The Educational Weekly.

THE EDUCATIONAL WEEKLY.

THE UNION OF
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THE ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
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CHICAGO, THURSDAY, JUNE 7, 1877.

Editorial.

The proceedings of the International Conference held at Philadelphia July 17th and 18th, in connection with the International Exhibition of 1876, have been published by the Bureau of Education, and are now being distributed. They form a closely printed document of 92 pages, embracing verbatim reports of the discussions, a table of contents, and a catalogue of the representatives participating in the Conference. From the latter it appears that twelve foreign countries, to wit: The Argentine Republic, Austria, Brazil, Canada, England, Finland, Germany, the Hawaiian Islands, Japan, Russia, Spain, and Sweden took an active part in the proceedings. Besides these, twenty-two states and two territories of the American Union were represented in the Conference by 102 persons. The number of foreign representatives was 17. Among the distinguished foreigners present were G. Videla Dorna, of the Argentine Republic; Dr. F. Migerka, Chief Commissioner of Austria; Dr. Philip Da Motta, Brazilian Educational Commissioner; Hon. J. George Hodgens, Deputy Minister of Education, Ontario; Hon. Fuji-maro Tanaka, Vice Minister of Education, Japan; Col. Juan Marin, Spanish Royal Commissioner; Dr. G. Seelhrodt, of the School of Art, Nuremberg, Germany; and Professor C. J. Meyerberg, Superintendent of Schools, Stockholm, Sweden.

Among the more interesting topics discussed by the Conference we may mention the paper on Courses of Study, from the Primary School to the University, by Dr. Wm. T. Harris of St. Louis, with remarks thereon by Dr. Da Motta, of Brazil, Mr. Hodgens of Ontario, and Dr. Meyerberg, of Sweden; Sketch of Education in the Hawaiian Islands, by Inspector General Hitchcock; Education in Japan, by Dr. Murray; The Teacher in Different Countries, his preparation, status, salary, and tenure of office, by Drs. Hodgens and Meyerberg, and Prof. Jones of England; The Normal School System and Rights of Teachers in Ontario, by Dr. Hodgens; The Normal Schools of Finland, by Prof. C. J. Högman of the Normal School at Yyveskyla, Finland; Education in the Argentine Republic, by Señor G. Videla Dorna, Chargé d’Affaires, Argentine Republic; The Condition of Teachers in the United States, by Hon. J. P. Wickersham, of Pennsylvania; The Supervision of Schools in Sweden, by Dr. Meyerberg; Pedagogical Museums, by Dr. Hoyt, of Wisconsin, and Mr. Hodgens, of Ontario; and Public Instruction in Austria, by Dr. F. Migerka, Austrian Chief Commissioner.

During the closing session of this, the first International Conference of Educators ever held in any country, the plan of a permanent International Educational Congress, to be organized in connection with the Paris Exposition of 1878, was fully discussed. The sentiment in favor of such an organization was nearly unanimous, and the following resolution offered by Dr. Hodgens, of Ontario, was finally passed:

"Resolved, That, in the opinion of this Conference, it is desirable that there should be held at the next Universal Exposition, an International Congress, and that the United States Commissioner of Education is hereby requested to take such steps, whether by correspondence with foreign governments, or otherwise, as to him shall seem most proper to bring about that result."

The question of such an organization is thus fairly presented for consideration by the friends of education throughout the civilized world. It remains to be seen whether American educators are disposed to take the initiative in bringing about such a Congress. Who can doubt that a result of this kind once achieved would be but another step toward universal brotherhood among the nations? Of all the International Congresses for whatever object proposed, this will appear to the truly thoughtful mind to be one of the most far-reaching and beneficial in its aims. The universal education of the race means universal universal education and eventually fraternization. If the nations of the earth are ever to be raised to that happy condition when they must the race be lifted from the silent power of the learning, or even the enactments of the mighty world and to the realms of enduring prosperity and happiness. What miracles of beneficence might not be performed for the down-trodden and suffering millions, could the boundless waste of war be conserved and applied to the promotion of the arts of peace!

We should rejoice to see this project of a permanent International Congress of educators carried to completion.
be proud to know that it has been effected primarily through the energy, intelligence, and professional zeal of American educators. We should like to behold the evidence that such a result would afford, of the disposition of American teachers to lead in the propagation of ideas distinctively American, as well as in the assimilation of all that can in any manner contribute to the growth and efficiency of our own cherished means of instruction. It remains for them to determine whether this grand conception shall be realized, and whether the International Educational Congress shall take its place as one of the recognized agencies for the promotion of universal liberty, equality, and fraternity among the nations of the earth. Will the numerous educational associations soon to assemble in various portions of the country lay hold of the problem and render the Commissioner of Education such efficient support as will lead to a consummation so devoutly to be wished? *Nous verrons.*

Through the National Bureau of Education we have received the Report of the Minister of Public Instruction of the Colony of Victoria, Australia, for the year 1875-6, affording a fresh illustration of the comprehensive and invaluable work being performed by the Bureau. The Report in question is a systematic and thorough exhibit of the educational condition of that distant community, and will be read with attention by all who take an interest in the progress of education throughout the world. It is a document of 60 pages, double the size of those of our own school reports. It contains the usual statistical and financial tables with the sub-reports of the inspectors of fourteen districts. The enumeration of the school population includes children from 3 to 6, from 6 to 13, and from 13 to 16 years of age respectively. Of the first class, there are in the colony 76,034. Of the second, 192,065, and of the third, 12,884, giving a total of 280,983. The number of children between 3 and 6 years of age in attendance at private and industrial schools during the year named above was 5,218. The total number of all ages attending private schools, colleges, grammar, reformatory, and industrial schools was 24,666. The number of state and capitation schools in operation was 1,320. The number of children on the rolls in these schools was 220,533, and the average attendance was 101,495. The number on the rolls, reduced for attendance at more than one school, gives 195,252 distinct individual children that have attended during the year. The enrollment in the Colony has increased from 135,962 in 1872 to 220,533 in 1875, and the average attendance from 68,436 to 101,495 in the same time.

The total cost for the year 1875 of the instruction of each child in average attendance was £3, 11s. 6d. for each child under instruction, £4, 17s. 2d. A Training Institution for teachers is in operation and is meeting with a gratifying measure of success, 152 persons having sought admission at the commencement of the last term embraced in the year covered by the Report. Measures have been taken to secure the services of a Training Superintendent from some one of the most approved training schools of the United Kingdom, at a salary of not less than 800 pounds per annum, with quarters and his passage by the mail steamship at the public expense. The sub-reports of the District Inspectors are well written and exhibit a degree of scholarship in those officers that promises well for an efficient and wise administration of the schools under their supervision. On the whole, we are able to express ourselves as highly gratified at the presentation which this excellent report gives of the condition of public education among our antipodal brethren.

Still, from time to time, we have intelligence that the warfare of the Roman Catholic Church upon the free public school system of the United States is maintained. We are not aware that as yet it has done any particular harm; but it will be strange if the continual dropping does not at length wear away the stone. The persistent pressure of so large a body as Catholicism musters in this country, headed by leaders so crafty and able, and they under the domination of the acute counsellors and agents of the Pope at Rome, must at last weaken the superstructure of our splendid system of education, unless it is constantly buttressed by a sound public opinion and by the equally persistent pressure of Protestant educators and others of the faith who help to make public opinion, in defense of that which America holds so dear and sacred. We have no fear that the entrenchments of the common school are to be taken at any single dash of the enemy, or by repeated charges from the open field. It is rather by sapping and mining that the way may be prepared for the final explosion that shall leave them in hopeless ruin.

The latest of these efforts that has come to our notice is a behest from under the very shadows of the Vatican. The renowned Society for the Propagation of the Faith, which has for ages been a most effective agent in the spread and maintenance of Catholicism, has recently issued an address on this subject, which, translated from its original Latin, has found its way into an American newspaper. By it the bishops of Mother Church are exhorted to preserve their flocks by all means possible from the “dangers” of the public schools. Catholic parents are to be warned in no case to send their children to them, except when no parish or other Catholic school is at hand; and in these exceptional cases, the children are to be duly and diligently instructed in the faith by other means. But, that exceptions may be rare as possible, it is prescribed as a matter of supreme importance that Catholic religionists should have, in every place, schools of their own not inferior to the public schools. Liberal provision should be made for founding and thoroughly equipping such schools. Wealthy Catholics, and such as are “members of legislative bodies,” are specially exhorted and admonished to keep this end ever in view.

In the last injunction mentioned—that to “members of legislative bodies”—resides one of the greatest dangers. Within a very few years, the country has seen in repeated cases how pliable the average legislator is under the manipulations of the Catholic, where he is numerous to hold the balance of power, or seriously affect the popular vote in the state or in the member’s own district. The “Gray Bill” in Ohio, and the “Nuns’ Act” in New York—the latter strictly an educational measure, virtually giving the graduates of a certain convent-school in northern New York equal professional standing before the law with the graduates of the state normal schools—are among the most notorious cases. The time was when the Roman Catholic schools of New York city had only to prefer their demands to secure their scores of thousands of dollars from the public funds to upbuild their sectarian institutions; while, as if to take the curse off these appropriations, a few hundreds were, with equal impropriety and injustice, doled out to Protestant schools.

Perhaps the best hope of the Protestant, or rather American, side in this irrepressible conflict, is in the want of absolute unity among the Catholics themselves in their theories and practices related to it. In nearly every community where an attempt has been made by the bishops and priests to separate Catholic from
Protestant children in their school education, some parents of the Romish faith are found fearless, independent, and patriotic enough to keep their offspring in the public schools, and brave the consequences, which ecclesiastical authorities rarely venture to push beyond simple admonition or other mild discipline. Occasionally—but rarely, it must be confessed—a parish priest has been found who, in practical defiance of his superiors, has stood up in courageous defense of the American system, and refused to apply the injunctions and threats of the Church against it. A few influential laymen, like ex-Mayor Kelley, of Pittsburgh, have lent their influence unreservedly to the preservation of the common school. The services of such men, in a country so subject to the dominant influence of popular leaders as ours, can not be spared to Catholicism; and the country so subject to the dominant influence of popular leaders as ours, can not be spared to Catholicism; and the

Protestant children in their school education, some parents of enough to keep their offspring in the public schools, and brave the educational earth—at least in the Western Hemisphere.

WHAT CAN WE DO FOR UNEMPLOYED TEACHERS?

State Supt. E. S. Carr, California.

Upon my table are not less than fifty applications from eastern teachers, for positions in the California schools, received during the last month. They have numbered hundreds during the year. One teacher says, "I have a fine school, and an excellent position, with a salary of $900 a year, but looking out on the 19th of April, into a fast falling snow storm, I think this a good country to get away from." Another says, "I must live in a warmer climate, or give up teaching altogether." Many write of the over-crowding into the profession in the older states, and think there must be more elbow room on the Pacific coast. Others hear of the larger salaries paid in California, and argue from that a scarcity of hands in the educational harvest field. To one and all these, we are compelled to say, do not come to California without means enough to wait a year or more unemployed. Our population is already doubtful and trebly provided with the best of teachers. Some of the most energetic and the most enterprising from the older states early cast their lot with the gold hunters, and California, bound to have the best her gold would buy, has been getting it, ever since, in education, as in everything else. Gold will buy teaching capacity, though it cannot the capacity to learn; the Californians are not wont to grudge anything to the schools. In twenty-five years they have spent over thirty millions of dollars for public education. There is only one reason why they are not ready to employ every teacher who wishes to come to us—and that is, the lack of scholars. Look at the statistics of population, and you will find that we are yet only a handful, compared with the older states.

Again, our state and city normal schools are graduating more than enough teachers to fill the vacancies made by resignations, or the demands from new districts. In obtaining situations, then, graduates have an advantage in the influence of relatives and friends, and in many districts, here as well as in the east, this influence counts against experience in teaching.

Our school boards are elected as yours are, and our school interests are not always in the best hands.

There is something pathetic in the appeals of hundreds of qualified persons for employment in the work for which they have prepared with so much diligence and sacrifice. It is painful to say, "there is no work in all the land," to such as those. Does not the fact that there is a surplus of teachers in some parts of the country, and such crying need of them in places where the people are too poor to employ them, point directly to a national work in education, for which, as yet, no provision has been made? There are hundreds of trained teachers who would go into those dark portions of the country, marked on the map of illiteracy, if they could be protected and paid, as they can be only by some national provision. It may be said that the nation could just as properly move a surplus of shoemakers or carpenters from one section to another, and viewed from one stand point this is true; but the relation of the teacher to the public service is rather that of the army and navy. The President's inaugural speech touched the point of this subject: "A liberal and permanent provision should be made for the support of free schools by state governments, and, if need be, supplemented by legitimate aid from the national authority." It only needs a wise and judicious use of this authority, to

utilize all the educational force in the land, and in so doing, give added dignity and importance to the profession. The influence of education throughout the country should be concentrated in an effort to elevate our much neglected Bureau of Education into a Department second in dignity to no other arm of the public service. I have advocated this for years, without hope of its accomplishment in my time, but the recognition of a necessity for some form of national aid, so pointedly and publicly made by the President, inspires me with the belief that the auspicious moment is near, to prove that organization, under free institutions, may accomplish the same grand results for education, that despotic governments have achieved in other parts of the civilized world.

HOW TO STUDY.

John M. Eddy, Table Bluff, California.

I t is of more importance that the common school teacher should possess a true conception of what study is, than that he should be an accomplished linguist, or be conversant with all the natural sciences. * If there is anything which it should be incumbent upon the teacher to faithfully impart to every pupil, it is the art of correct study; and if there is anything that is generally neglected in our common schools, it is instruction in this very art. But so many of our district teachers have acquired their stock of learning by an exercise of the mechanical, parrot-like process, so prevalent in country schools, that few of them appreciate the real worth of absorbing application, and it is hardly to be supposed that they can enlighten their pupils much in regard to that of which they themselves are entirely ignorant.

Reform is as certainly necessary in the manner of pupils' studying, as in other matters, over which statesmen have exercised their wills in vain. It is a deplorable fact that more labor is now wasted acquiring the rudiments of an education than would suffice, if properly applied, to learn a trade or read for a profession. It may safely be stated that pupils in general consume thrice the amount of time in committing a lesson that is actually required; and it all arises from the simple fact that they have never been taught how to study.

Pupils have an unaccountable way of receiving a lesson, so to speak, through the eye and discharging it by means of the tongue, without its having made the least impression on their minds. Very seldom do you find a pupil who exercises much thought in committing a lesson: he has never learned its value or comprehended its importance as an element of study, and therefore ignores its use in accomplishing his task. Herein lies the difficulty; he is not taught that there can be no effectual study without vigorous thought. How common it is to see pupils, with book in hand, lips moving and eyes fixed abstracutely on some familiar object of the school room, trying to memorize some difficult passage of the lesson. A single glance through the blank look and preoccupied air of the pupil would convince the most careless observer that the mind of the child was absorbed by something entirely foreign to the subject-matter contained in the text-book. Who would not prefer to see a pupil engaged heart and soul in ingenious mischief, than attempting to study in this manner?

One trouble is that pupils are not made to comprehend the due weight, measure, and force of words. If they could understand the full meaning of words and the close relation existing between them and the subject-matter, the difficulty would to some extent be remedied. But authors and teachers in too many cases use an abstruse and inverted method of explanation, that abounds in technical words, technically related, which is ill-calculated for conveying clear impressions. This is entirely wrong. Every lesson should be expressed in the simplest language attainable, and then abundantly improved by comprehensive illustrations.

During an experience of eight years in the common schools, I have never found a pupil who understood arithmetic by the studying the rules given in the text book; nor am I anxious that they should master the subject-matter in this way. More than this, I have observed that as soon as the pupil has become familiar with the rules given in the text-book, he is not taught with the numbers that may occur in the statement of a problem, he is puzzled to undertake the solution of the problem. If he could understand what we term the mechanical principles of arithmetic, he would have an unaccountable way of receiving a lesson, so to speak, through the eye and discharging it by means of the tongue, without its having made the least impression on their minds. Very seldom do you find a pupil who exercises much thought in committing a lesson: he has never learned its value or comprehended its importance as an element of study, and therefore ignores its use in accomplishing his task. Herein lies the difficulty; he is not taught that there can be no effectual study without vigorous thought. How common it is to see pupils, with book in hand, lips moving and eyes fixed abstracutely on some familiar object of the school room, trying to memorize some difficult passage of the lesson. A single glance through the blank look and preoccupied air of the pupil would convince the most careless observer that the mind of the child was absorbed by something entirely foreign to the subject-matter contained in the text-book. Who would not prefer to see a pupil engaged heart and soul in ingenious mischief, than attempting to study in this manner?

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SCHOOL READING.

J. W. Boothby, Chappaqua, N. Y.

VERY few teachers of elocution, of any thing like extended experience, can have failed to notice the unsatisfactory character of the results obtained as compared with the exertions made. Not only is this true in regard to common schools, but the evil extends to high schools and academies, and even to colleges. Its causes I take to be two, and its partial remedy, at least, simple. Children are a good deal like Chinamen; they need a pattern. Good reading is, after all, largely a matter of feeling, of sentiment, of delicate perception. To produce good readers, the mind must be trained not only to look for the dictionary meaning of the words, but also that finer, subtler meaning which the author was thinking of when he used them. No rules, be they ever so clear and definite and true, can give this. The architect does not gather together the masons, and the carpenters, and harangue them concerning the proportions and beauties of the temple to be; telling them to put here a pediment or there a column or pull on this door and push on that. A little sunshine is the best possible tonic for teacher and pupils alike; and a kiss or an affectionate word may be more efficacious than all the rules and diagrams and dictionaries in the world.

The suggestion of Miss May, in No. 11 of the Weekly, in regard to lesson leaves, published weekly for the primary grades, is an excellent one as far as it goes. It would undoubtedly take away much of the listlessness and dullness from the sleepy atmosphere of that thickly populated region, the primary class room. "Beware of routine," said one of the best, "but that is fatal to teaching." It is the bane of the reading class. Its causes lie partly in the teacher, and partly in the text-book. There can be little doubt but that great advances have been made in the last thirty years in educational methods with best text-books. But the substitution of the modern reader for the masterpieces of English literature as wholes, is not one of them. The reader is a thing of shreds and patches. To nine pupils out of ten it is merely the instrument,—the tool,—with which he "learns to read;" a necessary, but not particularly interesting utensil in his educational kitchen. Every winter he finds the leaves have gone, and then lets the pupil imitate them, and he will soon form the habit of looking at the sense of the words, as well as at their definition and form.

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subject, the teacher should endeavor to prevent truancy, by diverting school of many of its aspersities. He should endeavor to awaken in the mind of the truant an interest in his studies, or in some attainable good. Truancy is a habit; attending school is a habit. The truant needs some motive which will induce him to abandon the one habit, and adopt the other. In many cases, the whole secret of dealing successfully with truants is involved in this point. To reach the hidden springs of action, the secret sources of good and ill, becomes an absolute necessity when we attempt to permanently eradicate an evil habit. The rains of spring may swell the streamlet to a foaming torrent, but unless it is fed by perennial fountains, among the hills, its channel will be dry through all the drought of summer.

TO-DAY AND TO-MORROW.

MRS. C. E. C. WincHELL, Austin, Ill.

TO-DAY we gather bright, beautiful flowers,
The sweet-scented grass 'neath our feet;
The birds are singing in vine-shaded bowers,
And with happiness life seems replete.
To-morrow our flowers are faded and gone,
The grass rustles under our tread,
The leaves have fallen, the birds are all flown,
The clouds skurry by overhead.
To-day we bask in prosperity's sun;
We're vigorous, happy, and gay;
For our hopes are high, and our hearts are young;
Life seems but a grand gala day.
To-morrow beneath adversity's frown,
The future seems nought but a dread,
Our mem'ries in Leith's stream we would drown,
For we're old and our hopes are fled.
To-day we labor in word, or in deed,
And we hope to reap golden grain,
For we pray our Father in sorest need,
That we may not labor in vain.
To-morrow's silver cord is loosed,
And "broken the golden bowl!"
God shows us the talents we have used,
To help or hinder the soul.
To-day we are here, but to-morrow there;
While on earth we must win our crown.
At last to His feet our burdens we'll bear,
And peacefully lay them down.
In the promised land, on the unknown shore,
Where the flowers neither droop nor fade,
We'll weep, we'll labor, we'll sin never more,
For our ransom His blood was paid.

PARENTS AS CO-WORKERS.

L. W. Hart, Brooklyn, N. Y.

The experienced teachers are the very ones who, while most earnestly and minutely fulfilling their every obligation, yet most earnestly and joyfully welcome parental cooperation, from a deep sense of its constant necessity.

1. The ignorance of parents. This is often dense and entire as to the course of studies; or, if not so gross, yet, in many cases, entire as to the correct discharge of a teacher's duty, and the limit of his rights or illuminating power over a scholar's mind; or, again, if neither of these, yet very great, every vain attempt, as to the actual obstacles which the home officer erects as barriers against the due influence of the school, by utterly ignoring its requirements out of school hours, and allowing amusements, and company, and reading, and rides, and idleness, to neutralize the six hours' labor of the teachers.

2. The indifference of parents. This is due chiefly to their ignorance of the facts in the case, but sometimes is owing to the under-valuing of the daily work and of the total effect. When the child is sluggish, or learns slowly, or forgets readily what was learned reluctantly, the nonchalant parent is ready with excuse or pardon, practically saying, with the whole power of example, "It matters little, one way or the other. Do as you please, and let us alone."

3. The downright opposition of parents. It is sometimes overt but sometimes covert, and its development corresponds to the type. Overt, it does less harm, for the pupil is then able to see both sides and is often wise enough to judge impartially between them. Self-conceit, and large self-esteem, parsimony, narrow-mindedness, indolence—and other motives, play their part in the ceaseless warfare against the workings of schools and teachers.

It is a test and measure of parental love and discretion, the degree of personal interest he takes in his child's school-work day by day,—the warm endeavor to complete or complement the efforts of the heavy-laden teacher,—the willingness to cooperate heartily so as to make home the ally of school.

THE PRESS ON EDUCATION.

IT is paradoxical, but true, that in educational matters there will never be compulsion till the people are willing. It is true in this sense, that the means of evasion are many and the ingenuity of unwilling parents is unbounded. In London the nomadic habits of many of the working classes enable them to evade the School Board officer with impunity. It appears that evasions of the Factory Acts also are ingenious and many in number. We read in a contemporary as follows:—"A curious mode of evading the operation of the Factory Act was brought before the notice of the Warrington magistrates, when several employers and parents of children working under age were summoned. The Inspector of Factories said that the Act was systematically evaded by parents sending children to work at a factory immediately after the doctor's inspection of the place. This inspection took place every fortnight, and before the succeeding visit the children were removed to another factory. By thus working a fortnight at one place, and a fortnight at another, the children, as a rule, missed coming under the notice of the doctor, and were employed all the year round." This, of course, implies complicity on the part of the employer, without whose connivance there could be little or no evasion. It shows clearly that if compulsion is to be a reality, the provisions to secure its enforcement must be prepared with the utmost minuteness.—The Schoolmaster, London, Eng.

—We alluded last month to the egregious folly of having pupils give verbal descriptions of letters as a part of their training in penmanship. Here is a specimen from a Philadelphia school: "Formation of the letter n. The letter n is one space in height, three spaces in width; commence on the ruled line with a left curve, ascending one space, joined by an upper turn to a slanting straight line, descending to the ruled line joined angularly to a left curve, ascending one space, joined by an upper turn to a slanting line, descending to the ruled line joined by a base, turn to a right curve ascending one space." The grammar of this description should be carefully scanned. A writer in the Philadelphia Ledger says: "This style of teaching should by all means be fully shown in the Educational Department of the Permanent Exhibition. A full description of the fifty-two large and small letters, with an appendix, if any of the board know what that is, will be very entertaining, and will be an argument on one side of the question of compulsory education." If it is of any value to have a verbal description to precede the tracing of lines, the teacher of gymnastics ought to have a concert exercise on the verbal description of the lines traced by the body and limbs before going through the exercises. Because a verbal description is sometimes very valuable it does not follow that a great deal of it is a great deal more valuable, any more than because two eggs may be good for breakfast that a dozen eggs are six times as good.

—Ohio Educational Monthly.

—Don't get angry; whatever else you do, don't go down to this depth. Outbursts of passion will destroy days and weeks of usefulness. You are lowered thereby in the eyes of your pupils and, saddest of all, in your own eyes.

The way up again is slow and shame-faced. A person liable to lose his temper ought not to choose the training of children for his profession. Let him work on grosser material. But the best of us are oftentimes tempted; is there no way to shun the temptation? Yes! 1. Avoid pursuing an inquiry in your school-room about which you feel yourself insular. In the calmer moments, when school is over, you can investigate more justly. In the presence of his mates, a pupil may be bold and insulating towards his teacher, but in the calmer hours, afterward, when eye meets eye, without spectators, his bravado will be gone and if you are right, he will readily yield. 2. Never inflict corporal punishment in the presence of your school; if this be necessary, let it also be done afterward. A struggle with a pupil in the presence of the school will inevitably lead to a loss of temper and after regrets. 3. Keep yourself in good health and resolve to be happy in your school-room, and resolve to make your pupils happy there, too. Be determined that trifles shall not fret you. 4. Last but not least, have fresh air.—Carolina Teacher.

—There may be crudeness and unreasonableness in much that is said in discussions of educational matters, but such discussions will do good. Public sentiment will be right when it is well-informed. The schools belong to the people; they pay the taxes which maintain them. Their wishes should find expression and be obeyed. Legislation in advance of public sentiment is both unjust and reactionary.—Home Newspaper.
Musical Department.

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

TO SUPERINTENDENTS.

In glancing through the reports of many superintendents of schools, we notice, with pleasure, their earnest plans to their respective school-boards, in behalf of vocal music receiving more attention in the public schools. As the time approaches for the employment, and assignment to the various schools, of teachers for the ensuing school year, to all superintendents and others interested we would suggest that some steps be taken that will give vocal music a place as a regular study, and secure its being taught in a proper manner. It is not probable that every board of directors will employ special teachers—although that is the best plan, wherever practicable—but will they object to vocal music being taught in the schools, if it creates no extra expense? If not, there is a way in which a great amount of good may be done, and we would commend it to the attention of all earnest educators. In nearly every corps of teachers there are some that have more or less knowledge of music, and if such were selected, and one assigned to each building, as a musical principal, so as to supervise the musical instruction, it might be taught quite efficiently. Such an arrangement being made, a definite course of study should be laid out so that the instruction would have some degree of uniformity. These musical principals should then have at least one meeting a week to review the work, note the proficiency of the pupils, help them to correct mistakes, and by the regular and systematic study thereof, they will have something to present to the teachers at the meetings.

I have been frequently asked to state what are the duties of the musical principal. I will answer that in the best sense of that term, one principal should have at least one meeting a week, if at all practicable, with the music teacher of his school during the term. He should be consulted in the daily work, and should be prepared to aid any teacher in the music department to whom he may be assigned. He should take the lead. I may add, that it is just as practicable for teachers to succeed in giving instruction in this as in any other department. Do those teachers think that this testimony is false; or, is it because of their own indolence that they do not attempt the work? We shall not undertake to reply to this question, preferring to leave it to some one who is better acquainted with such teachers to do so.

NOTES.—Church's Musical Visitor is a most welcome "visitor." Its articles are always pleasing, pointed, pithy, and practical.—Prof. H. S. Perkins, of Chicago, is preparing a new graded course of Music Readers for public schools.—Brainard's Musical World is another one of those monthly in the reading of which we are always interested and instructed.—The May number of the AmphiCon contains a very interesting article concerning the system of musical instruction in the Detroit schools, and, in very complimentary terms, speaks of the gratifying progress made therein during the last two years, under the very efficient direction of Mr. E. C. Gore.

PRONUNCIATION IN SINGING.

I a letter to the May number of the AmphiCon, Prof. H. S. Perkins, of Chicago, says: "During my visits to the singing exercise in public schools, the query often comes to me: Why do not the teachers of singing more critically look after the pronunciation of words, even the most common and simple? And again, why do the school teachers themselves become so benumbed and obtuse upon this point the instant that words are to be worded to song? A simple example: 'tu' for te, 'cher-er-ly' for cheerful, and hundreds of others equally at fault and out of joint. I most earnestly advise all teachers to give careful attention to this essential part of the work. Singing too loud is not uncommon, and too high, yet faulty pronunciation takes the lead. I may add, that these errors are not found alone in our public schools, but in nearly all of our choral societies in both city and town. This faulty feature of singing is also most prominent in the schools of England, including those taught from the Hallah (arranged Wilhelm) system, and the Curwen Tonic-Sol-Fa; yet precedent is no excuse for error. No one thing of such vital moment as language should be lost sight of in a course of vocal instruction. Most certainly, native Americans should be able to instruct properly in their own language—their 'mother tongue.' We will apologize for any manifest inability on the part of foreigners, but 'natives' deserve a smart whipping for such short-comings."

—A correspondent, who desires to remain incognito, asks the question, "Why do some teachers in public schools persist in thinking that they can do nothing toward giving instruction in music to their pupils? Have they ever faithfully investigated the subject, or earnestly attempted it? The experience of hundreds of teachers, and the united testimony of our best educators is, that it is just as practicable for teachers to succeed in giving instruction in this as in any other department. Do those teachers think that this testimony is false; or, is it because of their own indolence that they do not attempt the work? We shall not undertake to reply to this question, preferring to leave it to some one who is better acquainted with such teachers to do so.

Practical Hints and Exercises.

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

PRIMARY SPELLING, III.

Mary P. Coleman, Boston, Mass.

No matter how the sense of the experienced teacher may dictate, the fact remains the same—that spelling books must be used, at least for the present. Such being the case, it is well to look toward conclusive methods of teaching, and fixing in the memory the cruel lines of abstract combinations of letters.

Several plans having presented themselves, we will not waste the King's English by multiplying words over the propriety of abolishing the book, but make the best of it by enlarging upon some of the said methods.

To take the speller in hand, and be told by the teacher, that the one, two, or three columns of words there presenting themselves upon a given page must be learned, and then nothing by way of explanation, is enough to set the whole of them whizzing round the little martyrs' heads like the wooden worlds of an orrery! But, if she will apply her ingenuity toward helping their memory, the labor is immensely lightened, inasmuch as anything round which a degree of interest is thrown, becomes, in a sense, a possession.

One way very attractive to the little folks is to take the words intended for the lesson, and work them into a sentence; no matter if it isn't quite so elegant and logical in its make-up—it will still have some ideas in it, and, by presenting it in a way which may mean something to them, it increases their power of retaining it.

Thus: "One day, a farmer's wife wished to make a cake, but the recipe was wanting. Who will help her?" The pupils then have the choice of the words when you compass two things,—teach them the lesson and make the pupil memorize the words. Of course, then, the spelling lesson is possessed of power to hold the attention.

In our own speller, occurs a lesson where the letter x has the sound of кцион; and it so happens there are just a dozen words in it. The lesson, for their edification, is prefaced by "playing" they are to go to market for a dozen eggs. Each word is an egg—crack, exhaust, escort, escort, and the like. A failure in the lesson is called an accident; a blunder is called a cracked egg; a miss is a broken one, etc. It is nearly as good to them as a breakfast,—especially when I ask them to tell their mothers when they go home, that they have been shopping in the spelling-book, and bought "a dozen of eggs" which they must keep, for "teaching put them into their heads last!"

Another good exercise is to call one from among their number who shall give the words of a review, and which the class shall spell in concert. By putting this light task into the hands of different members of the school, several purposes are answered,—they are taught confidence, distinct articulation, and enunciation, and you find out who has profited by your teaching to the degree of knowing just how to do it. I believe in frequent reviews—it is so easy for spelling lessons to slip away and go, nobody knows where!
The invariable exercise of putting it upon the slate should follow each lesson; if a hard one, then two or three times. It is not to be supposed that all grades can write, and in such cases, the printed letter should be used, thereby teaching two or three things at once,—facility, neatness, etc., but beyond this, the eye should be educated to see the sequence of letters as well as the ear to hear; and by this practice, such is the result. In this connection it is well to say that every child, blundering on a word, should be required, at the close of the lesson, to put it many times upon the slate:—if this is insisted on, you will find that word is seldom missed again.

The children should be called upon to pronounce and spell, word by word, and scholar by scholar, through the entire class; and if any one seems inattentive or indifferent, then that is the very child to spell the next word in order,—no matter if it (?) is at the other side of the room.

But I have one method, which to me is superior to all these, though I do not employ it more than two or three times a week. It is never well to exhaust any plan; besides, with little children, a variety of ways "tells." It is this:

Dividing the school into two sections by simply designating an aisle, I have my boys and girls stand, and, at a given signal, face each other. Then, No. One of one section "puts out" the first word of the selected review page, and No. Two of the other section spells it. No. Two gives the next word and the corresponding No. Two in the other section spells that, and so on. The words must be given in a clear, moderately loud tone of voice, sufficiently so to be heard distinctly by the opposite section; and the exercise is conducted in such a way that the same distance is preserved throughout; thus each voice has to be thrown over the heads of at least five rows of scholars, and the same back in answer. I have found this peculiar plan very interesting and useful, both to myself and them.

It takes a long time to treat of ways and means—much longer than it does to carry any one of them into actual practice; but very few moments are occupied in any method here proposed,—and each one has many merits over the bare-faced fact of "learning you spelling lesson."

If we must have the books, do let us, in the interests of a common humanity, use every means in our power to spice up the unvarying dish! Don't let us expect the poor little creatures to know in a twinkling what it has taken ten years to learn;—and, above all, let us have charity for their troubles and falls, inasmuch as it is in the power of all of us to look back upon stumbling of our own, in the time that is past, whose name is "Legion."

Errata: In "Spelling, II," fourth line, please read "public" for "pupils."

PARSING.

"HELP ONE ANOTHER ALL YOU CAN."

THIS is a complex sentence of seven words, in which "you can" is subordinate to what precedes, and is used merely to modify "all.

1. "Help," the first word, is a regular, active verb, Help, helped, helped, found here, in the Imperative Mood, Present Tense, Help, or help thou, Help be; Plural, Help, or help ye; second person, plural, and agreeing in number and person with its subject, "ye." RULE. A verb must agree etc. with its leader or principal by the relative pronoun, all. 2. "One" is a limiting adjective, agreeing with man understood. And man understood is in apposition distributively with "ye," the subject of "help," and of course is nominative, "One," then, is in the Nominative case.

3. and 4. "An," and also "other," each alone or both taken as one word, is a limiting adjective, agreeing with man which is objective, and governed by "help." RULE. Active verbs govern the Objective case.

Or, "One another" is a reciprocal pronoun, representing distributively and yet universally both the helpers and the helped; and thus it is in apposition interchangeably with each party, the helpers and the helped.

5. "All" is an adjective, agreeing with "help" understood. And this help omitted is in the Objective case in apposition with the same thought and the same word expressed in the verb "help." For every verb is a noun with a predicating function or do-power added to it. Thus "help," as a verb, simply means render help, give help, or do help. And the last is best as most generic. For do is used appositionally with any and with every other verb of the language. And here the meaning is, Do this work specifically named help until each one of you is both a help giver and a help-getter. All that is implied in the three words "help one another.

6. "You" is a personal pronoun, second person, Nominative, Thou; Possessive, thy or thine; Objective, thee. Plural Nominative, Ye or you, found here in the Nominative plural, and made the subject of "can" (help or can do.)

7. "Can" is an irregular and defective verb; Present, Can; past, could. Participle wanting, found here in the Indicative, Present, I can, thou canst, he can; We can, you can, they can; second person, plural, to agree with its subject, you. RULE. A verb, &c.

N. B. "Help," or more properly do understood after "can," is in the Infinitive Mood, governed by can. RULE. One verb governs another &c. But if the two verbs be taken together, as is usually done, then can help, can do may be said to be in the Potential Mood, Present Tense, second person, plural number. And the subordinate sentence, you can do, is connected with its leader or principal by the relative pronoun, all, understood, of which all helping is the antecedent. The full sentence then is Help do ye one another, all (the help that) you can do. Or—better, because less tautological,—Do ye for one another all the help that you can.

M. M. C.

BLOOMINGTON, IND., May 7th, 1877.

FUNDAMENTAL INSTRUCTION.

E. H. ROOD, Bloomington, Illinois.

THE perceptive faculties of children are greatly underrated by the average teacher, and their reasoning powers largely overestimated. When instructors properly appreciate this fact, there will be a proper adaptation of studies to the capacities of pupils.

It requires no mental effort for the child of German parents to learn to speak English and German simultaneously, and a new language would doubtless be learned yearly, under favorable circumstances; and no one would ever so much as think of a mental strain during this wonderful progress.

Reading is a branch of education (or rather, is the foundation of all learning from books,) requiring but little more mental effort than learning to talk, being simply an education of the eye, with the same memory and expression required for the spoken language. It is truly speaking with the assistance of the eye.

Spelling is also a work for the unreasoning infantile mind, being largely an exercise of memory, which is more tenacious during childhood than at any other period of life.

Geography, so far as the location of places is concerned, is an easy study for children. The reading of figures, addition, subtraction, multiplication, and division are also branches as easily acquired in childhood as in after life, and, in fact, more easily.

Every child of average intellect before he is ten years old, (might I not reasonably say eight?) should read and write well, know the spelling book and geography, and be a ready reckoner. And with this grand foundation, he can complete his education with or without an instructor. With this excellent beginning, confidence is acquired, and interest in books and a love of learning incited, and the work of education goes forward easily and rapidly.

There needs to be a revival in primary work, and educators be brought to perceive the relation existing between these foundation branches and the perceptive faculties of children. Let memory and skill first be cultivated; to be followed by reason and analysis.

HINTS FOR ASSISTANTS.

CARRY out in good faith the general regulations and methods of the principal.

2. As far as possible, govern your class yourself.

3. It is not best to say that you know more than the principal, even if you think so.

4. Do not expect principals to be absolutely perfect; if they were they would be unsuited to any ordinary corps of assistants.

5. Do not narrow your work down to the strict limits of the course laid down in the Manual, but teach whatever the pupils ought to be taught.

6. Do not make it your chief ambition to promote every pupil, and do not worry pupils with the threat that they will not be promoted.

7. Do not expect that any class just promoted to your grade knows everything.

8. Cooperate with the principal in making your class a part of the school as a whole.

9. Do your work well, but do not overwork; your first duty is to take care of your health.

10. Do not allow superintendents, principals, or school officials to force you to do an unreasonable amount of work, either in school or out of it.—John Stuart.
CHAPTERS on School Supervision: A Practical Treatise on Superintendent-ence; Grading; Arranging Courses of Study; The Preparation and Use of Blanks, Records, and Reports; Examinations for Promotion, etc. By William H. Payne, M. A., Superintendent of the Public Schools of Adrian, Mich. (Cincinnati: Wilson, Hinkle & Co.)—This little book, whose aim and scope are sufficiently indicated by its title, supplies a want that has been heretofore conspicuously overlooked. While there is no question but that the great majority of school superintendents are and have been honest and faithful, very few of them have had such training as to modify in any essential degree the dictates of whatever native common sense they possessed; so that results that would have been produced by intelligent foresight, and careful, confident, and active inspiration, are either wholly wanting or only come in some small calls the attention of this its Selection, arrangements of the best plan for Ventilating Houses and Outbuildings; School Hygiene and Ventilation; Illustrations of the best plan for Ventilating School Rooms; The Internal arrangement of School Houses; School sites; School apparatus, with Directions for its Selection, Use, and Preservation, etc., etc. There seems to be no phase of school house building, location, furnishing, and ornamentation that is not here exhaustively discussed in a style so simple and direct that any person of the most ordinary intelligence can comprehend and apply it. We know of no measure that could contribute so much to the perfection of the material aids to instruction as the publication and general distribution among school officers of a work like this. The issue of such a book affords additional evidence of the great liberality and wisdom with which the work of popular education is prosecuted in the Province of Ontario, and it cannot fail to produce the most beneficial results in improving and beautifying school property wherever it may be distributed.  

Macmillan's Progressive French Course. (London and New York: Macmillan & Co. Cloth, pp. 77. Price 50 cents. 1877.)—We can safely say that this small work is a valuable addition to the few good French text-books intended for beginners. Though we regret to see that no attempt whatever has been made to teach the pronunciation of the language by means of rules,—the whole subject being left in the hands of the teacher,—we cannot but commend the new method of introducing the different sounds required to pronounce French words, as a part of the first ten lessons, in connection with the practical study of the language. Indeed, the work is the most practical French course we know of. This very fact, however, may present serious disadvantages to most learners, if not mere children. For instance, the place of personal pronouns is not explained, but merely shown in sentences. We know that it is almost an impossibility to make children understand what is meant by direct and indirect object; but scholars who have already studied the English grammar most readily understand the respective place of personal pronouns, in French, when two or three good rules are given, instead of sentences only, requiring extensive mechanical memorizing, and seldom enabling one to master that very important portion of the grammar.  

The verbs—the auxiliaries and regular verbs only are given—are presented to the learner in the right way, that is to say, based on a certain formation of tenses. The author might have shown, without increasing the size of the volume, and without making it any less elementary, how this formation of tenses applies to one hundred and sixty-four so-called irregular verbs. Had he given the primitive tenses of twenty-nine model verbs, (five words for each verb), the above number of irregular verbs might have been acquired by the learner while learning the regular verbs of the language. Perhaps one extra lesson might have been required, but certainly not more. The true advantage of this extra lesson would have been to enable the learner to begin the reading of some easy French work, when this small volume had once been carefully studied.  


PAMPHLETS RECEIVED.  

Description of the Fourteenth District School Building, Milwaukee, Wis. By Henry C. Koch, Architect.  


Proceedings of the Adams County Teachers' Institute, held at Gettysburg, Pa., Dec. 4-8, 1876.  

Report of the Worcester Schools, 1876.  

Calendar of the Lagporte Public Schools for 1875-6. L. B. Swift, Superintendent.  


Dante Purgatorio. A lecture read before the St. Louis Art Society, by Prof. Louis Soldan.  


Proceedings of the State Teachers' Association of Iowa, at its Annual meeting, held at Grinnell, December 26, 27, 28, 1876.  

Twenty-third Annual Report of the State Commissioner of Common Schools to the General Assembly of the State of Ohio, for the school year ending August 31, 1876. Chas. S. Smart, State Commissioner of Common Schools.  


Circular of Bedford Graded Schools, Indiana.  


Report of the State Board of Education showing the condition of the Public Schools of Maryland for the year ending Sept. 30, 1876. M. A. Newell, Secretary.  

Catalogue of the Ann Arbor Public Schools for the Academic Year, 1876-7. W. S. Perry, Superintendent.  

Catalogue of Warsaw Union School, Warsaw, N. Y., 1875-6. A. P. Chapin, Principal.  

Catalogue of Knox College for the Academic Year, 1876-77. Newton Bateman, A. M., LL. D., President.  


TARDINESS.

To the Editor of the Weekly:

Please allow me space in the columns of the Weekly to reply to questions asked about the report of the Sauk Center Union School, published in No. 17 of the Weekly.

Our records are kept with the strictest accuracy. At 9 o'clock, precisely, the bell is rung, and any pupil entering the school-house afterward is marked tardy, if but one-half minute. We have no rule forbidding pupils to enter the school-room after 9 o'clock, and any pupil who is absent for fear of being tardy is marked a truant. To the last two questions we emphatically say no. Of the 83 cases of tardiness, 77 were incurred in the house and sighted; "Oh dear, what shall we do?" No, no; pupils were shown the effects of tardiness, and in such a manner as to arouse them to promptness. Prof. Fayette S. Cook, one of my preceptors, worked up the public sentiment to such an extent that Sauk Center owes much to him for the present standing of her school.

Absence is not second to tardiness. In our report, found in the Weekly, but 83 days of absence occurred. In a previous month we had only 58 days of absence.

The public is so wide awake, and takes such a deep interest in the school, that the School Board might well escape stringent rules and be sustained, but it is not necessary.

The report in the Weekly is not the best report we have, and we had no idea it would find its way there; we were, however much pleased with the notice. It is not the first month in which we have had no tardiness; to the present writing we have had, since the opening of school, six weeks of absence, from five to eight pupils from the seven that were ever so present. We have not been in the district long enough to be well known to the public, and to learn to control "favoring providences." Three months out of six have actually had no tardiness. Our report for April is, in some respects, better than that of March; the total is as follows: 228; average number of members, 216.2; average daily attendance, 212.5; per cent attendance, 98.5; per cent perfect attendance, 73.9; per cent of attendance, 66.5; number of days of absence, 158; number of visitors, 264.

We make discipline a specialty in the same sense as we make thoroughness a specialty; we aim at thoroughness in everything. This school is in some respects a training school; the surrounding country is supplied with teachers mainly from this school. We cannot advance Prof. Buckham's ideas out here. If what I advanced in my letter in No. 12 of the Weekly is considered errors in "York State," the ideas are, nevertheless, current in this part of Minnesota.

I have been obliged to work my way in life, and I could tell as much from personal experience as Prof. Buckham can from that of his pupils. What I mean by doing one thing at a time was, to attend to one thing at the right time. I shall forever hold up such principles to my pupils. I think Prof. Buckham need not expect to get entirely rid of tardiness as long as he considers tardiness honorable; for if it is not disgraceful it must be honorable.

I would like to take up this subject again if the Editor is willing.

Yours truly,

S. F. CALE.

THE EDUCATION OF THE FREEDMEN.

To the Editor of the Weekly:

Now that the policy of reconstruction has become a thing of the past, every one will attach to every educational movement in the Southern States.

In the future we are not to rely on force as a universal panacea for the evils of society at the South, any more than for any other section of the country. I cannot deny the wisdom of the recent change of policy in dealing with questions that have so long kept the country in a turmoil, but I have grave doubts whether the country and the government realize, to a sufficient extent, the imperative need of an influence stronger and more potent than the sword in the solution of these educational questions.

I need not say, what no one will deny, that the spirit and genius of the South to within a few years, have been radically opposed to any system of education for the masses. That something of a change is taking place on this question, is a matter of which we are all aware; but for the efforts of benevolent societies and individuals in the North, at this time, prominent among which was the American Missionary Association, the intellectual and moral improvement of the race must have been left to their former masters, in nearly every instance unable, through poverty, to execute such a trust, had there existed an effort on their part to do so.

In this condition of things the American Missionary Association established schools in every Southern State, drawing their teachers from the ranks of the Christian men and women of the North, and at one time employing as many as five hundred workers in this great field.

In some states these schools became a sort of nucleus around which grew more or less efficient systems of public schools. Memphis was a point early occupied. Colored children were gathered into such temporary shelters as were available, public and private, and were taught the ability to read, write, and to keep a good standard of conduct.

In 1870, Dr. F. Julius Le Moyne, of Washington, Pennsylvania, a life-long friend to the colored people, gave twenty thousand dollars to be used toward the establishment of a permanent Normal School at Memphis. The execution and oversight of his plans were entrusted to the American Missionary Association. In 1872 the Le Moyne Normal School was opened. It was an institution of the highest order, designed to train teachers for the instruction of the freedmen and the colored people of the South. It was a sort of nucleus around which grew about four thousand schools of a like design;

During the three years just ended, not far from one hundred students of this school have taught in the states of Tennessee, Mississippi, Alabama, and Arkansas. They have had under their instruction not less than twelve thousand children. We find our pupils, on the whole, incapable of so rapid advancement as the average white student. Yet it is this to be wondered at since they come to us utterly unacquainted with the simplest facts of science, that white children usually hear about and understand as a matter of course.

As a class, we find our students less independent, hopeful, and ambitious, than the generality of white students. Any other condition of things than the one we have had to produce the results we have is quite unprecedented. It is necessary for the government and the entire country, this change must be slow and imperceptible, and to learn to control "favoring providences." Those conditions which have been so long prevalent have been so long widespread that the government and the entire country have gained what education they possess either directly or indirectly from these conditions, and in the schools of these conditions. The solution of these questions will be a settled one;—unsettled or temporarily settled in the way that the government and the entire country may secure and maintain the negro in the race.

The means of education are increased and assured, and with time the question will become a settled one;—unsettled or temporarily settled in the way that the government and the entire country may secure and maintain the negro in the race. The means of education are improved, and the means of education are increased and assured, and with time there will be a settled one;—unsettled or temporarily settled in the way that the government and the entire country may secure and maintain the negro in the race. The negro is unseated, and the negro is unseated or temporarily unseated in the way that the government and the entire country may secure and maintain the negro in the race. The means of education are increased and assured, and with time the question will become a settled one;—unsettled or temporarily settled in the way that the government and the entire country may secure and maintain the negro in the race. The means of education are improved, and the means of education are increased and assured, and with time there will be a settled one;—unsettled or temporarily settled in the way that the government and the entire country may secure and maintain the negro in the race.
The Educational Weekly.

STATE DEPARTMENTS.

Editors:

California: Jeanne C. Carh, Deputy State Sup't Public Inst., Sacramento.

Colorado: C. Shutt, State Sup't Public Instruction, Denver.


Kentucky: Dr. J. B. Reynolds, Principal Third Ward School, Louisville.

Michigan: Prof. Lewis C. McPherson, State Normal School, Ypsilanti.

Indiana: Miss V. C. Davenport, State Normal School, Indianapolis.

Wisconsin: J. Q. Emery, Sup't Public Schools, Fort Atkinson.

Minnesota: O. V. Tovey, Sup't Public Schools, Minneapolis.

Iowa: W. M. Brantley, Sup't Public Schools, Yankton.

Ohio: W. R. Reynolds, Sup't Public Schools, Parma, Ohio.

Nebraska: Prof. Charles P. Palmer, State University, Lincoln.


ChicagO, June 7, 1877.

Illinois.

Mr. J. S. CoLe succeeds G. J. Turner in the superintendent of the Atlantic schools. He will be assisted by Miss Armada Thomas.—A. D. Beckhart retires from the Cerro Gordo schools; T. Sterling, from Bement, and G. R. Shawman, from Mansfield. A. D. Beckhart has been employed to teach the Buffalo school next winter. On the commencement at the Industrial University takes place June 9th, and at Normal, June 21.—W. H. Lanning has been reelected to the principalship of the West Side Champaign schools.

We clip the following from the Champaign Gazette, as the school tax levy for the respective towns mentions: "Bloomington, per one hundred dollars, $1.30; Decatur, 93 cents; Paris, 85 cents; Danville, 92 cents; Urbana, 93 cents; Tolono, 70 cents; Champaign-east side, 82 cents; Champaign—west side, 70 cents."

Mr. Whiteside has resigned the principalship of the Sycamore schools, and will be succeeded by Mr. F. E. M. Sanders, who taught there some years ago.—O. T. Denny, a graduate of Lincoln University, is appointed principal of the Mt. Pulaski schools. A three-weeks Institute will be held at Delavan, commencing July 30th. The Pekin schools closed May 24th. A class of six graduated from the High School—Miss Emma A. Smith, the assistant of Dr. Thomas, the state Entomologist, will assist Miss Wesh, in her Institute. Of her work, Miss Wesh says as follows: "She is making a special study of the various kinds of bark lice which infest shade and fruit trees, and of insects which in any way injure corn. She will be very glad to have our farmers and horticulturists write to her concerning any injurious insects and to send her specimens. When desired, she will visit any infested locality and make personal inspection. Her address is 136 Moss street, Pekin. Besides this work she is assisting Dr. Thomas in his grasshopper investigations by rearing a number of two closely allied families, the femur-rubrum and the spuratus, from eggs sent her by Dr. Thomas from Minnesota. In the latter, she has reared an interesting form and is watching on their probable future increase and the length of time these troublesome guests will remain, it is necessary to watch closely their whole development. This can be done only by rearing them, which the commissioners cannot do as they do not remain long enough in one place. Dr. Thomas also has sent her a very curious looking worm, which she is watching with great interest. The hope is that he will prove a valuable ally against the grasshopper; the points to be determined are, is he really a carnivore; if so, has he a fondness for grasshopper eggs, or grasshopper steaks?" In a recent number we alluded to a bill, then before the committees of our Legislature, which marked a significant movement in the study of the natural history of our state. The bill passed the House in the closing hours of the session, and is now a law. It provides for the establishment of a State Historical and Natural History Museum, at Springfield, to occupy the rooms in the west wing of the State House, known as the Miscellaneous Library rooms. The following statements from the Bloomington Pantograph present the matter somewhat in detail: "Is these rooms to be collected from the State Library all books and documents relating to the history of this state, as a nucleus for a State Historical Library; the collection of geological specimens accumulated in the progress of the geological survey of this state; and one each, of all the duplicate zoological and botanical material needed by the State Educational Institutions for the management of the natural history collections, to be expended under the direction of the curator of the Normal museum."

A party of students and nats leave Normal July 10th, for extreme southern Illinois, to collect specimens in all departments of botany and zoology. They go in wagons, prepared to "camp out." Prof. Forbes of Normal, conducts the expedition, which will be gone six weeks.

Michigan.

Prof. Putnam, of the State Normal School, has recently prepared for Colton's "Common School Geography," a School Geography of Michigan, containing XXII lessons and one review lesson—fifteen pages in all. It contains one full page count for Admission, 9 A.M. September 20th. The plan of government surveys, the cut of the new Capitol building at Lansing, of the University and Normal School buildings, the City Hall, and the High School building of Detroit, and the seal of the state. The chapters treat of the location, natural divisions, boundaries, political divisions, system of surveys, etc., and surface, islands, great lakes, rivers, soil, and climate. Two chapters are devoted to the early history of the state, two to the government and two to military occupations of the state. Five new roads are planned, and other industries receive due attention, while counties, cities, towns, and railroads are duly described.—Four ladies and eight gentlemen constitute the graduating class at Albion.—Prof. G. M. Clayberg, for several years a resident in the city of Charlottesville, public schools, and who has recently returned from his studies in Europe, has been chosen superintendent of the public schools of Pontiac, in place of J. C. Jones, who succeeds Supt. Tarbell at East Saginaw.—Prof. W. M. Harris, who for several years has been professor of botany and zoology in the University of Michigan, there may accept a similar position in China, at a salary of $5,000 per year.—The Legislature in the closing hours of the late session made special appropriations to the University, amounting in all to $40,000, completing the following: Chair of geology, $4,000; dental school, $5,000; botanic garden, $5,000; apparatus for the two years: Chair of botany, $4,000; physics, $4,000; physical laboratory, $1,500; hospital, $2,000; physiological laboratory, $3,500; general library, $5,000; dental school, $9,000; apparatus for the same, $1,000; building for the same, $1,000; astronomical department, $3,000; art department of medicine and surgery, $9,000; normal college, $5,000. Appropriations were made to the State Normal School amounting in all to $61,600. Of this, $34,600 is for the current expenses of the school for the years 1877 and 1878; $25,000 for the hunting of the new building. Both appropriations passed the two houses by large majorities.

Indiana.

Thomas D. Gregg was once a school teacher in Indianapolis. He got rich, but that was forty years ago, and after he had laid aside the scrip. A copy of his will has come to light, in which, after devising some $7,000 in small bequests, he makes the city of Indianapolis his residuary legacy; to be used for the advancement of free schools, etc. He has presumed that the school directors have not yet heard of this legacy, as no notice has been taken of it. It is not unlikely that he has laid aside the scrip. A copy of his will has come to light, in which, after devising some $7,000 in small bequests, he makes the city of Indianapolis his residuary legacy; to be used for the advancement of the schools. A general feature was the class tree exercises. The graduating exercises were very similar to those at any other normal school. The average age is 18 years. They are performed by the graduating class at Albion, and at Normal, June 21.—W. H. Lanning.

Supt. N. M. Holbrook, of Mower county, has called meetings of the district treasurers on the 2d, 9th, and 16th inst., for the purpose of mutual promotion of the interests of the schools. A general invitation is given to all friends of education to attend.—The examinations and other public exercises of the St. Cloud Normal School passed off with the usual eclat. A new feature was the class tree exercises. The graduating exercises were very largely attended.—The University of Minnesota makes the following announcements: June 1st and 2d, examination of classes in all departments; June 2d, commencement of last year; current exercises; address by Dr. F. E. Starratt, 8 P.M.; June 6th, Examination of classes in all departments, 9 A.M.; June 8th, Commencement exercises, 9 A.M.; June 9th, 9:30 P.M.; June 10th, Business meeting of Alumni, 3 P.M.; Annual Address before the Society of Alumni, by Henry W. Williamson, Esq., at 8 P.
M.

June 7th, Commencement day, Public Graduation Exercises, 9:30 A. M.; Alumni dinner, 3 P. M., at the Nicollet House; President's reception in the evening.

The building of the High School at Minneapolis is progressing finely. Appropriate exercises on laying the corner stone of the structure will be held. Commencement exercises connected with the Minneapolis High School will be held on the evening of June 22d at the Academy of Music.

The pupils of the Minnesota Institution for the Deaf and Dumb and the Blind gave a very interesting entertainment in Hill's Opera House, Faribault, Wednesday evening, May 17th. The admission being free, music was furnished by the Misses Gates and Harmon, a band of young women and children. The program included several songs, recitations, and readings. An interesting feature of the entertainment was the performance of a girl who has not had instruction. Her performance was much appreciated.

At a Teachers' Convention held in the Nicollet House, Faribault, April 20th, at which one hundred teachers were present, the following spelling exercises were given as a written exercise in spelling, and the general average of the whole was 48.1 percent:

Balance, Indiblelible, Surrseved, Leage, Accrossed, Seaptutto, Gar­riage, Preceision, Deleate, Precede, Tryisible, Rarely, Scirhrous, Philippic, Periphrery, Naivete. A recent issue of the Shattuck Times furnishes the following interesting information concerning the closing exercises of the Shattuck school year. The last one of the younger breaks forth with, "I say, you girls have had that long enough, you want some change immediately, and then we are amazed to see the number of heads that can be accommodated over the small space; a glance is taken and the crowd soon dissolves and rearranges itself in groups. Two young ladies, seniors, in dignified grief, enter a mild protest; they do not whisper half as much as some of their neighbors, but somewhat too marked twice as loud—surely because they do not try to be underhand. And the resigned martyr expression comes to their aid. Would you like the self-reporting method? I ask. "Oh, no; that is too strong an invitation to deceive." Would you prefer unarranged conversation? No, there would destroy the effect of the study. Would you think it best to have partial marking?" No, indeed. It is sad, but the teacher is not omniscient, so what will you do? It is best as it is, and we must generously submit; that is all. No, it is not, Miss.—we will never be satisfied until we have a free and easy lesson. Our faces are full of interest, our pleasant girls go away to attend faithfully to duty. After all, that Roll was a confession of human ignorance and weakness; dealing unjustly, through ignorance, giving encouragement to surreptitious communication, through weakness, one feels as if arranged at a hundred bars, to gain prompt and full acquittal at but few. And yet we look into those loyal and loving eyes and we know that our judges almost without exception will be lenient; and albeit sore at heart, will return true allegiance. When will the problem of school-government be solved? Can teachers, while in the flesh, ever talk to the system whose basis shall be unquestioned knowledge and justice?

The Educational Weekly.

Wisconsin.

THE EDUCATIONAL WEEKLY is a very useful, practical, and interesting paper; says the editor of the educational column of the River Falls Journal. The paper is printed at Hill's High School, River Falls, and is published weekly.

Iowa.

Iowa State Normal Institute.

DES MOINES, Monday, June 25th, 2:30 P. M.—Opening exercises; choice of officers and miscellaneous business.


COUNTY SUPERINTENDENTS' CONVENTION.

DES MOINES, Thursday, June 28th, 2:30 P. M.—County Normal Institute.—(a) Means of securing a more general attendance. (b) How they may be made of more practical benefit to teachers. R. M. Ewart, of Delaware county. Discussion.—J. W. Stewart, of Butler county; T. S. Shool, of Ida county; and Miss M. M. Ierman, of Washington county. FRIDAY, 8:30 A. M.—Needed Legislation. What changes are required in our School Law.—(a) Speaker. Supt. J. W. Johnson, of Fremont county; (b) miscellaneous provisions. L. S. McCoy, of Hardin county. Discussion.—J. C. George, of Black Hawk county; C. H. Clemmer, of Scott county; and T. J. Brant, of Fremont county. 10:30 A. M.—Examination of Teachers. Lesson by Prin. J. H. Boltwood, Princeton, Ill.; discussion. 3:30 P. M.—Address, 3:30 P. M.—Examination of principals. (d) Age of applicants. (e) Time required for examination. J. W. Johnson, of Dubuque county. Discussion.—A. R. Wright, of Woodbury county; Miss E. E. Frink, of Cedar county; and Miss A. Gifford, of Marshall county. 2:30 P. M.—Reports of committees, and unfinished business. J. F. Thompson, J. M. Porter, J. R. Aker, Executive Committee. ASSOCIATION OF PRINCIPALS AND CITY SUPERINTENDENTS. THURSDAY, JUNE 28TH, 2:30 P. M.—Business. Paper by Prof. C. E. Smith, Belvue: "Duties we owe our profession." Discussion.—"How to make teachers meetings profitable." Paper by Prof. L. T. Weld, Cresco. FRIDAY, JUNE 28TH, 8:30 A. M.—Paper by Prof. H. H. Sceley, Oskaloosa; paper by Prof. C. H. Clemmer, of Scott county. 10:30 A. M.—Course of study for high school students: (a) Examination of principals. (b) Examination of students. How should examinations of graded schools be conducted? Discussion.—How to select teachers for graded schools. 3:30 P. M.—Miscellaneous business. H. Sabin, President; A. C. Hart, Secretary.

Kentucky.

A TACHERS' Association, embracing eighteen or more counties, met at Bowling Green, Ky. It is to be expected that about four hundred teachers will at some time or other take their choice between a full classical course, equal to that in the best eastern colleges; the modern classical course, in which Greek is replaced by modern languages, giving one of the most practical courses available; the scientific course, made up largely of sciences and mathematics; or he may take special courses in agriculture, mining and metallurgy, in civil or mining engineering, all under professors who are adepts in their specialties; or if the student wishes for a shorter road to practical life he may attend the law school, which is said to have a fair to win early eminence. Not are the city schools less worthy of attention. From the lowest ward schools to the Central High School they are managed by careful, competent teachers, under the direction of an able superintendent, and a large proportion of the teachers are conducted by competent instructors. Of these it is said that St. Raphael's Schools, St. Regina's Academy for young ladies, the German Roman Catholic School, Prof. R. F. George's school for boys, the Northwestern Business College, and the Normal College are most effective. It further says: "The influence of our educational institutions is a constant stimulus to a higher mode of living and an elevator of the public taste and sentiment."
Dear friends, it would take 115 weeks to notice one school in every county as you desire to have yours noticed, and by that time you would be tired reading notices of commencements.

Later Educational News.

ILLINOIS.

At a meeting of the Cook County Board of Education last Saturday, letters were submitted by Mr. Westworth's management of the Normal School were addressed to the board by Leslie Lewis, superintendent of schools at Hyde Park; W. W. Carter, principal of High School at Englewood; O. E. Haven, superintendent of schools at Evanston; A. F. Nightingale, principal of the Lake View High School, and J. A. West of the central Island. The regular order of business at the meeting next Saturday will be the election of teachers, when the Wentworth fight will probably begin again.

A special report of the President of the Illinois Educational Commission of the Centennial Exhibition, Prof. Nightingale, of the Lake View High School, sent a special volume of selected papers from the Centennial exhibit of his school, to his address in Paris, for examination and use. Aurora and Rochelle were similarly complimented. Such recognition from this eminent French scholar must be a source of pride and satisfaction to the superintendents, pupils, and patrons of these schools. - Mr. O. O. Palmer has been engaged as principal of the Tolono High School.

WISCONSIN.

--The usual anniversary exercises of the State Normal School at Whitewater will take place according to the following general order: Joint Public Session of the Literary Societies, Monday evening, June 11th; Public Examination of the Primary and Intermediate Departments of the Model School, Tuesday morning, June 12th; Address before the Literary Societies, by Rev. Charles Caverno, of Illinois, Tuesday evening; Graduating Exercises of the Elementary, Normal, and Musical Departments, in the gymnasium, with Cotton and Tree Planting, Wednesday afternoon; Public Rhetorical Exercises of the Academic Department, Wednesday evening. Commencement Exercises--Graduation of the Senior Class, 10 A.M., Thursday; General Reunion of the past and present members of the school, Thursday evening.

EDUCATIONAL CALENDAR.

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

JUNE 11. Normal Institute, Caldonia, Ohio, 6 weeks.
** 12. Normal Institute, Mishawaka, Indiana, 1 week.
** 13. Iowa County Superintendents, Algoma, 3 days.
** 25. State Normal Institute, Des Moines, Iowa, 4 days.
** 26. Missouri Teachers' Association, Sedalia, 3 days.
** 28. County Superintendents' Convention, Des Moines, Iowa, 2 days.
** 29. Assoc. of Principals and City Superintendents, Des Moines, 1, 2, 3 days.
** 30. Board of Registration of Examiners.

JULY 2. Summer School of Education, Cinncinati, O.
** 3. Ohio State Teachers' Association, Put in Bay, 3 days.
** 8. Normal Institute, Venona, Ill., 4 weeks.
** 22. American Institute of Instruction, Instruction, Mt. Vernon, W., 3 days.
** 23. Teachers' Ins. of Ohio Central Nor. Sch., Worthington, 0., 5 weeks.
** 24. French Normal School, Amherst College, 6 weeks.
** 25. American Philosophical Association, Baltimore, Md., 3 days.
** 26. Educational Association of Virginia, Fredericksburg, 3 days.
** 27. Maryland State Teachers' Association, Easton.
** 28. Summer Normal School, Portland, Ohio, 5 weeks.
** 29. Normal and Training Institute, Bedford Ind., 6 weeks.
** 30. Normal School, Lisbon, Ohio, 5 weeks.
** 31. Teachers' Institute, Delavan, Ill., 3 weeks.

AUG. 6. Peoria County Teachers' Drill Institute, Elmwood, Ill., 4 weeks.
** 10. Pennsylvania Teachers' Association, Erie, 3 days.

NEW BOOKS.

[any book listed in this list, or in Our Notes, may be obtained by forwarding the price to the publishers of the Weekly.]

Publishers' Notes.

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

--- Perhaps no work, of like pretensions, has ever received such universal approval and so many commendations, in so short a time, as the little work on Square and Cube Root, prepared by H. H. Hill of this city. He treats the subject in an entirely new and greatly simplified manner. He will be pleased to send circulars, describing his new process, to any who may apply. Address him at 506 Marshall Ave, Chicago, Ill.

--- We are prepared to furnish schools with printed diplomas, on about three days' notice. They may be printed either on genuine parchment, artificial parchment, or heavy smooth paper, with a beautiful border an inch wide. The size of diplomas within the border is 15 by 10 inches. To those who desire diplomas a sample will be sent on application. In ordering diplomas it is necessary to state what officers and teachers are to sign them. It is best to order a sufficient number for several years in advance. The price is less in proportion for a large number. Sixty on genuine English parchment will be furnished for $60, or on thick paper for $30. Send for scale of prices, ranging from $2.75 and $3.50 apiece to 50 cts. and 1 cts.

--- Its contents are such as to warrant us in placing it among the leading weeklies of the country. -- The Amphanumeric, Detroit, Mich.

--- Some of our teachers who thought they would not like the WEEKLY, but were prevailed upon to subscribe for it, are now quite enthusiastic in their praise of it. -- W. L. Smith, East Saginaw, Mich.

--- The WEEKLY is destined to be a valuable teachers' auxiliary, more practical and useful than any other paper of an educational character that we have seen for a long time. Teachers will find it a companion invaluable to assist them in their work, to train their minds in the educational world are connected therewith. -- Henry Republican, Illinois.

A new educational journal comes to us from Chicago, The Educational WEEKLY, with the names of four of the most popular educators of the West as its editors. In ability of editorial management, in judicious variety of content, and in typographical appearance it eclipses any contemporary production East or West. The WEEKLY will be a welcome visitor at the homes of friends of education everywhere. -- Daily Press, Worcester, Mass.

--- We have two educational journals which have been formed by the consolidation of several local publications. The EDUCATIONAL WEEKLY, published in Chicago; and the New England Journal of Education, published in Boston. Both are good; but they are radically dissimilar. Each is the perfect type of its section. The Western journal is broad, vigorous, and progressive; the Eastern calm, sedate, refined, conservative. We wish the teacher who gets hold of the wrong one for him. Happy the teacher who has access to both. And yet, for most teachers, the Chicago paper—dealing less with questions of detail, and more with vital principles—will be found more healthful and inspiring. -- Examiner and Chronicle.