make places for rampant and seedy seekers after the spoils of political power, who despise labor. Thousands of able-bodied men lounge idly at street corners, who should be felling the forests, turning the virgin soil, and reaping the golden grain of our vast unoccupied acres, or guiding the wheels of our manifold mechanical and manufacturing industries, or spreading the sails of our commercial marine to the breezes of every clime. The country fairly trembles under the tread of tramps seeking to live by their wits, rather than earn the sweet bread of honest and honorable toil.

But these deplorable results cannot be credited exclusively to the tendency of brain labor to disincline from muscular labor. There is another cause lying down deep in the soil of early education, that is even more prolific in evil consequences than the indisposition referred to. The American child, both at home and at school, is perpetually stimulated by false motives. He is made to believe that he may yet become a president, governor, or member of congress, as though public position was the passport to honor and respectability, alone. He is virtually taught, both by precept and example, that he may acquire a great fortune, as though wealth were the chief end of human existence. He is frequently taunted with the query whether he means to be a hewer of wood, and drawer of water, or whether he wishes to remain a farmer or mechanic for life, as though the labor of the hand and the sweat of the brow were the sum of human evil, and the sign and seal of human degradation. Among the women the passion for dress and display, and the slavery of fashion, are cultivated as fine arts. The average American girl is irremediably spoiled, ere yet she scarcely reaches her teens, by false and superficial ideas as to the true aims of life, by an indisposition for health-giving labor, and by visionary notions of her relations to the other sex and to society. The average American servant girl has outgrown her business, and now assumes to dictate terms to the helpless mistress of the household she condescends to serve. The average American boy knows more than his father, is master of his mother, disrespectful to his superiors, and insolent to everybody. Rampant rowdism blossoms on every street corner. Juvenile obedience has become a rare virtue. Juvenile industry is unfashionable; juvenile theft an everyday pastime; and juvenile robberies and murders are commonplaces so frequent as to have ceased to be more than a nine-days wonder.

We boldly affirm that these are among the outgrowths of a defective and partial education. They are the fruit of bad seed sown in childhood. They are the outcome of wrong motives and mistaken methods applied in the early stages of educational development. Such results are as certain to follow the application of such motives and methods, as are the deep shadows of night to succeed the setting of the sun. In the silent realms of God’s moral universe, no less than in the domain of his material forces, the law of cause and effect unerringly executes His immutable decrees. As we sow, so shall we reap. Whether the harvest shall prove a blessing or a curse, a glory or a shame, waits upon the choice of the seed-time and the wisdom of the sower. Whether these “little ones” shall soar with the angels or sink with the demons, is a question preeminently of the influences, motives, and methods employed in the spiritual and intellectual training of the earlier years. Whether they shall be schooled to
intelligence, industry, honor, and virtue, must be determined by
causes no less inevitable in their consequences than those which
bind the atoms or wheel the spheres.

We hold this truth to be self-evident, that in the homes and
schools of the people everywhere the great lesson of the dignity
and duty of manual labor should be assiduously taught and prac­
tically enforced. The sentiment that such labor is no less hon­
or able than useful and necessary should universally prevail. To
impress this truth upon the minds of American youth should be
regarded as one of the most important functions of a system of
education for the masses of the people. Aspirations for the hon­
or and emoluments of office, the greed of gain, and the lust for
power should receive a salutary and decided check. The virtue
of contentment with the allotments of Providence, and the duty
of doing faithfully and well whatever the hands find to do, are
the foundations of that new gospel of education which should
be preached to every creature in a land where honest labor yields
the rich fruits of national independence, and the peace of mind
that neither wealth, nor power, nor the fleeting honors of this
world can give. But more than this. The most thorough and
comprehensive measures for instruction and practice in the arts
of life should be inaugurated. Industrial schools should be estab­
lished as an integral part of our system of public education.
The labor of head and hand, of brain and muscle, should be
coordinated in bringing forth the joint products of human industry
and skill. Labor should be taught as a duty, and, if need be,
enforced as a habit of daily life. Other and older nations have
grasped this truth, and are giving it effect in the establishment
of industrial schools. Our agricultural colleges, ostensibly
created to accomplish these beneficent ends, are affording a mas­
terly illustration of the way not to do it. They are above and
beyond the masses. But few of those for whom these colleges
were designed are found within their walls, and they are there to
be educated above the paternal calling, not in it and for it. For
the industrial classes that make up the masses, we need industrial
elementary schools that shall be within their reach and adapted
to their circumstances. Shall we have them?

THE SPELLING REFORM FROM A PUBLISHER'S STANDPOINT.


In the Report on Spelling, adopted by the American Philologi­
cal Association, at its last annual meeting, is the following:

"The ideal of an alphabet is that every sound should have
its own unvarying sign, and every sign its own unvarying sound."

"The Roman alphabet is so widely and so firmly established in
use among the leading civilized nations that it can not be dis­
placed; in adapting it to improved use for English, the efforts of
scholars should be directed towards its use with uniformity and
in conformity with other nations."

At the International Convention for the amendment of the
English orthography, which met in Philadelphia last year, the
committee on new letters for the phonetic alphabet reported that
"they arrange the vowel letters, so far as they deem advisable,
in pairs, short and long, and propose that the long shall be
formed from the short by a slight modification, for instance, an
added stroke or an indentation, and use the old form for short
letters."

Looking through Dr. March's admirable address, delivered
before the Spelling Reform Convention, I find the following sug­
gestions as to how best to inaugurate and carry out the reform in
the use of the new letters. He says:

"It is thought that it will be hard to introduce this scheme;
that the printers can not use it for want of types, and that no
one can read it without study. These objections have force
against the sudden use of the whole scheme, but may be met by
its gradual introduction, and by temporary expedients. Three
lines of movement are needed, one to render the new types fa­
miliar to the public, a second to carry out the system of uniform
use of all the letters, a third to drop silent letters. Something
may be done in each line at once, but the first naturally leads the
way. The new letters may be substituted for the old ones which
they resemble, when the old ones have the intended sound, with­
out embarrassing any reader; and when the new letters have be­
come familiar, they can be gradually used whenever their sounds
occur."

Wishing to aid the movement in Dr. March's first line, and
looking at the Reform through a publisher's eyes, I began to
search for an alphabet which should fulfill the conditions above
required; at the same time remembering that many of my
patrons are indifferent, if not hostile, to the Reform, that an "al­
terred orthography will be unavoidably offensive to those who
are first called upon to use it," and that, hence, I must not in­
troduce to my readers any very unusual looking characters. If
the hat and boots are new, the coat and pants must have a fa­
miliar look; nor must I allow Mr. E. to come in on his head and
claim that he is Mr. U.

I have applied the Darwinian theory of "selection" to the
many new and excellent forms of letters suggested, and have
"evolved" an alphabet that I am willing to introduce to my
readers, believing that they will not be shocked by the acquaint­
ance. If this alphabet does not substantiate another of Mr.
Darwin's theories—"the survival of the fittest," I trust it will
prove to be, at least, the "connecting link" to something better.

Some of these letters are not as systematic as I could wish, for I
was obliged to cut them into shape with a jack-knife, and I am not as handy
with that instrument as was Jim Fenton, who,
when asked by the doctor
if he had ever seen a
"pineal gland," responded
definitely, "I make
'em. I whittle 'em out.
Examples of the use of
\textit{v} and \textit{u} are
we be the see rate seizure
deny receive believe
up os sun must rung cluster
husky plunder subvert husband
be such a strong family resemblance to the old letters, that they
will say, "Behold our long-lost brothers, come home to help us!"

It will be noticed that my vowel-scheme differs from the score
or more submitted to the Philological Association, especially in
the characters used to represent the long sound of \textit{e}, as in \textit{me},
and the sounds of \textit{u} in \textit{but} and \textit{burn}. In most of the other
alphabets, long \textit{e} is represented by some form of \textit{i}, and short \textit{u}
by a turned \textit{e}, thus, \textit{a}.

With these types one would print as follows: Thi boy may
be hungry, but his must not eat thit nut. If I should use, or
misuse, types in my publication, my readers would have reason
to think I had introduced a new language, or that the letters had
been on a spree. But I could print, The boy may be hungry,
but he must not eat the nut—and have the change scarcely
noticed. In the August number of my child's paper, "The Little Folks," I use these two new letters when the old ones, which they resemble, have the required sound.

I fear that the idea of a continental vowel-basis is pushed too far—so far that the common people will not follow, and we publishers can not use the alphabet. As the English people must inaugurate and complete this Spelling Reform, and must bear all the brunt of the battle, why not, so far as possible, give them their old familiar weapons to fight with? Why insist that the long sound of e shall be represented—at least in this initial stage of the reform—by the continental i? Is not this character, v, superior in every respect? There is enough of the continental i in the first part, and of the English e in the last part, to satisfy both parties. Let us unite on this character.

Again, it will be impossible for us to use a turned e for the sounds of u in the words but and burn. We must have something that looks like the old u. I am aware that the sound of u in burn is now represented by many other letters and combinations, as in the words her, fir, odor, satyr, earth, etc., etc., but in the character I propose for this sound, one can see suggestions of nearly all of them. These three letters seem to me to fulfill all the conditions required, and I hope they will be adopted.

The Spelling Reform, at its best, is a bitter pill to the great mass of the people, and if we expect success the pill must be sugar-coated and homoeopathic in size. The change must be very gradual, with letters that are familiar and attractive.

The first great want is types with which to acquaint our readers with the new letters. These will be forthcoming as soon as there is a demand for them. Type-founders will make the new punches if they can sell the type. Four dollars will pay for a new punch. Fifty dollars will supply punches for the new vowels in the lower case of the most frequently used fonts.

Nor will this change of types be so expensive to the publishers of magazines, and books, and newspapers, as is supposed. The life of ordinary type under the press will not average more than three years. We are constantly purchasing more or less new type to supply the wear and tear of the old. As all the old vowel letters will be used in the new spelling, no types need be thrown away. If publishers favorable to this reform will expend a few dollars for one new letter, and will begin to use it, all the rest will follow in due time.

We are all awaiting the action of the American Philological Association, and of the Spelling Reform Association, at their next annual meeting. With the endorsement of such bodies, representing the best scholarship of the country, we could present these new letters to our readers, and confidently expect to have our drafts on their prejudices honored.

**Contributions.**

**THE "NORMAL PROBLEM" IN MICHIGAN.**

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In our last article, we considered in a rather general manner the appropriate work, as we conceive it, of the normal school, and the urgent need there is of earnest and united effort on the part of all connected with normal schools to bring those schools, as far as possible, into their proper relation with the other parts of our educational system. It is the design of the present paper to indicate somewhat specifically what we believe to be the true line of operation in the solution of the "normal problem," as it seems to present itself here in Michigan. The data from which such a consideration must proceed in any given case appear to us to be: (1), the present ability of the public or academic schools to afford the requisite preparation for true normal school work, and (2), whatever may seem to be necessary that the normal school should do in order to meet most perfectly the current wants of the public schools, and also to provide suitably for their further development and continued growth. What can the schools teach to-day, and how well, and what, now poorly taught or not at all, ought they to be able to teach well to-morrow, are the questions upon which the whole matter rests.

The first of these inquiries is a question of fact ascertainable by almost any one, by a simple inspection; the second is one rather of opinion, and, as such, to be determined by the wisdom and good judgment of those chiefly who are charged with normal school work.

The problem under consideration is thus a question as to the relation, on one hand, of the public school to the normal school, and on the other, of the normal school to the public school. To determine correctly these reciprocals is the solution sought.

By the public school is meant our system of popular education embracing, (1), what we shall call the district school, and (2), the different classes and grades of what are termed graded schools. Each of the divisions herein involved has its own particular relation to the normal school, and also, on the other hand, the normal school has a certain relation to it. Of course, it is meant, in speaking of the relation of schools, to refer to the relation of the work of the one to that of the other, its connection and dependence.

From these preliminaries, we now proceed to the consideration, first, of what the district schools can teach, and how well, as regards the dependence of the work of the normal school, they can do their work. According to general usage, the subjects pursued in the district school are reading, writing, orthography, arithmetic, grammar, and geography. Other studies are sometimes found, and one or more of the above may be occasionally wanting. Nevertheless, we may regard the branches named as constituting uniformly the district school course. Teachers are required by law to "possess a thorough and accurate knowledge" of those branches.

Here then are the two things—the studies forming the district school curriculum, and a provision looking, as far as a knowledge of the subject matter of these studies goes, to the result of their being thoroughly and well taught. Of course the intention of the statutory provision may not always be fully reached; but it is known that even within the narrow scope of the district school work we often find very wide deficiency of knowledge on the part of teachers, and very poor service at their hands in the schools. The normal schools, however, virtually take no notice of this fact, since they nevertheless uniformly require as a condition of admission that applicants shall possess a good knowledge of each of the branches above named.

It was thus generally assumed, and, so far as will be noticed, it constitutes a substantial acknowledgment on the part of normal schools that the lowest branch of our public schools not only has a sufficiently full course, but also is, in the main, able to do its work preparatory to that of the normal school in a quite acceptable manner. Thus, to the district schools the normal schools practically say, "There is no need of our doing your work. It is out of our line in the first place, and in the second, the opportunities you afford are so accessible to all, and your ability to do what is required so ample, that it is unnecessary for us to occupy your ground. We propose, therefore, to look to you for the suitable performance of your appropriate functions, to the end, that so far as the character and the success of our work depend upon yours we may be able to execute our proper functions in a truly consistent and satisfactory manner."

The adoption of the customary requirements of admission to our normal schools is thus really a recognition on the part of those schools of a relation of the district school branch of our system to the normal school. Nor can it be a relation of any other than the lowest branch of our public schools, since it is only here that the subjects enumerated in the standards of admission conspicuously constitute the characteristic course of study.

This brings us to the inquiry, what is the corresponding or reciprocal relation of the normal school to the district or lower grade schools? This relation can certainly be no other than that in which the normal school stands of preparing teachers specially for these schools. Neither of the two relations can any more than answer to the other. And if one is expressed by certain requirements of academic knowledge of reading, writing, orthography, arithmetic, grammar, and geography only, then the other is to be measured by what the normal school needs to do in provision for the successful teaching merely of those branches. Now we are not saying in this that the work of the normal school is that of preparing only teachers of the lower schools; but we are simply stating what we understand the second member of the equation must be accordingly as the first is represented by the customary
requirements of admission to normal schools. Here is perceivable then, a definite and tangible relation, and one thoroughly consistent with the true idea of a normal school, as universally admitted—a relation simply of a necessary academic preparation on the one hand, and of a corresponding professional equipment on the other.

Passing now to a consideration of the relations between the higher branches of the public school and the normal school, we find the circumstances attending the question precisely analogous to those we have been contemplating. Answering to the legally recognized primary school course above mentioned, there are the equally well established courses of the higher or graded schools. A complete and thorough course of this kind has been carefully prepared under the auspices of the Superintendents' Association, and has been adopted by nearly all the graded schools which had not already good and well arranged courses. Our public school system has become generally and quite highly developed. What the advanced grades of our schools can teach is as definitely determined as the similar question is in the case of the district schools. Moreover, the opportunities for academic preparation, even of a high order, are within the quite easy reach of all within our borders.

But, if what we have been saying of the higher schools concerns rather what they teach than how well, where shall we find the answer of the latter question? In this state, and doubtless as well also in others, we can find it precisely where we found the answer of the similar question concerning the lower schools, viz., in the established practice of the Normal School itself. It has been the custom of the Michigan Normal School for a number of years now to receive graduates from the graded schools of the state without examination. Credit is given them as to all the academic work they have had in the schools from which they come, without a single question, only as it may be asked incidentally in connection with their professional work. A greater or less number of this class of students is graduated from the Normal School each Commencement, having completed at least the higher professional course of English studies, in one year. Here thus is a most unequivocal and emphatic indomination of the ability of the higher schools to prepare students for the Normal School.

What then is the relation of those schools to the Normal School, and what of that of the Normal School to them? Is it not that, on the one hand, which the higher schools sustain as the source of all that measure of advanced academic preparation which is required for the higher professional work of the Normal School, and, on the other, that in which the Normal School stands in the work of fitting such as already have the requisite advanced preparation, for the corresponding positions of the teacher?

If the solution of the problem we are considering means, as we understand it, the reduction of academic work in normal schools to a minimum, we can discover no other possible mode of procedure than by establishing and rendering thoroughly effective between each of the several distinct divisions of our academic school system and the normal school, such relations as we have now indicated, at two of the principal points of the series. This would necessitate the adoption of, say, four different courses of professional study. First, a course for the preparation of teachers for the rural schools, and for the primary departments of the graded schools; second, a course for teachers of the schools in the small towns or hamlets, and of the grammar school departments of the graded schools; third, a course for teachers of the high school departments of a class of graded schools having only English studies; and fourth, a course embracing modern and ancient languages for teachers of the highest positions in the public schools.

With some such scheme of graded normal courses as this, and with the requirements of admission to each carefully gauged by the customary studies of the grade of school to which that particular course corresponds, the normal problem may be solved. Otherwise, we are confident it never can be. This, of course, is said on the supposition that a plan is sought by which academic work in normal schools shall be, as far as possible, avoided. If this is not what is wanted, if it must needs be that the work of the normal school be such as shall cause the school to draw as strongly as possible upon that class of persons whose chief object in attending school is the attainment of academic knowledge, if summaries of students constitute a thing to be kept largely in view, if the best results of normal school work are necessarily dependent upon the pursuit of regular courses of academic study in the normal school, in short, if there is no normal problem really, then we should occupy very different ground upon this subject from that we find ourselves upon, and should accordingly offer quite different suggestions probably from those we have attempted to present. But, on the other hand, if we have here a real question, if it be desirable that normal schools should do considerably less of academic work than they are now doing, if the time is come when these institutions should rise up, and, shaking the dust of academic toil from their garments, should go over to the possession of their own goody land, if, by continuing where they are, these schools are perilous their very existence, staking as it were, their lives in a desperate game which they are sure to lose, then we say we offer an answer to that question; we propose a plan believed to be entirely feasible and fully adequate to the emergency in which, as it seems to many, our normal schools are becoming seriously involved.

THE ADORNED SCHOOL ROOM AS A CITIZEN.

BY A TEACHER.

THE American child is a desecrator. Whether the petted offspring of wealth, or the half-starved product of poverty, he loves to tear down where the children of other nationalities build, to mar what they beautify, to scorn what they revere, and to doubt what they believe. I speak of them as a class, and the untold experience of the American mother and teacher will bear me out. Certain idealists may object and urge instances of exceptions to the rule. Ah, how well we know those exceptions and love to think of them; for what is so lovely, so noble, so teachable as a gentle-willed American child—a child out of the type of American children. Let the objectors investigate the matter—teach a public school ten years, or take charge of a growing family of boys, for instance—and they will conclude that for at least three years of his life, the American child is a desecrator. This three years comes just when he is most impatient of parental and pedagogical care and restraint, in that happy time, from twelve to fifteen, when all the world times its march to the individual's steps, when the boy feels himself to be the centre of the universe, and is inclined to use his assumed power. The world has not yet battered off the sharp corners of our little hero's theories and driven into his skull the hard lessons of experience. He knows but one representative land—America, and one representative citizen—himself.

American children begin to think and theorize younger than others. As early as the age of twelve, the little miss and master are forming opinions on the gravest topics, shaping their characters—sowing their oats, it has been termed. God grant they sow not wild oats, for the child's sowing makes the man's harvest. Now, they who harrow the ground can do much to regulate the sowing, a fact many teachers never seek to prove. If a mind be implanted with evil seed, the more it be cultivated, the worse for the man. Education must root out wrong and fill its place with the good and true before it can command respect or merit support.

But, I wander from my text. I started out to tell the young district teacher how to make her adorned school-room (such a pretty room as I tried to describe in a previous number of the WEEKLY) subserve this purpose of improving Young America. He is a desecrator of beauty and adornment quite as much as of other things, unless the one meets his views and the other is part of his occupation. Now, the teacher must be something of a diplomat and overcome this child's prejudices and enlist his sympathies while the work of beautifying the room is going on, which can be easily done, for he is a sympathetic youth, who carries his heart in his hanel.

If the work when completed meets the approval of the tiny critic, dear teacher, you have stormed and carried the fortress and have only to follow up your vantage and drive out many evils.

First, begin the work of cultivating order and neatness. Sermonize on clean floors, dusted desks, spotless bodies, brushed boots, teeth, and hair, and all the little points of order that the child—natural is in arms against. Get up popular sentiment on these points, and you have carried another fortress. Next to this come the friendly talks on topics brought up by the pictures and objects in the room. I spoke before of the advisability of getting pictures from which conversations can be formed. You have them, now, hung in symmetrical groups—for beauty's sake, do not trust Young America for this; his ideas of symmetry and proportion would drive Ruskin mad—and to fill up some afternoon hour, tell the real or a fanciful sketch of one picture, always making a moral.

But never talk truths. Make your moral one to be respected, and let your sentiment be pure, noble, and reasonable. When they rend their rude re-
ductions, you will find your thoughts reflected with a thousand little glitters of added child-wisdom. There, in a half-hour, you have given them lessons in observation, attention, memory, reflection, judgment, writing, composition, and inculcated a new moral idea that goes away nestled under a bun-bonnet and straw hat to be dwelt upon and experimented on by nearly every pupil. More than this, you have drawn them nearer to you and cemented the bond of sympathy that should clasp teacher and taught. What lessons in patriotism, self-denial, and heroic endurance in good causes, can be instilled, from talks about Washington's picture! Here lies a sure foundation for civil service reform, though the superstructure cannot be reared for years.

In nearly all country places nature has done much to beautify, and art little. Therefore, ruled by that strange passion for novelty, minds are held by poor displays of art, though blind to gorgeous panoramas of field and wood. Your pictures will attract the child far more than setting sun or rare landscape. But you can lead him on from the little school-room lithograph to God's beautiful world. You can unseal his eyes to scenes that else he might have walked among all his life, and walked blindfolded. More, you can point the expanding mind through nature up to nature's God.

There are individual cases also which the teacher's good judgment will seize and point out beneficial methods. There are desolate homes in which these simple adornments will be copied and whose gloomy inmates will grow hopeful as their walls brighten. There are peculiar dispositions that will be strangely affected and require much attention.

Think you the way too hard for your feet? Are you too poorly paid or too little appreciated to take this burden? Think not of dollars and cents; there is a better reward, an eternal recompense. The children will pay you in thankfulness, and make up in appreciation what their parents lack. Be earnest, toiling on. The district teacher has a great work to perform, a cheerful work oftimes, but in the above article the writer has endeavored to point out the means of floating the lonely way with sunlight.

ABOUT FEMALE EDUCATION."

MOTHERS,—this single word comprises a system of education. Napoleon I. said: "Let it be your care to rear mothers who understand how to educate their children." And was he right? Celebrated mothers have excellent sons, what can not be asserted in the same manner of eminent men. The biography of the great men of history, science, and art, relate almost without exception to distinguished mothers who have laid the foundation of the high moral culture of their sons. Therefore, we must rear better mothers if we intend altogether to raise a better generation. The mother is the priestess in the sanctuary of the family; she teaches the love of order, mildness of temper, modesty, conscientiousness, love of truth, self-renunciation, faithfulness to duty, sacrifice, love, in one word—she creates the moral atmosphere of home.

All this not by word, but by her example. Women have published no so-called master-works, they have written no "Ilia", no "Hamlet", no "Paradise Lost", no "Jerusalem Liberated", no "Tartuffe" have built no "St. Peter's Church", composed no "Messiah", sculptured no "Apollo Belvédere" painted no "Day of Judgment", neither invented algebra, nor the telescope, nor the steam-engine; but they have done something greater and better than all this, for on their knees are bred virtuous and truthful men and women, the noblest production of earth. The family is of the greatest importance for the forming of character, and the mother again for the family.

The child can do nothing but imitate what it sees. All is for it a paragon of the world and mankind. The child can do nothing but imitate what it sees. All is for it a paragon of the world and mankind.

"Education is not saying too much if one asserts that on the education of woman of the female sex change from that which it has heretofore enjoyed, and still depends in a high degree the happiness or misery, the learning or ignorance, the culture or barbarism of a nation.

But if the woman shall be trained as an educator, then must the instruction of girls cannot be finished too soon, and, properly, it enables them only to attend balls. Besides kitchen and handiwork, school them for domestic usefulness. Later the fatal playing on the piano is added; and whoever still keeps a little desire for learning studies languages; for nothing is better adapted for an appearance of learning than a knowledge of languages. Now
they study French, etc., to read novels in the original. How proposterous! Woman, who is officially destined for a domestic circle, learns languages as if she were destined for a journey around the globe, and to enter upon commercial business with foreign nations! No! What is of daily use to her, as housewife and nurse and tutor and educator of her children, shall be taught her: chemistry, natural philosophy, physiology, psychology, culminating in anthropology; after this, pedagogy, and the history of it. These branches should not be taught at seminaries for female teachers only, but at each high school for young ladies. This would afford a thorough education, and not an apparent one only. Mothers with such an education only are capable of rearing a better generation. "Educated children could be born, when the parents were educated."

A PLEA FOR PRIMARY TEACHERS.

DELL SABIN, Milwaukee.

I have heard many teachers express the opinion that any one can teach a primary grade; there’s no great talent required for that; and at each separate expression of opinion so insane, I long to put the speaker into a crowded room full of, say one hundred, lively, mischievous youngsters, just out of babyhood, and beginning to find out that their hands and feet have a use. Then, and not till then, will he learn, if indeed he can learn, that more patience, tact, perseverance, love, and energy are needed in the tenth grade in one of our public schools than in any other.

The little ones are accustomed to any but home discipline; they are accustomed to remain long in one place, and unless the teacher knows her business, she will have a restless, discontented class.

The children, as a general thing, have been accustomed to follow the dictates of their own sweet will; to as long how they shall keep still, and when they shall play, all of their short lives; and yet on entering school they are put into seats which frequently are so high that the little feet dangle six inches from the floor; the back begins to ache, and the child is unhappy and cries. For one cause and another this occurs so often during the day that the worn out teacher longs to give up and cry with them.

Think of it for a moment. Two hundred little restless feet; two hundred little mischievous hands; one hundred little mouths, each trying to tell something to its neighbor, and then say, “Any one can teach a tenth grade”—if you dare!

In spite of your patient efforts, there must be a certain amount of noise in the room, and if you teach in a ward where visitors are the exception and not the rule, and where a caller is as great a rarity as an elephant, may heaven pity you!

The teacher naturally wishes her class to appear at the best advantage during one of these spasmodic visits, which, as fate will have it, usually occur for one cause and another this occurs so often during the day that the worn out teacher longs to give up and cry with them.

The teacher wishes to impress the novelty of the flowers in her garden on her pupils, and thinks that if she did this no one would think of the noise. The visitor has heard many teachers express the opinion that anyone can teach a primary class, and I will give it. When we stop to think of the amount of ingenuity, patience, and love it takes to teach one child, it seems to me that the only wonder is that the tenth grades as a class are so well taught.

The child must have his faculties developed; and, were it possible, each separate child should be taught separately and by a different method, and of all things let beauty of expression be cultivated.

This reminds me of a most laughable incident that occurred in my own class, and I will give it.

I had required each one to tell me of something that he saw on his way to school, as an exercise of their perceptive faculties and powers of description; and I overheard a conversation between two little Yankee six-year-olds which was pretty much as follows:

Willy.—“What’d you see ‘s’mornin’ to tell teacher ‘bout?”
Frank.—“Seed a horne. A dead one. What’d you see?”
Willy.—“Did’n’t see nothin’, and I specs she’ll scowl.”
Frank.—“Why, jest tell her you seen a cat laysin’ on a door-step.”
Willy.—“But she’ll ask lots o’ questions all ‘bout it.”
Frank.—“Wal, ‘twas a black cat on the door-step a lickin’ its paws, and then rubbin’ her head. That’s ‘nuff.”

This was agreed to, and the little plotters trotted off. At the proper time, to see what the little fellow would make of his story, I asked him what he saw. I will leave out the corrections I made in his English, and give his answers as he gave them to me:

“Seed a cat.” “What kind of a cat, Willy?” He colored, but answered sturdily, “A black cat.”
“What did you notice about it? What was it doing?”
“It was a layin’ on the door-step asleep.”
“But you ain’t told me all about it yet, go on.”
“Wal, it licked its paws and rubbed its ears.”
“While it was asleep?”
“‘There want no cat, nor do door-step, nor no nothin’! I maked it up all out mine own head and Frankie’s.”

I am very much afraid I laughed. A thing more outrageous to do could hardly be imagined; and yet, the suspicion haunts me, that I indulged in untimely mirth; and made the lecture on falsehood, which immediately succeeded, rather more forced than it should have been. It would never do to make an editor out of that child.

THE ARETHUSA.

S. P. BARTLETT, South Dartmouth, Mass.

Hurry and care are left behind for a little, and we are fortunate in having a delightful ramble before us, with a lovely wild flower as a particular prize, within easy reach. Green are the June trees over our heads, as we follow the country road, winding pleasantly, edged with soft grasses, clean and bright, just budding into glossy spiclets, which brush the golden buttercups waving in the rippling breeze. Now and then a daisy shows its disc and flower. As we go on, there come to be more plants and wayside flowers, for the road grows somewhat retired. Great bunches of ferns spread their beautifully tender sprays, never so perfect in tint and texture, as now,—"pure leaves," as Thoreau named them. The lilac geranium is delicate enough to set her soft stems, and hang her lilac caps amid their pinnatifid foliage. Over the wall run blackberry garlands of green and white; graceful and sweet. Great sumac leaves spread palm-like into glossy growth, from their dry, gray branches. A little farther, and a pasture where blue iris has chosen to plant her flags and lances shows a rich, but unattractive array of bloom. This native iris is repellant, from its unwholesome qualities. Children should never be allowed to pick it.

Bis of bayberry hedges, now shining new-leaved and crisp, intermixed with dark, soft, sweet fern, and fast-growing wild rose bushes, and presently we come to the damp meadow where we climb a low old wall of round New England stones, and seek our Arethusa, or, as the children say, the swamp pink. They well know where to search for this nymph of the hidden water springs—this daughter of Æneas, our beautiful granddaughter of Venus herself—but they never dream they have found aught beside a dearly sweet and beautiful pink wild flower, cool and fair, growing from mossy hummock and grass-fringed mound, where early spring blossoms are falling away, leaving the little ground sparrow’s nest with an open door when the mother bird flies up! Strawberries grow scarlet, every day, as June beams upon rock-warmed nooks; and grasses are getting long enough for the school boy to string them upon.

We have soon a handful of large, rose-purple pinks—for I like my childhood’s name far better than that of Diana’s nymph, for our meadow pink. Let us see how it grows.

The root is a solid corm, or bulb, imbedded in soft, wet moss, from the side of which ascends a erect, smooth stem; in small plants appearing less, in the larger invested with a few alternate sheaths, with lanceolate points, the upper ones occasionally becoming a short, linear, spatulate, light green leaf. This stem is tipped with a single large, fragrant flower; we may call it purple, and we may call it pink, and we may say it smells of mingled rose and violet; and then we have scarcely found its height.

While we were diverting our thoughts upon the Arethusa, we heard a horse. A dead one. What ‘d you see?”

“Villy?”
“Wall, ‘twas a dead one. What ‘d you see?”
“While it was asleep?”
“‘There want no cat, nor door-step, nor no nothin’! I maked it up all out mine own head and Frankie’s.”

I am very much afraid I laughed. A thing more outrageous to do could hardly be imagined; and yet, the suspicion haunts me, that I indulged in untimely mirth; and made the lecture on falsehood, which immediately succeeded, rather more forced than it should have been. It would never do to make an editor out of that child.

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and it surely, gives more than a waft of aromatic vanilla, to which it may claim a bit nearer kinship. It is invested at base with a minute two bracted spathe. The lovely pink perianth, like many of the orchids, is somewhat ringent, the sepals and petals united at the base. Its beautiful lip is spurless, adnate to the column at base, the end bent downward, crested and variegated within as handsomely as the bearded Calopogon.

Such is the Anthera bulboza, one of our most interesting and lovely wild flowers; remembered by all who ever dwelt near its haunts in childhood, with a craving that may not always be afterward gratified, when such days as these come, and one longs for a crystal dish of the cool, rosy-headed pinks to perfume the house with richness wild and exquisite.

It will bring back old days, inevitably, to some dear hearts, upon whom we will bestow from our gathering, after the busy train and the bustling city have caught us again into the vortex; where, but for these cool blooms, the country morning, and all it gives, would seem well nigh as fabulous as the beautiful myth of Anthera at the fountain.

MIND CULTURE—SECOND PAPER.

J. FRASER RICHARD, Republican, Ohio.

The great sin of the day is the mutilation of truth. Knowledge is dealt out piecemeal, torn from its proper connections and dependence. The unity of knowledge is destroyed. We hear much said in reference to "storing the mind with useful knowledge." To me the idea is repugnant, being intimately associated with that of a dusty garret into which are crowded old clothes, spinning wheels, feather-beds, broken chairs, bedsteads, old brooms, etc.

Many of the school curriculums exhibit much of the same kind of storing, both as to manner and arrangement. The logical sequence of different departments of knowledge is, apparently, a subject of no concern. They were conceived in the rubbish of the dark ages, and have been perpetuated by a classic reverence for the hoary past. Allow me here to introduce a very sensible remark by Mr. Tyndall, who has taken a modern view of this subject. "I do not think that it is the mission of this age, or of any other age, to lay down a system of education which shall hold good for all ages. Let us never part with our knowledge; channels of communication must be established. The same work upon the latter. This brings into requisition the subject of methods. The former lie as the foundation of the latter, and a consideration of them will inevitably result in a failure in the latter.

As has already been intimated, knowledge is dealt out in parcels. Pupils obtain but a limited view of things. Words! words! everlastings words are dealt out by the pedagogic quack as quinine and calomel by the medical quack. So many pages, so many paragraphs, so many words constitute the dose which the unsuspecting victim shall take at regular intervals. If, at the expiration of a given time the patient is not improved, why, then, a little more of the same kind.

Let it be understood that this is called thorough teaching! This pedagogue regards the mind of the pupil as a vast storehouse, and himself as employed to scoop into it all manner of arithmetical and algebraic roots and equations, grammatical puzzles, geographical productions, historical absurdities, and theological nonsense. No winnowing process is indulged in, but all the varieties that come under his notice are scooped indiscriminately into the common receptacle. This is the common method, and I appeal to the observation (I dare not say experience) of every one to say whether the picture is not a familiar one. Is not the mind regarded as a vast reservoir for the reception of an unlimited supply of materials of all grades and characters, —a sheet let down, perchance, from heaven, in which are beasts, birds, and all manner of creeping things?

Having thus far played largely the part of a cynic, I desire to give affirmatively a few conditioning principles with the hope that their acceptance will be the immediate result of a plain enunciation.

1. The mind must be worked in harmony with its own constitution and its relations and dependence upon the body and surrounding conditions.

2. To know how to know is infinitely more important than to know, and to train in this direction by actual practice is the imperative duty of all grades of schools.

3. All methods of instruction are irrational that do not observe the natural order of mind-development, and recognize the kind of mental pabulum needed at each stage. Says Paul (Heb. 5:14), "Strong meat belongeth to them that are of full age,—those who by reason of use have their senses exercised to discern both good and evil."

4. Schools should train pupils by actual practice to examine both sides of every question, and to hold the decision in abeyance till all available facts are collated by a fair induction. Says the Phrenological Journal for March, 1874: "Total freedom from prejudice is found only in minds of the noblest type; and in proportion as men rise in the scale of manhood, do they intuitively recognize the truth of Scripture that all nations are of one blood, and that universal brotherhood is the ideal and the normal condition of the human race; and so they live not for themselves but for others." The inductive system of teaching, which is the means of securing this desirable result, must be assiduously cultivated.

5. The great principle that truth is more important than victory, unless victory results from truth, must be recognized and enforced.

6. The interchange of sentiments on all subjects, educational, religious, social, and political, lies at the basis of social progress and happiness, and can and should be cultivated in school life.

7. School training must, by every possible device, show the loveliness of knowledge; must recognize the unity existing in the domain of nature; must put into the mind of the pupil, a holy, living impulse which shall carry him on to higher and more accomplished attainments; must beget a hungering and thirsting for the fountain of knowledge and goodness.

8. Science, which is knowledge thoroughly classified with respect to principles, must be constantly taught. Every knowable thing in the universe is connected with every other knowable thing, and can be fully understood only when the connections are fully recognized. Subject teaching, the only rational, thorough teaching in existence, must supplant the memoriter style already referred to.

9. Motives, the springs of action, must be sought and analyzed, and human nature treated in harmony with the principles of human nature.

10. The living present rather than the dingy past; modern ideas and improvements rather than the effete notions of antiquity; the demands of our advancing civilization merit the earnest study and judicious adoption of our schools.

Who then is sufficient for these things?

Musical Department.

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

MUSIC IN THE HIGH SCHOOLS OF BOSTON.

In the high schools, of which there are six within the limits of Boston, music of a higher and more difficult order is taken up for practice, and some knowledge of harmony and of musical composition is imparted. The course begins with a review of the work done in the grammar schools. Singing at sight constitutes the chief study of the junior classes, and the faculty of thinking music, i.e., the thinking of sounds without singing, is carefully cultivated. A short solfeggio is written upon the blackboard, and the pupils are then requested to look at the exercise and to mentally conceive how it would sound. Great importance is attached to this study, tending, as it does, to bring the mental faculties more and more to bear upon music. The training of the eye, hardly less important in music than in drawing, is much facilitated by this practice. A most excellent exercise, which has come to be very popular in the high schools, is then introduced. It consists in the dictation of musical phrases from the piano. Each pupil is furnished with a book properly ruled for music, and is required to write down or report, as it were, the phrase as it comes from the piano; at first only with reference to the interval sound, then with reference to time, and finally, they are obliged to write a phrase complete with reference to time, interval, and proper expression. The books are not taken home, but are used in the periodical examinations, serving as a fair record of the scholar's progress. In order to cultivate correct taste only works of the best masters are studied. These are carefully analyzed before putting them to practice, and their course of modulation, as well as their general construction, is explained. The middle and senior classes receive some information concerning the nature and character of the
Correspondence.

THE CAPITAL OF WEST VIRGINIA:

TO THE EDITOR OF THE WEEKLY:

The "correction" by J. P. Y. in The Educational Weekly, No. 15, page 179, contains two erroneous statements. The first is in the latter part of the statement, "Wheeling is, and ever has been the capital of West Virginia." The second is in the "reasoning" that follows it.

Having been a resident of West Virginia for the last twelve years, I am prepared to state the facts in the case. To make assurance doubly sure, I wrote to a friend of the legal profession resident at Clarksburg, West Virginia, asking for the exact date of the capital removal. The following is a summary of his statements, which may be relied upon as strictly accurate.

February 26, 1869, the Legislature of West Virginia passed an act "permanently" locating the seat of government for that State at Charleston. This act provided in itself that it should take effect on the first day of April, 1870. Charleston built a court house, and rapidly grew into the proportions of a city.

In due time the "Mountain Boy" appeared at the wharf at Wheeling, received the news regarding the act of the State, and about the 1oth of April, drew up at the wharf of Charleston. Matters stood thus till February 20, 1875, when the Legislature said:

"Whereas, It appears to the Legislature that the seat of the state should be located at a convenient point; therefore, be it enacted by the Legislature of West Virginia:

1. That on and after the expiration of ninety days from and after the passage of this act, until hereafter otherwise provided by law, the seat of government of West Virginia shall be Wheeling.

2. All acts and parts of acts inconsistent herewith are repealed."

Accordingly the capital was again located at Wheeling. At the late session of the Legislature, March 1st, 1877, a bill was passed providing for submitting the question of "permanently" locating the capital to a vote of the people. The bill provided that the only places voted on shall be Charleston, Martinsburg, and Clarksburg. If any place shall receive a majority of the votes cast, the Governor shall issue a proclamation declaring that such place is decided to be, and shall be, the capital on and after the first day of May, 1885, the capital in the meantime to remain at Wheeling.

If there is no election on the vote taken in August, the place receiving the lowest vote shall be dropped, and a second vote shall be taken at the general election, October, 1878. In case of a tie on that vote, the Board of Public Works shall decide which of the places shall be the capital after May 1, 1885.

Such are the provisions of the late bill. The only litigation in regard to the location of the capital was a chancery suit by the Charlestonians, in which they enjoined the Governor and everybody as a party to the suit, restraining the removal from Charleston. The suit was grounded on a clause in the new constitution providing that the seat of government should be at Charleston until permanently located elsewhere. They, the Charlestonians, alleged that the removal to Wheeling was only a temporary location, the courts deciding against them.

M. STURM.

TERRE HAUTE, Ind., June 18, 1877.

H. N. Mertz writes substantially the same from Wheeling. It will be observed, then, that Wheeling is the capital at present, and will remain so for the next eight years, but no longer.—EDITOR WEEKLY.

THAT "OLD PUZZLE" REVIVED.

TO THE EDITOR OF THE WEEKLY:

Our issue of May 31st contains two criticisms on the solution I gave of the "Old Puzzle." If denouncing a solution as a fallacy, and endeavoring, by an ingenious and fallacious course of reasoning, to prove it such, is conclusive, then may not any theory or principle that is not comprehended share a like fate?

Our friend, Mr. Davidson, proclaims in italics that no less than twenty-seven times have we asserted that \( x = 3 \) and \( y = 2 \), before we reach the equation \( (x - y)^2 = 7 - y \). He protests the values we have assigned to the variables, and declares that no such reasoning, as his illustration of the reckless use to which figures and words may sometimes be put. Algebraic solutions involve the combination of numbers, and there is no law excluding the one that happens to be the answer. But we were careful to state the problem as it was given, and the assurance with which the transformations should be made, which does not necessarily involve a knowledge of the answer at the outset; though one well versed in mathematics will discern from his work the correct answer to be 3.

The plan referred to may perhaps suggest itself from a study of the solution at the close of this article.

To guess at the answer, or to determine by inspection, as he says any school boy can readily do, is not to require the solution by use of ordinary mathematical processes.

The fact that we did not find all the roots need not prevent our trying to find one for each unknown quantity; neither because a method will not solve every example of a kind, can we predict from it that a particular class of examples and puzzles, of course, may require special, expedients, and the artifice used in solving one may not be suited to every problem you can name of the same general class. For illustration, take example 4, page 220, Ray's Higher Algebra; change 7 to 6, and can the gentlemen then solve the problem by the method given on the preceding page? If not, will he ruthlessly denounce the method as fallacious? The 7th example, page 218, gives, as there solved, two answers, but there are six. Is the solution incorrect or unworthy of the name, because all the roots are not given? Our Oswego friend will consult any reputable author on the Theory of Equations, he will learn that an equation of this form \((x - y)^2 = 7 - y\), will be satisfied by substituting for the unknown quantity the roots found, by placing each factor equal to zero, and making the resulting equalations the basis of the problem which divided by \((x - 3)\cdot 7 = 0\). We find these equalations will reduce the second factor to zero, not at all surprising, if rightly understood. If we substitute for \( x \) the first factor, its value becomes zero, and hence the first member of the equation reduces to zero, and the equation is satisfied. To illustrate the second factor any of the values of \( x \) obtained by placing that factor equal to zero, this factor will become zero and the equation is again satisfied.

The values of the unknown quantity, obtained by placing each factor equal to zero, may not be numerically equal, nor need they be the same for each factor, if rightly substituted, reduces the first member of the equation to zero.

The expression \((x + 2) \cdot (x - 3)^2 = 13 - x - 38\) is made up of the continued product of \( x \) minus each of the roots, of each of the equations found therein; and if we divide it by \( x - 3 \) we find \( (x - 3)^2 \) zero, and when multiplied by \( x - 2 \) reduces the value of \( x - 2 \) to zero, which divided by \( x - 3 \) which becomes zero, gives \( x = 3 \). A conclusion does not warrant us in saying that \( y = 0 \), as these are symbols of indetermination. Had he divided both members by \( x \), he would have obtained for a result which gives equality to \( x = 3 \). But if exception be taken to using the expression "dividing both members by \((x - 3) \cdot (x - 3)\) " he replies, we have authority for the use of it—see Olney's Complete Algebra, page 354. If the gentleman still objects to its use he will find that \( x = 3 \) and \( y = -2 \), and we have \((x - 3)^2 = 13 - x - 38\), as the second factor of the continued product of \( x \) minus the remaining roots of the equation.

In the course of his reasoning the gentleman says, that if \( x = 3 \), then \((x - 3) = 0 \), and, if we divide both terms [members] by \( x - 3 \), we have \( y = 0 \). If we divide with \( x - 3 \) we find \( x = 3 \), then the first factor becomes zero, and when multiplied by \( x - 3 \) reduces the value of \( x - 3 \) to zero, which divided by \( x - 3 \) which becomes zero, gives \( y = 0 \); which conclusion does not warrant us in saying that \( y = 0 \), as these are symbols of indetermination. Had he divided both members by \( x \), he would have obtained for a result which gives equality to \( x = 3 \). But if exception be taken to using the expression "dividing both members by \((x - 3) \cdot (x - 3)\) " he replies, we have authority for the use of it—see Olney's Complete Algebra, page 354. If the gentleman still objects to its use he will find that \( x = 3 \) and \( y = -2 \), and we have \((x - 3)^2 = 13 - x - 38\), as the second factor of the continued product of \( x \) minus the remaining roots of the equation.

We offer the following modified solution, which, on some accounts, may be considered preferable to the other:

\[
\begin{align*}
x & = 3 \\
y & = -2 \\
x & = 3 \\
y & = -2 \\
x & = 3 \\
y & = -2
\end{align*}
\]

[Number 26]
simple number, when we have squared, combined with the terms. W. W. DEARMOND.

July 5, 1877 | The Educational Weekly.

To THE EDITOR OF THE WEEKLY:

PROF. SALISBURY’S fear that I would not be pleased with the result of my communication is well founded. With your permission, I will write something further of the pronunciation of the new words. DR. WEBSTER'S main principle was, that the tendencies of our language now, and marked the other terms.

In using this method we separate (11-x) into such parts, that the simple number, when we have squared, combined with the terms.

DAVENPORT, IOWA.

To begin with, a before re, tr, is pronounced as short a lengthened, by the great mass of the American people. Dr. Webster himself regarded the difference that method and his own—of being a before re—as unimportant.

A note in a recent edition of Webster's Dictionary, referring to the former method, states as follows: “If well executed, however, it is scarcely, if at all, inferior to the other.” Why, then, should the attempt be made to bend the usage of the great mass to that of the few, thus creating great confusion? Why should not “the scholarly few” adopt the usage of the immense majority, including perhaps many scholarly persons, and have harmony instead of diversity and confusion?

P. A. DAVENPORT.

A book and slate cost 300; ½ the cost of the book, increased by ½ the difference between the cost of the book and slate, equals the cost of the slate; what is the cost of each? An arithmetical solution required.

I. N. STEWART.

9. If the Metric system is ever to be adopted, why does not the government have all surveys of public land made in conformity to it? Such a course would insure its adoption in new territories, and simplify subsequent measurements.

JOSEPH BERGEN.

To THE EDITOR OF THE WEEKLY:

22. For the edification of many teachers, including myself, I wish to submit to your arithmetical readers, for solution by the “Connecticut Rule,” the following five problems, and the answer to each.

A. METER.

1. The Principal is $200. The rate per annum is 10 per cent. The time of settlement is at the end of 3 years. The first payment is $4, made at the end of the first year; the second is $9, made at the end of the second year; and the third is $40, made at the end of the third year.

2. The second is precisely the same as the first, except that the first payment is $6.

3. The third is the same as the first, except that the second payment is $9.

4. The fourth is the same as the first, except that the first payment is $8 and the second is $6.

L. F. M. E. CARNAGE, June 27th, 1877.

23. Thesingular property of numbers, by which the multiplication of any number by 9, or a multiple of 9, gives a product whose sum of whose figures is 9 or its multiple, is pretty well known among students of mathematics. But there is a truth that has to art or to science been given, Not a truth has to art or to science been given, save it for it, and souls toiled and striven.

Is the following a complex or a compound sentence? Is this correct? Is this correct? Is the following a complex or a compound sentence? Is the following a complex or a compound sentence?

T. M. LINDSEY.
Kentucky.

TEACHERS' INSTITUTES.

These popular conventions in the interest of education are not merely schools in which one may learn to solve problems exhausted from the dust of Hutton or Pike, but they are meetings in which principles of teaching are, or should be, taught. Perhaps we may say that they are the true in-schools for the profession, and that in them may be found the secret of the success or failure of the teacher. Whether the teacher is young or old, whether he is of short or of long experience, he may find in the Teachers' Institute that which is needed to make him a better and more efficient teacher. It is true, of course, that many teachers fail to reap the full benefit of the teachers' institute. Though avowedly and primarily they are for the better preparation of teachers to do their appropriate work, institutes are not for this alone, nor are they exclusively for teachers. There should be popular presentations of the interests and claims of the cause of education, so that the whole people may be brought to understand the importance and vital necessity of the work. It is for this reason that the Teachers' Institute was founded. It was anticipated that it should be a censure of every feature of the school system, with a view to discover its deficiencies, that they may be remedied. The institute is deservedly popular with every one who realizes the fact that it is a great calamity and waste of time to remain in the same position with the same methods of teaching, when there is a world of new knowledge to be gained and a world of new fields to be opened up. The teachers' institute is a meeting place for the teachers of the state, and it is a place where they may meet and exchange ideas and experiences.

Wisconsin.

The Green Bay High School, Prof. L. W. Briggs, Principal, sent out an invitation to all teachers in the public schools of the state to attend the Institute, which was held at the school, beginning July 23rd, and continuing for four days. The Institute consists of eleven professors and one tutor. The financial condition of the Institute has not been curtailed. Less time than formerly is spent on subjects that are not directly connected with the work of the school. The Institute was opened with a lecture by Prof. Hutton, on the subject of "The New Education." The lecture was followed by a discussion of the various subjects that were to be considered, and the order in which they were to be presented. The Institute was well attended, and the work was carried on with great interest. The Institute was opened with a lecture by Prof. Hutton, on the subject of "The New Education." The lecture was followed by a discussion of the various subjects that were to be considered, and the order in which they were to be presented. The Institute was well attended, and the work was carried on with great interest.

Indiana.

The catalogue of Wabash College has over 150 students at the present time, 104 of whom are in the college proper. The corps of instructors consists of fourteen professors and one tutor. The financial condition of the Institute was sound at the beginning of the year, and since that time has received large additions from the will of the late Edwin J. Peck, of Indianapolis, and from other sources, to the amount of $12,500. No institution in the United States, probably none in the world, has a higher standard of admission than Wabash College. The alumni number 315, of whom 285 are now living, besides the present graduating class, which numbers twenty. The Indianapolis High School held its Commencement exercises in Robert's Park Church, which was well attended. The experiment of having all the large number of students in the graduating class take part in the exercises was for the first time tried. The exercises commenced at 10:30 A.M., and continued for two hours, after which an intermission was taken, and the exercises resumed at 2:30. The experiment was a perfect success, and gave great satisfaction. The exercises were filled with interest, and during both sessions with an elegant audience who were as quiet and attentive as any that ever assembled there for worship. The literary productions were spoken of as very meritorious, being characterized by sturdy good sense, and thoroughly uniform ability; and in the exercises each was marked by the individuality of the writer. It had been a prize contest, it would have been exceedingly difficult to award the prizes. The class numbered twenty-eight, of whom twelve were young men. The shrinkage in income has been dropped from the first year, and two of the more recently employed teachers. The remainder of the old corps have all been relected.

To the Editor of the Weekly:

Your editor from Indiana, in speaking of a change in the course of study of the High School of Indianapolis, makes a statement in regard to the study of English that may give a wrong impression. The course of study in this subject has not been curtailed. Less time than formerly is spent in the study of technical grammar, because more of the work is now done in the district schools, but the study of English composition and literature is more extended than heretofore. Very truly,


INDIANAPOLIS, June 25, 1877.

TEACHERS' INSTITUTES.

JULY 9. Review Term, Valparaiso, 6 weeks.

9. Normal Institute, Ladoga, 4 weeks.

10. Normal Institute, Monticello, 6 weeks.

10. Normal Institute, Star City, 6 weeks.

16. Wayne County Normal, Centerville, 5 weeks.

16. Hancock County Normal Institute, Greenfield, 6 weeks.

16. Normal and Training Institute, Bedford, 6 weeks.

20. Normal School, Corydon, 4 weeks.

20. Pulaski County Normal, Star City, 10 weeks.
T HE summer term of the Normal School closed June 20th. The Board of Education was in session the 20th and 21st. The resignation of Dr. Sewall was accepted at an adjourned session of this board. That in accepting the resignation of Dr. Sewall, the State Board of Educa-
tion hereby express their cordial appreciation of the faithful and valuable services which he has rendered to the state through his labors in the Normal School, extended for seventeen years. Parting with him, with regret, we wish him success in his new field of labor. The examinations passed off as usual, the number of visitors being quite large. Old students throned the familiar halls, and renewed with the candidates the touching memories of school days; and a sudden event connected with the closing of the term was the good-bye to Dr. Sewall. Pray, Hewett spoke feelingly of the Doctor's long connection with the school, and of the universal sorrow at the approaching separation. In response, Dr. Sewall, with a free and happy voice, spoke of the happy years that he had spent in the institution, of the generous treatment which he had received from his fellow-labors and from the Board, and of his pleasant relations with the pupils one and all, closed by wishing for all a happy and useful future. At this stage of the proceedings Miss R. McCord stepped forward, and on behalf of the faculty and students bid the Doctor a beautiful microphone. He is ready, usually, for any emergency, but at this tangible and unexpected manifi-
estation of affection he was quite unprepared. He finally saluted, however, and acquitted himself nobly. The big-hearted Doctor takes with him to his new home the affection of a host of old friends. "May his shadow never grow less!"

Mr. Gardner also accepted his successor. It is hoped that Mr. Gardner will accept, although it will be at the sacrifice of a satisfactory Miss B. A. Leekman, who, after four years of service, intends to resign her duties at some eastern institution. The Alumni Association held its annual meeting on the evening of the 20th. Mr. Gardner read a paper on the "Early History of the Normal School," and Mrs. L. E. Kleckner presented a eulogy of the school. Mr. Gardner's paper will be published. Commencement day passed off in the traditional style, except the music, which, with the exception of a single chorus, was orchestral and under the direction of Edward Humphreys. The performers, after singing in the hall, were nearly all in the audience. The following persons graduated: Misses Mary Anderson, Ball, Corbett, Cox, Goodrich, Martin, Ragan, L. Varner, W. Varner, Wing; Messrs. L. Berkstreiter, W. Berkinger, Bevan, Faulkner, Fowler, Hauke, Hoffman, Snare, L. Speier, Stull, T. Lincoln, Thomas, Wilder, Mendenhall, W. Snare, J. Smith, S. Tyler, M. Tullis, J. Van Winkle, M. H. Warren, Misses Franklin, Blankenship, and Hewett. Mr. Varner gave the salutatory, and Miss Wing the valedictory. Judge Green, the president of the Board, delivered the diplomas. The exercises of the day terminated with the graduation in music, in which were nearly all the masters of the school. The State Board of East Auburn manifested a desire to renatch a little, and requested Mr. Powell to prepare a schedule of salaries. This he did, reducing his own and Mr. Clark's fifteen per cent, the highest assistant's ten per cent, and so following, making in all a reduction of $3000. The Board objected to the amount, and requested him to raise his schedule, restoring $600 to the salaries. This he did by dividing the amount among the assistants. To say that the Aurora schools are doing good work would be to echo the sentiment of all who know about them, and it would be a very common-place remark. No observing person can be in these schools a single day without being strikingly impressed with the feeling that he is in a work-shop, where toil is a joy, and where the master workmen are artists. A class of graduates from the High School, Misses G. and E. McCord, The Griggsville Normal Institute begins July 20th, and continues five weeks. The Senior Seminary, at Mt. Morris, graduated a class of thirteen this year. The school is in a very flourishing condition. Bureau county schools are generally closed for the summer. W. W. Rothermel of Mt. Morris has just closed his nine years of high school.

Iowa.

O FICIAL DECISIONS.

T HE board can limit the action of a sub-director in any respect not in-
consistent with law. If he acts contrary to these instructions, he becomes
personally liable, 2. For the use and benefit of the teachers attending the normal
institute, a suitable portion of the institute fund may properly be in-
vested in apparatus, reference books, or other aids to instruction except text-
books. 3. An order of the board cannot be considered as officially transmitted,
unless signed by the president, as well as by the secretary. 4. Scholars shall
be deprived of any of the privileges of the school, only for good reasons,
and by the teacher only temporarily, unless by the instructor.

C. W. Von Cellen, Supt. Public Instruction.

COLORADO.

The 4th of May the teachers of Douglas and Elbert counties met in con-
vention at Rock Castle, pursuant to a call from Sup't. Parkinson and
Killion. A large number were present, and the spirit was most excel-
sent. The time was spent in discussing methods, and all present entered into it with hearty good will. Sup't. Killion was not able to be present. Sup't. Parkinson deserves well of his people for originating and
putting in successful operation of schools ever held south of Denver. On the evening of the 4th the State Supt. lectured to a good audience.
The teachers were so well pleased that they pledged themselves for
another convention early in the fall.

May 15th Arapahoe county teachers met in Denver to listen to the Speech of the Sup't. Dunton originated a county association, to hold monthly
meetings, for the discussion especially of the best methods of teaching
the natural sciences in our country schools. June and the first meeting of the As-
sociation was held, when Dr. Wegener, of North Dakota, illustrated methods of
experimenting in the field. L. E. Newell of Arapahoe county was elected
in this field.

The Weld County Teachers' Association held its first meeting at Evans, May
25th and 26th. The attendance was good, though not so full as it would have
been on longer notice. Several gentlemen, residents of the county, but not
teachers, are much interested in rendering good service. The interest was undulating throughout the two days' session. Mrs. House, of Evans, gave a class illus-
tration of her method of teaching reading in primary schools; and Miss Knowles, of Greeley, also illustrated her method of teaching the child: its first
decisions in numbers. It was noticeable that the ladies took a more active part
here in than in either of the other conventions. Ladies who are most excellent
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