The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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

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Editorial.

An idea prevails quite generally among teachers of graded schools that a percentage of scholarship, obtained by means of some manipulations of figures, said figures being the product of a more or less accurate judgment on the part of the teacher as to the merit or demerit of a pupil's effort at recitation, is an infallible measure of the said pupil's relative "standing" in school, an index of his present educational status. The "marking," brought about by a system of averaging known only to teachers of graded schools, is looked upon as an evidence of proficiency or deficiency in the pupil's education up to the point where the class is at the time supposed to be. If it is above a certain figure, it is well; the pupil has done enough in that study; and if in each study this average is thus satisfactory, the pupil's education to that point in the "course" is supposed to be all that is expected or desired,—perhaps all that is possible.

As far as the pupil's knowledge of that particular branch of study is concerned, the percentage may indicate more or less accurately, according to the teacher's skill in marking, his relative standing in the class; but it may be far from indicating his real proficiency as a student, or his attainments in that full and rounded education which the public school ought to afford.

The good people of Boston are not the only ones who think that they have been fortunately located at the hub of the universe. That ingenious down-easter in Maine who expressed compassion for his Boston neighbor because he—the Boston man—lived so far away, represents a large number of people in these western states. These people think that when they write a postal card (they seldom write letters) it is only necessary for them to inscribe the word Smithtown on their card, and sign their "mark," for—"the editor of a paper, we were about to say; but perhaps they sometimes send their postal cards to other people also,—for the one who receives the card to be at once fully informed as to the exact starting-point of said card by Uncle Sam. But really if Uncle Sam didn't come to our relief sometimes, we would never have the satisfaction of knowing where in the wide country our postal card writer did live. The stamp of the postmaster is a great help to us in answering such correspondents.

Smithtown may be in Illinois, or it may be in Maine, or any other state in the union, or in all of them, and then what shall we do? If we do not reply instantly to every one of those postal cards, whether we know to what state to send our reply or
not, we are doomed to get another in about a week, accusing us of being indifferent to the rights of unknown and uninfluential people whose money we have managed to get into our hands! Nos miseris! We disclaim any such intention. We want to answer that postal card (we always do like to answer postal cards), but how in the world can we do it? If we guess at the state, and send our answer to Texas, when it ought to go to Minnesota, we accomplish nothing, and give Uncle Sam a good deal of unnecessary trouble. We must wait till the second card comes, and perhaps the postmaster will supply next time what the writer omitted.

But postal card writers are not the only people who neglect to name the state on the documents which they deliver to the mails. To-day we received a circular announcing the 'commencement' exercises of Jones University; yesterday came a pamphlet giving a course of study in the normal institutes of the state, and a few days ago a catalogue of the public schools of Brown's Corners came to hand, but on none of these could we find any indication of the state in which said university, normal institutes, and public schools were located. We wanted to mention them in our news department, but were afraid that, if we put them under the head of California we might offend our friends who sent them, and who might be living in Florida. Once in a while it is not easy to find from what state a Report of the Superintendent of Public Instruction comes. The printer of the pamphlet not unfrequently comes to our help, however, by placing his imprint on some part of the document, and in such cases we are enabled to make the proper acknowledgment. Will some one please inform us why the name of the state should not be mentioned with the name of the town or city, when such town or city may be repeated in name a hundred times throughout the Union? When we say New York, Boston, Philadelphia, Chicago, New Orleans, etc., it is well known what place is meant; but when we say Washington, Rochester, Georgetown, Quincy, Mayville, Smithtown, or Brown's Corners, we must be classed among those who think they live at the hub, unless we mention also the state in which our hub is situated.

The questions related to examinations are always important in any country that has a highly developed system of education. How often shall examinations be held? In what way shall the student be required to prepare for them; or shall any special preparation be exacted? What plan of reviews, if any, in the particular of frequency, comprehension, and otherwise, shall lead up to them? And how, finally, shall the examinations be conducted? These, with other and allied questions that will readily recur to the initiated, are important to almost all grades of educators. They are scarcely less important, perhaps, in this country, where the the curriculum is less rigid and the examinations less close, than in Great Britain, where pretty nearly the ultima thule of severity in examination seems to have been reached, especially in the struggle for the "little goes," the "great goes," and the "tripeios," at the universities.

In an essay contributed to the English periodical, Mind, and republished in the first of the supplements to that invaluable magazine, The Popular Science Monthly, Prof. W. Stanley Jevons, the distinguished logician, d'calls ably and at much length with some of these questions, under the terse but comprehensive title of "Cram." He thinks the British examination system is in "that critical age at which its progress is so marked as to raise wide-spread irritation." It has become, he says, the fashion to abuse examinations, and "cram," as the destruction of true study, is one of the popular cries against them. No less a personage than the Home Secretary for Great Britain, in his speech at the annual prize distribution in the Liverpool College, last December, seized the occasion to "indulge in the usual denunciation of "cram." Said he: "Examination is not education. You require a great deal more than that. As well as being examined, you must be taught." And much more in illustration of this, and commentary upon it. The writer, however, has apparently little difficulty in establishing the necessity of examination, in one form or another, as "not only an indispensable test of results, but as a main element in training." From examination he reasons easily to the necessity of the preliminary "cram," and declares boldly "that well-ordered education is a severe system of well-sustained 'cram.'" The agony of the examination-room is an anticipation of the struggles of life. All life is a long series of competitive examinations." These propositions are plainly laid down, and much of the truth of them is upon the surface. Nearly all who win the great prizes of life undergo a succession of ordeals, to which the tests of school examinations are but child's play. For each, in general, special preparation is necessary; and by their results is success or failure usually determined.

Prof. Jevons, however, makes careful distinction between what he calls "good cram" and "bad cram." The former directs the student's studies into the most "paying" lines, and restricts them rigorously to those lines, giving a training, mayhap, of a thorough and arduous character, so that his faculties are stretched and exercised to their utmost within the lines. "Bad cram," on the other hand, consists in temporarily impressing upon the candidate's mind a collection of facts, dates, or formula, held in a wholly undigested state and ready to be disgorged in the examination-room as an act of mere memory. * * Dates, rules of grammar, and the like, may be 'crammed' by mnemonic lines, or by one of those wretched systems of artificial memory, teachers of which are always going about. In such ways it is, I believe, possible to give answers which simulate knowledge, and no more prove true knowledge than the chattering of a parrot proves intellect." He justly thinks this can never be resorted to advantageously by those who are capable of "good cram."

To this the editor of the Monthly, in the (June) number following the issue of this supplement, enters emphatic objection. He affirms that "bad cram" means a great deal more than Prof. Jevons here indicates; and his "good cram" is either "bad cram" or no 'cram' at all." In the interests of the new education, Prof. Youmans, in a few graphic, cogent sentences, does away with much of his English brother's specious logic, and concludes his note by saying that, "to make his [Jevons's] argument good, that knowledge may be crammed because of its worthlessness, he must show that no knowledge is worth retaining, and all is to be stuffed with a view to getting rid of it."
The whole of the former entertaining essay and of the brief but effective reply to it should be looked up and carefully read by every one interested in the questions they treat. We have written what we have mainly to call attention to the discussion, which is the most valuable on this theme that we have seen.

This number of the Weekly completes the first volume. No paper will be issued next week. The second volume will begin July 5th.
The Rev. Dr. Howard Crosby, discussing the vexed question of co-education, apropos of the opening of the University of the City of New York to women, incidentally drops the following valuable remarks: "Women have had no more difficulty than men in mastering linguistic, mathematical, scientific, and philosophical truths; and, if the opinion has prevailed that such learned women made poor wives, it is because, under the pressure of society hitherto, only pushing women could attain these high ends. But let society be such that modest and retiring women can equally achieve and excel in high studies, and we shall lose this false opinion about 'blue stockings.' We shall find that the truest examples of domestic happiness are when both husband and wife have reached, by careful study, the higher realms of thought, and have thus enlarged the field of their common pursuits. We shall find that the color of the stockings is not altered by any amount of thorough culture, and that feminine delicacy is but promoted by the sharpening of the perceptive and discriminating faculties." These be good words.

IN THE SIGN VIRGO, OR ONE SIGN AMONG THE MANY. II.

Tarpley Stare, Virginia.

While we glory in the thought that most of our women regard home as their true place, and look with instinct, not to say disgust, upon everything that would tend to make domestic duties insipid, and the broad claims of wife and mother distasteful, yet is it not too true, particularly with our Southern matrons, that these prior and most important claims are regarded as among the least and last of life's responsibilities?

Woman has a domestic life—we thank God for it, but she has also a life social, a life intellectual, and a life spiritual. The life is more than meat, and the body more than raiment. It was for the busy over-domestic Martha that the Master held the kind rebuke. Because a woman's name is not in the ballot-box, nor her hand in the cartridge box, is no reason why that name should be labeled only on pickle jars and bed quilts, and her hand, so God-endowed with skill, find no thread in all life's tangled web, but only that endless one of stitch, stitch, stitch! A woman's name is one of earth's charms, and her hand one of its subtlest stitches, for the use of both she will have to answer in God's roll-call of influences.

But we meet her here on her own ground, we will grant that home is not only her true place, but her only place, and that the limit of its requirement is the limit of her sphere of action. Is there nothing then within these sweet, sacred homes of ours that might be improved by having the wives and mothers, themselves, who preside over them, more thoroughly improved? And without—not far away, but just around, and about, and close enough up fall within the prescribed circle of "domestic claims," is there not broad and ample ground awaiting her working hand—not the contested and protected ground of ballot or bullet, of law or Gospel, but a quiet field of rich, good ground that is unmistakably and allowably woman's, where she can plant her fair trees of knowledge and flowers of beauty, ereat the temples called beautiful to God's honor and to man's, and where she can sow and reap all those good seeds of art and industry, of virtue and charity, that make her life not narrow and selfish, but noble and unostentatious, and the world all the better for her having lived in it, and having lived away from the maddening crowd?

Within the home and around it! Here surely is "no pent up Utica," but ample scope and verge enough for any woman. Granted this, how gladly might she quit all the contested and equivocal ground! Certainly, it is all the sphere we would wish for her. And all we ask in the way of her training and educational privilege is that she may have the means put into her hands of rendering herself able in every way to meet the demands of this her noble and commanding position.

A fine picture may save us words by giving us a history in a word. Therefore we appeal here to the wise man to give us an illustration of what we want in woman. For after all his abuse of female folly, it is Solomon that has given us the woman par excellence,—the foremost house-mother of all the domestic world, and yet she was not exclusively within doors, nor exclusively without. Besides attending with most assiduous care to all her home duties—dressing her household in scarlet—herself in strength and honor, and her "gird man" in fine linen, and having them all ask, "while it was yet dark," she also bought fields and planted a vineyard with the fruit of her own hands, and "delivered girldes unto the merchants."

Not only was she the mainspring at home, but her works praised in the gates. Yet, with all her wisdom and importance at home and abroad, she assumed to herself no airs of superiority. "On her tongue was the law of kindness." Her children rose up and called her blessed. "The heart of her husband did safely trust in her." How grand! And yet how simply true to what a woman may actually be!

We might be pardoned for standing a long time before a picture so fascinating, especially as it serves for our model in every separate specification, and savors from going more into detail. It every woman would do the last chapter of Solomon's proverb beside her mirror, every morning, she will need no better glass wherein to dress herself, and she will find no more beautiful image of her sex in the whole world.

Side by side with this, as a companion piece, is Wordsworth's exquisite picture of woman:

First,

"The dancing shape, the image gay,
To haunt, to stable, and waylay!"

Upon nearer view,

"The household motions light and free,
The steps of virgin liberty," etc.

And, at last,

"The perfect woman nobly planned
To warn, to comfort, and command,
And yet a spirit still and bright;
With something of an angel's light."

The next cause of this "growing influence" which naturally calls for mention here is a cause that is in reality back of both the other causes we have named—the first great cause—the increased and increasing spread of Christianity.

It is this holy thing, with its divine symbol set at cross-purpose to all man's natural ferocity and selfishness, that has bestowed upon woman the privilege of power and position. Kept down and degraded as woman is in every land unlighted by the sun of truth, made the slave and tool of the strong master, she has more cause than man, even, to rejoice in the dignity put upon our race by this heaven-descended Christianity.

Be it always remembered, that it was on the side of our womanhood,—not manhood, that we got nearest God. Here is a profound truth. Man's weakness is God's strength. All along the conflict has been between the natural, the physical, the brute force in man, and the mystical, invisible, and spiritual strength of God. Woman's agency was recognized, and woman's weakness sanctified and sanctified into power and position when upon herself was conferred the highest honor of heaven's court, and she, and she only was made the medium through which the world's Savior was handed down.

Furthermore, let it never be forgotten, it was the divine light cast upon the honored Virgin that shed a halo around all womanhood.

Every nation that has and holds the Christ "born of a pure Virgin" retains woman in honor, and the more completely individual men realize this wonderful fact of divine revelation, the more tender and chivalrous is his good will and loving protection to the whole female sex. The companion that lost him Eden gains him paradise, or rather, is the humble instrument by which the "door" is opened to him. Could women, themselves, fully appreciate this unequalled blessing of God's recognition, they would see how sublime a thing it is to be a woman, and how foolish and ungracious to try to be anything else.

This realization alone would tend to a true and lofty development of character, and would indeed be quite sufficient to dictate and regulate the whole curriculum of material study necessary to the education for such a pure and elevated life.
This brings us hasty to the last point on which we have time to touch in our consideration of this engaging subject—the effect that this "growing influence" is most likely to have upon the nearing future.

We recognize woman as a necessity in man’s natural birth. God recognized her as a necessity in Christ’s unnatural birth, therefore, it is in accordance with the analogy of nature and of grace, as well as agreeable to the rapid developments of recent phenomena, that she should have some part, some indispensable part, assigned her in the world’s new birth. What that part definitely is, we cannot say. We hope it is a holy, lowly, unostentatious part, for, in view of the terrible effects once produced upon the world by her potent influence, we could wish that her approaches to "the tree of knowledge" might be rightly and fairly conducted. For should she again desire "to be wise above what is written," or incautiously put herself under the guidance of any evil purpose whatever, she might again, indeed, fall from her high estate, and be driven out of her splendid future. Ah! the remembrance of this primal failure in Eden may well keep woman humble, no matter how varied her acquirements, or how great her influence. We know she is the very element man needs in his great work of peace and bloodless victory on this troubled earth, for God has bestowed upon her the tenderness, and gentleness, and ready sympathy so necessary to the righting of wrongs, and adjustment of disputes. We do not agree with Ruskin when he says of the observer must see that it is of the first importance that this care and culture of nations, and to bring in for their own interest and protection the good order of the feminine element. But that element was then so rude, so uncultured, so rough, so uncouth. But we know that her influence, unless it is perverted from its true and natural intention, will do much. And we hail it as a good augury for the future that one of the children of her race is a housewife. And we would have better results we must have safer and more thorough foundations. Commerce and enterprise, and the industrial arts will naturally do much to drive out of the world’s foolishness and destructiveness, and disadvantageous monopolies, and to bring in for their own interest and protection the good order of the world, but we honestly believe the universal care and culture of nations will do more. And we hail it as a good augury for the future that one of the characteristics of our day—one of the very leading thoughts of our times is, that woman at last, is really to be cultured and cared for; every observing reader must see that it is of the first importance that this care and culture should be of the judicious and appropriate sort. We do not agree with Ruskin when he says of the observer must see that it is of the first importance that this care and culture of nations, and to bring in for their own interest and protection the good order of the feminine element. But that element was then so rude, so uncultured, so rough, so uncouth.

So, it is by the permission of Christianity that woman is allowed her true place in the family, in the church, and in society, certainly it is but fair that her training should be according to the requirements of that heart and mind and body-regulating system; and what is so well calculated to break the fascination of the vain, the artificial, the surface life that so often spoils her home happiness, as the having her heart filled with pure sentiments, and her mind thoroughly imbued with love of the genuine and the beautiful in nature and in art?

Women paint their faces and adorn their persons as much from the innate love of the beautiful as from the innate love of approbation, and when they have no other shrine at which fancy, and taste, and imagination can minister, they naturally make idols of themselves, and decorate them with silly gew-gaws. But what a waste of noble devotion! Only let a woman be trained to bestow as much attention upon her head and her heart as upon her person and we have no fears whatever as to the result upon her life within doors and without, nor of the extent of her influence for good everywhere.

To cast out the demon of vanity it is necessary to put the house in possession of the angel of enlightened knowledge. And to banish from home all the vigor and rigor of “woman’s rights” it is only necessary to feed her home life upon richer and more varied diet.

If we would make women useful and happy that have no homes, and women useful and happy that have homes, and if we would have women of every sort influence men so as to draw them up in their love and in their life, up to the better and higher plane, we must develop in her the magnetism of womanly grace. We must put upon her brow the crown of enlightened judgment, and then she will think less of the silly finery of a bonnet; and in her hand, so taken up with fine jewels and flimsy laces, the scepter of knowledge and skillful accomplishments. In this way we make her a queen in her own little realm. And this is certainly her due. All can see the effect of such a system of thoroughness on the present, And what is the future but an extension of the present? And what is the whole world without quarrel, all happy and at peace, but the aggregation of these little well-ordered, happy, peaceful homes?

WHAT IS EDUCATION?

AGNES LEONARD HILL, Chicago.

ONE might almost as well ask: "What is Life?" Or "What is the mystery of creation?"—or the purpose of existence, as to ask what is education. The less culture persons have the more they imagine that education is merely superficial accomplishment, having little or no bearing upon practical life. The three r’s, reading, writing, and arithmetic, sum up, in their estimate, all the value of “learning,” and even these they contend must not be made too much of. Enough "reading" to find out from the newspaper the price of corn, enough "writing" to take their pen in hand to inform a distant friend that they are "all well and hope these few lines" will find their friend "enjoying the same blessed!"—and enough "arithmetical" to "figger up" interest on a note, or how much so many pounds at so much a pound comes to. Any education beyond this is esteemed by these people not only superfluous, but often harmful.

I remember a friend’s asking a wealthy farmer in Missouri to subscribe for an educational publication, and his reply was: "No use for it." "But your children need it." Your wife can read it and find in it valuable suggestions that will enable her to help educate your children," she replied. He regarded her for a moment, with the look of sublime and invincible superiority that could never be achieved by any other than a middle-aged farmer having a limited acquaintance with "the three r’s," and responded oracularly: "In my opinion there is too much education. There is more not account, good for nothing men and women trying to shirk good days’ work the country has got any use for. I don’t want too much education in my family. I’d rather have my children know how to make a livin’ than be able to tell what the moon’s made out of.

"But," said the lady, "education will help your children to make a living. It will lift them above working with the hands to working with the head. Education is to the mind what tools are to the hands. A great man has said that ‘education helps a man to make the best and most of himself;’ it will enable him to do with a little what others cannot do with a great deal." "Can’t see it," he replied; and he couldn’t. To argue with him was as unsatisfactory as "exhoriating an impenitent mule."

He did not want any educational publications in his house. Tables with marble tops, fine furniture, good carpets, a large house, and even a piano he did not object to;—but a publication about education, he regarded as the exclusive property of school-teachers and people consumed with a desire to shirk good days’ work.

Well, what was the result? Did his children content themselves with eating, and drinking, and working, and vegetating? Did their minds lie fallow, because the parent refused to sow their good seed? Nay, verily! The daughters read cheap novels, trashy story-papers, and had false ideas of life that made them easy victims for fortune hunters, while the sons developed something of impertinent mules,” like their father, with a taste for hard work, and some into miserable spendthrifts and besotted wretches.

"Had too much money. Not enough days’ work. Money was their curse," said the old man when he realized at last that the children had brought down his gray hairs in sorrow to the grave. It never occurred to him that it was not "too much money," but too little father, that had cursed the children.

What just, or noble, or helpful ideas of life could they obtain from cheap boarding schools and country school teachers?

And yet, and yet, O pedagogues and expounders of the gospel of educa-
tion, I have also somewhat against you too. There was a grain of truth in
the old farmer's protest. What he meant to say was that education is not
sufficiently practical. It is too largely devoted to "tellin' what the moon is
made outen," and too little to explaining the remedies for life's every
day practical and pressing exigencies.

The school-mistresses and school-masters are too absorbed in vague
theories to be always perfectly intelligible; hence they fail to interest, and to
awaken that enthusiastic cooperation of the parent that is so essential to the
highest success.

Differential calculus is all well enough, but we mothers of little children
want some suggestions concerning the shortest and best way to bring
them to the point of
well-bred,
made
cute," or "

want some suggestions concerning the shortest and best way to bring
is the result? Mostly vanity and vexation of spirit! The children are so
children stories I was very careful to follow your instructions, and always tell

are so cheap
ity?

may be that we ought to consider how many-sided education is, and how

The mind of a child is of all things most

promptly and frankly replied the little

This teacher is now lecturing on "woman suffrage."

THE GRANGERS AND EDUCATION.

JEANNE C. CARR, Sacramento, California.

ONE of the most prominent planks in the Grangers' platform bore this in-
scription: "We shall advance the cause of education by every means in
our power. We especially advocate for our agricultural colleges that pratical
agriculture, domestic science, and all the arts that adorn the home, be
taught in their course of study."

In many of the states this was a dead letter. Not so in California, where
the members of the order entered with great spirit into the work of reform.
They have two standing committees, one upon the Agricultural Department
of the University, and one called the Committee on Education and Labor for the
public schools. They have been urgent in seeking the most generous sup-
port for the higher institutions, and, through memorials to the State Legisla-
ture, have asked for the largest appropriations ever required for the State Uni-
versity. But their efforts have resulted, as all such struggles do, in develop-
the fact that notions respecting the scope of public education, plans for im-
proving state systems, are as various as the heads that harbor them; and that
unity of purpose and action is thus far to be found only in the profession of
teachers whose conservatism is opposed to change in the direction of their
wishes. A great lesson is learned when bodies of men have found how to or-
ganize their efforts around some central idea about which there can be no
dispute. This the California Grangers have done, and are honestly striving
"to make their state schools, from the public school to the University, more
practical," i.e., more directly servicable to the masses, through instruction
leading toward the industries. President John Anderson, of the Kansas A-
gricultural College, in a telling speech made before a teachers' association of
that state, in 1875, said: "As a practical fact, nine-tenths of our children
leave school permanently before they are fifteen years old. For every scholar
who travels the circle of learning so carefully guarded for him, four hundred
leave the course before it is fairly entered upon, and go directly out into the
world to fight the battle of life, with nothing but a fragment of disjointed
educational armor for defense." He claims, and justly, that a course of study
has been made preparatory for the high school, and not preparatory for citi-
zenship, and that a large part of the knowledge most directly useful to the
industrialist is left out of this course.

The Kansas State Grange, through its committee of education, have re-
cently published a report, in which a host of skilled witnesses, state super-
intendents, and the laity, are made to testify to the same point. We shall
have frequent occasion to refer to this report hereafter.

The State Grange of California had taken the same position two years
earlier, claiming that a more enlightened public opinion was needed before
changes should be attempted, but, nevertheless, requesting the State Board of
Education to introduce elementary studies in natural history, and that the
duties of American citizenship, etc., be taught to more advanced pupils.

One of the most interesting educational gatherings ever held on the
Pacific coast was that recently held at San Francisco, under the auspices of the
Golden Gate Grange. It may seem as odd, by many of your readers, that
there should be a "Farmers' Grange in Frisco," as the horny-handed fra-
ternity should undertake to lay down principles for the guidance of the intel-
lectual classes. For everything a reason doubtless exists. The Golden Gate
Grange owes its existence to the large number of wheat and fruit producers
who are in the city periodically for the transaction of business with the
"Grangers' Bank," the Grangers' Business, Fire and Life Insurance Associa-
tions, etc., etc., and the convention results partly from the recent action of the
National Grange at Chicago, respecting the agricultural colleges, together
with a disposition to seek information from all sources, as a guide to future
action.

The convention has held two sessions, and the subject of educational re-
form is not yet fairly opened. The best feeling prevails, in spite of the most
opposite opinions. The professor who thinks a "little learning," in agricul-
ture especially, is a "dangerous thing," neglects to say how much ignorance
will make a competent farmer. Henry Carey Baird said: "Too much edu-
cation of a certain sort, such as Greek, Latin, French, German, etc., is utterly
demoralizing to a person of humble antecedents, and, in nine cases out of ten,
is productive of a mean-spirited gentleman," yet he reports no patent process
for producing the genuine article, from any kind of antecedents.

Hon. M. A. Newell, in his mastery speech before the National Teachers'
Association, last year, recommended the carrying forward and upward of kin-
dergarten methods through all the grades. But the philosophy of Froebel's
method is "education by work," Hon. Alexander Hogg, of Alabama, now of Texas, pleaded on the same side for the "education of producers." "We need three very necessary things—first, industrial education; secondly, more industrial education; thirdly, much more industrial education!" (see proceedings of National Ed. Assoc., page 88). This from the far south—a Macedonian cry for the essentials of prosperity. Thus we see how doctors differ.

The cause of popular education has nothing to lose but everything to gain from these discussions. It is only when the people are indifferent that schools languish, and teachers are poorly paid. Let the agricultural fairs expend as much in educational premiums as for other improvements in culture, and the new education by work will receive an impulse which will carry conservatism along with it. I shall speak of the Grange as a school for adults in another paper.

THE STUDY OF THE FRENCH LANGUAGE.

IV. FRENCH INTO ENGLISH.

Prof. Alfred Henning, University of Michigan.

It has often been argued that the most important feature of class-room translation, from one language into another, is the meaning of the text. This may be very true when one has already studied the language long enough to aim at the thorough understanding of its genius. But when the first attempt at "reading" is made, I consider that meaning is of much less importance than analysis. By analysis I understand the study of the words and the logical consideration of the sentence. The former comprises elementary parsing; the latter the application of grammar to the construction of sentences— etymology, and the relation of one language to the other, belonging equally to the first and the second. In the first case, each word should be considered as a separate element in the sentence; in the second, the words should be studied as a part of a whole.

The following sentence having to be translated into English, let us see how we shall apply the principles I have just laid down. "Il a produit un noble sentiment dans l'assemblee." In the first place, when dealing with the words as separate elements of the sentence, we should call the student's attention to the different parts of speech involved; next we should divide these parts of speech into variable and invariable words; the different forms of the variable words should then be called for; and finally the conjunction, class, mood, tense, and person of the verbs should be looked into. In the application of the grammar to the above sentence, we should require the scholar to state why certain genders or numbers are used; to point out the predicate, its subject and object; the rules for agreement of adjectives; the place of adjectives; the respective place of two different objects; and finally require the rules for word formation from produit, noble, sentiment, assemblee and the relation of these words to English.

From ten to twenty minutes for each sentence will be required to conduct a "reading recitation" in the manner explained above. The reading lessons must therefore be very short. In my opinion, when "reading" is first begun, fifteen lines at the most should be the extent of the lesson—five lines to be translated and analyzed, and the remainder merely translated.

As already stated in a paper on "The Study of the French Language," the reason why students so seldom speak the language is because they do not command a ready vocabulary. The grammatical and etymological analysis of the text of a "reader," will soon prove to be a remedy for this drawback. Not only will the words be more easily memorized, but parsing will tend to divide these parts of speech into variable and invariable words; the different forms of the variable words should then be called for; and finally the conjunction, class, mood, tense, and person of the verbs should be looked into. In the application of the grammar to the above sentence, we should require the scholar to state why certain genders or numbers are used; to point out the predicate, its subject and object; the rules for agreement of adjectives; the place of adjectives; the respective place of two different objects; and finally require the rules for word formation from produit, noble, sentiment, assemblee and the relation of these words to English.

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neglects or disregard these is an enemy to the best interests of the race. The mind can be developed harmoniously and successfully only when these bodily conditions are properly understood and applied. A genuine integral science of man, a rational anthroposophy, if you will allow the word, must supplant the present partial and imperfect systems of psychology so-called.

(2) The second mistaken notion concerning the mind is that which fails to recognize the existence of certain organs or faculties which have a natural order of development,—not mythical faculties evolved from the fancied consciousness of some cloistered metaphysician, but organs which can be definitely located and whose functions can be specifically determined and guided. Permit me to suggest that phonology gives a more rational basis classification for the true educator than that of the old school metaphysicians. It must, in the future, have an important position in the philosophy which dictates the order and character of courses of study. It must adjust the supplies of mental pabulum in character and amount, to the successive stages of mind-development; and not permit, as is too often the case, an indiscriminate cramming of the mind with the merest husks of knowledge,—"the discordant seeds of things not well joined together."

The subject-matter taught also needs careful attention. We hear much, in these latter days, concerning "practical knowledge," "practical education," and yet it is feared the term "practical" has, to the popular mind, no clearer meaning than "reform." or "civil service" to a spend-engage politician. Who can explain and certify if it does not include that kind of education which can be practiced in the different walks of life? However much we teachers may object to the charge, we can not fail to stand before the public convicted of dealing out to our intellectual patients a vast amount of medicine which has no earthly or heavenly use farther than the connection which is supposed to exist somewhere with mental discipline. On this supposition the slaughter of the innocents has been going on for untold ages, and yet it is feared the practice of a portion of my profession I protest against this pensioning business. The pensioned class is a class living in the shadow of some cloistered metaphysician, but organs which can be guided.

Pensioning Pedagogues.


A PENSION! "Once upon a time," a man, eminent in letters or art, surrounded by poor pedagogues, and wishing to relieve distress, proposed that certain teachers be pensioned. So far as I have observed, two-thirds of our educational journals have opposed this plan.

That our own profession are so apt in receiving suggestions from outside our own numbers is a fact productive of chagrin to schoolmasters. We can listen comfortably to long dissertations from eminent men and women,—men whose ability and long service have given to them our high esteem and respect; we can read with satisfaction the pretty advisory essays of old school teachers who have not worked in a primary or grammar school for twenty years; we can shrug our shoulders at the advice of our good college professors, when they suggest reforms that have been instituted, tried, and aban-
doned years before, but, I submit that we do not wish the kind hearts of our eminent friends to impel them to pension us, whether we will or no.

Pensions are for those whom the world pecuniarily ill-treats. Pensions are acknowledgments that the pensioner has not received his just dues. A pensioned class is a class living in its last years upon charity. As a representative of a portion of my profession I protest against this pensioning business. Pay us what we are worth, and permit us, like other folks to take care of ourselves. When in old age we are useless, as we shall be, if we have no dollars and no children, we can go to the poor house. The proposition to pension teachers is conceived with good intentions, (some pious divine has said that the road to hell was paved with the same material;) if adopted it will mean that teachers shall be paid meagerly because the country will provide for them hereafter.

No, we do not need pensions, permit us to live as do other professions. If we earn anything, give it to us. If we require aims, give us to as to others. We would not be considered a privileged class. Schoolmasters are, or ought to be, like men. In this world compensation—-even and just—is the rule, not the exception. Men are usually willing to pay for services rendered. Make pensioned teachers, and thirty dollars per month is ample pay.

At present our government pensions soldiers and sailors with their families. During the vigorous time of life they receive a bare subsistence, and the government is in honor bound to provide for them in old age. I hope schoolmasters will not be added to the pension roll.

The Educational Weekly.

THE SPELING REFORM.

THE advocates of Spelling "reform" have this week held a conference and public meeting. Their zeal may be great, but their numbers are not large. About fifty assembled in the afternoon, and about one hundred in the evening, in the rooms of the Society of Arts. The arguments used were those which have so often been uttered against the anomalies and difficulties of the English language. It was resolved at the evening meeting, "that some change should be effected in order to remedy the evil now caused by the length of time found necessary to teach children in elementary schools to read and write the English language with ease and correctness." It was resolved that a thorough revision should be effected in the interests of etymology and pronunciation. It was felt, however, that no change could be effectual unless accepted by inspectors, civil service examiners, and public departments. It was further resolved, therefore, to appeal to the government, and a deputation was appointed to urge the necessity for revision. However urgently a change may be needed in the interests of simplicity, it was quite evident, from the utterance of speaker after speaker, that the leaders of this movement for change are very much divided among themselves, and their plans (where they have anything that can in any way be described as such) are far from being in harmony. Whether the government is prepared to appoint a commission on this subject on which it is memorialised by advocates who are the reverse of unanimous, remains yet to be seen. Among the advocates was Mr. Lowe, a characteristic letter was read from that renowned reformer. Mr. Lowe, referring to Max Muller's question on the subject, "Is there no statesman in England sufficiently proof against ridicule to call the attention of Parliament to what is a growing national misfortune?" wrote from Sherbrooke, Catterham:

"I am not afraid of ridicule, and I have a strong opinion on the spelling question. I cannot be present at your meeting, but you are quite welcome to my opinion. There are, I am informed, thirty-nine sounds in the English language. There are twenty-four letters. I think that each letter should represent one sound, that fifteen new letters should be added, so that there be a letter for every sound, and that everyone should write as he speaks. I have been in the habit for many years of taking boys to read to me. I always take them from the sixth standard. They are unable to read aloud tolerably, and have no idea of the pronunciation of the language. The only remedy for this, in my opinion, is to teach all the thirty-nine sounds, together with the letter which represents each of them."

It is generally believed that there are twenty-six letters in the alphabet at present, but Mr. Lowe is an authority on educational matters, and we are all open to correction. If the government should accede to the request for a commission, and should Mr. Lowe at any future time he at the educational helm, it is clear that the spelling and reading of the future may be a little more complicated than now. In the opinion of Mr. Isaac Pitman, the confusion is still greater than is believed by Mr. Lowe. There are thirty-eight sounds in the language. We have twenty-six letters. But each of these letters has several sounds. "O" and "u" have seven each; 102 combinations of letters represent other varying sounds. Altogether the 102 letters and combinations represent 269 sounds, so that there is an average of three sounds to each letter and combination; and, given the letter or combination, it is three to one that a child reads it wrongly; given the sound, it is seven to one that it is wrongly expressed in writing. Come when it may, if ever it comes, the commission will find the task no light one to reconcile the reformers among themselves, and the business of reformation will prove by no means a trifle.—The Schoolmaster, London, Eng.
Notes.

The Summer Holiday Number of Wide Awake will open with a delightful story by Cicely Morrey Marston, the sister of the English poet, Philip Bourke Marston.—D. Lothrop & Co. issue immediately, as summer reading for the young folks, the initial volumes of the Sea-side Series,—an ably compiled epitome of the best literature of the general culture, with now and then an essay—as in a recent number on "Melanchthon as an Educator"—which has more direct professional application. The topics relating to the Eastern questions are just now receiving their full share of attention, and usually in a highly interesting way. The subscription price ($8 per year) is low for fifty-two numbers, of sixty-four large pages each; but for $10.50, or only $2.50 more than the regular rate, the publishers will send the Living Age and any one of the American $4 monthlies or weeklies for one year. Littell & Co. issue immediately, as a Berks county, appearance of the July number of this enterprising journal, to see how its general welfare is affected. —Mr. Monier Williams, Sanskrit professor, delivered a paper at the Centennial Exhibition. James A. Garfield's "Savage," and the departments of literature and music are filled, as usual, with good selections. —The Contributor's Club furnishes some bright and readable criticisms, and any one of the American $4 monthlies or weeklies for one year. —In the June number of the Eclectic Teacher, the editor, who at one time supposed the very approximate motto, er pluribus unum, for the WEEKLY, now manifests some kind of a disorder, the diagnosis of which we have not yet satisfactorily completed. He is evidently disturbed by an editorial signed "W" in the WEEKLY of May 7th, but whether his quotations and the remarks on the same are intended as a joke, or in earnest, we have not yet decided. He asks, "Where is the graded school whose teachers are unnaturally, untutored, and whose pupils are the offspring of liars, thieves, and vagabonds? We say, where is the school?" Somebody tells him, quick. We await with anxiety the appearance of the July number of this enterprising journal, to see how it came out with the affiliated editor.—Mrs. E. D. Wallace's European party will sail July 7th, at the latest, by a special steamer. For five hundred dollars, the third for state certificates in Wisconsin will be held at Madison August 7th, continuing five days.

PERU: Incidents of Travel and Exploration in the Land of the Incas.

By E. George Squier, M. A., F. S. A., late United States Commissioner to Peru, author of "Nicaragua," etc. With illustrations. (New York: Harper and Bros. Chicago: Jansen, McClurg & Co., 8 vo, pp. 599. Price $5.00.)—This work comprehends the results of one and a half years of travel and research by one who was well fitted for the undertaking. Mr. Squier was no chance tourist who supplements his own scanty knowledge by gleanings from a doubtful authority, but brought to his task a knowledge of antiquities of Southern and Central America, gained by laborious research, not to mention years of experience as a litterateur in New York, and a natural gift as a story-teller. He has chosen to be minutely descriptive, using the pencil, the camera, and the measuring line, and avoiding mere conjecture as to personalities which would have been stated by one less honest and less experienced, as deducible historical facts. To the antiquarian his researches are of the utmost interest, and the recital of them with so much care and regard for detail, supplemented by elaborate illustration (the engravings numbering nearly 500) makes the work the best that has been written on the subject. To the general reader the book has the charm of a vivid portrayal of natural scenery, pictorial descriptions of personal incident and adventure, and interesting sketches of the customs of the native population. The high-walled passes of Peru, bearing on their precipitous sides the ancient tombs, spanned at various points by the Indian rope bridges hanging high over fathomless abysses, offer to the explorer a subject of rich resources, tinged with romance. The account of Lake Titicaca is the most complete that has ever been published. As to the author's impressions upon the first sight of it, we quote:

"From this point we obtained our first view of Lake Titicaca with its high islands and promontories, and shores belted with reeds. Dominating the lake, as the massive bulk of Illampu, or Sorata, the crown of the continent, high over fathomless abysses, offer to the explorer a subject of rich resources, tinged with romance. The account of Lake Titicaca is the most complete that has ever been published. As to the author's impressions upon the first sight of it, we quote:

"From this point we obtained our first view of Lake Titicaca with its high islands and promontories, and shores belted with reeds. Dominating the lake, as the massive bulk of Illampu, or Sorata, the crown of the continent, highest mountain of America, rivalling, if not equaling in height, the monuments of the Himalayas. ** ** ** Nowhere else in the world, perhaps, can a panorama so diversified and grand be obtained from a single point of view. The whole great table-land of Peru and Bolivia, at its widest part, with its own system of waters, its own rivers and lakes, its own plains and mountains, all framed in by the ranges of the Cordillera and the Andes, is presented like a map before the adventurous visitor."

As to the conclusions of the author based on his researches, as to Peruvian origin, he says:

"I shall make no attempt to assign dates, or even eras, for Peruvian civilization, much less a date for Peruvian origin. But I do assert the existence in Peru of monuments coincident in character, if not in time, with those which the unanimous verdict of science gives to the earliest of what we call the Old World. I do not pretend to say that these monuments are old, very old; but how old we cannot say least at present, none of the continent, and, further, that there is no valid evidence that within any period known to human records, the progenitors of the Peruvians reached their country from abroad, or that their civilization was imparted to them by any other race. Even if it be assumed that the whole human family sprang from a single pair, and that their
original seat was in the highlands of Armenia, whence they had overgrown
the globe, it still remains true that the period of their advent in Peru ante-
dates all human record."

A map of Peru, an index, highly finished paper, and tasteful binding
leave nothing more to be desired in this work as a record of travel
and research.

A Manual of English History, for the use of schools. By Edward M.
Lancaster, Principal of the Stoughton School, Boston, Mass. (New
York, Chicago, and New Orleans : A. S. Barnes & Co. Price, $1.40.)—This
is a neat little volume of 320 pages, printed in large type, and prepared for
the use of schools whose limited time forbids an extended course of study.

The author's idea, as defined in the preface, that "the mere committal to memory
of the names of kings and isolated events, however important, is in no proper
sense a study of history, but there should be enough of explanation and de-
tail to make intelligible the relation which one event bears to another, that is,
the cause and effect of events," has been faithfully and in many cases ingenio-
usly followed. Leading topics and their dates, distinguished by heavier
headings the story is told with remarkable smoothness, considering the
conciseness requisite in a work of this character. The history of the Common-
wealth, 1649 to 1660, including the Restoration, is condensed into twelve
pages. The reign of Victoria, 1857 to the present, occupies eighteen pages.

As a simple outline, accurately, yet interestingly drawn, we may safely
show evidence, in the construction and development of her story,
course the great body of evangelical and orthodox believers will not recognize
than he professed to be, Christianity is the most colossal of all
views of their literary standing and merit. He has a
Prayer.

A Winter Story. By Miss Peard. (Boston : Roberts Brothers. Chicago.
Hadley Bros. & Co. Price, $1.00.)—We are quite sure that we do not over-
estimate the abilities of the author of this work, when we say that she has
shown evidence, in the construction and development of her story, of a talent
of more than ordinary brilliancy. The literary skill displayed is certainly of
a high order. It is one of those stories which a cultured mind may find
pleasure in reading.

PAMPHLETS RECEIVED.

TITLES of the Acts of the Thirteenth General Assembly of the State of Il-
inois, approved or vetoed by the Governor. Also, a list of the mem-
bers of State, Educational, Charitable, and Penal Institutions; and the Canal
and Railroad, and Warehouse Commissioners. Geo. H. Harlow, Secretary
of State.

Laws for the Regulation and Support of Common Schools, with notes and
forms for school officers. State of Kansas. Published April 30th, 1877, by
Allen B. Lemmon, State Superintendent of Public Instruction.

Catalogue of the Officers, Teachers, and Students of the Princeton High
School, Bureau County, Ill., for the year ending June 30th, 1877. H. L.
Bolt-
wood, A. M., Principal.

Eleventh Biennial Report of the Superintendent of Public Instruction of
the State of Illinois, for the two years ending Sept. 30th, 1876. S. M. Epper
Superintendent of Public Instruction.

Course of Study for Iowa Normal Institutes, 1877. C. W. von Culon, Su-
pervisor of Public Instruction. With Supplement by J. W. Johnson, Su-
perintendent of Mahaska County.

Course of Study with Suggestions on Teaching and School Government,
for the Public Schools of Mahaska County, Iowa. J. W. Johnson, County Su-
perintendent.

NATIONAL EDUCATIONAL ASSOCIATION, 1877.

PRELIMINARY ANNOUNCEMENT.

T HE Seventeenth Annual Meeting of the National Educational Associa-

tion will be held in Louisville, Ky., on Tuesday, Wednesday, and Thurs-
day, the 14th, 15th, and 16th of August, 1877. A meeting of the Board of Direc-
tors will be held in the room of the President, Louisville Hotel, on Monday
evening, August 13th, at half-past 8 o'clock.

TUESDAY—10 A. M.—General Association. 1. Opening Prayer. 2. Ad-
dress of Welcome. 3. Response by the President. 4. Music. President's
Annual Address. 6. Appointment of Committees. Miscellaneous
The Place ofEnglish, as Introductory to the study of Latin and Greek;
Prof. Thomas R. Price, University of Virginia. 2. Discussion of the same.
Caskie Harrison, Sewanee, Tenn. 4. Discussion of the same. 1:30 P. M. —
Department of Educational Wants. 1. First Lessons in Reading, illustrated
by a Class of Infants; Miss Lydia D. Hamp-
ton, Louisville, Ky. 8 P. M.—General Association. 1. Paper. Silent
Forces in Education; Prof. J. F. Blackinton, East Boston, Mass. 2. Discus-

Wednesday—9 A. M.—Department of Normal Schools. 10:30 A. M.
the Preparatory School to the College; Prof. W. Webb, Cullom, Penn.
4. Paper. The Relation of the College to the High School; Hon. J.
W. Dickinson, Secretary, State Board of Education, Mass. 5. Discussion of
these papers. 12:30 P. M.—Department of Higher Instruction. Paper.
The Place of English in the Higher Education; Prof. A. B. Stark, L.L.D.,
Russellville, Ky. 2. Paper. The Dormitory System; Prof. Charles K. Ad-
Origin and Growth of my Kindergarten experience with its natural
antecedents. My experience as Trainer of Kindergarten Teachers in this
county; Prof. L. W. Tice, Superintendent of the Public School System of

Thursday—9 A. M.—Department of Normal Schools. 1. Discussion.
Should Normal Schools be Exclusively Professional Schools. 10:30 A. M.
General Association. 1. Opening Prayer. 2. Paper. Educational Inter-
estedness in Texas; Dr. Rufus C. Burleson, Waco, Texas. 3. Discussion.
The Educational Wants of the South. 4. Paper. Why Drawing should be
taught in Common Schools; Prof. L. S. Thompson, Sandusky, Ohio. 5. Discus-

Speaking of the same. 12:30 P. M. —Department of Higher Instruction.
2. Paper. The Elective System of Studies with reference to the Old Ed-
ucation and the New; Prof. W. Leroy Brown, Nashville, Tenn. 3. Discus-
in these papers. 12:30 P. M.—Department of Elementary Schools.
1. Paper. The System of Training in State Normal Schools; Prof. H. H. H
2. Paper. The Essential Idea of Elementary Instruction; Prof. W. E. Crosby, editor of the Common School
Davenport, Iowa. 3:30 P. M.—Department of Industrial Education. 8 P. M.
17th and 18th Centuries; Prof. Felmeri, Kolozsvar, Hungary. 2. Reports
from the several States and Territories represented.

On account of the unsettled condition of railroad fares, it has not been
possible to make any general arrangements for reduced rates.

The round trip ticket by steamboat, (including meals and berth,) from Cin-
cinnati to Louisville and return is $5. Tickets by rail at the same rate.

The Louisville Hotel will receive members at $2 a day, two persons occu-
pying one room. Single rooms will be charged $2.50 to $3.50, according to
location.

M. A. NEWELL, President,
J. ORMOND WILSON, Treasurer.
THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

EDITORS:
California: J. J. Bond, Los Angeles, Calif., and Supt. Public Instruction, Sacramento.
Iowa: J. M. DeAlbord, Principal Normal School No. 1, Davenport.
Kentucky: Rev. J. T. Williams, Principal Third Ward School, Louisville.
Minnesota: Hon. S. A. Marengo, Commissioner of Public Instruction, St. Paul.
Ohio: Prof. S. B. Coolidge, Supt. Public Instruction, Columbus.
Washington: Prof. E. F. Thayer, Supt. Public Instruction, Olympia.
Wisconsin: Prof. A. M. Johnson, Supt. Public Instruction, Madison.

Indiana.

BUTLER UNIVERSITY.—This institution, situated about four miles from Indianapolis, in the beautiful suburban village of Irvington, held its annual commencement on the 8th of June. Number of graduates, seven.

Its annual commencement on the 8th of June. Number of graduates, seven.

Anniversary exercises of the 20th, which had 'swollen to portentious dimensions, has been greatly curtailed; will give great satisfaction to the patrons of the school. More both at home and abroad. The entering class numbers seventeen.

A will be held June 24-27. The annual sermon will be delivered by the Hon. F. H. Butler, Dr. Butler's translator.

Butler, says; "He seems to make a satisfactory official, as well as an enterprising one."—The Anniversary exercises of the Iowa State Normal School will be held June 24-27. The annual sermon will be delivered by the Principal, Prof. Gilchrist. The Constitution exercises of the senior class will take place on Wednesday, June 27th. The examining board consists of the Supt., of Public Instruction, the President of the State Teachers' Association, the Principal of the Normal School, and two county superintendents.

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considered as well qualified to teach as those that do. Study the best methods, keep up with the times, and hold to life the dormant energies of your pupils. Keep posted in your profession if it is nothing more than tanning and brewing, and do not hesitate to spend a few dollars to make yourself a better teacher. Ten per cent is generally allowed upon a certificate to teach, but try to be the best posted teacher in the methods, keep up with the times, and be able to wake up the dormant colored, with a full corps of instructors, among teachers.--Elementary Chemistry, by F. L. Brown.

Academy at Waseca has been let to Mr. Conrad Bohn, of Winona, at learning from Rev. Thomas O'Gorman that the institution has been admitted to county institute work and will be free to all Mississippi.

The contract for heating the State Normal School building at Mankato has been awarded to the Henderson's furnace company, of Winona, to consist of five of Henderson's reverberating draft furnaces.

The contract for building a Catholic Academy at Waseca has been let to Mr. Conrad Bohn, of Winona, at $11, 585; this being the lowest bid made for the purpose. There is a school in Southern Minnesota, and the Rochester Post learns from Rev. Thomas O'Gorman that the institution is quite certain to be located at Rochester, upon condition of obtaining the necessary ground without charge. Examinations at the Minneapolis Female Seminary closed on Friday, May 28th, and the names of the successful candidates, with the fees, have been given by the Bethemian Society at Plymouth church. On Tuesday evening the graduating exercises occurred at the same place. Miss Melignon, the popular associate principal, will not return again to the school.

Chambers Hall was gorgeously decorated with flowers and evergreens, of the choicest varieties, all tastefully arranged on Friday evening, it being the occasion of the commencement exercises of the class of '77, of the Owatonna High School. Professor Clinton, in his address, gave the result of the examination of this class, which was an exceedingly creditable showing, the percentage of each being far above that requisite for them to pass in order to enter the State University. The oration of Rev. Robert A. Clapp showed much deep thought and profound study. Excellent music was furnished by the Beethoven quartette and cornet band.

Conway has lately been employed by the State Board of Education to inspect the schools of forestry and will be free to all Mississippi teachers.

The leading lines in the state return teachers at one-fifth full yourself a better teacher. Ten per cent is generally allowed upon a certificate to teach, but try to be the best posted teacher in the methods, keep up with the times, and be able to wake up the dormant colored, with a full corps of instructors, among teachers.--Elementary Chemistry, by F. L. Brown.

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FRANC. — More than four thousand schools in France have banks for the saving of the children, an institution which it would be well to introduce into this country.

GREAT BRITAIN. — The principal and first assistant of a school at Engle- clif were dismissed by the managers of the school because the pupils did not observe “good order” — by paying obeisance to the country gentry — while out of school. It is not in this country alone that teachers hold their positions subject to the will of other than reasonable “managers.” — Miss Miller, a member of the London School Board, married a Mr. Ford, but chose to retain her maiden name of Miller, and is now enrolled on the Board as Mrs. Miller. When a tile vote occurs in the Board, the legality of her choice will probably be tested by the party whose motion fails by one vote.

ILLINOIS. — Princeton High School graduated a class of 24, June 8th — 11 boys and 13 girls. In the largest class in the history of that school, Miss Miller, a member of the London School Board, married a Mr. Ford, but chose to retain her maiden name of Miller, and is now enrolled on the Board as Mrs. Miller. When a tie vote occurs in the Board, the legality of her choice will probably be tested by the party whose motion fails by one vote.

IOWA. — President L. P. Lacy, of Oskaloosa College, has been elected principal of the Kentucky Female Orphans’ Home, situated at Midway, Ky. He is well fitted for the work, and goes there at once.

CHICAGO NOTES.

At the meeting of the Board of Education, June 14th, some important business was transacted. The resignation of Supt. J. L. Pickard was presented and laid over till the next meeting. The following report was then presented:

The Committee on Salaries have had under careful consideration the subject matter of the salaries of the employees of the Board of Education, and unanimously concur in recommending the following schedule of salaries for officers and teachers for the remainder of the calendar year, 1877:

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent of Schools</td>
<td>$4,000</td>
</tr>
<tr>
<td>Assistant Superintendent of Schools</td>
<td>$3,000</td>
</tr>
<tr>
<td>Principals of High School</td>
<td>$2,400</td>
</tr>
<tr>
<td>Clerk of Board of Education</td>
<td>$1,575</td>
</tr>
<tr>
<td>Attorney of Board of Education</td>
<td>$1,575</td>
</tr>
<tr>
<td>Building and Supply Agent</td>
<td>$1,500</td>
</tr>
<tr>
<td>Special teacher of vocal music</td>
<td>$1,000</td>
</tr>
<tr>
<td>Principal of Normal School</td>
<td>$1,500</td>
</tr>
<tr>
<td>Principal of High School</td>
<td>$1,500</td>
</tr>
<tr>
<td>Principal of Grammar School</td>
<td>$1,000</td>
</tr>
<tr>
<td>Principal of Primary Schools</td>
<td>$800</td>
</tr>
<tr>
<td>Assistant teachers of Grammar School</td>
<td>$700</td>
</tr>
</tbody>
</table>

REGULAR TEACHERS OF DIVISIONS.

For first and second years of service: $450.

For third and fourth years of service: $500.

For fifth and sixth years of service: $600.

We recommend that the double or half-day divisions be abolished.

The aggregate of expenditures provided for in the schedule of salaries here recommended does not exceed the amount of the schedule upon which we are now working. The new schedule simply provides for a more equitable distribution of the funds placed at our disposal.

PUBLISHERS’ NOTES.

Our subscribers will remember that next week the editors and publishers of the WEEKLY will take their summer vacation! Do not expect another paper until the week after.

—County superintendents and institute conductors are invited to send to us for circulars and specimen copies of the WEEKLY to lay before the teachers at the summer institutes throughout the state. Our clubbing system makes the WEEKLY the cheapest educational journal in the country; and we hope to receive a club of at least ten from every institute—from some, fifty and a hundred.

—We have information that may be of value to some of our readers, and we hasten to make it known. Mr. R. F. Bowdish, 206 Broadway, New York, has a microscope of very high power and elaborately mounted, manufactured in Paris, worth at least $75, which can be purchased for about $50. We advise those who anticipate purchasing such an instrument to write to him.