THE EDUCATIONAL WEEKLY.

THE UNION OF
THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, Wisconsin.
THE MICHIGAN TEACHER, Michigan.
THE ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
THE SCHOOL, Michigan.
HOME AND SCHOOL, Kentucky.
THE SCHOOL REPORTER, Indiana.

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CHICAGO, THURSDAY, AUGUST 23, 1877.

Editorial.

The meeting of the National Educational Association at Louisville, Kentucky, last week was a notable event in the history of that organization. The weather was delightfully cool, the attendance was good, and the local arrangements were all that could have been desired. The strong men of the Association were out in force. The papers presented were of more than average ability, some of them being of superior excellence, and the discussions were animated, vigorous, and effective. We remember no former occasion when there has been a more united feeling, a more earnest purpose, or a richer harvest of practical, useful results. No arrangements having been perfected for reduced rates on the transportation lines, the attendance was not so great as at Minneapolis in 1875 or at Detroit in the preceding year. There were not less, probably, than four or five hundred active educators present however. If the meeting could be said to be deficient in numbers, this drawback was more than made up in the strength, industry, and enthusiasm of its members.

It was gratifying to meet so many good men and true from the South and particularly from the Southwest. Texas, Arkansas, Tennessee, Missouri, Virginia, and West Virginia were represented by some of their best educators. Their presence and hearty participation in the proceedings were a constant inspiration, and an indication of an awakened interest in the cause of education in that portion of our country. The paper read by Dr. Burleson of Texas glowed with good feeling and bristled with sharp points. He predicted that the next legislature would provide a comprehensive common school system for the Lone Star state. "What Texas wants," said the speaker, "is good teachers, not those who leave their country for their country's good, but able men and women," and he continued, "I we intend to have them if money will bring them!" Another paper, by Prof. Price of the University of Virginia, on "The Study of English as Introductory to the Study of Latin and Greek," was the ablest presentation of the subject that we have ever heard. He took very radical ground, insisting that no student was fit to pursue those classical languages until he had mastered and could make a proper use of mother tongue. The paper was elegant in diction, forcible in argument, and irresistible in its conclusions. We predict that it will exert a marked influence in the reformation of some generally recognized abuses in preparatory school work.

But the discussion that commanded the most absorbing interest was the lecture of President Runkle on the Russian System of Art Education as applied in the Massachusetts Institute of Technology. The lecture was illustrated by an exhibition of shop work by some of the students in the forging and filing departments. The speaker gave a clear analysis of the processes employed in the several departments of shop work, and explained the successive steps through which the students are led in these early stages of manual education to a degree of skill in the use of tools that is simply astonishing. From these statements and illustrations it was made to appear that in a course of shop practice embracing thirty lessons of four hours each, better results in production were secured than under the ordinary apprenticeship system in three years. Indeed, the best authorities were cited to show that in beauty and perfection of workmanship, the articles exhibited were unsurpassed by the products of a large proportion of the journeymen employed in the same branches of industry. It should be understood that the methods employed are purely educational, and that educational ends only are aimed at. The work is done by classes under the close supervision of teachers who are experts in these departments. The student makes a design of the drawing to be executed, and in so doing gets a vivid idea of the shape or form required, and some idea of the manner in which the form is to be produced. The teacher asks for this idea, and nothing is done until the method is clear in the mind of the student. An analysis of the work to be done is placed upon the blackboard, and a certain value assigned to each element. The student notes this analysis and goes to work. He thus knows just how much each point perfectly done will count in the inspection, and by aid of the analysis he is generally able to predict in advance the quality of his work within five per cent.

Allusion was also made to an industrial or whittling school, composed of small boys taken from the street, and with little or no mental training, that has been in operation in the city of Boston during the past winter. A report illustrated with several pages of photographic designs on wood, executed by the pupils, was circulated among the members. In reply to the question whether these methods of manual instruction are practicable in the common schools, President Runkle unhesitatingly replied in the affirmative. The results achieved in this "Whittling School" demonstrated the practicability of such processes elsewhere and anywhere. As before stated, the processes are educational and the ends are educational, and no argument is needed to prove that the average American child can as well learn to use the hand and the eye in the production of tangible results as he can worry his brain over abstractions of grammar, or the dry formulæ of arithmetic and algebra.
The Educational Weekly.

The action of the Association in regard to the National Bureau of Education, to the reservation and distribution of the proceeds of the sales of the remaining public lands for the promotion of education, and, incidentally, to the matter of education in the South was most opportune. The report of the committee upon this subject will be found in the present number of the WEEKLY, and we bespeak for it a thoughtful perusal. The Report provides for a strong committee to wait upon the President of the United States, lay before him the views of the Association upon these subjects, and request his recommendations of the same in his forthcoming message to Congress. A committee of fifteen was also appointed to memorialize Congress and to cooperate with the Department of Superintendence at its winter meeting in urging upon Congress the measures proposed in the report. This committee is also a very strong one, and if it performs its duty in giving voice to the unanimous desire of the convention, we think a great work will be accomplished in strengthening the hands of the Bureau, in securing the appropriation of the proceeds of the remaining land sales to the education of the people, and, incidentally, in stimulating educational effort in every state and territory of our vast republic. For, if these proceeds are thus set apart for school purposes, it should be done on the cardinal principle of encouraging local action, as our state funds are now distributed, and it should devolve upon the Bureau of Education to enforce whatever contributions may be imposed by Congress looking to that result.

It will be seen from the supplemental statement of the committee, read by Mr. Wilson of Washington, that liberal donations have been made to our own by foreign governments represented at the Centennial, looking to the establishment of a great educational, or, as it is denominated in Europe, pedagogical museum. It will also be seen that we are so poverty stricken in our national appreciation of education, that we have no place in which these donations can be exhibited. Our statesmen are, indeed, so economical that they cannot afford the Bureau a respectable resting place, but are driving it from "cellar to garret," and, for ought we know, have a deliberate design of consigning it to the "last ditch," as a sign and seal of their final indisposition to help on the work of national regeneration by the one safe, silent, and sure method—national, universal education. But we shall hope and work for better things. This is what the appointment of these committees means. The National Educational Association aims not alone at the determination of great principles but at the achievement of equally great practical results. We trust that the teachers, superintendents, and school officials of every degree throughout the Union will respond to these efforts to secure from Congress such measures as will render it forever certain that universal education is to become a practical fact as well as a mere glittering generality.

In concluding this somewhat hasty sketch of the doings of the Association, we may sum up its action in the statement that it embodied two or three leading ideas which, through certain events, have recently arrested public attention. 1. The great question of industrial education, or the coordinating of the labors of the hand and brain, thus, at the same time, widening the domain of human culture, so to speak, and providing for the masses of the people new resources of production, of self support, and of national enjoyment, received a large share of attention. 2. The necessity of a more active interest and participation in the work of educating the people by the general government engaged its best thought to a much greater extent than heretofore. This fact is proved by its action concerning the support of the Bureau of Education, the disposition of the remaining public lands, and provision for the establishment of a national pedagogical museum, now recognized as one of the most powerful factors in modern education. That these are matters of great concern we need not stop to urge; such propositions require only to be enunciated to be accepted by the candid, the intelligent, and the thoughtful everywhere. When monarchical governments have demonstrated their truth in the form of accomplished facts, it will not do for the "great republic" to question, to hesitate, or to refuse, unless she has determined to take a back seat among the nations in the promotion of that fundamental interest upon which her security, strength, prosperity, and true glory are based.

Contributions.

BROWN AND JONES, OR WHO IS THE SUCCESSFUL TEACHER?

BROWN and Jones are teachers. They might have been farmers, or doctors, or lawyers. But they were not. They are teachers that have outlived, either by accident or otherwise, the temptation to become anything else. They attended the same school when boys, studied the same subjects, prepared their lessons at the same desk, recited in the same classes, and traveled the same road going to school and returning. They ate together, and were on general good terms; only they were not "fast friends." They shared no two human characteristics in common. They were very unlike each other. But they were not relatively of that peculiar cast that forms that curious phenomenon of mutual attraction, the one positive and the other negative. They were both relatively positive; both aggressive.

Brown was naturally easy in his manners; hence, when it served his purpose, he could be polite, courteous, affable, and—e ven honest. Jones was awkward, earnest, and very honest; hence he often appeared to a disadvantage, for even honesty sometimes sets a man against himself. Brown's perceptions were good; and, coupled with an overweening desire to be popular, he was pretty sure to take the winning side of every question, without troubling himself much as to whether it was right or wrong, morally. Why should he? With him the popular side was the right side. The moral, as a mere principle of action, did not enter into his estimate of conduct. He had but little conscience, outside of policy. He never had much trouble. Jones, on the other hand, had a great deal of trouble. He had a great deal of compassion, and that, coupled with sober reflection, was often mistaken for fear, sometimes for indecision, sometimes for both. His goodness of heart was sometimes interpreted as weakness, and his desire to do right, stupidity. His will—for he had a will, which, when he did decide, was hard to move—was mistaken for stubbornness. His decisions were based upon his ideas of right. Brown's obviety; hence, while he did not lack decision, he was often compelled to shift his ground, because popular opinion would change. Jones was often troubled, and spent sleepless nights, until he learned better, because things "would go wrong." Brown was usually unemotional, self-satisfied, and on good terms with everybody. Brown included. But in nothing was their dissimilarity more marked, to the practical eye, than in the manner in which these two boys prepared their lessons for recitation. Brown prepared his lecture; Jones his to understand and use. Brown was careful to leave the best impression of himself possible on the mind of his teacher, while Jones was often so forgetful of self and surroundings as to seem to lack in proper respect. Brown would "play study" and feign attention, without supposing, or seeming to suppose that he was telling the basest lies, and practicing them, in the bargain; and thus becoming a constitutional liar; while Jones would study and attend in such a strange abstract way as to seem both listless and inattentive. The immediate result was, Brown was praised and petted, and further spoiled by his injudicious or innocent teacher,—all of which pleased him much; while poor Jones was oft en left with only the consciousness of having done the best he could, and that, sometimes, was poor comfort.
Brown was also sly, and often played tricks upon his fellows; and once or twice, or thrice, even, when it would have been to his discredit to be found out, he was willing to conceal the truth. Jones, on the other hand, was frank, generous, and slow to suspect evil, or even to detect evil motives in others; hence he was often imposed upon by his more wily companions. Brown looked upon success as an end to be attained, justifying any means.

Estates. One of his — What, a sheep? — at the expense of his customers; though it is probable they never would have known the latter. Jones would have gained a competency and the good will of the wise and good. As lawyers, Jones would have been trusted; Brown would have been suspected, feared by some, courted by the shoddy, and detested by the wise and good. As a clergyman, Jones would have won the hearts of his hearers by an honest presentation of the truth; Brown, by strategem and guile—by extraneous efforts. The one would have been the beloved pastor of the few—the other the sensation preacher of the many. The one would have attracted the brains, the other the crowd. As artists, Brown would have sculptured, painted, and sung for the present; Jones, for the future.

But they became teachers,—these two young men,—and they spun, and wove, and built with different material, with the more enduring substance of thought, emotion, will, and character. Their fabrics, in time, became a part of the life force of society. Here is where they touched material interests. One of Brown's pupils became an architect, and planned a public building that tumbled down before it was completed, and killed and maimed several workmen. But this was light in comparison with the injury done by the more enduring substance with which these men built; for they were teachers; more important than any other consideration. They were builders of minds and morals, of governments and religions. They were architects whose structures entered into the fabrics of eternity.

At first they taught in country districts, where, unfortunately, most green artists begin. Brown taught to please everybody; but everybody having slightly different notions from everybody else, he found it difficult to please even at first; but by dint of management he soon contrived clap-traps and show enough to make everybody—except a few who thought for themselves—believe he was a great teacher. Jones had studied his work a little, and tried to conform to the rules of right, but failed to please more than a few. Brown by and by became popular; for he soon learned how to cater to the whims of the people, who stood only fair; for truth won slower than error. One thing was in his favor, however. He remained longer in the same district than Brown did. He seemed to grow better on close acquaintance. Brown carried everything before him for a time, but in so doing, carried public sentiment too high. It reacted, and he was frequently compelled to seek new fields. Once or twice he was on the point of leaving the profession permanently, for more congenial work. But he remained and devised new plans: —

This settled the question; and the innocent and the ignorant flocked like sheep to this new pasture. True, some old fogies couldn't see it; but they were summarily disposed of and the thing was a success. But where is poor Tones? Alas, alas! He is almost forgotten. But still a few remember him, and he also is called to preside at a normal school.

Brown continues to advertise his patent nostrums; and, as they cost but little time, labor, and money, he finds ready purchasers. Jones is obliged to take what is left; but, fortunately, as the scum or light materials rise to the surface, the 'leavings' are all the more valuable.

Brown advertises to qualify teachers in a few months, or to enable them to get a certificate, which seems to be his idea of fitness. But even in this, many unfortunately (?) fall. Brown, old fogie as he is, says teachers should not be permitted to teach until they have completed a thorough course of training, both academic and normal; that the only way to elevate the teachers is to elevate the teaching. Brown advertises to make quick teachers; Jones, to make good ones. The one covers up the deficiencies by a smattering of learning; the other uncovers them, and reveals their real incompetency as a means of true culture. The one glares over the weak spots; the other probes them that they may be healed. Brown supplies teachers with what they think they need; Jones, with what he knows they need. Brown makes superficial and conceited teachers, and a great many; Jones makes thorough and modest ones, and but a few. Brown breeds quacks and knaves; Jones, common, honest people. Brown has an attendance of 1,500, and he makes money; Jones, 150, and barely makes a living. Question—Who is the successful teacher?

The Garden of the Heart.

Mary M. Elcock, Nebraska.

Where is the material to awaken a sense of the pure and beautiful in the surroundings of our schoolrooms? We have not the means to place in them beautiful paintings and exquisite statuary, such as cultivated the artistic taste of the nation. No, nor are our pupils ready to appreciate them. But, your spoken admiration of the beauties of the landscape, the sky with its delicate azure or deepest blue tints, flecked with fleecy clouds, (which I used to fancy wereouches of the angels); the roseate sunrise, the golden sunset—"Western Gates of Even," the purple bluffs, the varied tints of green, the bright-hued flowers; all—illuminated pages of Nature's book—show the "unsung beauty hid life's common things below.

On the wall you may place a simple engraving, a bright bit of color or a tasteful motto; on your table a dainty vase. One I saw years ago, on the white groundwork a clust of pansies and sky of the valley resting against delicate ferns, will be to me a picture forever. Jennie will bring for your vase some lovely Chinese primroses and rose geranium leaves. How you will enjoy them! At least, the vase may hold some graceful grasses and scarlet berries, which tell "where bloomed the sweet wild rose." Flowers with their beautiful significance and sweet lessons may be with us every day, making us glad and grateful. "When we are happy, we most always are good" said a little rosiebud of a girl.

What teacher's heart has not throbbed with love and yet been burdened with responsibility, as he sat looking upon the faces and into the hearts of the pupils! A few words of "dairy bread," a sweet, pure song, the prayer.

NOTICE.

To all young persons, of both sexes, who desire to educate yourselves for any of the professions, or for business, I wish to say this Normal reduces the time and expense of a thorough education more than one half, as compared with colleges. The course of study which in colleges requires from five to six years, here requires from one and a half to two and a half years, while the normal course is more thorough, systematic, and energetic than the collegiate course.

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This is the exact wording of a notice of one of the most populous normal concerns in this country.
our Master taught, and a silent one that each may sink into hearts to nourish the seeds sown, and we are ready for class work. "Utilization, the making of book knowledge apply to life's labor," is a grand thing, but if these same book lessons can be made available in the lifting up of the children to purer motives and nobler aspirations, then it indeed is worth striving for each day.

Here is a picture of an old mill, a stream of water and a well. These will lead you to the fields of grain, and will tell of the farmer's toil for his little ones, and of the good God, who sends the rain and sunshine. This will remind you to tell of the "cup of cold water," but you understand it.

With everything, the flower, the ear of corn, the feather, is a truth which is closely associated with precious life-lessons. Then, too, you can weave charming little stories from real life to teach loving kindness, forgiveness, helpfulness, patience. Is it not better usually to have true stories? We of the poetry, his words, her phenomena were sentences, and her influence was poetry, his words, her phenomena were sentences, and her influence was poetry...

Newton discovered that her atoms were lette s, her blades of grass were words, her phenomena were sentences, and her complete volume a grand poem teaching on every page the wisdom and power of an Almighty Creator. Such lessons can not but quicken into new life and vigor all the plants of the heart.

A grand lesson in self denial is taught by the example of Well s, who, sinking from a delicate constitution, went forth nightly in storm or starlight, warmth or frost, that we might have knowledge of those laws that bespeak the leaves and flowers with cooling drops, when they drop after the heat of summer day.

The experiment with reference to the weight of air is under consideration. We allude to the incredulity with which Torricelli's discovery was received. For ages the air had propelled ships, impelled the progress of men and cast down their works. But no man ever dreamed that serglet was necessary for momentum. We observe that during all the centuries, had stood in the inspiration, volume, waiting for man's comprehension, "he gave to the air its weight."

We were discussing the pei science of the day, meteorology, in the physical geography class. The fluctuations and variations of the weather have hitherto baffled all attempts at unraveling, but at length perseverance and skill triumphed and a single man in one place predicts weather for a continent. God's word has always insisted that the whole department was under law. "The wind goeth toward the south and turneth about into the north, it whirleth about continually and the wind returneth again according to his circuits." We were thus impressed with the fact, that when we note the discovery of scientific truth, not simply theory, we return to a passage of Divine word obsolete before, now clear as sunlight.

Not long since the emancipation proclamation claimed our attention. Willie, his voice eager with nutriment, gathers the causes which made it neces-

sary. Mollie portrays the grand life which was the "oracle and interpreter of national necessity." The class read the proclamation. Ida tells of the joy which it received, and the hearts of the class pulsate with sympathy for the oppressed. Then we add our mite hoping to quicken trust and patriotism.

Your geometry class have been at work on the problem inscribing a circle in a triangle. You remember your own achievement. Fannie turns triumphant from the wall. It is accomplished. She has had a lesson in patience and perseverance and is feeling the glow of success. In a moment her probable future flits before you, the presiding genius of a household. You remark, "Life is like that circle in one respect, we come constantly around to the starting point; but if we lead a careful life, and yet, if each act approaches perfection of completion even as the circle touches the sides of the triangle, our lives will become almost perfect circles; symbols of completeness and beauty.

In the schools the intermission too often is a time for the jarring and bruising of these tender heart plants. There is no intelligent exercise. Pupils stand in groups, and slang too often makes the conversation "expressive." But when we see work, when we see thought, the joy, the truth, it is not thrice, with Modesty, with eager, this fear, overlooked, by at least enough, rank-growing herb, assurance. We would not have our boys weak, effeminate creatures, nor our girls prudish, languishing miseries. No, plenty of strong minds we would have, but minds...[text truncated]
unnecessary for stocks, nor receive a money estimate in the quotings of the markets. Among them are: Genius, Talent, Moral Worth, and The Ability and Tact to Command Respect. These are essential qualities which these by a community can never depreciate. They have intrinsic value. A good teacher is a prescribed, not a prescribed virtue. We can see a partial apprehension in the minds of the people. The principal of Illinois can solve it. In such a case there is a very complex problem, but we believe the school is the battle and rent with bursting shells. The expanding army are fast battering through the fastnesses of the sea-girt rocks of Hell-Gate.

Today, a new army, 220,000 soldiers subject to the command of the Czar of the Russian Empire are driving into and out of the fastnesses of the Balkan the hordes of the Turkish army that oppose them. The banks of the Danube are drenched with human gore. The air is filled with the smoke of battle and rent with bursting shells. The advancing army are fast battering through the fastnesses of the sea-girt rocks of Hell-Gate. It is simply a contest for acquisition of territory and the establishment of military power.

To-day, an army of 220,000 teachers, headed by the mandate of no emperor, but by their own enthusiasm, are advancing into the fastnesses of the republic of earth, in conventions like this, by the sea-shore, on the mountain slope, over prairies and lakes, and in river valleys, are seeking by friendly discussion, by explorations, by observation, by rest, to renew the vigor of the mind, and to help those enemies of intellectual wealth, that, in the coming autumn, they may marshal anew their battalions against the strong-holds of ignorance. Their banner bears no ignominious device, but its folds are embellished with the motto, "Universal Education," a very significant phrase, which has far reached the borders of the continent and the ocean itself.

We are a part of this army. A truer word never met. With separate interests, but one desire, your work is for posterity and our true reward in the future.

May the brotherhood of our profession keep alive the glow of genius, in the face new life into our labor, and deepen the desire for self-culture, so that the nine millions of American children shall be able to choose from those ranks whose loyalty to the cause will enable them to take up the work when
Musical Department.

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

MUSICIANS AS MEN OF CULTURE.

It has long been considered an axiom, that the more general information a man has acquired, the more likely he is to succeed in a particular profession. The opinion is a sound one, proved so by general analogy. The mental exercise gained in one branch of study is an assistance in other directions. General operations are regarded as exceptions. How common is the remark, "He doesn't know much;" "He can hardly spell correctly;" "It is impossible to read his writing;" "He is an old stick." But the reply is, "True, but he is a good musician." Why is it that the profession of music is the only one in which we expect to find but little intelligence, cultivation, breadth of idea, or understanding of matters outside this particular art? Does musical genius cover, like charity, a multitude of sins? Is there the immoral follower of any other profession who enjoys such undisputed access to respectable circles as the immoral musician? Is there any other professional man, whose particular genius or excellence in his chosen profession is such a shield to his general lack of education, not to mention lapses from rectitude? The answer is plain to any honest observer. Why has the profession fallen under this good-natured ban, this charitable condemnation? Why do we require the ordinary guest to observe the customs of cultivated and polite society, while the talented performer is allowed to manifest little eccentricities of breeding, and sit in the drawing-room speechless, unless the conversation assume the form of an argument for or against Liszt or Wagner. Perhaps the toleration of the short-comings of musicians is not wholly misplaced. The real musical genius is a peculiar organization, and as such, susceptible, in a greater degree than the ordinary human being, to the more subtle influences that affect the spiritual nature. But this fact indicates the remedy for the evils to which they are exposed. Such persons need a larger training of the understanding, a greater cultivation of the perceptions as a counterbalance to the keenness of the emotional nature. They actually demand it. In this day music is a recognized art. It is a household god. Its professors, nay, its ministers are welcomed, by virtue of their office, to the best circles of society.

Is it not time that they should aspire to a broader culture—a better education even we would say? Why should not the pianist, the vocalist, who delights the company with sonata and song, be capable of joining intelligently in the gatherings they are invited to, in the formation of principles, in the discussion of points of interest? Even the most stupendous music is not a higher form of music, if not adapted to the sphere of thought and sentiment to which it is applied.

The opinion is a sound one, proved so by general analogy. The profession is not wholly neglected. The profession is a peculiar organization, and as such, susceptible, in a greater degree than the ordinary human being, to the more subtle influences that affect the spiritual nature. It is a household god. Its professors, nay, its ministers are welcomed, by virtue of their office, to the best circles of society.

The mass. State Board of Education held a special meeting on Monday, July 16, and among other business transacted it was voted, in view of the great demand for teachers' institutes in the state, to increase, at the discretion of the Secretary, the number to be held during the coming autumn, provided that the expenses for these institutes do not exceed the appropriation for the same. The Board has made arrangements for a thorough organization of the institutes. The Secretary and agents are to mark out a course of studies to be pursued, and the teaching is all to be done in accordance with a method that is recommended to be followed in schools. The institute teachers are to be provided with simple apparatus and natural objects to be used in teaching, as the means of illustrating what is taught. Some member of the Board will always be in attendance to encourage by his presence and instruct by his words. A new method is henceforth to be employed in admitting deaf mutes to the different schools established for their instruction. A committee, consisting of the Secretary of the Board and the principals of the schools was appointed, and requested to meet twice in the year at Boston, Springfield, or Northampton, for the purpose of examining the applicants or their applications, and to determine into which of the schools the persons applying had better be sent—whether into the Boston, or the Hartford, or into the Northampton school.

While the Board are highly gratified at the good results already attained by the normal schools, they desire that, as soon as practicable, the standard for admission and graduation at these schools shall be raised, and that the training in them shall be as thoroughly professional as possible under the circumstances. —Mr. Swinerton, who has been chosen to take Mr. Hill's place as Principal of the High School in Lynn at the commencement of the fall term, is a native of Taunton, and about forty years of age. He graduated at Harvard College in 1856, and since that time has devoted himself to teaching. For the past eleven years he has filled the position of Principal of the High School at Taunton, having previously occupied a subordinate position in the same school. He is believed to possess superior qualifications for the position, to which he was elected with great unanimity from among forty applicants, many of whom had first class recommendations.

Practical Hints and Exercises.

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

KINDERGARTEN RULES.

Mrs. Louise Pollock, Washington, D. C.

Little quarrels among children can quickly be brought to an end by gathering them around you for a little story. Still better if the story shows the ridiculous side of the previous quarrel.

16. A wise mother on hearing a child fret gives it something to eat, before settling the question of right or wrong. Many little ones, when hungry, become troublesome; but they do not know what troubles them, or how much absorbed in their play to think of their physical wants.

Avoid as much as possible the praising of a child's natural talents in his presence. His good action may be encouraged by judicious praise.

18. Always appeal to the higher faculties when you wish the child to do anything, not to the selfish ones, showing how much it will gain by the operation.

In punishing follow the example of nature, which permits no delays, no excuses. If a toy has been broken that did not belong to the child make him replace it. In case of moral wrongdoing, withhold some affection.

When a little child has been striking or scratching an older one, I have, on hearing the complaint, taken the older one, and holding the little one on my lap, inquired gently into the case, did the same thing to the little one in an inquiring manner, to find out if that was the way the little one did. Then asked the older one to do the same to the little one. I never saw it done. The tears of the older one would always change to smiles, and he would look at the little offender, shake his head, and turn away. The little one felt he deserved punishment, but owing to the generosity of the older one he escaped it. Thus the bond of affection was strengthened.

19. Try not to promise what you cannot perform.

22. Do not expect good manners from your child, unless you use them toward him.
CONCERT RECITATION.

A CONCERT recitation, when it is done well, is a very pretty exercise, which is its highest due; for a wise teacher will be careful how she trusts much to such for veritable and truthful teaching.

I have seen somewhere how a person went into a school and listened to the repeating of the twenty-third Psalm. The recitation was admirable as a whole, but when he requested the pupils to write the different verses for him to inspect, not one in the whole school had them all correct! and in many instances, it was impossible to tell the word the child had in mind.

The charts, elementary sounds, card definitions, etc., are all expected to be taught in class or in concert, but I was a little chagrined, the other day, in testing each scholar's individual capacity on the punctuation marks, and arriving at the column, to hear him assert with an unblushing face, that it was a "calumny!" in his estimation I was reduced down to two dots!

Another little fellow who was determined to remember everything, and who really is a little hero, assured me that he should find his reading lesson on "page twenty-five--telegraph four!"

It doesn't do to trust to the whole body implicitly until each member, in some degree, knows its individual duty.

If each teacher would be careful to note down all the funny little things that are transpiring daily in this direction, even in her own school, the aggregate would be the best lesson she could herself take towards doing away with this most popular, but really injurious, "pretty" exercise.

M. P. C.

On what principle is it to be accounted for that teachers "carry on" so away from school? Is it because school order imposes so much restraint on some that there must be a compensation, somewhat violently taken, when the restraint is removed? Is it because school order, as common opinion and tradition define it, is so unnatural a thing that it has an immediate revolt against it as soon as school is out? It cannot be that any, by their own conduct, purposely give the lie to their efforts to make others behave, or that any are so frivolous in character that they cannot help trifling and "fooling" whenever and wherever they dare. And yet one of the craft was heard to say to a friend, "Do you see that little red school-house up there on the hill? Well, that's my school-house. I've been away over Sunday having a high old time as I always do when I go to --, but the minute I enter that door I shall be as sober as a whole bench of judges, and stay so for a fortnight."--School Bulletin.

A BEAUTIFUL TRIBUTE.—When Goldsmith, the poet, died, in 1774, the following announcement appeared in one of the journals of the time: "1774, April 4, Died Dr. Oliver Goldsmith. Deserted is the village; the Traveller hath laid him down to rest; the Good-Natured Man is no more; he Stoops but to conquer; the Vicar hath performed his last sad office; it is a mournful lesson from which the Hermitt may essay to meet the dread "tyrant with more Grecian or Roman fortitude."—J. M. D.

23. Never use ridicule to improve manners, especially before company.
24. Always accept all the children's little gifts of food, or otherwise, even if it has cost them a little self-sacrifice to make the offer. The discipline to his selfishness was when he made up his mind.
25. A child should not be allowed to express a dislike to anything which cannot be helped. The race of grumblers would soon die out if all children were so trained, that never between the ages of five and twelve did they utter a complaint without being gently reminded that it was foolish and disgraceful in them to do so.
26. One of Froebel's general rules is to leave a child as much to itself as possible, and so far as it may be done without injury to the child. Allow it to gain its own experience. Refrain from giving positive commands to a small child, also too much cautioning or forbidding, unless it is necessary.
27. Always treat children with the respect shown to older people; it will always give them dignity and self respect, and they will feel above doing sly or contemptible actions.
28. Be careful and not make the shortcomings of others a too frequent theme of conversation at your table before your children; rather praise and encourage them in their efforts to be better.
29. Practice what you preach.
30. Never punish in anger.

THE PROPER USE OF WORDS.

To be able to select the right word for the right place is an art that can only be acquired by a long and laborious process. It does not come natural to any one. The effort should be early made to acquire readiness in the art. Take this example for advanced class—to illustrate the use of the word "proud." The synonyms are "rash," "intemperate," "stout," "audacious," "proud," and in this sentence: "He was so rashly foolish to risk his life—enough to ask for the chief command?" And why? And in this sentence: "The poet was—enough to take every opportunity to recite his works?" And why? And in this sentence: "The general, when requested to lay down his arms—replied 'Come and take them'?" "The conduct of the drunken soldier alienated the natives!" And why? We say, "and why?" because the naming of the proper word without giving some clue to the reason for the choice of that word will not set the pupil to thinking for himself. In the same way, take the word "false" and write on the blackboard a sentence in which it is correctly used; put also the synonyms "notorious," "Illustrious," "renowned," "well-known," and "notable." Require your class to give sentences in which each of these words will be used—and used to the exclusion of any of the others. A series of lessons carried thus progressively forward will fix clearly in the minds of the pupils distinction between the meaning and force of words.—Exchange.

No complete report of the meeting of this body, held last week at Louisville, can be attempted in the limited space of these columns. An epitome of some presentations made by the gentlemen who attended is as follows:

A very proper thing was done by the officers of the Kentucky Teachers' Association in providing for a meeting of that Association on the previous Friday. This afforded an opportunity for many members of the National Association to form the acquaintance of the Kentucky teachers, and the way was opened for a very enjoyable session on the succeeding day. At this preliminary meeting Sup't. Henderson spoke quite at length on the question of a school tax, being followed by Prof. Lowry and Col. Allen of Kentucky. By invitation, Sup't. Wickersham, of Pennsylvania, gave a sketch of the system of common school education in that state. He stated many facts of vital interest to educators in other states, especially in those which still have a system of public education. He especially mentioned the system of normal schools and institutes in Wisconsin, as they are the surest and most direct means of improving the common schools of the state.

The first session of the General Association convened in Liederkranz Hall Tuesday morning, and was called to order by President M. A. Newell. After the welcoming address by the Mayor, Prof. L. S. Thompson, of Ohio; T. Marcellus Marshall, of West Virginia; and S. T. Lowry, of Kentucky, were elected assistant secretaries. President Newell then delivered his annual address, the subject of which was Education and Labor. The arguments and conclusions advanced by President Newell were the following:

Free institutions, resting on the basis of universal suffrage, cannot be perpetuated unless universal suffrage is accompanied and stimulated by universal intelligence. Are our public schools doing all that we have a right to demand of them? Do they prepare the people who have to live by the labor of their hands to become intelligent, moral, and industrious citizens? Public education is but the handmaid of labor; education, so far from superseding labor, seeks only to render it more effective; so far from there being any incompatibility between them, the best workmen is the man who has had the best education. The school system, as it operates at present, does not go down low enough. It does not stoop to take in the very classes that need it most. There is growing up in all cities, towns, villages, and even in some country districts, a class of young people who must either live by honest labor or by crime, and they are not taught to labor; what does the public school do for them? Not only does the public school not penetrate deep enough to reach the lowest strata of society, but its lessons are not sufficiently broad and practical to meet the wants of the majority of whom it does teach.

The true theory of a common school programme is that every step shall be the proper preparation for stepping out rather than for stepping up. Look at the average common school programme in the United States: it will be found that the interests of the few who complete it are studied more than of the many who do not complete it. By judicious management, one-half of the time given to spelling, arithmetic, grammar, and geography could be saved to the great advantage of the pupils. The time thus saved should be given...
The annual report of the Treasurer was read, showing an exact balance of deli's and credits. The General Association then adjourned.

The Department of Higher Instruction was opened by a paper by Prof. W. L. Broun, LL.D., of Vanderbilt University, on the Elective System. This paper was followed by a series of addresses by Prof. Phelps, of Wisconsin; President Marshall, of West Virginia; Prof. T. M. Marshall, of Harvard; Prof. H. M. Gates, of Ohio; Prof. O. Wilson, of Wisconsin; Counsellors at Large, Prof. J. H. F. Washington; M. A. Newell, of Maryland. Prof. Maurice Kirby, of Henderson, Ky., read a very interesting paper on "The Study of Social Economy in Public Schools.

The session of Thursday, the last day, was opened by a paper from Prof. L. S. Thompson, of Ohio, on "Drawing in Public Schools." Regent Bowman, of Kentucky University, offered resolutions relative to the proceedings of the public lands by the national government, which were referred to the committee on the Bureau of Education. This committee made a report, through its chairman, Prof. Phelps, which report will be found in another part of this paper. Supt. J. Ormand Wilson, of the committee on National Educational Museum, also made a supplemental report. Both of these reports were adopted. Dr. R. C. Burleson read a paper on "The Educational Interests of Texas." An interesting discussion on the Educational Wants of the South followed, led by Supt. Wickersham, and participated in by Supt. Hancock, Supt. Henderson, Prof. J. Rucker, Prof. G. A. Chase, and J. M. Fish.

In the Elementary Department, an interesting exercise was given, in connection with a paper, by Miss Lydia D. Hampton, of Louisville. She illustrated First Lessons in Reading by introducing classes of very small children.

At the evening session, State Supt. Geo. W. Hill, of Arkansas, gave an address on "Educated Mind." The following committee was appointed by the President to memorialize Congress in behalf of the Bureau of Education: W. F. Hebel, of Harvard; E. R. Hatch, of Harvard; Supt. John H. Downing, of St. Louis; J. B. Bowman, Edward Brooks, W. H. Ruffner, G. B. Northrop, T. W. Bicknell, S. M. Etter, J. H. Smart, Leon Towsdale, S. R. Thompson, R. C. Burleson. After the usual resolutions had been adopted, the subject of industrial education was again briefly discussed, a general sentiment prevailing that the addition of industrial education to our existing system is really the great want of the age. Philadelphia and St. Louis were talked of as places for holding the next annual meeting, with the straw tending toward Philadelphia.

The publication of this report must be deferred till next week, from lack of space.

Notes.

The Cleveland Board of Education are discussing the proposition to introduce algebra, Latin, and Greek into the grammar grades of the public schools. In Rochester, N. Y., a work on civil government is to be substituted in these schools for the study of physics, and algebra is to take the place of history.

The New England Journal of Education says that the "Twin" Falls Normal School, Wis., will open its fall term Aug. 29, also that the State Teachers' Association of Mich., will meet at Lansing the 20th inst.; also that there is a normal school at Ladoza, Ind.; also that C. W. Slogue is President "Thatcher's" successor at Iowa University, also that Jno. C. Kinney is principal of the school at Lodiand, Ohio; also that Evanston, Ill., is on the Chicago and Milwaukee Railroad, all of which show the unreliable "educational influence" respecting western institutions and people.

Prof. J. W. Mears, of Harvard, presented the resolutions of the Rice University, Washington, D.C., and the Rice University, New Orleans, for holding the next annual meeting at its meeting this month. At that meeting exhibitions were made of drawings performed by pupils from the Cooper Institute Industrial Art School, the Oswego city schools, and the N. Y. city schools. L. Prang & Co. also exhibited specimens of work by the pupils in the Boston public schools and Normal Art School, by Smith's system.

Harper's for September opens with a descriptive narrative entitled "The Lading of the Ship," copiously illustrated, followed by "The Domestic and Artistic Life of Titian," with a portrait of the famous Venetian artist, and very accurate copies of many of his most notable paintings. "General Stark and the Battle of Lexington" and "Snow Storm on Mount Shasta" also attract the attention for their interesting illustrations. Every teacher should read the short essay entitled "Large Schools versus Small." Of interest to the profession also is "A Group of Classical Schools," in which are examined in detail Phillip's Academy at Andover, Mass.; Phillips Exeter Academy at Exeter, N. H.; Adams Academy at Quincy, Mass.; the Boston Public School; Willen ton Seminary at East Hamilton, Mass.; and St. Paul's School at Concord, N. H. Several bright little stories may also be found in this number.

Greek has again been included among the studies of the New Haven High School, there being about fifty pupils desirous of studying it. The instruction will probably be given by Yale students hired by the hour, and paid from an appropriation of $800 for such purpose. The first number of the Iowa Normal Monthly is vivacious and full of promise. May it realize its highest ambition.

We are indebted to Supt. Searing for the minutes of the Wisconsin Teachers' Association; it was through his courtesy that we ob-
tained them in time for last week.—That Husband of Mine, published by Lee & Shepard, is following "Helen's Babies" in the rapidity of its sales.—The Literary Messenger is a new journal of neat appearance and good reading, published at Buffalo, N. Y., monthly, at fifty cents per year, invariably in advance. Address E. H. Hutchinson, Colt Block.

We have received the catalogue of the Southern Illinois Normal University, for 1876-7. There were, during the year, in the Normal Dept., four in the fourth year class, twelve in the third, twenty-seven in the second, and sixty-six in the first year class, making, with special classes, a total of one hundred and twelve. The Preparatory Department numbered two hundred and fifteen, and the Model School, thirteen; total 340. We quote the following:

"The work of instruction in the new building began July 2, 1874, at which time a normal institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; in all making a full course of seven years. It has not been in operation long enough to have shown any very striking results. Many of the students, however, entered in advanced classes, and while few have yet completed the course and graduated, many have, compelled by lack of money, been excused for a time; and have already been employed as teachers. In this, the third year of its history, not less than two hundred and seventy-five have taught schools in various country and village districts in the southern section of the state. The numbers of students in all departments have been as follows for each term since the opening: First Term, 143; Second, 185; Third, 283; Fourth, 226; Fifth, 215; Sixth, 256; Seventh, 191; Eighth, 181; Ninth, 265. The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story of 19 feet. The basement is devoted to apparatus for heating and for laboratory and dissecting rooms, exercises in unpleasant weather, and as a residence for the janitor. The Mansard is for lecture hall, library, museum, art gallery, and reading rooms for literary societies. The other two stories are for the purpose of study and recreation." The faculty consists of the following instructors: Robert Alllyn, principal and teacher of mental science, ethics, and pedagogies; Cyrus Thomas, teacher of natural history and curator of the museum; Charles W. Jerome, teacher of languages and literature; John Hull, teacher of higher mathematics; Al¬den C. Hillman, teacher of astronomy, arithmetic, and principal of prepara¬tory department; Daniel B. Parkinson, teacher of natural history and chemistry, and lecturer on applied chemistry; James H. Brownlee, teacher of reading, elocution, phonics, voice music, and calecheas; Granville F. Foster, teacher of physiology, history, and geography, and librarian; Martha Buck, teacher of grammar, etymology, and book-keeping; Helen M. Nash, teacher of drawing, penmanship, French, and German; Nettie H. Middleton, assistant in the museum. Catalogues and information will be furnished upon application to the principal.

REVIEWS.

WILLIS' Historical Reader, based on the Great Events of History, from the Creation of Man till the Present time. (New York and Chicago: A. S. Barnes & Co. Price, $1.50.)—Historical readers, as text-books to be used in schools for the purpose of elocutionary drill, will, we venture to say, prove very satisfactory to teachers; but, as disseminating historic information and popularizing historic reading, their publication will be welcomed by all intelligent minds.

The volume before us is well calculated to fix in the mind of the reader the prominent events in the history of mankind; all minor matters are very properly omitted; nine periods take us from the Creation to the close of the Franco-Prussian war; each period is followed by a series of brief sketches of prominent characters—certainly a valuable feature; and a general geographical appendix is given at the close.

The arrangement and choice of topics, the style, the language, the general appearance of the volume—all these commend themselves to the favorable notice of teachers and students.

Every-day Reasoning; or, the Science of Inductive Logic. By the Rev. Geo. P. Hays, D. D., President of Washington and Jefferson College. (Philadelphia: Claxton, Renssam, and Hafffslinger.)—In this little volume we have one of the most valuable books of practical logic that has ever been con¬structed. Under the simple heads, "Truth," "Causes," "Methods of Induction," "Steps of Induction," are grouped the leading principles of inductive reasoning, plainly and clearly stated, and so put as to bring them within the comprehension of a learner of very humble abilities. The book is a very useful one, not only for the schools, but for private study. There are few business or professional men who might not read it to advantage. The lan¬guage of President Hays is singularly careless in places, for a book of this kind—as, in the preface, "Some important matters, and some especially clear illustrations, have been repeated in different connections, in the belief that repetition aided the memory." And in the first sentence of the introduction: "The irresistible reason for keeping arithmetic as a study in every common school is, that every person must keep their accounts by it." We hope these and several other examples will be weeded out in a new edition.

PAMPHLETS RECEIVED.


Catalogue of the State Normal School, Glenville, West Virginia. 1876-77. T. Marcellus Marshall, Principal.

The Philosophy of School Discipline. A paper read before the meeting of the New York State Teachers' Association, July 25, 1877. By John Kennedy, Buffalo, N. Y. Published by Davis, Barlow & Co., Syracuse, N. Y.

Third Annual Catalogue of the Southern Illinois Normal University, Carbondale, 1876-77. Robert Allyin, Principal.


Catalogue of Wisconsin Female College, for the School year 1876-77. Fox Lake, Wisconsin. Rev. Albert O. Wright, M. A., Principal.


Topical Analysis of Descriptive Geography, United States History, and Physiology and Hygiene. Designed for use in our Common Schools. By George S. Weedwood, Albany, N. Y.

Catalogue of the Masonic Female Institute, Marshall, Texas. 1876-77. Rev. Charles B. Stuart, A. M., Principal.


A Phonetic English Alphabet. Read before the Society of Pedagogy, St. Louis, by T. R. Vaccaro.

Education and the State. Baccalaureate Sermon by Presb. John Bascom, University of Wisconsin, June 17, 1877.

First Catalogue of Iowa State Normal School, Cedar Falls, Black Hawk County, Academic year 1876-7. J. C. Gilchrist, A. M., Principal.

Address delivered before the Iowa State Board Association, at Des Moines, May 17, 1877. By G. F. Magazine, D. D., President of Iowa College.

An Address on Indus trials and Inventive Drawing in Public Schools. Delivered before the New York State Association of County Commissioners and City Superintendents of Common Schools, at the Albany High School, Thursday evening, March 29, 1877, by Jay Y. Culver, of Brooklyn, N. Y.

An Address on Industrial Art Education. Delivered by the same, before the Graduating Class of the Cooper Union Normal Art School, Thursday evening, May 31, 1877.

Massachusetts Institute of Technology. President's Report for the year ending Sept. 30, 1876. John D. Runkle, President.

Logan Female College, Russellville, Ky., Register for Collegiate year 1867-68. Announcement for Collegiate year 1877-8. A. B. Stark, LL D., President.

Annual Report of the Public Schools of the City of Little Rock, 1877. J. M. Fish, Supt. of Public Schools.


On a Scientific Course of Study. By C. E. Beasy, Professor in Iowa Agricultural College. Read before the State Teachers' Association, Grinnell, Iowa, December 26, 1876.


Kentucky.

MINNESOTA STATE EDUCATIONAL ASSOCIATION

THE second annual convention of the Minnesota State Educational Association, being the sixteenth of the Minnesota State Teachers' and Superintendents' Association, will be held at Mankato, Tuesday, Wednesday, and Thursday, August 28, 29, 30, 1877, continuing until Friday, Aug. 31, if it shall be found necessary to do so by the Association.

PROGRAMME OF EXERCISES.


The names mentioned in the programme will be taken up in order, unless the Association shall otherwise determine. Each topic will be limited to 30 minutes and will be followed by voluntary discussions, or referred to a committee for report and discussion. Office of Local Committee in Y. M. C. A. Rooms, on Front street.

The citizens of Mankato will furnish entertainments as far as possible.

The Mankato House will entertain members of the Association at $1.50 per room, full fare; $1.00 per room, those paying less than full fare. Reduction will be made only on presentation of tickets of membership, dated at this meeting. Those paying full fare to the Convention, over the Winona & St. Peter Railway, will be returned for one cent per mile. Those paying less than full fare to the Convention, over the Winona & St. Peter Railway, will be returned for one cent per mile.

The St. Paul & Pacific Railroad will sell round trip tickets for 60 per cent of full fare from any station. The Chicago, Milwaukee & St. Paul Railroad will return members of the Association at one-fifth fare on presentation of certificates of membership. The St. Paul & Duluth Railroad will sell round trip tickets to members of the Association at one-half full fare. The St. Paul & Duluth Railroad will sell round trip tickets for 60 per cent of full fare on presentation of certificate of membership.

The Association has been incorporated to act as a literary and social society, and has been chartered as a University.

THE FOLLOWING ANNOUNCEMENTS ARE MADE: The Annual Territorial Institute will be held at Franklin School, Yankton, Monday, Sept. 3, to the end of the week, under charge of Territorial Superintendent, W. E. Catoe, aided by the well trained pupils of the school. The Annual Yankton
Wisconsin.

LIST OF COUNTY SUPERINTENDENTS.

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THE BUREAU OF EDUCATION.

REPORT of a special committee adopted at the meeting of the National Educational Association held in Louisville, Ky., August 16, 1877.

The committee to which was referred the resolutions relating to the National Bureau of Education having had the same under consideration, respectfully submit the following:

The Bureau of Education was brought into existence by an act of Congress passed and approved in the year 1866, in accordance with the request of this Association, represented by the Department of Superintendence, at its meeting in Washington during that year. It is, therefore, in a large sense theward of the Association, and is especially entitled to our earnest support and active influence in the prosecution of the important work committed to its hands.

The objects of the Bureau are:

First.—To collect, compile, and publish all available information concerning the history, condition, and progress of education, not only in our own country, but throughout the civilized world.

CURRENT EDUCATIONAL NEWS.

The Educational Weekly.

August 23, 1877.

County Institute will be held at the same place, as a continuation of the former, from Monday, Sept. 10, to Saturday, Sept. 16. Both will be practically combined in one session, the work extending through two weeks under the form system. The New brick wing of Franklin School, Yakontop, is rapidly approaching completion. It is hoped to have it ready for the fall term.

A competitive examination to fill three vacancies in the corps of city teachers—first and second grades—will be held at Yakontop, Sept. 4. This Point is built upon a four-room, two-story frame school house, at an expense of $2,000. The Indian schools at Hope Station, near Fort Sully, under the missionary superintendence of Rev. Thomas L. Riggs, had an enrollment of two-hundred and fifty-three the past year. They have a native element of remarkable powers. Instruction given in the Dakota language, not in English.

WHEREAS, Our worthy and efficient County Superintendent of Schools, Mr. E. L. Wells, has announced his full intention to retire from the position at the close of the present term; and WHEREAS, For us, the teachers of Ogle county, that event is a very unwelcome one; therefore be it Resolved, That we regard Mr. Wells' official career of twelve years' duration as one in a high degree honorable to him and to the schools of the county; that we highly esteem him as an energetic man and an upright citizen; that in our opinion the interests of the educational interests of the county has been marked by distinguished success, and that among the counties of the state, Ogle, under his administration, has enjoyed exceptional educational advantages.

Resolved, That in his retirement from the Superintendence, Mr. Wells carries with him his best wishes for his happiness and prosperity, and that we, with an affectionate remembrance of his labors in our behalf, and of the many acts of personal kindness received at his hand. Resolved, that a copy of these resolutions be forwarded to each of our county papers, to the Educational Weekly, and to the New England Journal of Education for publication.

Iowa.

R. J. N. PRATHER, sub-director of sub-district No. 6, Wayne district township, and president of the board of said district township, employed himself as a sub-director of said township.

The board approved the contract made between J. N. Prather as sub-director and S. D. Prather as teacher. From this action of the board W. R. Riecky appealed to the county superintendent who reversed the action of the board and voided the contract, and J. N. Prather in his several capacities appeals to this department.

The subject of contracts is one which always implies the payment of money and should not be brought before superintendents, unless it is on the question of violation of school law. The proper place to bring these actions is in the courts.

The quotation by the county superintendent of xxxv Iowa, page 391, Thompson and Lyon, is not applicable, for no restrictions were imposed upon the sub-directors in this case except length of time and wages, and those only by implication or following the usual custom.

Without entering upon other arguments which only have a bearing on this question providing the action of the board was discretionary, and without approving the action of Mr. Prather in hiring his son against the wishes of the people, we must decide, that since the set of the board approving contract was mandatory, the county superintendent had no jurisdiction and his action is reversed.

C. W. V. Cernell

Ins. Missis, July 26, 1877.

The first catalogue of the Iowa State Normal School presents a good showing for that popular institution. The fall term begins Sept. 3. Students are urged to be present on that day.—The State Register says:—"The nomination of Superintendent von Collin by Mr. Lincoln expressed the sentiments of the state, and we cannot add to the force of such an expression endorsement by mere words here. He is as good a man as the state has for the important work, and is performing his duties with eminent fidelity and success. His majority in the last election was one hundred and fifty thousand. We see no reason why it should not be two hundred thousand this year."

Hon. W. C. Hammond, Chancellor of the Law Department of the State University, has been spoken of in connection with the Presidency of the University. It is understood that a new president has been referred to a committee consisting of Acting President Collin, Judge Adams, and Judge Adams. The Lyons Mirror, speaking of The Educational Weekly, says: "His career has been one of uniform progress, and it is already acknowledged to be a desideratum in the hands of every teacher."—Prof. S. M. Mowatt has been reappointed superintendent of the public schools at Newton. On the 4th of September, Mr. W. W. DeArmond takes charge of the Nashua schools for the coming year.—Mr. Frank Lyon, who graduated from the Academic Department of the University, last Commencement, has been elected Principal of the public schools at Onawa, on a salary of $1,000 per year.—Miss Clark has been elected superintendent of the West Liberty schools.—Prof. S. P. Bradley will superintend the Wilton schools for the coming year.—Mr. M. M. Ham, of the Herald, is president of the School Board of Dubuque.
Second.—To disseminate this information through annual and special reports, circulars of information, and such other publications as may be available for the purpose, and by official and personal correspondence. It has power over all educational institutions, agencies, or authorities in the several states. Its influence is, so to speak, general, and rests on the fact of securing the voluntary efforts of school officers and the friends of education.

The work already achieved by the Bureau has hitherto fully met, if they have not surpassed, the expectations of the active friends of education throughout the country, although it must be confessed that it has been obliged to perform its functions, almost from the beginning, under circumstances of peculiar difficulty. The appropriations made for the purpose have been quite insufficient, and the Bureau has prepared, published, and distributed annual reports of the most comprehensive and valuable character. The number of these documents has increased, and the influence of this agency for collecting, collating, and diffusing that information which is so eagerly demanded by the public, and is totally inadequate to its pressing needs, in the several states, has been made known through individual and official efforts, and in correspondence with the department of Superintendence at its annual meeting, with instructions to prepare a memorial to Congress, embodying the views herein expressed, and urging such legislation as shall be substantially in harmony therewith. All of which is respectfully submitted.

WILLIAM F. PHELPS, of Wisconsin.
J. P. WICKERSHAM, of Pennsylvania.
JOHN HANCOCK, of Ohio.
Committee.

NOTES FROM WISCONSIN.

PROF. B. M. REYNOLDS, of the La Crosse High School, was presented with a gold watch, of Swiss make, at the close of last term, by the graduating class, which numbered seventeen. Prof. Reynolds has done a great deal for the improvement of the High School, and yet there are those who do not appreciate his work, and the Board have been required to outstrip the President—

C. A. Hutchins continues in charge of the Fond du Lac High School next year. — D. O. Hibbard returns to Oconomowoc next year. — C. L. Hubbs will enter upon his third year as principal of the schools at Lake Mills.

In the retirement of Supt. D. H. Fleet, of Kenosha county, and his acceptance of the principalship of the Elkhorn schools, there is a loss to the town of $500, a great amount or good to the schools of that county during his two years of service. So high was the appreciation of his efforts in behalf of the educational interests of the county that the County Board of Supervisors, at their last annual session, unanimously, and without solicitation, voted him the sum of $500 as a mark of their esteem and the esteem of the citizens of the county. His successor should possess unusual qualifications, for no ordinary man (or woman) can fill his place.

CHICAGO NOTES.

The following petition was signed by over two hundred of the most prominent men and women in Chicago and presented to the Mayor.

"To the Mayor of Chicago:—

Women, equally desirous with men for the promotion of educational interests, are equally anxious with men for the best development of the mental activities of children, and from their mode of living (if not more) competent than men to judge of their intellectual needs and provide for them wisely, ask that hereafter they may constitute a part of the Chicago School Board. They respectfully draw attention to the injustice of their exclusion from authorized supervision of public school affairs—affairs of a grave importance to mothers as to fathers—and claim that they are qualified to act in these and in such manner as to increase the beneficent results of the public school system. Neglecting the justice of this claim, made in earnestness and sincerity of purpose, we, the undersigned, respectfully petition your Honor, in the appointment of new members for the Chicago School Board, graciously to grant women a fair representation thereon."

This petition was disregarded.

Prof. Warren Wilkie has been elected professor of mathematics, physics, and astronomy in the Cook County Normal School.

At the regular meeting of the Board of Education Aug. 9, five new teachers were elected for the Division High Schools, viz.:—Mr. J. Claffin, late principal of the High School at Worcester, Mass.; Miss C. Highy; Mr. Joseph Hicks; Thomas F. Mahoney, and Miss Winchell. The salaries of the gentlemen were fixed at $1,000, Mr. Claffin’s at $1,200.

The Adelphi Theater has been leased to Mr. J. H. Haverly for three years, at $9,000 a year, with the understanding that it shall be used on Sunday for entertainments if so desired by Mr. Haverly.

The Chicago Fröbel Kindergarten Training School will open Sept. 26.

Since you are giving us practical papers by practical teachers, showing the best ways of teaching, we prize the WEEKLY and find it a valuable help.—Sept. H. G. Wolcott, Dodge county, Neb.

I like the WEEKLY very much.—Prof. O. R. Barchard, Fredonia, N. Y.