THE NATIONAL EDUCATIONAL ASSOCIATION will hold its seventeenth annual meeting at Louisville, Ky., next week. This is the largest and most influential body of educators in the United States and probably in the world. It was originally organized as the National Teachers’ Association, on the 29th of August, 1857, at Philadelphia. The present is, therefore, the twentieth year of its existence. At the first meeting forty-three members were enrolled, among whom we note but six who take an active part in its proceedings at the present time. Their names are eminent among the leaders of the great educational movements of the age, and it is fitting that they should be recorded here in a history of the Association. The third meeting was held at Cincinnati in 1858, at which seventy-eight new members were elected, and it is fitting that they should be recorded here as well. Prominent among these names is that of E. C. Wines, D. D., LL. D., the indefatigable Secretary of the National Prison Association, whose influence for good is felt to-day in every country of the civilized world.

At the second meeting, held at Cincinnati in 1858, seventy-three new members were elected, among whose names we recognize those of Horace Mann, William Russell, McJilton, and Divoll—have passed to their final rest, while the remaining four still live and are active participants in the work of the Association. The third meeting was held at Washington, D. C., in 1859, when twenty-nine new names were added to the membership. Prominent among these names is that of C. Wines, D. D., LL. D., the indefatigable Secretary of the National Prison Association, whose influence for good is felt to-day in every country of the civilized world. The fourth annual session occurred at Buffalo in connection with that of the American Normal School Association in 1860. This was a very earnest and profitable gathering, and was favored with the presence of several distinguished representatives from Canada. Twenty-five names were enrolled at this meeting, making a total membership of one hundred and seventy persons, representing twenty-five states and territories. Among the leading names recorded for the first time on this occasion we find those of D. Franklin Wells, of Iowa, and J. W. McElligott, of New York, now deceased, together with Frederic A. Sawyer, late U. S. Senator from South Carolina; S. H. White, of Illinois; David N. Camp, of Conn.; Richard Edwards, of Illinois; and B. G. Northrop, of Conn. Messrs. Northrop and White have served as presidents of the Association.

The aims of the Association may be readily inferred from the foregoing sketch of its organization. They comprehend every possible phase of educational discussion with the practical results which must inevitably flow from such deliberations. Its annual meetings draw together a large proportion of the best educational talent of the whole country, and its proceedings embody the best thoughts of the best minds in every grade of work from the kindergarten to the university and the technical school. Thousands of volumes have thus been published under its auspices and scattered to every part of the civilized world, giving encouragement and inspiration to tens of thousands who are toiling for...
the moral and intellectual regeneration of the race. Through
the direct instrumentality of this Association, the National Bu-
reau of Education was established, and through its influence that
important agency is still sustained and enabled amid may dis-
couragements to pursue its great work of collecting and diffusing
information concerning the condition and progress of education,
not only in our own country, but among all the leading nations
of the earth. It has had great influence in stimulating the or-
ganization of similar local associations in the states and territo-
ries, while it has given aid and encouragement to the thousands
of individual teachers and school officers, who have from time
to time come up to its annual gatherings and obtained fresh in-
spiration for the prosecution of their important work. We trust
and believe that its power for good will go on increasing with its
years, and that it will continue to mould public sentiment and
shape public educational measures for generations after its
founders shall have been gathered peacefully to their fathers,
when, indeed, they shall rest from their labors and their works
shall follow them.

Since the foregoing sketch was written we have received an
excellent historical notice of the Association, from the pen of
the indefatigable Secretary, Hon. W. D. Henkle, of Ohio. This
article is invaluable, as supplying, in a very concise and compact
form, the leading facts in the history of the organization, and
forming the basis of the more elaborate paper which we hope
will be provided for at the forthcoming meeting, and to which
we have referred above.

The \textit{Weekly} has given considerable space heretofore to the
discussion of the problem of education in the South. It has
aimed to spread before its numerous and intelligent readers an
extensive array of facts illustrative of the educational condition
and needs of that section. To the consideration of this subject
much attention will hereafter continue to be given, and to this
end we invite the friends of the South and \textit{in the South} to
avail themselves of the columns of this truly \textit{national journal} to
present its claims upon the attention of our statesmen and the
people at large. Recent events impressively point to the inevi-
table conclusion that popular education must demand a larger
share in the statesmanship of the country than it ever yet has
done. When the spirit of disobedience and lawlessness runs riot
in the wholesale destruction of life and property, when rightful
authority is defied, when cities are sacked and burned and a
reign of terror is inaugurated by the hordes of ignorance, vice,
and crime, it is surely time for statesmen to pause and inquire
into the causes of such calamities. It is time for them to com-
prehend that childhood sustains the most intimate relations to
manhood, and that schools \textit{everywhere}, well instructed, well or-
dered, and well disciplined, are the \textit{essential prerequisites} to
a well ordered, prosperous, and happy state. This is the simple
lesson of the hour, and happy will it be for us if we con it well.

In the South we have noted many indications of an improved
sentiment in the direction of educational progress. Among
other incidents, the recent anniversary exercises of the LeMoyne
Normal School, at Memphis, Tenn., afford a gratifying evidence
of fraternal feeling between the races, and of an earnest disposi-
tion among the better classes of the white population to aid in
the moral and intellectual improvement of the colored race.
This is a training school for colored teachers, a brief history of
which was given in a recent number of the \textit{Weekly}, from the
pen of Prof. Steele, its principal. The anniversary ceremonies
were held in the tasteful Episcopal church near the school. A
large, very orderly, and attentive audience, including many
prominent gentlemen of the city, was present. Among them,
Rev. Dr. George White, Judge G. P. Foote, and others well
known and respected, occupied seats with the faculty upon the
platform. The essays by the graduates, six in number, were
highly creditable, being written in a clear, simple style, and read
with precision and a power of voice that rendered them intelli-
gible in every part of the house. At the close of the exercises
Rev. Dr. White, and others, addressed the audience, giving as-
surance of their deep interest in the objects and work of the
school. These facts are notable as representing a new departure.
Never, on any similar occasion, has the school received any rec-
ognition from the leading citizens. The Memphis \textit{Ledger}, from
whose account of the exercises we have gleaned some of these
facts, thus closes its article:

"The LeMoyne Normal School is evidently doing a good
work, and deserves to be encouraged. The strictest sense of
morality is inculcated throughout the curriculum, and seems to
permeate the minds of those who come under the influence of its
teachings. We will venture now to predict that very few of the
graduates of this institution will become law-breakers, idlers, or
useless members of the community in which they may live, but,
on the contrary, will do much to ameliorate the condition of
their own race, and earn that respect which is essential to good
citizenship and to a harmonious and mutual good understanding
between the two distinctive races at the South."

The railroad strikes furnish another argument for popular
education, or rather, three of them. First, better educated men
would not have listened to the shallow reasoning and violent
doctrines of the ring-leaders who have stimulated so useless and
so hopeless a strife, with not the railroads merely, but with all the
vested interests of society. Whoever talked much and freely
with the strikers, had abundant occasion to notice the absence
of sound reason, and the exceeding narrowness of the views taken
by them. It was the passionate insurrection of men whose eyes
had been closed to all the great laws of society, and who were
maddened by the smart of some felt or fancied personal injury.
Men of broader views and of clearer heads would have seen
also that their sufferings were but a segment of that great wave
of adversity which at this hour covers more than half the globe,
and which has whelmed in bankruptcy almost a majority of the
business of the world, withering fortunes as fire shrivels parch-
ment, filling the whole land with the multitudes of those who
lack both labor and bread. None but very ignorant or very bad
men would have placed themselves voluntarily in a position so
untenable, so destructive to the very interests they sought to
promote. And ignorance and badness are the twin opposites of
intelligence or education.

The second argument is found in the helplessness of the com-
mon laborer. Ignorant laborers necessarily resort to those em-
ployments which require little intelligence; and when, in the
great shifts of trade and industry, their employments become
over crowded, they have no other resource than to struggle
against each other for the pittance of employment, or to fight
against their masters and the great market law, that an over
supply lessens the price.

But the strongest argument for education to be drawn from
this gigantic uprising of labor against capital is found in the in-
sight it affords into the grander movements and tendencies of
our modern industrial life, aided by the enormous increase of capital, and the grand advancements in science. Invention is rapidly supplanting human labor in the great staple productions like cloth making, and wood and iron fabrications, by the introduction of machinery. Every year witnesses the incoming of new machinery of more marvelous power and more easy management. Labor, driven from its old employments, must constantly adapt itself to new and higher work. Steam-driven machinery is invading all the lower levels of industry, driving man up higher. And this movement has of late greatly accelerated its pace, producing a double glut,—a glut of goods and of labor.

The future would look dark for laboring men, were it not that the busy brain of man has proved itself equal to all the emergencies of his lot. Witty minds will find new and higher wants, and will invent new and higher work to satisfy them. Such is the sole possible solution of the labor problem. As fast as invention has set free a battalion of laborers from some common employment, they must march higher to some new employment. No progress were possible in civilization if this did not occur. But to reach these new and higher employments, trained minds and high intelligence are necessary; and so education again comes in with its demand upon the public heart and thought. Thus God forces man to school. To remain ignorant he must either go back to barbarism, or perish through his own too great successes.

Contributions.

COLLEGIATE EDUCATION FOR WOMEN.

DR. S. H. CARPENTER, University of Wisconsin.

Collegiate education for women is practically reduced to the question of the feasibility of what is called co-education. It is evidently impossible to duplicate all our higher institutions of learning so as to give young women an equal opportunity with young men; if they are to receive collegiate training, it must be through institutions already established. Several leading colleges have opened their doors to young women, rather with a view of testing the experiment, than from a settled conviction that the measure was either generally demanded or would prove successful. Sufficient time has not elapsed to authorize a definite conclusion. Public sentiment, by which young women are more strongly affected than young men, is by no means unanimous on this point, and the fact that it is an innovation arrayed the conservative element of society against co-education.

Since 1873 the University of Wisconsin has admitted young women upon equal terms with young men, and I purpose to give the results of our experience, as an aid in determining the problem. Public sentiment has pronounced four questions in reference to the subject of higher education for women, or co-education.

1. Do the young women of the country demand higher education in sufficient numbers to warrant colleges in making the necessary changes to admit them?
2. What will be the moral and social effect upon both sexes of co-education?
3. What will be the physical effect upon young women of attempting the regular and severe application that a college course requires?
4. Have young women the mental power to successfully prosecute the ordinary college course?

1. The best answer to the first query will be the comparative numbers of young women in the graduating classes. In 1874, our graduating class numbered 41, of whom 15 were young women; in 1875, 31, of whom 8 were young women; in 1876, 42, of whom 18 were young women, and in 1877, 32, of whom 8 were young women. That is, out of 146 graduates, 49, or one-third, were young women. It must be borne in mind that the courses followed were strictly literary—no provision being made for music, painting, and this class of ornamental studies. We think these figures answer the question in the affirmative; there is a sufficient popular demand to render it imperative upon our colleges to provide instruction for young women.

2. As to the second inquiry in regard to the social and moral effect of co-education, it may be too early to pronounce a definite opinion; but so far as our experience has gone, it would seem to show that no danger is to be apprehended. At first, the admission of young women to the class-room was a novelty, and like all novelties served to distract attention; but as it ceased to be a novelty it ceased to distract attention; and no deleterious effect is now visible upon the bearing or studiousness of the class. Certain changes in methods of instruction are necessary in case of mixed classes. The feminine mind is quicker in perception, the masculine stronger in reflection. This will appear from the table appended. A judicious teacher must take cognizance of this fact, and adapt his instructions to the peculiarities of each.

Cases of discipline have been no more frequent and of no greater consequence than the excitement and frivolity of society. We do not believe that, from the cards of one of our graduating classes, the columns of the Educational, in the absence of inquirers, and with a view of obtaining a settled conviction that the measure was beneficial effect upon both young men and women—refining on the one hand and strengthening on the other. We do not see any such influence. Classes meet as students, and nothing else.

3. As to the third inquiry, in regard to the physical result of a steady application to a long course of study, the facts at hand warrant a less confident conclusion. Young women have injured their health by study, and so have young men. A young woman of delicate health ought not to attempt a college course, but there is nothing in our experience to discourage a young woman of usually good health from the attempt. Women are at a great disadvantage in this respect. They are expected to take care of their own room, to keep their own wardrobe in repair, if not to make a large part of it; also the customs of society demand that she shall dress more elaborately and change her dress more frequently than her brothers. All this takes time and attention from study. It is safe to say that a young woman thus loses, on the average, two hours a day, or the time required to prepare one recitation. The first reform that is needed in higher female education is in this direction. There is one other disadvantage; boys, in vacation, by some active employment, or yet more active recreation, recover from the effects of their confinement during term-time. Young women are condemned to make the vacation.

4. In reply to the fourth inquiry, we give the following table, compiled from the cards of one of our graduating classes. The columns of the Educational, in the absence of inquirers, and with a view of obtaining a settled conviction that the measure was beneficial effect upon both young men and women—refining on the one hand and strengthening on the other. We do not see any such influence. Classes meet as students, and nothing else.

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These figures give some interesting results. 1. The average of the young women is slightly above the class average, while that of the young men is slightly below. 2. Both reach their highest average in mathematics. The young women are comparatively lowest in sciences and metaphysics, while the young men are comparatively highest in the same—metaphysics being the only class of studies in which the men rank above the class average.

The general average of the Classical section of the graduating class was 86.690—being below the average of the Science.

We think this table sufficiently answers the fourth interrogatory.

HERBERT SPENCER ON EDUCATION BY LAW.

PREST. GEORGE F. MAGOUN, Iowa College.

The metaphysician of evolution is so constantly quoted in certain quarters on almost all subjects that turn up for discussion, that it looks a little strange that his views on education by law are never referred to. They are given in Appleton's edition of his "Social Statics," pp. 304-306, and pp. 361-390.

The first passage is a brief and rather lively dialogue in a chapter on "Limits of State Duty," and the second is a special chapter by itself on "National Education," (all state or legally authorized education in England, being national, i.e., authorized and paid for by Act of Parliament). In the dialogue he makes a citizen complain of increase of taxes, which the government explains is occasioned by the fact of educating by the state is really founded on freedom of all. By a series of questions and answers, Spencer brings out the conclusion that in taking his money when not so necessary, government is an aggressor where it is appointed to be a protector. And he goes on to show that educating by the state is really founded on the idea of the duty of government "ought not only to guarantee men in the unmolested pursuit of their happiness, but should provide the happiness for them and deliver it at their doors." It runs logically into the communist plan of "doing everything for everybody." Tax-paid teachers and tax-bought town-libraries and museums would be consistently followed, Spencer thinks, by national lecturers, a priesthood of science, with a priesthood of physic also maintained his rights as an infringe-ment of his rights as Spencer asserts. If the government in any way infringe-es upon individual rights, a tax to support it in so doing would make a two-fold infringement. But a school tax which goes no farther obviously than to make republican government secure, which pays for just that which does make it secure, is just as obviously nothing of the sort. It is a very different thing from giving men luxuries by taxation or even physical food; it is simply giving sustenance to the republican state. It is a very different thing from "doing every thing for every body." It is simply doing one indispensable thing, not for any body on the ground of his claims upon the state, but for the state itself on the ground of its claims upon each and all to be allowed to support itself. As a necessity to all, it is under this necessity of having all educated so as to know what a republican state, existing for all, is.

Only in one point does this sophistical Englishman ever approach the American argument for a school law. He claims that if the state educates "it must first form to itself a definite conception of a pattern citizen, and hav­ing done this, must elaborate such system of discipline as seems best calculated to produce citizens after that pattern. This system of discipline it is bound to enforce to the uttermost. * * * As from the proposition that government (i.e. national government) ought to teach religion, there springs the other proposition that government must decide what is religious truth, and how it is to be taught; so the assertion that government ought to educate necessitates the further assertion that it shall say what education is, and how it shall be conducted. And the same rigid popery which we found to be a logical consequence in the one case, follows in the other also."

But if the state educates for its own protection, it need not form any such "conception of a pattern citizen." One who is very far below that character may be sufficiently intelligent and well meaning as a citizen for its safety. Not holding the proposition that the state ought to teach religion at all, nor that it ought to teach a great many other valuable things, the American who votes for a school system is by no means obliged to hold that the state shall decide how education at large—all sorts and grades of education—shall be conducted. No educational "popery" follows as "a logical consequence" at all. Men may advocate common schools on this arbitrary theory; but it is certainly not the American theory. Men may hold that the state should sustain the best possible common schools, and by normal instruction furnish the best possible teachers for them, without holding that the state should build up an immense "system of discipline" on monarchical principles for producing "patent citizens" after its "conception." In a republic no such conception could ever be imposed upon the people by the government, nor is it necessary to the argument for public schools to admit the phantom.

Spencer's argument, then, falls to the ground if brought into opposition to the American common school, which stands on entirely different footing.

PRIMARY ARITHMETIC.

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

A PAPER on "Primary Arithmetic," in a March number of the Weekly, begins with the very true statement, that "rows of figures to the child are like mountain ranges to the traveler in a strange country." As something may be gained by a comparison of methods, like Elihu, the son of Barachel the Buzite, I also will show mine opinion upon this subject, by giving briefly, in outline, what may be done to make paths for the young traveler in this "strange country" of primary arithmetic.

The work to be done with beginners in arithmetic may be grouped thus:

1. Teach the values and the names, one, two, three, four, five, six, seven, eight, nine.
2. Teach the group of ten; apply the preceding terms to groups of ten—then teach the orders "hundreds" and "thousands" in the same way.
3. Combine the two preceding kinds of knowledge, thus enabling children to tell any number as far up in the decimal scale as they have learned the orders.
4. Teach how to express all numbers by figures.

OUTLINE OF WORK TO BE DONE IN TEACHING THE ABOVE.

1. When the little class of beginners appears before the teacher for the first arithmetic lesson, evidently the first thing to be done is to ascertain what knowledge the class possesses. Suppose we have tested such a class, and results show that the class knows the numbers one, two, three, and four, so that they can apply these terms unerringly under all possible circumstances; but that here the limit of their knowledge of number is reached. We now proceed to teach "five." Since the class knows thoroughly one,
two, three, and four, they know all the different parts that make up the five; we can therefore present two objects, with three of the same kind, or four and one of the same kind; as the latter is the simpler we begin with it. The teacher presents five balls, asking first what she has, and then how many balls she has. As the term five is unknown, the answer to the latter question can only be in equivalent terms that the children know, as "four balls and one ball." The class decides as to the correctness of the answer, and the term five is given at the equivalent of "four and one," or "one more than four." Teacher now exercises upon the five, until the class can select a group of five things, or select five things with any arrangement of the units making up the five. In a similar manner teach the succeeding numbers, after which, if the things or select five things with any arrangement of the units making up the two, three, and four, they know all the different values. If the children are quite young, it will be better sometimes to defer teaching the characters 1, 2, 3, etc., until a later stage of the work.

When a child has acquired the knowledge described above, he has really (if this knowledge is wisely used by the teacher as the foundation of new work), made a great advance in number; as these terms apply over and over again to the different orders employed in our notation. The application of each number as a number is a complex problem under all circumstances. The things or units, or kinds of units that are numbered by these terms, constantly differ; but the number itself is not at all changed in its character by its application; for example, "seven" means always a collection of seven things or units; but these units may be "balls" or "oranges," "apples" or "marbles," "ones," "tens," "hundreds," or "thousands," and the seven is unchanged in its character, by the character or value of the things or units numbered. Evidently, then, the next unknown thing in number is the different orders to which these "ones," "tens," "hundreds," etc. apply, and the time of the children will be saved, as well as much fruitless and wearying effort on their part, if we proceed to teach at once the principle of grouping, or the orders.

2. Teaching the orders, tens, hundreds, etc.—First teach the value and the term ten, just as we have taught the preceding terms five, six, etc.; using for this as well for the succeeding work balls, beans, or the more convenient bundles of sticks furnished by some of the makers of school apparatus. After this work is done, the children are informed that we will hereafter speak of a group of ten things as "a ten," or "one ten." The teacher now presents two bundles of ten sticks, and the children call them two tens. Similarly he applies to the tens all the numbers known. [Observe that the children have the real knowledge of numbers from one thing to one hundred things. We do not stop now, however, to combine what is known, and form all these numbers, because we wish further to emphasize this principle of grouping numbers, by teaching at least the orders "hundred" and "thousand"]; When the class can apply well all the numbers up to ten, the children order ten bundles of ten sticks each, which the teacher numbers as "ten tens (of sticks)." The term hundred is now given, the children tell the tens in it, and the ones it contains; after which they find three hundred, four hundred, etc., telling what is meant by each number. Continue the drill until the class can find or name any number of tens, or hundreds, then teach "thousands," and drill thoroughly upon all the orders.

3. Combinations.—The teacher has now only to present different groups together, when the class will at once name the number of things. As first they will name the numbers by keeping the orders distinct. Thus: "Two hundred, five tens; six ones," of balls, and it is best to have them do so until the orders and their values are clearly known, when they will easily get the abbreviated form, "two hundred fifty-six" balls.

A very few days' time will accomplish the preceding work. The children being able to name in a surprisingly short space of time any number which can be made by a combination of the orders taught them.

4. After the class can name at sight the number of things presented to them rapidly by the teacher, manifestly they have the clearest possible preparation for the written expression of numbers. We teach first the use of the characters, 1, 2, 3, etc.; then, the place these figures are to occupy when they mean ones, tens, or hundreds, etc. Further suggestion on this point is not within the limits of this brief article.

The method given above obviates the necessity of teaching separately and independently every separate number, eleven, twelve, etc., etc.; which plan consumes a large amount of time, requires much plodding on the part of the children, and falls in the end of securing a sound knowledge of number, with a sharp, clear idea of expressing it decimally. How often our teaching of numbers serves but to create a sort of haze or maze of digits about the young pupil with which he aimlessly struggles for years, is a common observation.
are made up in part of the proceedings of the National School Superintendent's Association, and the American Normal School Association.

The following give some facts as to the officers. Each year twelve vice-presidents were elected except at Nashville, when only eleven were elected. Only the first vice-president is named in the list given below. The number of counsellors at any meeting shows, until 1870 inclusive, how many states, territories, and districts were represented at the previous meeting. After that, the number of counsellors is two in excess of the representation of the previous year, because each year there have been two counsellors at large elected.


There are two Life-Directors of the Association, S. H. White and W. F. Phelps, and sixty-four life-members, and besides ladies not named in the proceedings, there are fifty-four honorary members.

It may be well before closing this meeting skecth to say that the National Teachers' Association originated from a circular, dated May 15, 1857, and signed by the presidents of the State Teachers' Associations of ten states, namely, J. W. Valentine, N. Y.; D. B. Hagar, Mass.; W. T. Lucky, Mo.; J. Tenney, N. H.; J. C. May, Ind.; W. Roberts, Pa.; C. Pease, Vt.; D. Franklin Wells, Ia.; A. C. Spicer, Wis., and S. Wright, Ill., calling on the teachers of the United States to meet in Philadelphia, Aug. 26, 1857, to organize such an association. At that meeting, James L. Enos, editor of the "Voice of Iowa," was chosen temporary chairman, and Wm. C. Sheldon, Mass., secretary. The constitution was drafted by D. B. Hagar of Massachusetts, J. R. Challen, of Indiana, and T. J. Cann, of Georgia. The number of teachers enrolled at the organization meeting was 38, distributed as follows: New York, 3; Massachusetts 2; Iowa 1; Indiana 1; Illinois 2; Pennsylvania 18; Missouri 1; Delaware 6; Georgia 1; Maryland 1; South Carolina 1; and District of Columbia 1. Out of this small beginning has grown the National Educational Association, probably the most influential body of the kind in the world. It is hoped that its power and influence will yet be vastly increased.

SCHOOL ECONOMY.

VI.—TARDINESS. H. B. Buckham.

SIXTH.—A device which involves no trick may assist in preventing tardiness. The most entertaining boys' or girls' book to be found my be read, little by little, in the morning. The teacher, if he have—as all should have—some knowledge of philosophy and chemistry, may perform some simple experiment just before, if not just after school opens, or may show some object of curiosity and answer questions about it. He may sing a song, if he is a singer, or may draw a picture on the blackboard. He may, for ten minutes before school begins, teach something which children will take with zest, but which does not properly come into school hours in many places, as calisthenics, music, drawing. The lesson of most general interest may come first, or the class which those who are tardy will have the least willing to miss. In a school in which the general habit is bad in this respect, I would make every arrangement tend to interest some check, or to hold out some inducement, or to make the bad habit come directly home as a loss or an inconvenience.

I would make school more attractive and pleasant to the punctual ones than the tardy.

Seventh.—I would, in some such districts as I am thinking of, call for the children and hurry them to school. Parents and children both would understand that you were resolute in your endeavors to have all present; if you should do this in the right way and in the proper instances, they would not be displeased, but rather gratified, at the interest you would show. You need not take the children to school as a constant blows. You need not take them as a friend would take a friend. You would do this as a precaution against tardiness, not as a punishment for a fault. Sometimes, Willie, of a former paper, might pleasantly call for Johnny, and hurry him along, and Johnny and Willie might very soon enter into a competition which should go for the other, or which should get to school before the other. All the punctual ones might be, in one way or another, pressed into service against the delinquents.

Eighth.—I have a notion that a country school teacher might get the parents and older pupils, at least, together in the school-house, some evening early in the term, and make a plain, candid, effective statement of this matter of tardiness, and some others, giving consequences to school and results in habits of pupils of absence and tardiness, and exhorting all, as he would have a right to do, to aid in all proper efforts to make the school work double what it otherwise would be, by regular and prompt attendance. I have a notion that such an effort might be made at a neighborhood meeting, gathered to hear the master read some selections, and the school have a "bout at spelling," and might do great good. The people would think more of the master, and both would understand each other better, and work more in harmony. As one of the hopeful points of attack upon tardiness, it might, in some places, he warranted.

These suggestions, which I supposed I should finish in two papers, have extended to six, without exhausting the topic. Not a word has been said specially for village schools, though some of these remarks would apply to them; a separate paper will be given to them. If any one says I have given no specific for tardiness, the reply is, I did not intend to give any; I do not believe in educational specifics; school difficulties are not to be met by a prescription, nor by a book full of prescriptions, but each must be met and overcome according to its circumstances, and in the way the teacher in charge can use best. The treatment of each case depends on the case considered with reference to both teacher and pupil. I might fall in using another's precise method, and I have none to make over to another for his use.

If any one says that these suggestions make much harder work of tardiness than keeping every tardy pupil after school, to make up, or standing him for a given time in the corner, to think of his offenses or to make his legs ache, I assure, I believe in making school-teaching a daily study and work. Here is a wrong habit to be overcome, or a right one to be formed; this is, of necessity, a work of time, of patience, of expedients. The wise teacher, one of most experience, can not do it without these conditions. And the result, viz.: the habit of punctuality, is worth the pains. The teacher may congratulate himself if he succeeds through these in the majority of instances, for some will not yield to his, or any, efforts.

I must say once more that the main value is to be secured to the pupil, and not to the school. It is good for the latter, but of more account to the former. Indeed, the school works in this as in all other things, for the pupil's sake. The teacher should say, and act in the spirit of his words when he says to the pupil, "Your tardiness affects you farther than it does me; I can put up with it with less or more personal inconvenience; if that were all, it would not be worth my while to take half the trouble I do; it is for your own sake that I insist on your being punctual; the school regulation looks beyond the school to all your future life; you think I am hard in being so strict now, but you would blame me more by and by, if I should be lax now."

ORIGIN OF THE ARABIC NUMERALS.

Prof. J. Burkitt Webb, Illinois Industrial University.

In the Popular Science Monthly for April, we find an article with the above title. In such a journal statements should be somewhat authoritative, but this struck us as giving internal evidence of a lack in this respect, which we will freely own false witness should the correctness of the article become open to question.

The authorities which we have interrogated do not support the writer in the theory worked out with such rectangular exactness, which is briefly this: In the beginning the Orientals used the proper number of straight strokes for
each numeral, having learned to count upon their fingers and thumbs. These marks were arranged in certain forms, the modifications of which are our Arabic numerals. Their figure one was therefore a vertical stroke; figure two like a z, being two horizontal marks with a sloping connection; figure three, three horizontal marks with curved connections; figure four, a square, or like our 4, etc., etc.; figure eight, two squares, one over the other, but figure seven having very little resemblance to our present character; the zero, a circle indicating that in counting ten, the figures and thumbs had been used once around.

Brandes’s Dictionary of Science, Literature and Art says that the origin is unknown, and that the construction of the system implies a high degree of civilization at the time of its invention.

Webster’s Dictionary says that the characters were originally the initial letters of the Sanskrit names for the nine digits, and that the cipher was originally a dot.

The Encyclopædia Brittanica claims that the use of the nine digits and a cipher in India can be traced back to the seventh, or possibly the fifth century, and was then no novelty, the Hindoos ascribing to them a supernatural origin. The earliest examples being a species of Sanskrit numerals, the characters have since passed through a great variety of forms.

In the “Handbuch der Sanskritsprache,” von Theodore Benfey, it is stated that they are derived from the first letter or letters of the Sanskrit numeral words, and both words and characters are given. In some of them such derivations seem quite apparent, and some could easily change to our present forms — and requiring no change.

The English Cyclopaedia says there are three simple and obvious modes of constructing symbols of number. 1. By arbitrary invention. 2. By the choice of letters of the alphabet. 3. By a system of repetitions of a single unit, as I, II, III, etc., with marks of abbreviation. Also, that it is not known that we can assign to the Indian numerals any other origin than the first, though the old manuscript forms of the symbols we now use for one, two, three, four, and eight can be explained with reasonable probability on the third principle, but not five, six, seven, and nine. It also favors the explanation of the Roman system by the third method, and refers to Leslie’s Philosophy of Arithmetic for a full statement of the theory. According to this theory, ten was originally ten vertical marks with a dash across them to keep them together, which was then abbreviated to one vertical mark and a cross mark, or to an X; the upper half of this letter, or V, was then taken to represent five.

The evidence seems then to be in favor of the derivation of our Arabic numeral characters from the Sanskrit names for the numerals, and of considering the Roman system as the legitimate representation of the system of derivation from straight marks.

The Japanese numerals also show some evidence of the third derivation, thus: one, a horizontal mark; two, two marks, one over the other; three, three marks; four, like two, with four short vertical marks connecting the horizontal strokes; five does not show it so clearly, and ten is a cross like a plus sign. Such a derivation would seem more likely for the lower values than for those requiring from six to ten marks, and we see no reason why the whole system should be derived in one way, especially in a language whose words are represented by arbitrary signs.

THE TEXT-BOOK QUESTION IN WISCONSIN.

REPORT of Committee on Uniformity of Text-Books, made at the meeting of the State Teachers’ Association, Green Bay, July 19, 1877.

Your committee, to whom was referred that portion of the President’s address which relates to text-books, beg leave to report:

In view of the fact that the attention of the people of this State has been called to matters pertaining to the purchase and manufacture of text-books; and that a general desire has been expressed by educational men throughout the State to have this Association put itself on record as approving or disapproving the policy of securing a state uniformity of text-books by having such books published by the State, or by parties within the State acting under State authority; we, the teachers of the State of Wisconsin, in convention assembled, do hereby declare it as our firm conviction:

1. That a state uniformity of text-books is undesirable and calculated to work harm to a majority of our best schools.
2. That we consider present legislation sufficient to insure to every school district in the State the best text-books published, at reasonable rates, and that we recommend to district officers throughout the State that they avail themselves, to the fullest extent, of the law relating to the purchase of text-books, by and in the name of the school district.
3. That we hereby express our approbation of State Superintendent Searling’s endeavors to prevent the proposed legislation on the text-book question during the last session of the Legislature.

Respectfully submitted,

A. EARTHMAN,
ALEX. KERR,
G. S. ALBEE,
Committee.

After some discussion in which the third section of the report was strongly endorsed by leading members of the Association, the report was unanimously adopted.

On motion of Mr. Phelps, it was voted that in case of any attempt at text-book legislation at the next session of the Legislature, these resolutions be transmitted to that body in a communication signed by the President and Secretary of the Association.

NATIONAL EDUCATIONAL ASSOCIATION, 1877.

THE seventeenth annual meeting of the National Educational Association will be held at Louisville, Ky., on Tuesday, Wednesday, and Thursday, the 14th, 15th, and 16th of August, 1877. The General Association will meet in Liederkranz Hall at 10 o’clock on Tuesday morning, at 9 o’clock on Wednesday and Thursday mornings, and at 8 o’clock every evening.

The several departments will meet daily, in the afternoon, in such rooms and at such hours as, after consultation, shall be announced at the first session of the General Association.

PROGRAMME.

TUESDAY, 10 O’CLOCK, A. M.
General Association.
1. Opening Prayer; Rev. J. I. Burrows, D. D.
2. Address of Welcome; Mayor Jacobs. Response.

TUESDAY AFTERNOON.
Department of School Superintendence.
1. Report of Committee on City Forms of School Reports.
2. Report of Committee on State Forms of School Reports.
4. Appointment of Committee on Nomination of Officers of the Department.

Department of Normal Schools.
1. Opening Address; Louis Soldan, Principal, Normal School, St. Louis, Mo.
3. Discussion. Should Normal Schools be Exclusively Professional Schools.
4. Appointment of Committee on Nomination of Officers of the Department.

Department of Elementary Schools.
1. Opening Address; Hon. H. A. M. Henderson, Vice-President, State Superintendent, Kentucky.
2. Paper. The English Language in Elementary Training; Prof. Z. Richards, Washington, D. C.
4. Appointment of Committee on Nomination of Officers of the Department.

Department of Higher Instruction.
1. Paper. The Class System; President Noah Porter, LL. D., Yale College.
2. Paper. The Elective System; Prof. W. Leroy Broun, LL. D., Vanderbilt University.
3. Appointment of Committee on Nomination of Officers of the Department.

Department of Industrial Education.
1. Opening Address by the President, Prof. Manly Miles, Lansing, Mich.
4. Appointment of Committee on Nomination of Officers of the Department.

TUESDAY, 2 O’CLOCK P. M.
General Association.


WEDNESDAY, 9 O’CLOCK, A. M.
General Association.
2. Paper. The Relation of the Preparatory or Grammar School to the College and University; Prof. W. R. Webb, Culleoka, Tenn.

WEDNESDAY AFTERNOON.

1. Discussion. Plans for Publications connected with and growing out of the Centennial Exposition.
2. Discussion. The Organization of an Educational Museum.

Department of Normal Schools.

2. Paper. Chairs of Didactics in Colleges; S. N. Fellows, D. D., Professor of Didactics in the State University of Iowa.

Department of Elementary Schools.

1. Paper. The Kindergarten, (its Use and Abuse) in America; Prof. John Kraus, New York.

Department of Higher Instruction.


Department of Industrial Education.

2. Paper. Industrial Education (J); Prof. Charles O. Thompson, Worcester Free Institute, Waco, Texas.
3. Election of Officers and other Business.

WEDNESDAY, 9 O'CLOCK P. M.

General Association.

2. Paper. The Study of Social Economy in Public Schools; Prof. Maurice Kirby, Henderson, Ky.

THURSDAY, 9 O'CLOCK A. M.

General Association.

2. Paper. Educational Interests of Texas; Dr. Rufus C. Burleson, Waco, Texas.
3. Discussion. The Educational Wants of the South; opened by Hon. J. P. Wickersham, of Pennsylvania, and Dr. John Hancock, of Ohio.
4. Paper. Why Drawing should be taught in Common Schools; Prof. L. S. Thompson, Sandusky, Ohio.

THURSDAY AFTERNOON.

Department of School Superintendence.

1. Paper. The Promotion of Popular Education in the South.
2. Discussion. The Proposed Reduction of Teachers' Salaries.
3. Discussion. The Relation of Secondary Instruction to the Public School.

Department of Normal Schools.

1. Paper. Attacks on Normal Schools; C. C. Rounds, Principal, State Normal School, Farmington, Me.
2. Paper. Some Queries concerning Details of Normal-School Work; S. H. White, Principal, State Normal School, Peoria, Ill.
3. Paper. First Lessons in Reading, by a class of Infants; Miss Lydia D. Hampton, Louisville, Ky.; Introduced by Major William J. Davis, Secretary of the Louisville School Board.

Department of Higher Instruction.

1. Paper. American Revision and Adoption of Foreign Text-books; Prof. Cockle Harrison, University of the South.

THURSDAY, 8 O'CLOCK P. M.

General Association.

1. Unfinished Business.
3. Reports from the Several States and Territories represented.

SPECIAL ANNOUNCEMENTS:

1. The Board of Directors will meet in one of the parlors of the Galt House on Monday evening at half past eight o'clock.
2. Under a rule laid down by the Directors no paper must exceed forty minutes in the reading. All papers are open for discussion in the General Association or the Departments in which they are read.
3. The Department of Elementary Schools will meet in the same hall as the General Association—the auditorium of the Liederkrantz Hall; the other Departments in such rooms of the same building as may hereafter be assigned.

4. Authors of papers are requested to report their arrival to the Secretary of the Association, and to the President of the Department before which they are to appear. They are also requested to leave a copy of their papers with the Secretary immediately after reading them.
5. HOTEL RATES.—The Galt House will charge $2.50 a day; The Louisville Hotel $2.00 a day, if two persons occupy one room, single rooms $2.50 to $3.00; the Waverly Hotel will charge $2.00 to $2.50; the Willard $2.00; the Cogull $1.50; Fifth Avenue $2.00; Alexander's $1.50; Ruffers (European Plan) 75 cents a day for room without board.
6. RAILROADS.—No general arrangement has been made for reduced fares, but it is highly probable that all the local roads converging into Louisville will make a reduction to members. The round trip ticket between Cincinnati and Louisville by rail, or steamboat including meals and berths, is $5.00.
7. Mammoth Caves.—The Association will determine whether or not it is advisable to make an excursion to the Cave in a body. The fare by rail and stage from Louisville to the Cave and return is $5.50. Hotel expenses $1.50 a day. The entire expense cannot exceed $10.00.

Notes.

ONLY to look at the outside of the Midsummer Holiday Number of Scribner's Magazine is a pleasure, suggestive of the delights of summer. The contents are all that could be desired. For those who enjoy out-door life, nothing can be more entertaining than "North American Grouse," by Charles E. Whitehead; "A Railroad in the Clouds," by J. Eglinton Montgomery; "Babes in the Wood," by Janet Cross Hoyt, or "Canadian Sports," by George W. Beers. For story lovers there is the beginning of "His Inheritance," by Adeline Thorton; "The Life of a Professor," by J. G. Holland, and "Smitharths," by Francis Hodgson Burnett, with other short stories. Poetry has its share of attention, well suited to this dreamy, poetical season, when even the most unromantic dare to "dream our dreams" and let life and its burdens rest awhile. But to name all the good things would include the whole table of contents, for everything in this number is complete and replete.—Prof. L. S. Thompson, who has been for the past fourteen years connected with the public schools of Sandusky, Ohio, most of the time in the capacity of teacher of penmanship and drawing, (author of the articles on "Dietion Drawing" now appearing in the Weekly,) has been invited to take the chair of Industrial Art in Purdue University, Lafayette, Ind. He will enter upon his duties there September 12. The Sandusky Journal says of him: By perseverance and industry, Mr. Thompson has built up an enviable reputation as instructor in art drawing and penmanship, and we congratulate him that he is reaping a handsome reward. While we regret to have him leave us, we are glad he has received so exalted an appointment.—The Publisher's Weekly, under date of July 14, contains the American Educational Catalogue for 1877. It is a storehouse of the most valuable information on educational institutions and study, and to all who wish information respecting publishers, prices, etc., of recent educational works. F. Leypoldt, publisher, box 4,295, New York.—The London Academy, which is excellent authority, says that American school books are "the cheapest in the world."—From Hadley Brothers & Co., Chicago, we have received Milton's L'Allégro, of the Clarendon Press Series, taken from the English poems of Milton, edited by R. C. Browne, M.A. For students of Milton, in high schools, it is remarkably cheap and useful. Price ten cents. Six pages of text and seven of notes.—The introduction price of Rolfe and Gillet's Handbook of Natural Philosophy is 85 cents, instead of $1.35, as stated in our notice of the same. $1.35 is the introduction price of the larger book.—A writer in the N.Y. Tribune calls attention to a growing defect in the classical instruction at Yale College. He complains of the sub-stitution of quantity for quality as a measure of excellence in both the preparatory and the college studies. The requiring of a large amount of reading before entering the college necessitates a system of cramming and superficial study which is not compensated for during the college course, and a general use of translations by the students has become almost, if not quite, a necessity even to industrious and willing scholars. If raising the standard in the preparatory and undergraduate courses consists chiefly in an increase of the amount required, it is not improbable that the standard is actually lowered instead of raised by such requirement, as the quality of work is thus proportionally deteriorated. He suggests that Yale should announce (and other colleges might with equal propriety make the announcement) that two years hence the amount required for admission in the classics shall be reduced by two-thirds or three-fourths, while the examination of the subjects involved
Correspondence.

The following letter recently received by the editor of the WEEKLY speaks for itself. Although a private communication, we take the liberty of publishing it, in the hope that the appeal of the writer may arrest attention and meet with a hearty response from the friends and promoters of education in our own country. The field into which Mrs. Webster has been drawn is a most interesting and important one, and she deserves every encouragement and assistance possible from all who would see American ideas and American institutions taking root and bringing forth abundant fruit in the islands of the sea as well as among the more distant portions of the continent beyond. We suggest that our educational societies and the publishers of professional books will render the cause a material service by forwarding their publications to this lady according to the address given below.

Prof. W. F. Phelps, Dear Sir,—The wide reputation which you have in connection with educational interests makes me bold to address you in behalf of the little I am able to add to the great work. After an experience of a quarter of a century in our American schools, I find myself here, where the common school system is hardly beyond its embryonic stage of existence. I came here for rest and change of scene; but the needs of the people were so urgently pressed, and my national pride so highly flattered by the facts that this country is the model for the Hawaiian text-books are used, that I could not withstand the solicitations to work here. I am in charge of a primary school which is to be developed into a training school. To do my work efficiently, I need constant communication with leading American educators. I have not yet been in the United States. If your magazines and periodicals are not available at this place, I shall be most grateful if you will forward me a trial copy of your publications. I feel that, by reason of residence, I am forced to beg correspondence by letter, and infor- mation by published reports, bulletins, circulars, etc., for which I must be indebted to those who have no further interest in me and my work, than that I am also a fellow-worker among educationalists, and a general interest in the elevation of the human race. With this view I address you, begging that you will send me any educational documents at command, in the way of reports, etc., make me any suggestions as to books or journals that will help me. I am also a correspondent of the WEEILY and studying the reports, etc., to lay out my work among a people who have nothing to do but accept what a liberal governments will provide; inform me what are the most needed educational periodicals published in the United States, or introduce me to some outside-teacher who would like a correspondent from this part of the world.

Respectfully,

HAWAIIAN ISLANDS, HONOLULU, July 4, 1877.

THE TO THE EDITOR OF THE WEEKLY:

HAVING just returned from a short trip to Colorado, I think it well to lay before my fellow teachers some of the advantages of a summer trip thither to those who like to combine science with pleasure.

I went by the Atchinson, Topeka, and Santa Fe R. R., decidedly the pleasantest line to take, and I highly recommend it. One is thus placed in the immediate neighborhood of what the scientific tourist would most wish to see. This connects at Pueblo with the main line of the Denver and Rio Grande R. R. This extends southward 50 miles to Trinidad, passing over the famous Puma Pass, and bringing one well toward the noted mining regions.

It has also a branch westward to Canon City, just below the Grand Cañon of the Arkansas river, and the main line runs northward to Colorado Springs, Denver, Greely, and other noted places.

To my botanical friends I will say that Colorado has nearly 1,000 species of plants, of which nearly 1,000 are known this side of the Mississippi. In a single day's walk up to the foot of the Grand Cañon, and thence over its summit back to Canon City again, I noticed or had pointed out to me over two hundred species of vegetation not mentioned in any Gray's or Wood's manuals. Among them I recall six of the Cactus family, four ferns, five Asclepiadaceae, several Euphorbiae, four Rosaceae, a Rhus, and at least a dozen leguminous plants. I had the rare good fortune to have with me Mr. T. E. Branderger, who had been topographer of the Hayden expedition, and is an enthusiastic botanist, but even a casual observer realizes that he is in a new zone of plant life. No better point than Canon City can be found to obtain a great variety of plants.

This for geology, there is hardly a place on earth where there is such a gigantic exposure of rock strata, extending from the lowest to the highest. The Azoic rocks, mostly red siltspathic granite, extend for miles and miles, presenting every variety of fantastic upheaval. Then the Silurian limestone overlies the Azoic rocks; then the Old Red, the standard fossils of which are, Pterodactylus and Gypsum; and about six miles below Canon City is the singular coal bed of Colorado, which has puzzled geologists to account for it. Within nine miles of the town are fossils of the Reptilian Age. A tolerably complete skeleton of a monstrous Saurian, 65 feet in length, can be seen at Canon City, in possession of Mr. Edward Weston, and it is supposed there are more to be had where this was found. Six miles in another direction is an oil spring, from which crude petroleum has been obtained in quantity sufficient for refining. In the town are several mineral springs. The Rockies mining region is not thirty miles away. A recent discovery of gold in this neighborhood is said to promise very valuable results. The grandeur of the mountain scenery can hardly be described, and so many have tried it that I will not add my feeble efforts to theirs. But inasmuch as I have never seen the advantages of this region for scientific study set forth, I call attention to it as a fruitful and comparatively unworked field.

The zoological will find insect life well developed and peculiar. Several birds, mammals, and reptiles were noticed which are all peculiar. The fes-

tive grasshopper, of many species and many individuals to a species, is here to be found on his native hills. The high mountains support a variety of game animals, and the streams are by no means destitute of trout.

Lying is high in Colorado this personally party to explore is to camp out. The climate is fine, the ground never damp, the water is good, and with a good tent to carry tent and supplies, a dozen able-bodied men can go almost anywhere, and see whatever is worth seeing. The people are very hearty, especially to women, and are not to be excluded from the party. We met dozens of them camping out and there, mostly bent on securing health, and generally reporting themselves successful. Friend Grove of Denver urged us to go this summer, but alas, I did not know in time. But there is trouble in another matter. When the opportunity comes, we are ready to go west, not grow up with the country, but to grasp something more upon which the mind can grow.
Michigan.

STATE Superintendent Tarbell has arranged for a large number of institutions for the summer and fall. They begin August 13. The Central State Institute opens at Lansing, August 20. At the recent commencement the State University graduated 25 pharmacist chemists, 2 engineers, 11 scientific lecturers, 39 in the metals, 2 masters of science, 3 masters of philosophy, 21 masters of arts, 20 doctors of medicine, and 2 doctors of dental surgery. Arrangements are made by the common school department exercises of the pupils for lengthening the medical term to nine months. The Board of Regents, in the interest of health and the general welfare, have voted to establish at Orchard Lake, Oakland county, Michigan. The people at the di~appointed bid~rs were raised, they are not safe. A committee of experts was requested to examine the buildings, which was done, one or two stand in charge, recently graduated a class of seven. Supt. George regards this department as of great advantage to his schools.—Prof. J. A. May, last year, in charge of the public school of Eaton Rapids, goes to a like position at Lowell. Prof. Holbrook, of Lansing, succeeded a class of 38 at the recent commencement.—Flint graduated a class of 14. A State Institute is to be held at Flint this fall.—Mr. L. W. Mills, who has been doing excellent service as principal of the Union School at Rockland, remains another year. —Resolved that the State Normal School of St. Cloud, in charge of Supt. Henry, at St. Cloud, is still holding its class of 38.

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for white children has fallen to $1.65 against $1.90 for last year. The colored school fund has slightly increased. Dr. Henderson has been urging in the last several years the want of separate school buildings for the colored schools, and the legislature has at last provided money for the purpose. The general reception has been most gratifying.

Hon. H. D. McHenry, of Ohio county, was recently elected school trustee of the district. He will probably accomplish the building of a new and creditable school house which is so much needed.

Ail Ail is a sensitive in regard to such matters that anything issuing from the topic is an exceedingly good one, but the squeamish public include Mr. Ail since it will find fault because it happens to be published by the house which Mr. Ail is connected with.

B. Piper, both in this and other states, and is one of the department should give no occasion for unfavorable comment.

The book is an outline of work in algebra. It is excellent, although we are looking to the Niagara group, and one of the rare, cautious, thorough in his harmony and sympathy with the teachers, active and determined to do the best possible thing for the educational interest of Ohio.

Wisconsin.

The annual school meeting in Stoughton, the Board was instructed to remove all text-books, and to take charge of the schools, and to bid $500,000 for the purpose, to be paid in five years. The number of children in the city of Ripon is delighfully located in; in beauty she has no peer, and to the fertility of the soil there can be found no superior throughout her broad domain.

The ground described is one hundred acres, and is owned by the city. The schoolhouse has been built on high ground overlooking the town. It has four large stories three stories high, three of blue limestone, one of wood. The great structures and has been ornamented by walks and shade. The schoolhouse is among the most beautiful in the county and a great crowning feature.

The school is in charge of a principal, who is a man of education, and a man of character.

Illinois.

Mr. Joseph Harker takes charge at Meredosia next year.

The State Normal school at Mason City to take charge of the schools.

Indiana.

The following is from a report of the public schools of Indianapolis, for the year 1876-77, presented to the School Board, by the Superintendent Geo. P. Brown.

The population of the city, according to the United States census of 1870, was 48,244; the number of children enumerated in 1870 for school purposes was 13,082; the number of children enumerated in 1877 was 22,906. Taking these numbers as a basis of computation the present population of the city would be estimated at 84,000. There have been enrolled in the schools during the past year, 4,000 of the children who were present at the last time the report was made. The children enrolled at the close of the year were as follows: In primary schools, 3,426; in grammar schools, 3,602; in High School, 572. Per cent of whole number in primary schools, 69.86; per cent of whole number in grammar schools, 25.38; per cent of whole number in High School, 74.7. Whence it appears that the public schools of Indiana are progressing.

The number of schools taught was 7,924; the number of children taught was 17,311. Per cent of number enrolled in the schools, 70.

The schools of this county are owned by the Board that have been employed for school purposes, 22; number of houses rented, 1; heated with stoves, 17; heated with steam, 2; brick houses used, 182. Number of schools taught during the year—Normal 1; High school, 1; District schools, 21; evening
Colorado.

We are permitted to publish the following letter, written by an Illinois schoolmam, who has just entered upon pedagogical duties in the Rocky Mountains.

SAGUACHE, Col., June 25, 1877.

My Dear Friend,—Four weeks ago this day I left Denver, not by rail, as I first intimated, but by way of Canon City, and on the 14th of June I arrived at Saguache. The 15th was a fortunate day, for I had arrived just in time for the school to open, and I have been busy ever since. In one week I have taught no less than 15 hours. We have three schools in the district, the town, the south, and the north, and they are all maintained by the county. The town school has 28 children and 3 teachers, the south school 20, and the north 32. I have 14 children to teach, and I teach in a single room, 10 by 12 feet, with a wood stove to heat the room, and a window on each side. I have a desk, a blackboard, and a slate, and that is all the equipment. The children are well-behaved, and I have no difficulty in teaching them. The town school is held in a public building, and the other schools in private houses. The town school is held in the town hall, and the other schools in the homes of the parents. The town hall is a large, two-story building, with a clock and bell, and a large audience room. The other schools are held in one-story houses, and are very comfortable. The town hall is well supplied with books, and the other schools are provided with slates and blackboards. The town school is held in the evening, and the other schools in the afternoon. I have a good opportunity to teach, and I am able to do it.

Iowa.

The County Superintendents' Convention at Des Moines.

The convention was called to order by the President, Supt. J. F. Thompson, of Clayton county, Iowa. The convention was held in the court house, and was well attended.

The addresses of the resolutions were adopted.

LIST OF NORMAL INSTITUTES APPOINTED.

<table>
<thead>
<tr>
<th>County</th>
<th>Place held</th>
<th>Date</th>
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<tbody>
<tr>
<td>Adams</td>
<td>Corning</td>
<td>July 30</td>
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<tr>
<td>Allamakee</td>
<td>Waukon</td>
<td>Aug. 27</td>
<td>3</td>
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<tr>
<td>Audubon</td>
<td>Extra</td>
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<tr>
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<td>Aug. 20</td>
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<tr>
<td>Woodbury</td>
<td>Sioux City</td>
<td>Aug. 20</td>
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DES MOINES, Aug. 1, 1877.

Publishers' Notes.

The "Western Gun Works" have collapsed. The parties had hitherto held a respectable position among business men, but their recent three-dollar revolver scheme was a swindle, and publishers and subscribers are all in the same boat.

We have received a specimen of Maynard and Noyes' ink from the manufacturers in Boston. It is excellent, and that has been our opinion during an experience of many years.

Exchanges and correspondents will please notice our change of address to 179 Madison street.

Price of the WEEKLY to new subscribers, till the first of January, 1878, 80 cents.

The Educational Weekly, published at Chicago, is a consolidation of several western journals, and is meeting the high expectation of its friends. It would be to the credit of our state if our teachers were all readers of this journal, or another as good.—St. Cloud Journal-Press, Minn.

Have just been binding the numbers of THE EDUCATIONAL WEEKLY together and now, as I write, I am dead of the laborious task of it, and the whole open to use easily at a touch. It shows vividly how much we half read and therefore soon forget.—Prof. L. H. Hart, Brooklyn, N. Y.

I intend to have the WEEKLY come continuously, and want to bind it; it's too good to be lost.—T. Marshall Marshall, Princip. State Normal School, Glenville, V. A.

I am very anxious to keep the file complete. Each number is worth to me a year's subscription.—J. M. Tipton, Plum Creek, Nebraska.