almost mind the listener, when reading, if he occupies a standing position. Nearly always before they begin reading I ask them concerning yesterday's lesson. I never seldom take a book in my hand, and never look at the printed questions. Children relish anecdotes, and I never omit telling a few concerning the persons or places mentioned in the lesson, if I can recall any to mind. A pupil reads a sentence. It is important. I stop him and call attention to it. All eyes are on the sentence. He reads it again and goes on. Perhaps I may interrupt the reader two or three times while reading one paragraph. If at any point I can particularly engage the attention of the class, I do it. A person is mentioned. If I know the same name occurs again, I mention the fact and tell them to look for it. Thus; Major Pitcairn leads the British out to Lexington and Concord. I tell the class to expect his name very soon. In the next lesson he is killed at Bunker Hill. They remember him instantly. I tell them that it is related of the Major that, being deserted by his troops when assailing the breastworks, he was left alone, and furnished a fair mark for a negro called Salem. Thus Salem fixes Pitcairn, not only on Breed's Hill, but also in the memories of the pupils. Though always questioning them during the reading of the lesson, on to-day's lesson, I seldom ask any questions on the same at the close of the reading, but turn their attention at once to what we had yesterday, the day before, and even back to the beginning of the book. Dates and events are contrasted, and then one aids in recalling the other. Salem witchcraft is known to have occurred in 1692, from being just 200 years later than Columbus' first discovery. 1607 and 1609 are spoken of together, so as to re-call Jamestown and the doings on the Hudson. They remember 1620 not only as the year of the Pilgrims, but also as bringing the first slaves to Virginia, and 150 young women as wives for the planters. We always speak of the price paid for the women. The objects of the Puritans in founding colonies as places of refuge for the Puritans, Penn for the Quakers, and Oglethorpe for the poor and persecuted of all people—all are spoken of.

History must be memorized if learned at all. Make a vivid impression at first, if you can, but do not fail to repeat it. Obey the laws of memory—exclusiveness of attention, vivid conception, frequency of repetition, and association, and the pupils cannot fail to relish and remember history. Do not place them on the floor, and while they are reading a long, dry lesson, give your attention to working examples, etc., and at the close of the reading ask a question or two. This is no way to teach history, or any other subject.

**C. H. L.**

**THE PRESS ON EDUCATION.**

Reading should not be taught the child, therefore, before his taste for independent work, his appreciation of his own powers, his faith in his own resources are sufficiently strong to enable him to resist the charms of a morbid fancy; it should not be taught, before he can make use of it, for the legitimate purposes of the art; and it should be taught him, though in ever so narrow limits, with constant reference to these purposes.—*The New Education.*

No one can doubt the wisdom of the provisions of the school law, who would ward off the dangers which threaten the country from the masses of ignorant voters crowding to the polling places eager to deposit votes, with no apprehension of the grave responsibility which attaches to the elective franchise. It is not enough, either, that the voter should know how to write his name in some sort of cabalistic characters, which he calls his signature, and spell out some few words of the constitution previously drilled into him by the anxious demagogue, who would benefit by his vote. An intelligence which can only come from an educated mind must lie at the base of our governmental policy.—*The Schoolmaster, London, Eng.*

—It has been a matter of great satisfaction to the educators of the country that the National Bureau of Education has been able to accomplish so much in the matter of unifying as well as promoting educational work in the United States. Personal observation has shown us that, notwithstanding great obstacles in its way, the Bureau has steadily grown in the confidence of educators, and in its ability to satisfy the demands of the people.—*New England Journal of Education.*

—Let district boards preserve their independence, do their duty, select and adopt the books suited to their needs, purchase the books in quantities, a trifle beyond their wants, and "shoot on the spot" the teacher who illegally introduces unauthorized books. Let the books be sold at cost, if deliberately preferred; but, far better, let them be kept as district property, and, under the care of the teacher, be loaned to the pupils. There is then a full supply, uniformity, a wise economy of time, books well cared for, cheapness to the last degree, and nobody growing.—*Wisconsin Journal of Education.*

—Two great tendencies of modern thought are every year more and more marked: one relating to its character, and the other to the form of its expression. The thinking of the age is taking a scientific direction, and becoming more profoundly imbued with the scientific spirit, while the leading minds of all nations are contributing their choicest work for periodical publication. Not only are old sciences perfecting and new ones arising with a rapid development of positive knowledge, but the method of the organization is steadily extending to all spheres of opinion, and influencing important questions with which it was long supposed that science had nothing to do. It is one of the marked effects of the recent growth and diffusion of the scientific spirit that it is giving a new earnestness and seriousness to literary effort, bringing forward questions of universal interest into greater prominence, and inducing in the most eminent minds a desire to communicate more directly and immediately with the people, by the readiest modes of publication. Hence, in England, France, and Germany, as well as in this country, the best thought appears in the popular magazines. A further result of this tendency to earnestness, in recent periodical writing, is that authors are taking the responsibility of their work before the public, by attaching their names to their magazine contributions. The old and vicious system of anonymous writing in the reviews is declining, and giving place to the open, manly, and honest expression of the writer's convictions. Through the operation of such causes, periodical literature is acquiring a weight and influence in our times much greater than it has ever had before.—*Prof. Young, in Popular Science Monthly for June.*

**TURKISH OFFICIAL TITLES.**

Sultan—the sovereign of the Turkish Empire—the recognized organ of all executive power in the state. His headquarters are at Constantinople, Porte—the government of the Turkish Empire. Sublime Porte—the official name of the government, so called from the gate of the Sultan's palace.

Grand Vizier—the chief minister of the Turkish Empire.

Divan—the Turkish council of state—the "cabinet."

Grand Mufti—Chief interpreter of the Mohammedan law and the head of the "Wise Men"—jurists, theologians, and literati—who assemble for consultation on his order. He is mostly styled the Chief of the Faithful. A writer says the fetwas or decrees from him would summon around the standard of the Prophet all the fanatical hordes of Islam to fight to the death against the "infidels, in the firm belief that death on the battle-field is a sure passport to paradise."

Pasha—Governors, viceroys, commanders, civil and military rulers of provinces.

Dey—About the same as Pasha.

Sheik—the name given the heads of Arabian tribes or clans. It means elder, or eldest in dignity and authority.

Osmandi—the official.

Islam—the religion of Mohammed.

Islamis—Mohammedans themselves.

Mussalman—a follower of Mohammed.

Ottoman Empire—Another name for the Turkish Empire, and derives its name from Osman, its founder.

Osmani—the Turks proper.—*Cincinnati Enquirer.*
The sale of J. W. Schermerhorn & Co's educational publications not long since, Mr. C. W. Bardeen, of Syracuse, N. Y., made large purchases with a view to assuming, to some extent, the best features of Mr. Schermerhorn's long established business. Among the valuable and popular educational publications which thus came into Mr. Bardeen's hands are: Proctor's Good Selections, in Prose and Poetry, price 25 cents; the Library of Education, consisting of six volumes of essays and addresses selected from the best writers of all countries, price 25 cents each; The Diademon of School Songs, containing songs and music for all grades of schools; The Scholar's Dictionary; The Scholar's Register; School House, by James Johannot, and Architectural Designs; and a Ready Reference Volume of 631 pages, which ought to have a wide circulation among those who build schoolhouses; The Proctor's Class Record; and The American Educational Monthly in bound volumes. The value of this last-mentioned publication is acknowledged by all teachers and educators. To these Mr. Bardeen, or, as the name of the firm now is, Davis, Bardeen & Co., have added the "School Bulletin Publications," among which are a new edition (interleaved) of The Regents' Questions, and a handy little volume by E. V. DeGraff called The School-room Guide. Part I. treats of Language and Letter-writing. Price 25 cents. It is a very handy manual for all teachers, particularly the district school teacher. This new firm thus becomes at once large publishers of educational works, and we doubt not that they will soon be recognized as among the most enterprising and popular of the many educational publishers in the country.——The French Normal School advertised in the WEEKLY will probably have a larger attendance than that of last year, since Prof. Huxley, at the latest laying of teaching value his little Introduction to the Teaching of Living Languages, without Grammar or Dictionary have become quite popular in the East, and have begun to find frequent advocates and defenders in the West——such as Mr. Westcott, whose articles have recently appeared in our columns.——The Wisconsin State Journal, in its issue of the 24th inst., contained twelve illustrations of prominent and interesting points in and about Madison. The contents of the paper were almost entirely devoted to an exposition of the attractions of that beautiful city. As a summer resort, the capital city cannot be excelled in the Northwest.——Flour barrels are being manufactured by a firm in Syracuse, which require only two or three pieces of wood—the main part being made of paper. The barrels are consequently lighter, cheaper, more durable, and tighter than the size of the modern horse, and hence, anything but a monster. A monster "who had toes instead of hoofs" is a fine specimen of false syntax for an editor that is hypercritical enough to note a typographical error in the spelling of the word rumor in the columns of the WEEKLY. As a paleontological gist, also, the scions man of the New England must be noted a success. The logic of the extract is no less atrocious than its grammar and paleontology. Neither education nor religion can gain anything by such travesties on Christianity and science as the above.

An instructive and really pleasing satire on the notions generally entertained by young ladies in high life is to be found in W. D. Howells' comedy, Out of the Question, in which one of the said young ladies is compelled, in spite of herself, to respect, esteem, and finally to love a young man with nothing to recommend him except his good sense and genuine gallantry. "The story was first published in the Atlantic," and now appears in the "Little Classic" series. It is one of Mr. Howells' best. Published by J. R. Osgood & Co., Boston. For sale by Hadley Bros. & Co., Chicago. 1880, pp. 183.

Classic Literature, principally Sanskrit, Greek, and Roman; with some account of the Persian, Chinese, and Japanese, in the form of Sketches of the Authors, and Specimens from Translations of their Works. By C. A. White, Author of "The Student's Mythology." (New York; Henry Holt & Co., Chicago: Jansen, McClurg & Co. pp. 431. Price, $2.50. 1877.)——The need of a work like this was so commonly felt by teachers of language in higher institutions of learning that its preparation was undertaken at the special request of the principals of several leading educational institutions. The scope of the work is more general than that of any similar book for schools, and yet within the compass of 431 pages not only has a fair showing been made of the literature and languages of the people of India, Greece, Rome, Persia, China, and Japan, but many pages of interesting reading are found, which abound in brief sketches of the lives of the authors whose works are mentioned, and discussions of the literary, social, and political peculiarities of the people in general. Indeed, the sketches of authors is a prominent feature of the work, and the few brief selections from their writings are given more to enable the student to obtain a fair idea of the style and character of the author than as literary specimens. And in doing this the editor has faithfully adhered to his purpose to present "the nearest approach the spirit of the original." The work will find a place quite readily in schools where it is desired that some comprehensive knowledge of the authors of antiquity may be obtained without taking the time to study critically the literature of any particular language. Only the ancient pagan classics have been considered by the author, as it would have extended the work beyond the desired limits to include the Christian writers of the first centuries of the present era. Twenty pages are devoted to the Sanskrit, two hundred and twenty-eight to the Greek, one hundred and eighteen to the Roman, thirty to the Persian, twenty to the Chinese, and ten to the Japanese. The book is one which will be read with pleasure by individuals or classes who wish to gain a comprehensive view of ancient classic literature.

The Cyclopedia of Education: A Dictionary of Information for the Use of Teachers, School Officers, Parents, and Others. Edited by Henry Hiddle, Superintendest, and Alexander J. Schem, Assistant Superintendent of Public Schools, New York City. (New York: E. Steiger. London: Trehane & Co. 1877.)——Nothing could more forcibly illustrate the progress of education, or indicate the high place it is beginning to occupy in the public regard, than the appearance, at the present time, of a work of the magnitude and importance of this Cyclopaedia. It is not only a new departure in the literature of education in our country, but it is wonderfully significant of the growth of thought in this special direction among our people. It is within the memory of teachers still actively engaged in the work, when there was scarcely a book, a journal, or other publication devoted to education, to be found in the country. Now, we have teachers' libraries made up of purely professional books. Nearly every state has its periodical educational literature, and there are three weekly journals devoted to the earnest discussion of current educational topics. And, last but not least, we have the positive evidence before our eyes that education has itself assumed a cyclopedic character. This means, that so important has this interest become, so great is the demand for information as to its ends, means, institutions, and agencies, that enlightened and enterprising men have been found willing to venture the intellectual and financial capital necessary to meet the demand in the most liberal and satisfactory manner. Of the authors of antiquity may be obtained without taking the time to study critically the literature of any particular language. Only the ancient pagan classics have been considered by the author, as it would have extended the work beyond the desired limits to include the Christian writers of the first centuries of the present era. Twenty pages are devoted to the Sanskrit, two hundred and twenty-eight to the Greek, one hundred and eighteen to the Roman, thirty to the Persian, twenty to the Chinese, and ten to the Japanese. The book is one which will be read with pleasure by individuals or classes who wish to gain a comprehensive view of ancient classic literature.
A prominent and very useful feature of the Cyclopedia is a succinct and comprehensive statement of the educational history and condition of each state and of all the leading foreign countries. The History of the College and University movement is also concisely given with a particular account of every college and university in the United States, its history, condition, endowment, expenses of tuition, presiding officer, etc. The department of educational biography is also comprehensively worked up. Among those whose lives are fruitful of blessing to the cause of education, we note the names of Abbott, Agassiz, the Alcotts, Aristotle, Arnold, Ascham, the Barnards, Basesow, Beneke, Bengel, Goold Good, Warren Colburn, Dana, Day, Diner, Francel, Pestalozzi, and a host of others too numerous to mention. Sketches of the history, progress, and condition of education in the leading cities of the United States are given under their appropriate heads. Indeed, it would be very difficult to think of any subject having close relations to education for all who desire to cooperate in the greatest aim of the human race, the educated people of a generation.

The Educational Weekly.

Correspondence.

FROM AN APPRECIATIVE SUBSCRIBER.

In the following letter was not written for publication, but as it tells a tale which is told to us too frequently, we publish it without giving the writer's name, in order that others who are embarrassed like our correspondent, may find sympathy. We do not like to have our subscribers lose the benefit of the paper from lack of funds, but what can we do? We cannot keep a ledger account with individual subscribers, and must withhold the paper till money again appears. The best thing for such correspondents to do is to get up a club of five who can afford to pay the full price, and so get their own copy free.

The Educational Weekly.

To the Editor of the Weekly:

I am president of the County Teachers' Association, and have some experience in canvassing for school journals, so speak understandably, having too often been told, 'I like the journal, but my pay is so small I really cannot afford to take it.' I shall miss the Weekly, but necessity knows no law.

Respectfully yours,

D. H. Davison.

MINOOK, ILL., May 25, 1877.

Another correspondent, in Oswego, N. Y., takes exception to the solutions given, as follows:

In your paper of May 10th, is a solution by W. W. DeArmond, which, in my judgment, is not a solution at all, but a fallacy, and it is by mere accident that he gets the right answer. His reasoning is sound, till he reaches the last operation, at which point it breaks down. He rightly states that \( x+2y = 11 \) and \( y+x = 7 \), the first being given by W. W. DeArmond, the second by J. Reynolds. These equations being in their most simple form, any school boy can readily determine two of the answers to be 2 and 3, simply by inspection.

If the correspondent in striking out for a solution puts the answers 2 and 3 in his first two equations; the first correspondent repeats these answers twenty-seven times, and then claims he has found these same answers by his solution? The second correspondent presents a new form of artifice, by which he finds these same answers 2 and 3 by producing them only once in his solution? The equations when correctly solved give three more values for \( x \), also three more values for \( y \), either of which as truly fulfill the conditions of the question as the two given; we think neither one of the remaining six answers can ever be truly a solution of the problem, as given by either correspondent. If we take the equations, \( x+2y = 10 \), and \( y+x = 20 \), can either correspondent find any value of \( x \) or \( y \) by his method? If he cannot, we shall think his method is not worthy of the name of a solution.

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THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

EDITORS:
Iowa: J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Kentucky: J. E. Reynolds, Principal Third Ward School, Louisville.
Michigan: Prof. Lewis Coutts, State Normal School, Ypsilanti.
Indiana: J. B. Roberts, Principal High School, Indianapolis.
Wisconsin: J. O. Darby, Sup't. Public Schools, Port Atkinson.
Minnesota: O. V. Towsely, Sup't. Public Schools, Minneapolis.
Dakota: W. M. Bristow, Sup't. Public Schools, Yankton.
Ohio: R. W. Stevenson, Sup't. Public Schools, Columbus.
Nebraska: Prof. C. B. Palmer, State University, Lincoln.

[Exchanges and correspondents will please take notice that the address of the editor of this department has been changed from Beatrice to Lincoln.]

Nebraska.

DANE COLLEGE, at Crete, takes a new departure the present year in that it graduates its first class, publishes its first catalogue, and extends its course of study. There are 108 students enrolled, of whom 4 are seniors, 3 juniors, 12 freshmen, 23 in the Preparatory Department, and 66 in the English Course. This is an advance upon last year, and there is a good outlook for the future.Repeated locust invasions have somewhat limited the number that had announced their intention to attend, but in this, as with the farmers, the sifting process has left the better elements, throwing out the chaff.

Ohio.

THE annual report of the Dayton Public Schools, for the year ending August 31, 1876, has just been issued. It represents the schools to be in a prosperous condition. During the year a new building was erected in the ninth district, at a cost, including furnishing, of $58,583. Dayton held the honor of having a President of the board of education, E. M. Thresher, who is scholarly, liberal, progressive, and an ardent and able advocate of public schools. His report shows him to have a good knowledge of the schools. The report of John Hancock, Esq., Superintendent of Public Instruction, is complete and satisfactory, giving such items of information as are valuable to superintendents of other cities as well as to the citizens of Dayton. The following statistics show the extent of the Dayton system of schools:

Population of the city (estimated) 53,000; number of youth between 5 and 21 years of age, 11,253; enrolled, 5,077; average daily attendance, 3,699; number of teachers including special, 108; cost per capita of tuition in all schools, $24.32. Dayton has always paid for its schools, and has this way maintained a high standard of qualifications for her teachers. The present indications throughout the state show that there will be few changes of prominent superintendents and teachers at the close of the present school year.

Michigan.

We see by a communicated report in the Ann Arbor Courier that the township superintendents of Washtenaw county held a meeting at the court house in Ann Arbor, April 21st. The meeting was "not large," it is stated, and that we can understand; but for three of the leading Washtenaw county papers every week, we saw beforehand no hint of such a meeting. Why hide your light under a bushel? At this meeting it was unanimously agreed by the superintendents to use their influence in favor of a uniformity of text books throughout the county. A committee was also appointed to prepare a new set of questions for the examination of teachers, and Secretary Reynolds, of Saline, was authorized to get them printed. They decided to hold their regular examinations on the last Saturday in March and on the second Saturday in October of each year. Steps were taken to hold a institute somewhere in the county next summer. The City superintendents held a session of their association at Jackson on Thursday and Friday, May 17th and 18th. The attendance was unusually large, including the superintendents of Detroit, Ypsilanti, Ann Arbor, Jackson, Battle Creek, Kalamazoo, Coldwater, Grand Rapids, Flint, Saginaw City, East Saginaw, Pontiac, and many other towns. The Superintendent of Public Instruction was present, and several members of the Normal School faculty. At the opening of the meeting the State Superintendent gave some account of the school legislation of the year. The chief advance made is the law—heretofore epitomized in these reports—providing for a system of county institutes and for one yearly central state institute not to cost over $400. On account of the conflicting views of those who favored a county system of supervision, no county supervision could be secured, and the township system remains for another two years. It was by vote decided to hold the first central state institute at Lansing, beginning August 6. The superintendents then discussed the question, "How can superintendents and teachers cause the advantages of the public schools to be better appreciated by the people?" Prof. Daniels, of Grand Rapids, Prof. Sils, of Detroit, and Prof. Stone, of East Lansing, discussed this question, and the argument seemed to be very general that the end can be secured pretty well by first making the schools better and then by the teachers themselves becoming better acquainted with the people and the public. Prof. Jones, of Pontiac, gave an interesting account of the work of the Association since its organization. The afternoon of Friday was given up almost exclusively to a discussion of the relations of the Normal School to the public schools. In this discussion Superintendents Gover, Crayer, Jones, Sill, Cressy, Lawton, and Perry, and Professors Punnam, McLouth, Estabrook, Bellows, and Lodeman, of the Normal School, took part. There was a full and good-natured interchange of opinion that will be likely to lead to good. Some of the superintendents thought that there is too much teaching of academic studies at the Normal in comparison with the amount of professional work done; but on the other hand the members of the Normal School faculty showed for the most part that they meant to be watchful for opportunities to make their work keep pace with the needs and opportunities of the times, that as fast as the public schools could and would give to teachers a suitable academic training, the Normal is ready to devote itself more exclusively to the special work of professional training.

Dakota.

THE school census of Yankton, recently taken, discovers to us 935 young people of school age and 464 children under five, as having homes within the city limits. This is an increase of 68 over last year. Our total population is 3,101. To show the proportion in school the City Superintendent's report is given below:

YANKTON CITY PUBLIC SCHOOLS:
Report for Second Month of Winter Term, 1877; Nine Schools; in session, 38 half-days; eleven teachers (including Superintendent); aggregate monthly salary, $175.00.

Wisconsin.

THE session of the Pierce County Teachers' Association, held at River Falls, May 6th, was largely attended. Pres. Parker lectured in the evening. He described the school system of Wisconsin, and showed that the quality of a common school depends largely upon the character of the patrons. He also alluded to the qualifications necessary for teachers who deserve the name. He attributed a great deal of the good work to the editor of the WEEKLY, reporting the schools as "First Rank," and "First Rank," we should not have misunderstood his meaning. Near the close of the Institute season, Prof. Graham wrote to the Wisconsin Journal of Education: "The work in institutes this spring is very encouraging, both as regards attendance and interest of the teachers and patrons. Many citizens have assured me that, in their judgment, no money expended by the state yields such immediate and valuable returns as that expended in the institute work. The fact that other states, older and more wealthy, have, during the past year, discarded their legislatures to the Wisconsin system of institute work is lastly complimentary to our young commonwealth."

The Journal of Education is authority for the statement that one hundred and thirty strictly educational papers are taken in Pierce county,—from the Wisconsin River Pilot, published at Wausau, we dip the following:

"Too much praise cannot be given to the principal of our graded school. His untiring energy, coupled with his fine ability as an educator, has been of inestimable advantage to the school, while his counsel and good judgment have been of great value to the school board, in the discharge of their
Iowa.

The school board of Osceola has elected the following teachers for the next year’s school: Prof. H. H. Slearly, Supt.; Miss Kate A. Wright; Miss Sadie M. Wright; Miss L. J. Pickrell; Miss Alice Collins; Miss Lou J. Hawkins; Miss Carrie M. Hawkins; Miss Hettie S. Fisher; Miss Lida Collins; Miss R. O. Johnson; Miss R. Anna Morris; Mrs. C. A. Sawin; Miss Clemence Perdue; Miss Eville Harris; Miss Alice Sellers; Miss Eva Sellers. Principals of High Schools and 1st and 2nd ward schools, and three or four other teachers yet to be elected. — Hon. C. W. von Collen has been invited to deliver an address at the graduating exercises of the senior class of the Marion High School, June 1st. Our Marion friends are sure of a rare treat. The Professor is a confirmed teacher, and the hazard of his giving up those terms, and an old educator who fully understands the subject of education in all its bearings. He is making hosts of friends in all parts of the state.

The State Normal Institute meets in Des Moines June 25th. We hope to be able to give the interesting presentments that are expected to be made. The county superintendents’ convention, and the association of principals and city superintendents, will each be in session two days of the same week. There will be a meeting of school superintendents and education council of the state at Algoa, June 16th, 17th, and 18th. The graduating class of the Davenport High School numbers thirty-five. Prof. Young feels proud of this excellent class. — Pres. Welch, of the State Agricultural College, has been granted a leave of absence, on account of sickness.

OFFICIAL DECISIONS.

DEPARTMENT OF PUBLIC INSTRUCTION,

Des Moines, Iowa, May 22, 1877.

TO THE EDITOR OF THE WEEKLY:

1. Attendance upon the normal institute is voluntary under the present law, and it cannot be made a condition of granting a certificate.

2. The granting of a certificate, so far as scholarship is concerned, must be made entirely dependent upon the examination, without reference to other conditions.

3. A sub-district is not a corporate body, and has therefore no financial claims; nor can it be held liable for debts, except as a part of the district township.

4. Parties living in an adjoining district cannot be considered as aggrieved by acts in another district, in such manner as to give them the right of appeal.

5. The board of directors can authorize any person or number of persons to perform an act which was within the power of the board.

6. The president of the board should take the oath of office according to Art. XI, Sec. 5, of the constitution of Iowa.

7. Neither the electors nor the board of directors can buy books for the use of the scholars; there is, however, no law to prevent their buying at wholesale.

8. A board of directors can not form a partnership with any other party in the building of a school-house. School-houses are to be under the absolute control of the board. This does not prevent the receiving of donations and granting privileges under note (d), Sec. 1753.

C. W. von Collen.

Minnesota.

A GOOD report from Supt. Sprague, of Fillmore county: — "There has been a great change in the average scholarship of the teachers. I am informed by my predecessors, and by those who were engaged in institute work, that in this county a large number of the scholars that time knew but little of English grammar beyond the definitions and rules. Analysis was almost wholly unknown, while the correct use of language was the exception and not the rule. But little was done in geography, and that little was confined to committing the words of the text-books. The scholars have a thorough knowledge of arithmetic, while their pupils give more thorough analysis, and have a better understanding of principles than heretofore. The philosophy of geography, or the dependence of certain great facts upon other facts, are familiar to many of our teachers. The facts of mathematical and physical geography are not only understood but taught.”

Kentucky.

IN LOCO PARENTIS.

We believe that a teacher, when employed by school directors, receives from them the authority to use all those means necessary to make his school a success, which he does not possess in his own indefeasible right, while in charge of the premises, the exercise of which may be revoked by any person who may come to create disorder; he has the right to defend himself from personal violence, and his property from willful damage. But he receives from the trustees the right to so manage the school as to protect the objects for which the school has been established. It sometimes becomes necessary to administer to a child such punishment as a wise and loving parent would administer. There are very few parents or children who have not had some experience in different kinds of punishment, and that of switching is most frequently adopted, because it is less difficult of application, and, in fact, is less humiliating than other modes of punishment. Personally I would rather my child should be whipped with a switch than with the tongue. A few bitter, sarcastic words will often make a child shudder, while a single slight punishment is soon forgotten and never remembered. A child can easily perceive the spirit of the teacher when he receives the punishment, and if, as is usually the case, the teacher is reluctant to administer the deserved switching, it is soon forgotten and forgiven; but when a child hears the sharp words of his teacher, he broods over them for days and months, and they make him worse instead of better. These thoughts have been suggested by a case in Washington county, wherein A. S. Loventhal, a teacher, has been fined by a magistrate for inflicting corporal punishment upon one of his pupils. All the facts in the case could not have been shown at the trial, or certainly the magistrate was biased by prejudice against Loventhal, whose patrons at once assembled and passed a series of resolutions, utterly exonerating him from all charges of cruelty or inefficiency. Mr. Loventhal is an amiable gentleman, and not one who would be guilty of any excess in punishing pupils; of this we are confident, and the resolutions sustain us in our opinion. We would like to see the case go up to a higher court, but litigation is a luxury too expensive for teachers; and, therefore, they must sometimes submit to abuse, when they would be justified in demanding justice of the court of final jurisdiction.

Illinois.

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

The Danville News has the following from its Ridge Farm correspondent: "Our school is doing well; the teachers are hard at work. W. H. Chamberlain will teach another year; that means success to our school. He intends to go into the country and lecture on education and call the attention of the people to the educational privileges of Ridge Farm. — A teachers’ institute will be conducted at Delavan from July 30th to August 17th. Hon. Newton Bateman will lecture at some time during the institute, and other distinguished educators will also favor the people with addresses during the vacation. It costs the village of Dwight $1.26 per pupil for school expenses, per month, Streater 96 cents, Pontiac $1.00."

The Peoria County Teachers’ Drill Institute for 1877, will be held in Elmwood, Peoria County. Commencing August 6th, it will continue four weeks.
Two classes will be formed; one for "First Grade Certificate" work, the other for "Second Grade," by H. C. Cox of Knox College, will conduct the classes in Natural Philosophy, Physiology, Zoology, and Arithmetic; Miss A. M. Somers of Farmington High School, the classes in Botany, History, Geography, and Algebra; the county superintendent, the classes in Language, Grammar, Reading, and Speech. In order to make the work easier and at the same time more effective to the individual, a test examination will be given to all who desire it, on Thursday, August 24, at the Elmwood High School Building. All teachers desiring to attend, are earnestly requested to notify me by post, by selecting the names of the County Council of Educators, in the "training class" composed of volunteers, who will give "teaching exercises," is desired, and any who wish to join it will please notify me. Tuition $4.00. Board $3.00 and $4.00 per week. The Illinois Central Fair Committee has offered a prize of $500 to the school making the greatest improvement in the city. To compete for this premium, is required to file a copy of the weekly announcements presented orations, viz., Messrs. Pumpheeny, Hickman, James, Burns, and Motter, and Miss Ryburn. The performances were alike creditable to the institution and to the speakers. By the decision of the judges, the first prize was assigned to Miss Motter, and the second to Miss Ryburn. S. E. Beede, who taught in this state several years, and more recently in Kentucky, has dropped his pedagogical dignities and joined the noble army of missionaries. He represents Robert S Davis & Co., and Illinois, and Missouri state his territory. His high eminence in the west is considered by a western agent by this House indicates a change from the conservative policy of the past to a more aggressive policy in the future. The Illinois Legislature calmly expired on the 24th of May. Like many another celebrity, it died bequeathing much unfinished work to its successors. It was very generously by the state educational institutions, and, with almost equal generosity, it disturbed the school law but little if any. As we have stated before, the text-book bill ingloriously perished. For this we return devoted thanks. Some of the school bills had excellent points in them, but their failure to pass is on the whole rather a cause of congratulation than regret. The law does fairly as it is, and most of the changes proposed were not in the right interest them selves in its behalf, those things can be incorporated into the school law. There are two or three changes that should be made. What they are we shall mention in a future number. Dr. J. M. Gregory of Champaign University, is expected to give an address at the latter part of next school year, at Danville High School, June 8th. Twenty-four pupils,—twelve of each sex,—are to graduate at the same time.

Later Educational News.

CALIFORNIA.—Mills Seminary, at Brooklyn, has been given to trustees, with its grounds, furniture, cabinet, and library, to be used as a college for women.

INDIANA.—Mr. Woodruff's scientific trip around the world will commence next October. The expenses for two years will be $5,000. A corps of ten professors is to give instruction to the students, when there will be room for sixty men.

IOWA.—The women of Des Moines are contributing liberally toward a fund for a professor's chair for women in Simpson Centenary College, located at Indianola, for which purpose women are contributorly invited.

The Weekly Osceola Herald comes to us for the first time this week. It contains a lively educational department, edited by J. W. Johnson, county superintendent, Supt. Johnson is one of the most active of Iowa's county superintendents, who, in rendering his numerous subscriptions to the Weekly, have received from them, an energetic and well educated class of men. See the announcement of their meeting at Des Moines next month.

WISCONSIN.—The Milwaukee School Board estimate the cost of the public schools for the next year at $18,000. Hon. W. H. Chandler, one of the Board of Normal School Regents, has been mentioned by several papers of the state as a suitable candidate for Superintendent of Public Instruction, on the republican ticket.—A new interest has been awakened at Beaver Dam, in the Wisconsin Institute at that place. Quite a handsome sum of money has been contributed by that community for repairing the building and beautifying the grounds of the institute.—It is stated that Pres. and Mrs. Ayer have sold the school at Yonkers, which they purchased a year ago.

ILLINOIS.—The Legislature of Illinois have appropriated to the Industrial University the sum of seventy thousand dollars. Forty thousand dollars of which is for the erection of a new chemical laboratory building, to include two laboratories for physical and chemical laboratory, taxes, repairs, etc. No appropriation made this session passed by larger majorities, and with so little opposition. The annual commencement exercises will occur June 6th. The graduating class numbers forty. Senate has confirmed the following appointments of the Governor as members of the Board of Education: Michael Jonathas, Dewitt; Isaac Lessem, Adams. Senate bill 220, establishing a State Historical Library and Natural History Museum in the capitol, passed—$5 to 35. It provides for arranging and classifying the geological specimens now owned by the state, and such duplicate specimens now in the museum at Normal, in the west wing of the capitol. Nine pupils have graduated from the West Side High School, at Champaign, into the State Industrial University. The school is said to be in excellent condition under the principalship of W. H. Lanning.—An examination of candidates for candidature at Anna was begun at Champaign last Friday. The board of examiners consisted of Prof. E. Gustman, Decatur; Col. W. F. Chandler, Danville; and Prof. J. C. Pickard, Champaign.

EDUCATIONAL CALENDAR.

[Announcements of educational gatherings, in all parts of the country, are invited for insertion in this list.]

JUNE

1, 2. Union Teachers' Association, Maysville, Ky., 2 days.

11. Normal Institute, Caledonia, Ohio, 6 weeks.

21. Normal Institute, Mishawaka, Indiana, 1 week.

25. State Normal Institute, Des Moines, Iowa, 4 days.

29. Washington County Superintendent, Des Moines, Iowa, 2 days.

28. Assoc. of Principals of Districts, Des Moines, la., 2 days.

JULY

3. Ohio State Teachers' Association, Put in Bay, 3 days.

8. Normal Institute, Wenacon, Ill., 4 weeks.


10. French Normal School, Amherst College, 6 weeks.


12. Educational Association of Virginia, Fredericksburg, 3 days.

12. Maryland State Teachers' Association, Easton.

13. Iowa County Superintendents, Altona, 3 days.

23. Normal School, Lisbon, Ohio, 5 weeks.

30. Teachers' Institute, Delavan, Ill., 3 weeks.

AUG.

6. Peoria County Teachers' Drill Institute, Elmwood, Ill., 4 weeks.


NEW BOOKS.

[Any book named in this list, or in our Notes, may be obtained by forwarding the price to the publishers of the work.]