The Educational Weekly.

The New York Tribune, in a recent number, made a good presentation of the status of co-education in the American colleges. The Tribune says: "The National Bureau of Education reports two hundred institutions as devoted to the higher education of women, but most of these prove on cursory examination to be of the common school type. Several leading institutions of learning, however, have thrown open their doors to women, and some of the lesser colleges also have provided carefully prepared courses for their education. Although Oberlin was the pioneer in this movement, it is not now generally considered the best exponent of co-education, for the two departments work in parallel lines and not as a unit. Cornell University is looked upon as the best example of its workings, because there no special line of study is marked out for the female students. Both sexes meet on an equality, except in respect to age. The women must be 18 years old before matriculation. With the princely endowment given in 1872 on condition that women should be admitted to every course, Sage College was built, and the generous manner in which this condition was interpreted offers an inviting field to study the workings of co-education. Vassar College, although providing for the superior education of women, is weighed down by the incubus of a preparatory department. Eleven years have not changed the situation, and out of the 384 students in the last catalogue, 159 belonged to the preparatory school. The University of Michigan is an outgrowth of the public school system of the state, which provides education for all grades at the public expense. Wellesley College is an extreme experiment, as all the instructors are women. Smith College and Boston University are also devoted to the education of women, although the latter only is co-educational. The question has been discussed so thoroughly that every tendency of the older colleges to fall in with the new experiment is eagerly watched. President Barnard stated a few days ago that Columbia College had never discussed the female question, as he phrased it, and probably never would.

There was no reason why it should open its doors to the other sex, and the policy of the past would not be departed from in any way. Chancellor Crosby said that the subject of co-education had been considered at the December meeting of the Council of the University of the City of New York, and a favorable decision would probably be reached at the next meeting."

President Eliot, of Harvard, maintains a sturdy opposition to the admission of women; but the Tribune thinks that probably one of the best systems for testing the preparatory training of women in the private schools was started by that institution. The examinations for women which will be held simultaneously every year, dating from 1876, in New York and Cambridge, are not identical with the entrance examination of Harvard, or with any examination for resident students of the University. The preliminary examination, however, is similar in grade to the average college entrance examination in this country, although somewhat different in the choice of subjects, and is intended as a test of a liberal common school education. The advanced examination offers a test of special culture in one or more of five departments, namely: Language, natural science, mathematics, history, and philosophy. The preliminary examination will embrace the following subjects: English, French, physical geography, either elementary botany or elementary physics, arithmetic, algebra through quadratic equations, plane geometry, history, and any one of the three languages, German, Latin, or Greek. These examinations were held for the first time at Cambridge, Mass., in June, 1874. The number of applications in no instance has been very large, but this year the indications point to a generous increase.

The Indiana School Journal reports unusual prosperity at this season of the year. This is encouraging to all who are endeavoring to promote the education of teachers. It indicates an increase in that limited class of teachers who read school journals. It was a conviction of the projectors of the Weekly at the outset that the establishment of such a journal at Chicago would tend to increase the number of readers, instead of diminish them, and experience has so far confirmed this conviction. Neighbor Bell puts it in this way: "We are frequently asked how the weeklies are affecting the circulation of the Journal. Our answer is, 'advantageously.' The circulation of the Journal to-day is larger than it has been at this season of the year for two years past." An educational weekly cannot diminish the circulation of good monthly state journals; nor can their increase in circulation affect that of the weekly. More teachers will read one or the other than would read either if the other did not exist, and many will not be content without having the benefit of both. Yet we believe a live weekly may be so well supported in Chicago that there will be no need of any monthly or state journals in the Western States.

If this journal had twenty thousand subscribers (as we intend that it shall have), its publishers might and would double its size and greatly increase its efficiency and general acceptability. As it is, there is no room for complaint. The unprecedented favor with which the journal has been received and supported by the best teachers in all parts of the country, but particularly in the West, is sure evidence of the grand future which is in store for
it. By many its establishment was regarded as an experiment, and in some sense it was and still is an experiment, for it is the pioneer in the West, and has many old prejudices to overcome. But the sentiment which found expression in the establishment of the WEEKLY—the united or strongest forces in educational journalism in the great Northwest—cannot fail to secure for the enterprise a gradual but sure triumph over all prejudices and hindrances. The enterprise is not that of an individual, or of a few individuals, it is a common one among the educators in the West, and must and will be nobly sustained by them. There are hundreds of teachers and friends who have already become so interested in the weekly visits of their educational journal—one which tells them about their own matters, and which speaks from the mouths of editors and composers in each of the Western States, their neighbors,—that sooner than be deprived of it, having seen what it is possible to do in this direction, they would each subscribe for a score or more of copies for a year.

The spirit of the school journal is abroad among the teachers. They are beginning to acknowledge the value and the necessity to them of a frequent visitor like the WEEKLY, and it is becoming more and more common for them to enroll their names on the subscription list of some such journal. County superintendents are doing much to promote this kind of education among teachers, and every editor and publisher of a teachers' journal should recognize this fact, as we doubt not they do. At county institutes it is now a common thing for one or more school journals to be represented by an agent who invariably secures quite a club of subscribers. This is well, but teachers should not wait to be asked to subscribe for a journal, or to renew a subscription. Let an honest conviction find expression in action, and do not hesitate or delay to order your journal or journals.

We are glad to note in the Arkansas department of the Eclectic Teacher the following encouraging statement respecting the disposition of our friends in the South to provide all possible facilities for the education of the people in that part of the country:—

"We do need assistance from the government in placing within the reach of all our citizens, both white and colored, the opportunity to obtain an education. It is our poverty only that prevents us from having schools equal in every respect to those of New York and New England. We believe, however, that a wise policy of conciliation, joined with such aid as is legal and proper for the government to give us, will do much to do away with the prejudices and incline a majority of the people to the support of a policy so greatly for the interests of all. The people of the South are more disposed to-day than ever before to second any effort made to render the common schools efficient."

We learn also, from a correspondent in the N. Y. Tribune, that in the state of Georgia there are over 1,200 schools maintained for the benefit of the negroes, in which nearly 69,000 colored children are receiving an education. Since the maintenance of these schools depends almost entirely upon the voluntary tax paid by the whites, this fact alone goes to show the interest taken by the better classes in the education of those who were once slaves. To be sure this number includes only about one-third of all the negroes in the state of school age, but there are many good reasons, we dare say, why the other two-thirds are not yet provided for. It must be remembered that the negro himself does almost nothing to provide for his education, and the zest for learning, so manifest when the privileges of a school were first offered, has much of it passed away. The ignorance of negro parents blinds their eyes, as it does the eyes of ignorant parents at the North, to the need of an education in the school, and they very naturally place the importance of the farm or the shop above that of a knowledge of books.

The writer above referred to states distinctly that "an honest, well-meaning effort is being made by the white people as a class to provide schools for the blacks," also that "the dominant public sentiment among the whites of Georgia is unmistakably in favor of giving the children of both races an equal opportunity of acquiring a common school education." This is certainly very gratifying information. But we must still acknowledge that in some localities the sentiment may be far different. Indeed, a letter from this same southern state appeared in the Boston Transcript not long ago in which it was said that the colored schools of Georgia are "sham and a pretense," and that they "only prove that the slaveholder means to keep his foot on the neck of the black man." We trust, as the Teacher says, that the sentiment of the Southern people on this important subject was expressed by Governor Hampton in his legislative message, as follows:

"We are bound alike by every consideration of true statesmanship and of good faith to keep up in the state such system of free schools as will place within the reach of every child, poorest as well as richest, black as well as white, the means of acquiring an honest and honorable education. I shall look with confident hope to your carrying out and fulfilling the pledges to which we are solemnly committed." W. A very ingenious instrument called the 'cosmoscope,' an invention of Prof. C. B. Boyle, of New York city, was recently exhibited to prominent members of the American Geographical Society, by whom it was inspected with much interest. It is designed to show the precession of the equinoxes, the portions of the globe which are illuminated by the sun at all seasons of the year, and, of course, in every point of its orbit. It also shows the gradual variation of the inclination of the earth's axis to the ecliptic, and the circle which it would make in the heavens in the course of a grand cycle of time, 25,000 years. This instrument, or some modification of it, bids fair to be of service in the schools, in giving object lessons, as well as in the formal study of astronomy and mathematical geography.

The improved German method of instructing the deaf-and-dumb has been adopted in nearly all parts of Europe, but does not yet obtain in England; and a strong effort is now being made to introduce it. The method is, in brief, to substitute for the sign-language the "oral" system; that is, teaching to speak and to read the lips of those who speak. A society of prominent English noblemen was organized about five years ago to promote the introduction of this method; and at its recent annual dinner the Prince of Wales presided, and £2,100 were added to its fund. There are, said the Prince, 15,000 deaf and dumb persons in England, and only 1,122 are under instruction. There is, therefore, ample room for the extension of the system in which he expressed so warm an interest.

Prof. Walter Smith, Director of Art Education for Massachusetts, will hold an institute for the normal instruction of drawing teachers during the month of August, where the fullest informa-
tion will be given to students on proper methods of teaching the subject, besides the instruction in drawing itself. In our next number we shall give full particulars of this important institute.

W.

RECI TATION.

I. OBJECTS.

MARY F. HALL, State Normal School, Potsdam, N. Y.

The daily recitation has become so much a part, and the greater part, of the established means of discipline in the school-room that from its very commonness we sometimes tend to use it as we breathe the air,—without sufficient regard to the ends in view, or to its use under conditions that will secure any ends of health and strength; careless of results as long as the breath of life remains. But what are, or should be, its benefits? The teacher obviously must have some means of deciding upon the state and tone of the pupil's mind, upon the pupil's needs, upon the effort he puts forth, and upon the progress he is making. If, as has been said, "The tongue discovers the state of the mind no less than that of the body, but in either case before judgment can be made the patient must open his mouth;" then the daily recitation is a diagnostic operation intended to indicate which pupils need the strong tonic of thought; which ones must be held to telling in clear, sharp statements what they profess to know—a purge of excellent repute for conceit, and that indifferent or mistaken knowledge which afflicts pupils who "know but can't tell;"—and which pupils need the sedative treatment of steady, consistent work, if their scintillations are ever to index a real and lasting power.

Use is the law and condition of growth and strength. Then daily exercise in acquiring knowledge, and daily drill in telling (mainly in his own words) what the pupil knows, is the only means by which the pupil under judicious guidance of the teacher can acquire both true language-culture and strength in independent work and thought. To this end the pupil's mind must be placed in contact with realities in education,—not shadows.

Pupils also need to acquire that ease and confidence in working before others which this daily drill, judiciously used, will give; the teacher, manifestly, must be careful in the management of sensitive children, and in dealing with all peculiarities of individual pupils; but as the discipline of life is chiefly valuable for its varied contacts, so one of the most valuable ends of recitation is the contact of mind with mind, and this is secured in just the extent to which the class is trained in thinking and working independently with real things. With older and advanced classes so invaluable is this consideration, that unless the recitation measurably broadens thought by showing different phases of the same truth, and tends to greater thoroughness in work, it is a failure.

One benefit of school-life many times overlooked is the moral question involved of faithfulness, conscientiousness, and earnestness in work. This is the greatest lesson of the school, for how is one to be fitted for his life relations without the habit of faithful, conscientious work? Many schools induce contrary habits of loose, indifferent, careless action, and are so far evils. These bad habits of work are the root evils which call so loudly for civil service and other reform; and the schools have a responsibility in the matter. "He that is faithful over a few things" is to be the future ruler over many, and all school work should tend to indicate the pupil's qualifications for this desired rulership.

The daily drill not only shows to the teacher the shortcomings of the pupils, but it should exhibit to the pupil also his own defects both of knowledge and preparation, thus placing him in a condition to remedy them. In this way certain proper incentives to study are given.

The recitation is, or should be, a means of giving greater clearness and plainness to known truths; of estimating the preparation of pupils for new matter; and of passing in review those truths which are to be used as a foundation for new facts.

In these various ways the recitation becomes a means of discipline—not discipline taken only in its narrow sense, though without doubt this sort of discipline grows light in the degree in which education becomes real and perfect,—but all that discipline of school-life which secures the true culture of individual students.

The objects of recitation may be summed up thus:—Recitation is:

1. A means of finding the exact standing of each pupil, or the amount and kind of strength each possesses.
2. It ascertains the fitness of class to take up new matter; tests pupils' power to understand and apply facts learned; tests proper association of known facts.
3. It creates self-dependence.
4. It is a means of estimating the pupil's daily progress.
5. Test of faithfulness in effort.
6. Adds emphasis to facts known already.
7. Influences the pupil's modes of thought, speech, and study.
8. Keeps before the mind proper incentives to study.

As all good things may be misused, so the recitation may become a dull, spiritless exercise without any present or future good. It may become so bad even as to utterly defeat its own true ends. Let us look farther to the modes.

II. MODES OF RECITATION.

Recitations must be in nature either topical, catechetical, or mixed; and in form either oral, or written, or mixed. What are the benefits of each of these forms?

1. Topical. — The design of this is to test the pupil's knowledge upon relations existing between the different parts of work passed over, to test the ability of pupils to classify knowledge, to test knowledge of general truths, and to test ability to present topics in suitable language. For these reasons this mode is not to be used with very young pupils, or with those whose knowledge is necessarily too limited for this exercise.

2. Catechetical. — This affords a sharp test upon details, and upon such details as the teacher may wish to select. More work upon details can be done in a limited time by this mode than by the topical plan. For these reasons this mode is particularly adapted to young pupils, or to those who have not yet reached general truths in any subject.

3. Oral. — This cultivates the ready thinker, and talker, creates ease in working before and with others, cultivates spoken language; hence is a better standard mode with ordinary pupils than the written recitation.

4. Written. — As a test of the actual knowledge of the entire class this mode is better than the oral, especially when the time of recitation is limited and the class large. It is also better than the oral as a test of the comparative rank of pupils, because all may be working upon the same thing and in the same time.

The wise teacher will use that mode of recitation which best meets the needs of his pupils. For obvious reasons the oral-topical form is the most difficult, and the best test of strength in the pupil.

The following suggestions are given as applying to the modes of recitation named above.

1. During recitation the pupil should give in his own words the facts called for by the question or topic, illustrating and explaining each; he is also to explain examples given by teacher or class of the truths or facts given in his recitation.

2. After a pupil has taken a certain position, he should be expected to defend it against objections raised by pupils or teacher, until his error or truth is brought to light.

3. Let all work done be clear, searching, thorough.

4. No matter what mode of recitation is adopted for general use, the teacher should, as opportunity offers, test the members of class by many short, pointed questions which should be promptly answered.

5. The time of recitation for each pupil should frequently be limited. Pupils are to make a recitation suited to the time given. If one pupil is given one minute in which to recite, and another five, such pupils are to be criticised for not making a proper selection of facts to be stated and illustrated in the time given.

6. The class should accept or reject recitations, criticising each recitation made.

7. Let the class sometimes, by previous arrangement, ask the questions; all questions to be subject to criticism. Any unfair, or worthless question should not be allowed an answer. A pupil's questions may be taken usually as the equivalent of a recitation, as his ability to recite is indicated by his questions.

8. When pupils have sufficient knowledge to do so they should be called upon to give a fact and then its various applications; as, the problem of Pythagoras and its uses.

9. The teacher should in no case allow a recitation to pass unchallenged which is a mere form of words, thus encouraging pupils themselves and unwary visitors who can not well discriminate that the teacher is doing everything and the pupils nothing.

10. The teacher is constantly to regard the order and style of the pupil's work.

11. The elliptical mode of recitation is a snare and delusion, which deceives pupils themselves and unwary visitors who can not well discriminate that the teacher is doing everything and the pupils nothing.

12. The first condition of a model recitation is that pupils are to possess thought, the second that they are able to express it in suitable language.
SHALL SHE STUDY GREEK?

ELLA G. IVES, Chicago.

TELL me where an age puts its interrogation points, and you have outlined its history. For the questions of the hour are the weather gauge, marking with mercantile accuracy the rise and fall of civilization. Study a single phase of Sociology, the "Shall She?" which, in some form, has agitated the world ever since it sprang up in the breast of Adam. In the case of the apple, we are glad to know that Eve took the matter into her own hands, since we are all deprived enough to admit a bold bit of wickedness, positive in character, more than all the negative virtues that fill the pint cup of some souls. That stroke of decision on the part of our great ancestors is the most hopeful thing in the whole domestic economy of the garden; it displays the rudiments of a vertebral column—as much as the most sanguine could hope for from so poor material as Adam's spare rib. The evolution of back-bone in Eve's daughters has been a slow process, but not more tardy than the development of the aesthetic nature in Adam's sons. Witness the gradual unfolding from humble beginnings of the paper collar, and that consummate flower, the plug hat.

It would be interesting to trace the growth of the vertebra in woman, by these unerring guides, the variously worded queries that group themselves about the feminine pronoun. For nature has taken care to secure to her the one privilege of "yes or no," and, with all its limitations, this right decides that other question, bone or cartilage?

Two centuries ago, the wisdom of New England was sitting in council upon the question, "Shall she wear a veil?" The statement of a chronicler too guileless to lie assures us that "disputations arose concerning this "duty." While the fathers wrangled over the bone, the mothers undoubtedly ate the meat, for who so daring as to deny of a woman,

"For if she will, she will,
You may depend on 't;
And if she won't, she won't;
So there's an end on 't."

A century later, in the broader horizon of Revolutionary times, other inquires than those concerning woman's wearing-apparel were mooted. A noble discontent sprang up in the minds of such women as Abigail Adams. The growing hunger of soul was not appeased with the intellectual task of embroidery a sampler. The very ridicule, which, Mrs. Adams tells us, was showered upon learning for women, quickened the demand, and the ghost of unrest slowly took the shape, Shall she learn the Alphabet?

Nature, dear, slow mother of all, never hurries on her spring, in the psychological world. In that realm she is chary of blasted buds, and expands her force in preparation rather than in reparation. So it has come about that a whole century has passed by before that eighth note in the gamut is struck, "Shall she study Greek?" Here and there in the history of the race, a solitary answer has been shaped, or the demand, and these rare boulders mark the drift of the race. England's great queen is dearer to some of us for being loyal to Roger Ascham than for jilting Philip II., admirable as was that act, and we like better to read her school-master's praise of her scholarly acquirements than her courtiers' flattery. It may seriously be questioned, whether the world at large are not more concerned about the size of Elizabeth's brain than the color of her hair. Lady Jane Gray conning a Greek book, and Lady Jane baring her beautiful neck to the axe, are companion pictures, dividing and doubling our interest in a woman both learned and lovable. Mrs. Browning, dearest of poets, to women, built her airiest of fancies upon Hellenic granite. Of herself she writes:

"And I think of those long mornings
When my thought goes far to seek,
Solemn flowed the rhythmic Greek."

From "Aeschylus the thunderous," to "Plato the divine one," the heroes of the golden age were her dear kinfolks; their limped speech her own. Take from Mrs. Browning's poems the Hellenic charm, and you have robbed a flower of its fragrance. Sara Coleridge, a poet daughter, into whose eyes "her father had looked and left the light of his own," had also that solid foundation upon which the fairest and most frost like of pinacles, "frozen music," is based. Her testimony is that "even a little Greek is like manure to the soil of the mind and makes it bear finer flowers." Who can question that it is the union of classic culture with modern thought, the breadth of training that sweeps the round world, which equips George Eliot's genius with the plummet of Hades and the wings of heaven? The most remarkable woman that America has produced was a proficient in the classical tongues in her childhood, and left school at fifteen that she might devote herself to study. The woman whom Alcott calls the peer of Thoreau, Hawthorne, Emerson, was their equal in learning as well as genius. Well may the philosopher of Concord exclaim, "The women of America cannot know what they have lost in the death of Margaret Fuller."

In the first century of the republic, when, as Mrs. Adams states, the education of girls in the best families went no further than writing and arithmetic; in some rare instances, including music and dancing, Aaron Burr tried a bold experiment, and gave to his daughter the same education that he would have given to a son. "If I could foresee," he writes Mrs. Burr in the child's tenth year, "that Theodosia would become a mere fashionable woman, with all the attendant frivolity and vacuity of mind, adorned with whatever grace and amenities, I would earnestly pray God to take her forthwith. But I yet hope, by her, to convince the world what neither sex appears to believe, that women have souls!" With the most precious gift that a father can bestow, Burr dowered his daughter. Courage and fortitude, the royal virtues, grasped the little child by the hand and never deserted her in materior years. Every step of her education was superintended with almost the patience, and more than the wisdom of Chesterfield. Greek and Latin yielded their mental phosphates, and when she was thirteen, her father could truthfully say, "You are maturing for solid friendship. The friends you gain, you will never lose; and no one, I think, will dare to insult your understanding by such compliments as are most graciously received by too many of your sex." Later, he writes, "There is a selection, an energy, an aptitude in your expressions which, to use the vulgar male slang, is not feminine." All the world knows that Theodosia Burr became the best educated woman of her time; that she loved her father with the strength and tenderness of De Stael; does the world see a logical relation between these facts? There are women who prize such a royalty as Burr bestowed upon his daughter above all possible gifts. They recognize it as the outcome of the truest affection; they prefer their birthright to golden pottage. Theodosia Burr was one of these. Heart and intellect are mighty when united, and they suffered no discomfiture in this case. Aaron Burr's experiment was a success. It resulted in a daughter whose faith in him was absolute, whose love for him was a passion, whose career promised to realize his ideal. Her sudden death at the age of twenty-nine left the world a blank to Burr. "I feel severed," he wrote, "from the human race."

Theodosia Burr was a prodigy in her time; it is doubtful whether she could contest the prize with many a girl of to-day. For women are learning that nature abhors vacuums. They refuse to be stuffed with sawdust, and they are fast reaching that decisive point where the fiat shall go forth,—We will study Greek. That resolve will mean something more than rigging for Greek roots by whosoever will, for Greek is but the symbol of that broader, deeper education which solitary women, here and there, from Hypatia down, who now graduate their sons at twenty-four, their daughters at seventeen; who rate a well-plummed pudding higher than a well spelled letter, will wonder that the stupid old world didn't long ago discover that the cook's dough, as well as the artist's paint, should be mixed with brains.

SOME NOTES ON THE METRIC SYSTEM.

The point has been made in favor of the metric system, that its use would save the time consumed in learning the names and uses of the many "denominate numbers" found in our present tables. Around this point I place four opposing points as follows:

First. The time thus claimed as saved is at least partly, if not, taking everything into account, wholly balanced by the time lost in pronouncing some of the metric terms. Thus I can say "pint" quite deliberately one hundred and twenty-five times, and without difficulty one hundred and fifty times per minute. But I cannot say, "double deka-liter," without danger of mutation into double-decked-lighter, more than fifty to sixty times a minute; nor is any possible abbreviation of this appalling word for domestic use as light and tripping as are gill, pint, quart, or gallon. It is not then a frivolous question to ask whether the mere difference of time spent in pronouncing the twisters compared, an equal number of times, would not, in a year, suffice for learning the usual tables of weights and measures. And like comparisons might be made between many metric terms and their approximate common equivalents; to say nothing of the vast disparity generally between ponderous poly-syllabic denominations and the light, short names, monosyllabic terms, which are united to the thousand little things of common life. Think, for instance,
of sending out your servant for two double deka-liters of milk, and of the probability of her ever appearing again!

Second. But if the last be a side point of oblique opposition, here is one directly in front. It is not necessarily or unconditionally an advantage to gain time. A night route that occupies very nearly or quite all the night is preferable, and in fact is popularly preferred to one that routes the passenger at one o'clock in the morning to change cars, or from boat to cars, or that begins at midnight. So in matters of preparatory knowledge, while it would not be justifiable to multiply time-consuming or memory exercises, merely for the purpose of using up time, or drilling the memory, independent of any intrinsic value in the means employed, it is desirable, other things being equal, both to train the memory in the years naturally appropriate to that work, and to familiarize the mind with variety as a means of cultivating flexibility and versatility. Now the weights and measures in common use being actually suited to daily life, as shown by their long continued and wide-spread use, it is a good exercise for the memory to learn them, and better suggestive of variety in means and ends than the mechanical monotony of the metric system with its invariable ten times one is ten can be.

Third. Ten times one is ten. This summons the other flank onset. I claim that a system is not absolutely and purely metric, or decimal, which admits denominations other than such as form a series with a common ratio of ten, even though these be capable of decimal expression. For the latter condition is not enough, since the proposed denominations should be naturally and primarily thought as well as possibly expressed decimally. Thus, five tenths is one-half, and would most simply and spontaneously be thought of as one-half; and the like is true of one quarter as contrasted with twenty-five hundredths; one eighth, as compared with one hundred and twenty-five thousandths, etc. According to this principle, that of incapacity for simpler expression, or the certain seizing of a simpler expression by the mind, if there be one, the cent, dime, dollar, and eagle are the only absolutely decimal members of our currency. Yet what could we do without the two, three, five, twenty-five and fifty cent pieces, and the two and a half and five dollar pieces? And likewise the metric system would utterly impracticable without denominations which are nothing but doubles, halves, or quarters.

Fourth. But not to press the last point, it being comparatively subordinate, here comes up a stronger opposition from the rear. The metric system is the highly artificial manufactured product of a most artificial people. This is a fatal objection with those who on principle believe in free natural growth, and which produces the inverted human chest, smallest at bottom, instead of at top as nature made it; the impracticable division; the three segments of each limb, ternary division; the four and eight members so manifestly superior,—at least in culture and preliminary training, to the best class of beginners from other sources, that they have been a mighty inspiration to our common instructors. The outside labor of the accomplished principals and teachers of these schools in our institutes and conventions, as advisors of school committees, writers, and people of all educational work in the state and community, have probably borne as much fruit as their actual service in the school-room. All this is still called for, more loudly every year; and the services of our corps of normal school teachers, containing as it does, several of the most eminent educators of the nation, as public school men and women, are not surpassed in value by any body of public servants of the state.

A pupil, for instance, should be required to hold his book correctly while reading, to stand properly when reciting, to pass from point to point gracefully, to enter and leave the school-room appropriately; in short, to perform in the most approved manner all mechanical actions, not because he may have occasion to perform any of these acts in after life, but that excellence of execution may characterize every kind of activity in which he may engage through the powerful, if not irresistible, influence of acquired habits.

It is, perhaps, possible to pay so much attention to details in the execution of a given plan as to delay its accomplishment beyond a reasonable amount of time. It is well known that in some systems of graded instruction the plan of work to be accomplished is so comprehensive as to preclude that attention to the details of execution which most intelligent teachers would prefer to give. But when the thought recurs that the great purpose of education, of instruction, is not the acquisition of a definite amount of knowledge, but rather so to form the mind as to prepare it for the most useful action in the future, the adoption of any means fitted to accomplish the grand result would seem both justifiable and desirable.

—E. C. Delano.

There is no doubt that State Normal Schools of just our present type have been an invaluable agency in the development of our present improved system of public education, in and out of New England. With all their failures, they have sent out during the past twenty years a body of young teachers so manifestly superior,—at least in culture and preliminary training, to the best class of beginners from other sources, that they have been a mighty inspiration to our common instructors. The outside labor of the accomplished principals and teachers of these schools in our institutes and conventions, as advisors of school committees, writers, and people of all educational work in the state and community, have probably borne as much fruit as their actual service in the school-room. All this is still called for, more loudly every year; and the services of our corps of normal school teachers, containing as it does, several of the most eminent educators of the nation, as public school men and women, are not surpassed in value by any body of public servants of the state.

A. D. Mayo.

—All teachers that amount to anything owe a duty to their profession. This duty includes more than a mere faithful discharge of school-room work. The true teacher has an interest in the general advancement of education, apart from self-interest. It is an axiom of duty to the profession that every teacher not fossilized should subscribe for at least one educational journal; and that teachers really alive will subscribe for, and read, two or three journals. There are teachers, it is true, who say they never find anything worth reading in any school journal. They belong to that class of persons who are too ignorant to discover their own deficiencies. There is no self-conceit more insufferable than that of a fossilized teacher. It is a clear duty we all owe to our profession to encourage our own home journal of education. As a general rule, your concealed teacher who looks down upon school journals never in his life wrote two consecutive pages worthy of being printed.

John Sweet.

—There must be a broad preparation on the part of a teacher. It is not enough that he look over the lesson in the book. If he only does that, he will question the class with the book before him, either actually or mentally; and as a consequence, the class will be confined to it in study and thought. They can have no rope longer than his halter.

C. A. Morey.

**FACTETLE.**

A! the recent examination for teachers’ certificates by our County Board, one of the exercises was: "Define hyperbole, and give an example." To which one of the lady applicants responded as follows: "A hyperbole is exaggeration of the truth, used to illustrate wit or humor. Example: The train running between Shingle Springs and Latrobe goes with such speed that the kiss left on the hand of Mr. Watkins by his Placerville girl was not dry before it was shaken by his girl at Latrobe."

The lazy schoolboy who spelled Andrew Jackson "undra Jaxon" has been equalled by a student who wished to mark half a dozen new shirts. He marked the first "John Jones" and the rest "do."

—"Well, what is it that causes the saltiness of the water of the ocean?" inquired a teacher of a bright little boy. "The codfish," replied the little original.

—Dr. Rust is president and A. G. Steel a professor of a Kentucky female college, but Rust doth not corrupt nor Steel break through and thieve.

—The man who said two porcupines make one prickly pain is a knight of the quill, and not a professor of the higher mathematics.

—When Adam and Eve partook of the tree of knowledge, did they study the higher branches?
The Educational Weekly.

Number 24

KINDERGARTEN RULES.

MRS. LOUISE POLLOCK, Washington, D. C.

PUNCTUALITY and regularity are two of the main pillars upon which the structure of education is built. Let the nurse see to it, that the child has its regular meals at regular times; that its toys are put away when it goes to bed, and it has its regular time for exercising, sleeping, and even for walking and playing, as far as practicable.

1. Have regular hours for the child to take its sleep. Some persons allow the child to go to sleep before it is undressed.

2. Do not rock or walk it to sleep, if you do not wish to do it for years to come.

3. Do not dilly-dally with the baby when washing it to stop its crying, but do it as gently and expeditiously as possible, without stopping until it is done, else bad habits are given to the baby.

4. Leave not the baby's toys lying around when it is not occupied with them, or at least when it goes to bed.

5. Avoid as much as possible all loud talking and inharmonious noises in the presence of a little child; bunches of keys and noisy rattles should be exchanged for sweet tunes or musical instruments. Any of the sounds of nature are best for the child. Jenny Lind says her talent began to develop at the age of four years, when she used to go into the garden and not only listened but imitated the songs of birds, or even of the bee and fly.

6. It is a foolish practice for servants to make the child beat the table or chair against which they may have fallen, as it teaches them revengefulness.

7. Be careful to consider whether a child's wish should be gratified before refusing it; to grant it afterward because the child teases or cries is very injudicious and the cause of much future trouble.

8. Observe the rules of politeness with your child, and it will adopt them as part of its nature, and will require little teaching of the rules of etiquette.

9. When a child is disposed to be greedy, turn his attention when eating toward the feeding of pet animals, to share some of his meal with them; talk with him about the food, where it comes from.

10. Do not induce a child to be self-denying against his wishes, but from a free choice. Otherwise it will experience a personal loss and the value of the lesson in beneficence you wish to inculcate will be entirely lost in the sense of compunction and bereavement, which will last sometimes a lifetime.

11. Always take your child on errands of kindness, and let it be the messenger who carries forgiveness to the other children.

12. Let children wait upon themselves as much as possible.

13. Let them thank servants for services performed, and ask them to do things in a polite manner.

AN IMPORTANT DECISION.

NOT long since Mr. Charles Hallett, a mill owner of Riverhead, L. I., directed his son Carl, a pupil of the Union Free School of that town, not to decline when ordered to do so by his teacher. For this refusal young Hallett was expelled, and the Board of Education confirmed and approved the action of the principal in expelling him. Mr. Hallett then sued the Board of Education, and the case, which was recently decided by Justice Pratt of the Supreme Court and a jury, has excited considerable attention because of the important educational principle involved. Mr. Hallett, who expressly instructed his counsel not to press for damages, but simply to get a decision on the question of law, claimed that he had a right to say whether his son should, or should not, be instructed in certain studies, provided they are not included in the statutory list.

In his charge to the jury Justice Pratt took the ground that the parent, knowing the temperament and capacity of the child, had the undoubted right to prescribe what he should and what he should not study, so long as he did not interfere with the statutory list. Hence, when the principal, with the approval of the Board of Education, expelled young Hallett, he exceeded his authority. Still, both the Board and the principal acted in good faith, supposing that they were authorized to carry out what was thought to be a beneficent rule.

The charge continues: "I am constrained to hold the law to be that, where there is an irreconcilable difference of opinion between the teacher—or the Board of Trustees—and the parent, in regard to a study which is not included among those that the trustees are empowered to prescribe, the will of the parent must control. I think that the law has not taken away the natural right of the parent to control the education of the child in that regard. When the teacher or the trustees undertake to say that a child shall pursue a particular study which is not included in the statutory list of studies, I think they exceed their authority. And when that is made the basis of an attempt to deprive the child of its right to attend school and enjoy the benefits which arise from the laying of a common burden upon the community, I hold that they are liable—technically liable—for the act.

Still, the award of nominal damages to Mr. Hallet. This was considered a test case, and the rulings of Justice Pratt are sustained by decisions in other states. -N. Y. Sun.

A BEAUTIFUL ALLEGORY.

CRITTENDON, of Kentucky, was at one time engaged in defending a man who had been indicted for a capital offense. After an elaborate and powerful defense, he closed his effort with the following striking and beautiful allegory:

"When God, in his eternal council, conceived the thought of man's creation, he called to him the three ministers who wait constantly upon the throne—Justice, Truth, and Mercy,—and thus addressed them: 'Shall we make man?' Then said Justice: 'O God, make him not, for he will trample upon thy law.' Truth made answer also: 'O God, make him not, for he will pollute thy sanctuaries.' But Mercy, dropping upon her knees, looking up through her tears, exclaimed: 'O God, make him. I will watch over him with my care through all the dark paths which he may have to tread.' "Then God made man, and said to him: 'O man, thou art the child of Mercy, go and deal with thy brother.'"

The jury, when he had finished, was drowned in tears, and against evidence, and what must have been their own convictions, brought in a verdict of "not guilty."

Musical Department.

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

COURSE OF MUSICAL INSTRUCTION IN BOSTON.

A several of our correspondents have expressed a desire for information in regard to the best graded systems of musical instruction in public schools, we are pleased to present the following brief review of the one adopted in the schools of Boston, Mass., as probably no other has been more thoroughly or intelligently organized, or obtained more satisfactory results.

Beginning in the lowest primary schools, the first attempt of the teacher is to gain the attention of the little ones by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it—to imitate the sounds in their proper order. This, after a few trials, the majority of the class will do. A few lessons are given in this way at the outset, of not more than ten or fifteen minutes' duration each. It is purely a matter of rote-singing of the easiest and simplest kind. But true rote-singing, as Mr. Mason happily remarks, is a very different thing from the hap-hazard singing we too often find in our Sunday schools, and in the common schools where no regular instruction in music is given. Even at this early stage great attention is given to the formation of a proper quality of voice. The child is called upon to use a smooth and pleasant intonation in speaking, reading in recitation and in singing, and, above all, he is taught to avoid a noisy use of the voice. As preliminary to the exercise of the voice in singing—and it applies to reading as well—the children are trained in the following points:

1. A proper position of the body. 2. The right management of the breath. 3. A good quality of utterance. 4. The correct sound of the vowels. 5. A good articulation, and 6. An intelligent expression of the sense. Care, too, is taken that, in singing, too great a compass is not attempted. The child is allowed to sing only in the middle register, or where he makes the tones with the least effort; the first six sounds of the G scale being the range at the outset. After the voice has been well practiced in this compass it is gradually extended upward and downward to a judicious extent, taking care not to strain the voice in the least degree. The pitch and compass of the voice having been thus attended to, the study of musical notation, in its simplest form, is commenced, together with practical exercises upon the sounds of the scale.

In the second year the pupil is taught to know the different kinds of notes and rests, to understand the nature of the different kinds of time, and the manner of beating the same, the accentuation as applied to music, etc. He is also
mildly indoctrinated into the mysteries of the chromatic scale, so far as the simple change from the natural (G scale) into the keys of G and F.

Going from the primary to the grammar school, the pupil is rapidly led over the whole ground taken in his primary course now and henceforward by reference to the musical characters—note-teaching and note-singing being for the most part abandoned. The child is now expected to begin to read the notation of simple musical phrases at sight. In the sixth or lower class is begun an intellectual study of the sounds of the scale. Children are taught to recognize any sound of the scale by its name, as, 1, 2, 3, 1, 4, 2, 5, 6, 4, 7, 8, etc., and they will produce the same at the dictation of the teacher. This is to educate the ear. One or two minutes are spent in this exercise, which is followed by a representation of the sounds upon the blackboard. Five minutes are spent in this way each day as a drill exercise, followed by practice upon the music charts. The result of this drill is remarkable. The ear becomes so well trained that children will go to the blackboard and write the scale or pitch name of any sounds given with the syllable la. This drill of single sounds is followed by triad practice, after which the class is divided, an additional pointer used, and the pupil is trained in two-part harmony. This is followed by the practice of two-part songs upon the charts, together with the beating of the time; and in addition to this, in the fourth and fifth classes, by the chromatic scale, and a study of the keys which grow out of it. In the fourth class is commenced also the study of such intervals as are necessary to a thorough understanding and analysis of the triads on the different degrees of the scale. This is continued with two-part singing through the fourth class. In the third class this ground is reviewed, and three-part singing is introduced. At the end of the year the pupils can readily sing in plain three-part harmonies, and should understand all the signs and characters used in musical composition, and be able to comprehend and read at sight any of the music found in ordinary collections of psalmody.

In the two upper classes of the grammar schools, the lessons of the lower classes are at first carefully reviewed; the pupils receive an additional training in the scale of C and the triads of the different degrees, while rhythmic studies in the easier kinds of measure, such as 2, 3, 4, are practiced. A series of short solfeggios, in one, two, and three parts, including most of the simpler harmonies of time, as well as the plain harmonies resulting from the major scale, are found useful. In the boys' grammar schools pupils whose voices are in the process of changing are excused for the time being from participating in the vocal exercises, but they are required to be present and give their attention to the lesson. Among the solfeggios mentioned there are some for soprano, alto, and bass, the latter part being taken by the boys whose voices, without being yet fully settled, have passed through the order of mutation. They are not allowed to force their voices above a simple piano, and the parts allotted to them do not exceed the limit of one octave, say from B to B. The pupils having been previously instructed in the theory of the disposition of the scale, practice the triads of the various scales, after which solfeggios in all these keys are placed before them, giving the pupils not only the ability to read in the above keys, but also ample practice in accentuation, the proper use of the voice, and of respiration. The compound times, such as 4, 6, 8, are now attempted for the first time. Part songs are used to enliven the lessons. These songs, like the exercises, are at first practiced without the piano; it is only when the pupils have learned to sing the parts unaided that the piano accompaniment is added. At this point attention is given to the minor scales, in both their harmonic and melodic forms, their relationship to the major scale explained, and some practice begun on the chief triads of the same. The study of the chromatic scale opens here an easy road to solfeggios, including modulations to the dominant, subdominant, and relative minor keys. The terms indicating various kinds of movement are explained. The pupils who have passed through this course of study can be fairly expected to read simple music at sight with comparative ease.

In a succeeding number, we shall present a review of the musical instruction in the High Schools of the same city.

Practical Hints and Exercises.

THE PYTHAGOREAN PROPOSITION.—THE LAST TIME.

I was aware that the solution given by me would not apply in every right-angled triangle; and I gave it only as an illustration of an easy method of demonstrating the proposition. Since the proposition is true whatever may be the ratio of the perpendicular to the base, I took the liberty to make it as 1 to 2, for the sake of simplicity. I see the point in Mr. Holmes' criticism, and acknowledge that it is well taken, as I did not state that the proof was special and not general.

I as thoroughly understood the first as the last demonstration by Mr. H., and regard them both as being excellent. I think the following equally clear and more readily comprehended by the learner:

Let ABC be any right angled triangle. On BC erect the square BG. Draw AF; on AF take AG = AB. On GI take IJ = AE = AB, and erect the square IJ, which = AB². Draw AR. On BC take CD = AB; from D let fall DL = BC. On DL take DO = BD. Draw OK = BC, making MO = BD. Draw BM, AK, KL, and L. C. AL = AC².

Evidently, the squares EG and MD are equal. The 7 triangles are also equal. Representing MD and EG each by x, we have:

1. AB² + BC² = 4 ABC + x.
2. BC² = 4 ABC + x.
3. AC² = 4 ABC + x.
4. AB² + BC² = AC².

Cor. (from 3): AB² = AC² − BC².
BC² = AC² − AB².

Cor. I.—From (a): In any right angled triangle the square of the base is equal to four times the given triangle plus the square of the difference of the base and perpendicular, minus the square of the base.

Cor. III. From (2), is the same as Mr. H.'s second.

J. M. Maxwell.

The following demonstration of the Pythagorean proposition may be found simpler than those herefore submitted because of the construction. It is original, inasmuch as I have never seen it before.

To prove that AB² + BC² = AC².

Construction.—Let ABC be a right angled triangle. On CB construct CB². On AD mark off AI = CB, and ID = AB, and on ID construct AB². On HE mark off FE = AB. Join GA, GF, and FC. Then will

Δ AGI = Δ ABC, because by construction AI = CB, GI = AB, and angles I and B are right angles. In the same way it may be shown that triangles GHF and CFE are each equal to Δ ABC. Hence the lines AC, AG, GF, and FC are equal, and since the angles which they form at A, G, F, and C are right angles, the figure ACFG is AC².

Now since AGI = GHF, and

ABC = CFE, therefore

GHF + CFE = AGI + ABC + GIC, or

AB² + BC² = AC².

This proof requires reference to but one other proposition, viz.: Right angled triangles having two sides equal each to each are equal and equivalent triangles—a fact easily understood by even those unacquainted with geometry.

H. J. Desmond, Milwaukee, Wis.
MESSRS. A. S. Barnes & Co. have done a good service in bringing into more general notice the collection of music for higher schools and clubs, published about five years ago by J. W. Schermerhorn & Co., under the title of The Polytechnic. The music is all of a high order, and the words have been arranged in numerous instances especially for this work. In addition to 135 pages of fine music suited to more advanced classes, there are 22 pages of the most popular college songs, and 30 pages of hymns suitable for opening and closing of schools. The harmony has been arranged particularly for mixed voices, and in the first part are found settings for the most popular airs from the old and later masters. Composed for the first time from the opera, the minstrel hall, and the street, to do better service in the school room."—The Inter-Ocean has become the most enterprising and in many respects the best daily paper published in Chicago. Its special and popular airs from the old and later masters, single edition will compare well with what is published by any of the older journals. For variety and general readability the reading matter found in any single edition will compare well with what is published by any of the older eastern dailies. Its weekly edition is especially full and readable. It has a much larger circulation than any other Chicago weekly.—Teach me gently, Father Time, is the title of a new song and chorus published by F. W. Hel- mich, Cincinnati. Price, 40 cents. It is said to be selling rapidly.

The June number of the Pennsylvania School Journal contains the twenty-fifth volume of that noble periodical. It is one of the most substantial of the educational journals of the country. Another new teachers' journal has made its appearance in Canada, called The Canada School Journal. It is published monthly at Toronto, by Adam Miller & Co., publishers, booksellers, and stationers, at one dollar a year. Its editorial page presents the names of five prominent educators as an "editorial committee," five others as "provincial editors" (with four provinces unprovided for) and twenty contributors, including the chief men engaged in educational work in Ontario. The size of the new journal is sixteen pages quarto—somewhat smaller than the Weekly. The style of its make-up is similar to that of the Weekly, which gives it a very attractive appearance. It starts well, and will probably continue well, as the start is half the battle.

In our "Correspondence" will be noticed a letter from Prof. Hennepin, which will speak for itself. His experience in teaching French has been exclusively with students who spoke a foreign tongue, thus fitting him peculiarly Are such men paid too much? Should any reputable university expect to retain in its faculty teachers who can fill responsible chairs in any university of the country, and command much higher salaries, for less than $1,000 or $1,500? Not only have such teachers acquired extensive experience; but most of them have pursued special studies in European universities for a space of from one to three years. As for the full professors, the University of Michigan has not one that would not do credit to any of the universities paying their professors from $3,000 to $7,500 a year. It is, however, supposed that they ought to remain connected with this institution for $2,000 per annum. It is not yet known what the Regents are going to do; but it is safe to say that the University of Michigan cannot any more afford to lose its staff of assistants than its full professors, the work of the latter requiring competent and experienced teachers to prepare the students for their classes.

REVIEWS.

Whatever may be the judgment of critics respecting it, it cannot be disputed that the Synchromatographic Chart, or Map of History, prepared and originally published by Mr. S. C. Adams, is what may be fairly called a great work. It is a work which was completed only at the expense of ten years of hard labor and study, and about twenty thousand dollars in gold. As compared with other charts of its kind, it will at once be acknowledged to excel in fullness of detail and completeness of plan. It covers the whole historic period of the world, from the creation of man to the "centen- nial year." It is constructed on a plan which presents to the eye at the same view the historic events of time, whether political, civil, or social. The progress of the race is pictured in such a way that the rise and fall of nations is scarcely less prominent than the great steps which were made successively in the progress of civilization. The whole is presented in a chromo-lithograph, twenty-two feet long and thirty inches wide. The progress of the nations is indicated by horizontal bars, of different colors, and these bars are divided by perpendicular lines—colored—into centuries, decades, and sometimes even into years. The bars are also divided into blocks of different colors, to indi-
cate the reign of each ruler of the nation. And in their appropriate places are pictures and descriptions of the various inventions and industries of mankind. A striking feature of the Chart is its synchronological arrangement. At a glance one can see the names, and conditions, and ages of the various nations on the face of the western earth at a given time. For instance, it is shown that in the twenty-fifth century, A. M., the Israelites were wandering in the wilderness of Arabia, that it is not known who was ruling in Phoenicia, that Egypt was a great nation, whose people worshipped the god Aphis, that Babylon and Assyria were still greater nations, but that their history at this time is involved in great obscurity, that in Lydia Adrymetus was king, and that Scamander founded the kingdom of Troy, that in Greece the power of Athens arose, under Cecrops I., that the Pelasgians from Thessaly settled in Italy, and that China was then under the second dynasty. Such an arrangement of leading events, showing at a glance the contemporaneous history of all nations, must aid greatly in popularizing the study of history. The idea of the map is well carried out, and like the blackboard to the child, so this chart is well carried out, and like the blackboard to the child, so this chart in the world's history than a day's perusal of the best compendium ever published. We understand that agents are wanted to canvass for this work. Parties wishing to make inquiries may address A. J. Sutherland, General Agent, 142 Dearborn Street, Room 13, Chicago.

Correspondence.

TO THE EDITOR OF THE WEEKLY:

SINCE the publication of our letter in No. 10, we have received several letters of inquiry concerning our territory; and upon presenting your kindness and interest in the development of the western borders, I reply to them in a general way through the columns of your valuable paper. I remark first that we had enough and to spare, and it is possible that the somewhat extravagant assertion raised hopes in the minds of some, that might not be realized were they conversant with our methods of raising crops upon brush; but there is wealth lying under stumps, and I can conscientiously say that all who are willing to dig will find it. We are not yet now in need of young men who wear lavender kids. There are immense forests of timber which cover the valleys that will yield a bountiful reward to the tiller, plenty of fish in the rivers, we are told, and some said that success there, as here, is sure to follow an earnest effort. Local capitalists, or pioneer laborers. This applies to teachers. There is an employment when not thus engaged, is flooded with that sort of men already, and as more independent, self-sustaining men and women, so employed that labor becomes habituated to work from selfish motives, unconscious of the value of character is much more startling, but as far as my observation goes, I think, it is more blessed to give than to receive. Has not our marking system even, something defective? It may be that our pupils attend school too many years in succession. If sufficient of them become habituated to work from selfish motives, unconscious of the value of character is much more startling, but as far as my observation goes, it is more blessed to give than to receive.

EDITOR OF THE WEEKLY:

I have been suggested to me by some of the high-school teachers of French in this state, that I would probably meet with success, were I to announce a special class in French, and that the institution might be in some pleasant city of Michigan. The work to begin the 1st of July and to end the 15th of August, and to consist chiefly of class-room analysis of selections in readers, and general colloquial exercises—the whole in French, and based on the "Sauveur Method," introducing, however, English as a medium of teaching, when deemed absolutely necessary. I do not entirely reject this idea; but I would not feel like making any public announcement to this effect without previously knowing whether a sufficient number of teachers would avail themselves of such an opportunity. I am, however, English, as a medium of teaching, when deemed absolutely necessary.

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I have been suggested to me by some of the high-school teachers of French in this state, that I would probably meet with success, were I to announce a special class in French, and that the institution might be in some pleasant city of Michigan. The work to begin the 1st of July and to end the 15th of August, and to consist chiefly of class-room analysis of selections in readers, and general colloquial exercises—the whole in French, and based on the "Sauveur Method," introducing, however, English as a medium of teaching, when deemed absolutely necessary. I do not entirely reject this idea; but I would not feel like making any public announcement to this effect without previously knowing whether a sufficient number of teachers would avail themselves of such an opportunity. I am, however, English, as a medium of teaching, when deemed absolutely necessary.

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THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

EDITORS:

Kentucky: Rev. J. B. Reynolds, Principal Ward School, Louisville.
Indiana: Prof. Lewis Mclntosh, State Normal School, Ypsilanti.
Missouri: Prof. R. J. Nelson, State Normal School, St. Louis.
Wisconsin: O. V. Towsley, Supt. Public Schools, Minneapolis.
Ohio: W. M. Brustoll, Supt. Public Schools, Yankton, S.D.
Nebraska: Prof. C. B. Palmer, State University, Lincoln.

THE COMMENCEMENT EXERCISES.

Wisconsin.

The Commencement exercises of the State University will take place June 18-21. Prof. Thatcher will deliver the Baccalaureate Discourse Sunday afternoon. Monday evening and Tuesday will be devoted to the annual exercises. Tuesday evening the Hon. Henry Strong, of Chicago, will deliver the Law Oration. Wednesday morning, Rev. J. M. Gregory, D. D., Regent State University, will deliver the University Oration. Wednesday evening the President of the Visitors will take place the same evening. The commencement exercises of the State Normal Institute will convene in Clinton, July 23d, and continue four weeks. Miss Supt. W. J. Cook, Illinois Normal University, Normal.

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organized county containing more than 1,000 children of school age, and in any other county where fifteen teachers petition for such a meeting. The school at present comprises students from seven different states, and from twenty-three counties in this state. Of the whole number enrolled, 303 are from Nebraska and 32 from other states. The average age of the Normal students is 19 years.

PERU, NEB., May 24, 1877.

ROBERT CURRY, Principal.

DISTRICT INSTITUTES AND COUNTY SUPERINTENDENTS' CONVENTION.

Notice is hereby given that I have about completed arrangements to hold two normal institutes and county superintendents' conventions. The first will be held at Grand Island, and, in the second, the counties west of the sixth principal meridian. This institute will open on Monday, June 18th, at 7 P.M., and continue till June 29th. The other will be held at Plattsmouth July 9th to 19th inclusive, and is intended to accommodate the counties west of the sixth principal meridian. The institutes are designed to record that the school law makes it their duty to attend one or other of these institutes. Instruction at these meetings will be given by some of the best and most experienced teachers in the state. A full printed program will be given to each teacher attending, and such certificates are required to be signed by candidates for all grades of certificates. At the close of the session an examination for first and second grade state certificates will be held, to which teachers are invited.


Indiana.

STATE Superintendent Smart has recently been engaged in the agreeable duty of distributing $15,070,419.57 among 694,700 school children of the state. This year the amount is $15.50 per child, while the amount for last year was $15.42 per child. This year shows an increase of 15 cents over last year. Superintendent Smart has gone to Virginia in pursuit of health. Wayne county, of which Richmond is the county seat, has a population of 13,043 between the ages of 6 and 21. Only twelve persons above school age are reported as being unable to read and write. Marion county pays into the general school fund $97,112.21 and receives back by apportionment $48,855.96. Wayne county pays in $26,576.79 and receives back $19,974.15. As the amount paid in is proportional to the tax capacity of the county, and the amount received back is paid out with the proceeds of the school fund, the old saw about "a poor man for children" seems to hold good in Indiana.

The Richmond Palladium speaks in terms highly complimentary of the "orderly departure and perfect system which prevail on the public school playgrounds of that city during recess. The Richmond schools show a total enrollment of 1,650 pupils this year, which is a gain of 219 over last year.

The Franklin High School commencement was held on Friday evening, May 27th. The class consisted of twelve, three of whom were males. From the grades of Marcellus Darrow and Clinton Evans, who have been particularly interesting in the minds of the students of the school, are gathered the following interesting particulars:

Marcellus Darrow: $1,070,419.57
Clinton Evans: $1,070,419.57
Total:
$1,070,419.57
Average:
$1,070,419.57

Ohio.

The Board of Education of Columbus has adopted last year's schedule of salaries for officers, principals, and teachers. The levy for school purposes was fixed at four and six tenths mills on the dollar.

Toledo has made so great a reduction in salaries that there is not many of the clerical force who are employed who are willing to continue. The board of education has approved of a good attendance at the Art School under the charge of Prof. W. S. Goodno, to be held in the month of July, at which time the subject of Art would be undoubtedly the most important. Whether willing or not, the name of his will be injected into the attention of the Republican State Convention. In the event of the present incumbent, Hon. C. S. Smart, not being a candidate for re-election by the Democratic Convention, W. W. Ross, superintendent of the public schools of Fremont, would be ac-
acceptable to the teachers of the state and would make an excellent commission. He has recently been appointed a member of the State Board of Examiners in place of H. B. Furness resigned.—The catalogue of Wooster University, located at Wooster, Ohio, shows an attorney to the college library in the department of English language, and $15,000 to found three scholarships.

EGYPT.—Archbishop Whately’s daughter has given the last fifteen years of her life to teaching children in Alexandria. She has about 400 boys and girls in her school.

INDIAN TERRITORY.—The Modoc children are reported making commendable progress in the schools. “Bogus Charlie” has been converted to Christianity, and the tribe is generally undergoing improvement under the influence of the Christian teachers, so that it is already partially self-supporting.

MASSACHUSETTS.—Boston University is the leading institution of its kind in this country in many important respects. The standard for entering upon the regular college course is to be materially raised, so that the college may maintain the highest standard possible.

MICHIGAN.—The chancery suit against Professors Rose and Douglass will be pressed at the June term of court; the Regents have secured to represent them against Clayton and William L. Webber, Democratic candidate for Governor last year.

EDUCATIONAL CALENDAR.

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

JUNE 15. Teachers’ Institute, Dixon, Ill., 1 day.
18. Normal Institute, Grand Island, Neb., 2 weeks.
25. State Normal Institute, Des Moines, Iowa, 4 days.
25. Southern Indiana Normal, Rockport, 6 weeks.
26. State Convention of County Superintendents, Indianapolis, 2 days.
26. Missouri Teachers’ Association, Sedalia, 3 days.
26. State Teachers’ Association, Emporia, Kansas, 3 days.
27. County Superintendents’ Convention, Des Moines, Iowa, 2 days.
27. Institute of the State Teachers’ Association of Des Moines, 11th., 2 days.
27. Board of Ohio State Examiners, Put-in-Bay.
29. County Superintendents’ Convention, Emporia, Kansas, 1 day.

JULY 1. Normal Review Term, Hartsdale University, Ind., 4 weeks.
2. Summer School of Education, Cincinnati, O.
7. Normal Review Term, Hartsville University, Ind., 4 weeks.
9. Ohio State Teachers’ Association, Put in Bay, 3 days.
12. Summer School of Chemistry and Physics, Ypsilanti, Mich., 4 weeks.
13. American Institute of Instruction, Montpelier, Vt., 3 days.
15. Review Term, Valparaiso, Ind., 6 weeks.
19. Normal Institute, Ladoga, Ind., 4 weeks.
20. Normal Institute, Athens, Ind., 4 weeks.
20. Normal Review Term, Monticello, Ill., 5 weeks.
22. Normal Institute, Sterling, Ill., 5 weeks.
22. Normal Institute, Plattsmouth, Neb., 2 weeks.
25. Teachers’ Ins. of Ohio Central Nor. Sch., Worthington, O., 5 weeks.
25. French Normal School, Amherst, Mass., 6 weeks.
26. Educational Association of Virginia, Fredericksburg, 3 days.
26. Normal Institute, Indianapolis, Ind., 6 weeks.
27. Maryland State Teachers’ Association, Easton.
28. Wayne County Normal, Centerburg, Ind., 5 weeks.
28. Hancock County Normal Institute, Greenfield, Ind., 6 weeks.
29. Normal School, Portland, Ohio, 5 weeks.
30. Normal and Training Institute, Bedford, Ind., 6 weeks.
30. Normal Institute, Lincoln, Ill., 5 weeks.
30. Teachers’ Class, Oberlin, Ohio, 5 weeks.
31. Clinton County Nor. Institute, Clinton, Iowa, 4 weeks.
31. Franklin (Ind.) Normal School, 6 weeks.
31. Normal School, Lisbon, Ohio, 5 weeks.
31. Clark County Teachers’ Institute, Marshall, Ill., 4 weeks.
31. Verralion County Normal School, Danville, Ill., 5 weeks.
32. Teachers’ Ins. of the StateTeachers’ Association, Easton.
32. Normal School, Corydon, Ind., 4 weeks.
32. Pulaski County Normal, Star City, Ind., 10 weeks.
32. Knox County Teachers’ Drill, Knoxville, Ill., 4 weeks.
33. Champaign County Normal School, Champaign, Ill., 4 weeks.

AUG. 6. Peoria County Teachers’ Drill Institute, Elmwood, Ill., 4 weeks.
7. Pennsylvania Teachers’ Association, Erie, 3 days.
15. Ohio State Teachers’ Association, Laming, Mich., 5 days.

PUBLISHERS’ NOTES.

We are informed that Clark & Maynard, 5 Barclay street, New York, or their Agent, Abram Brown, 40 Madison st., Chicago, will send by mail, without charge, that popular work, Graded Lessons in English, by Reed & Kellogg, to any principal of a graded or higher school who would like to examine the book with a view to introduction. Higher Lessons in English, which will follow the above volumes, is a complete series on English and composition in two books, will be ready June 20th. This work will be sent by the publishers to any teacher, for examination, for 50 cents.

— Hon. S. R. Thompson, Superintendent of Public Instruction for Nebraska, will lecture before the Iowa State Normal Institute at Des Moines, on Wednesday evening, June 27th.

—The next number (the 25th) of the WEEKLY will complete the first volume. In accordance with our original purpose, we shall take the publication of one week after the issue of that number. The second volume will begin, therefore, under date of July 5th. This will give us another week of rest during the holidays, as we publish only fifty numbers in a year.

—We wish to say a word for the new state map of Wisconsin, advertised in our columns, not because the publishers have hung a superb copy of it in our office (though they have), but because it is the best and only perfect state wall map of Wisconsin that can be found. Its revision is a reality, and not an empty claim. We know this, for we have been waiting for several weeks to obtain a new edition. It should be found on the wall of every schoolroom, in the office of every town, and by the side of Webster’s Dictionary everywhere in the state. A detailed description of it is unnecessary.

—Subscribers for the Schoolmaster, and the other $1.50journals which united to form the WEEKLY, will please remember that they are entitled to thirty-three numbers instead of twelve. $1.50 is just three-fifths of our subscription price, $2.50, and unless we should send only the first thirty numbers; but we prefer to satisfy all, and therefore announced in our first issue that we should send thirty-three numbers. Those who were entitled to a year’s subscription for the School Bulletin will receive twenty-five numbers of the WEEKLY. Please notice the following your address on the paper. We are ready now to receive renewals of those marked “25;” quite a number of the 22’s have not been renewed. Do not delay.

—in response to repeated calls from our subscribers, we have ordered a special lot of Emerson’s Patent Binders manufactured and stamped expressly for the WEEKLY. Quite a number have been using them from the beginning of the volume, as we have ourselves, and we are satisfied that they are, all things considered, the best as well as the cheapest binders to be received in the United States. They are suitable for binding firmly together, as the successive numbers appear, either one or two volumes of the WEEKLY, and we recommend that every subscriber should send to us for one or more at the first opportunity. If it is desired, we can furnish sizes suitable for binding the other papers or magazines; and if several are ordered at one time, the charges for transportation will be proportionally reduced. The price of the binder in cloth and leather is $1.10, for which we will send a single post-paid. If more than one are ordered, we will have the charge, with other charges, be paid by the person ordering. Every subscriber should preserve a file of the WEEKLY. It requires but a moment to put the papers in its place, as soon as it is received, and the binder can be used several years and be as serviceable as the last volume. The same binder in cloth will cost 80 cents; in cloth and paper, 70 cents.

IMPORTANT ANNOUNCEMENT.

From and after this date an eastern office of The Educational Weekly will be maintained at 34 Oxford street, Lynn, Mass. Prof. Edward Johnson, a gentleman of culture and extensive educational acquaintance in New England, will represent the interests of the WEEKLY among our eastern friends and patrons, and attend to all business matters in the Eastern States. Correspondence relating to subscriptions or advertising may be sent to him, and reports or announcements of local meetings; notes, correspondence, and other contributions for the Weekly are specially invited from teachers and superintendents. Address Prof. Edward Johnson, Office of Educational Weekly, 34 Oxford street, Lynn, Mass.