The Educational Weekly.

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.

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CHICAGO, THURSDAY, SEPTEMBER 6, 1877.

Editorial.

LADIES who are interested in the pursuit of studies at home should address Miss Anna E. Ticknor, No. 9 Park Street, Boston, for a programme prepared by the Society to Encourage Studies at Home. The term for the studies is from October 1 to June 1. Only ladies can become members of this Society, and they must be at least seventeen years of age. Its aim is to induce young ladies to form the habit of devoting a part of each day to some systematic and thorough course of study. Different courses of reading and plans of work are laid out, so that the tastes of all may be suited. A certain limited amount of aid is given during the year, and at its close an annual meeting is held to afford all who wish an opportunity to meet the managers. The only expense attending membership is a term fee of two dollars. A monthly report of progress is required to be made by each member of the Society.

Next October the Society will enter upon the fifth term of its existence. The number of members is increasing quite rapidly. There are 576 names on the list of students paying the fee, and some of these take double or treble courses, so that the number of distinct correspondences amounts to 681. Of the whole number enrolled last year, only ten per cent failed to fulfill the requirements without offering excuse, which shows the satisfactory method of conducting the correspondence. The students are scattered through thirty-five states and territories and the Canadian provinces. During the last year history was selected as a study by 208; English literature by 311; science by 108; art by 78; German by 42, and French by 34. The Society now possesses 213 volumes, of which 178 are kept in Boston; 25 in New York, and 28 in Louisiana. The charge for use is one cent a day, and transportation on returning the volume. A fourth library is to be established on the Pacific coast.

The schools throughout the Western States have most of them entered upon the work of their fall term. The vacation has been short, yet long enough to bring the needed rest to weary teacher and pupil; and now the work of the new year is engaged in with new vigor and with a full determination that it shall be better done than ever before. The teacher's experiences of last year have been thought over and their lessons conned, and all the faithful ones have carefully set out to avoid the errors of the past. The charm of the school room is again restored to them, and the one chief delight of their days is to meet their school in the morning and engage in the interesting work of imparting instruction and guiding the minds of the young into the rich fields of knowledge. May the work of the school room not become less a pleasure and more a task; may the teacher guard with extreme care her physical health; may she take abundance of rest and sleep, and seek to cultivate a cheerful disposition and wear a smiling countenance, especially among her pupils. W.

ELEVATE THE STANDARD OF PRIMARY INSTRUCTION.

It is a fact generally conceded by those informed as to the character and attainments of the average district school teacher, that there is a pressing need of a higher standard of primary instruction in these Western States, if not throughout the East as well. The average teacher is scarcely more than a boy or girl, who has obtained no special qualification for the work which is attempted. The school is engaged at a certain small salary, much as any other piece of work is contracted for; the teacher needs money to buy food and clothes, and agrees to teach the school in consideration of a certain amount of money. The idea that this teaching is a profession, which should not be entered upon without a certain amount of special preparation, never enters the head of the district school teacher.

We are diligent in our efforts to shape the legislation of the states so as to promote the interests of education; we meet in state associations and read long papers on the high schools, the colleges, and their relations to each other; we discuss the relative merits of the classics and mathematics and natural science in a course of study, but too often we lose sight of the most important question which can be brought before us—the elevation of the standard of primary instruction. We may strive with commendable zeal for the improvement and perfection of our higher schools—that is well. We may devise schemes for a better organization of the state educational forces—that is well, but do we in all this keep the one important and essential end in view? How can we improve the quality of the teaching done in our rural districts? How can we secure better teachers for our rural districts?

Now, we may not have a wise or well-considered proposition to make, but we venture to make it notwithstanding, and if it is impracticable, it can be shown to be so. It is this—that there be established a standard for a teacher's certificate in each state, such standard to be determined by a board of normal school instructors, and such board of normal school instructors to have the sole power of granting certificates to teachers. Or, this power might be distributed among as many normal schools as there may be in the state. As it is, certificates are granted without the most important question which can be brought before us—the elevation of the standard of primary instruction. We may strive with commendable zeal for the improvement and perfection of our higher schools—that is well. We may devise schemes for a better organization of the state educational forces—that is well, but do we in all this keep the one important and essential end in view?
any idea or knowledge of any standard whatever. The consequence is that very often the most exalted, responsible, and sacred of duties is placed in the hands of those who prove themselves utterly incompetent and unworthy of the trust.

In the existence of the normal school the necessity of a scholastic and professional preparation for teaching is acknowledged, and in its power to grant licenses is a recognition that its faculty is competent to decide as to the necessary qualifications of a teacher. Why, then, should not all certificates be obtained from the normal school? A certificate once granted should be good until revoked, and the county superintendents could easily give notice of any needed revocations. The present custom of distributing this licensing power among the county superintendents tends to destroy the unity and stringency of the plan, which it is desirable should be carefully guarded. By providing in some way to get good teachers into the schools, we shall secure good schools; and we shall bewail in vain the poor quality of the instruction given in those schools until we can place only well-fitted teachers in charge of them. Let us have an expression of opinion on this question. If there are objections to constituting the normal schools of a state a tribunal for the granting of teachers' certificates, let us know what they are that they may be considered, and some other means devised to reach the same end—an improvement in the quality of the teaching in primary schools.

THE HIGH SCHOOL PRINCIPLE.

The High School question has been considered from a purely educational point of view. I propose to treat it briefly from the standpoint of political economy. It is first necessary to consider some preliminary propositions as a basis for the argument.

It must be admitted as a sound maxim in politics that the state has no right to confer benefits upon any individual at the expense of others equally deserving. If it can be shown that at a certain point popular education ceases to benefit the many, and is an advantage only to the individuals who can directly avail themselves of it, that is exactly the point at which the system should be cut short off. This may seem an easy limit to define. It, indeed, might be, were it not true that in every department of nature, material and spiritual as well, the sum total of indirect influences far surpasses that of the direct; or perhaps the paradox may be escaped by saying, that, in the outcome, all forces fulfill their final function by indirect action. Not only is this true, but indirect influences are more uniform, reliable, and gentle in their operation. It is a law of nature everywhere that all forces exert their most benign influences upon such as receive them by many transmissions.

Those educated in high schools are no more benefited and therefore no more interested in their perpetuation than the thousands who never enter their doors. Ever since the first settlement of this country, the benefits of a good seminary of learning in a community have been recognized. The first efforts growing out of this recognition appeared in the founding of academies and colleges all over the land. Every town and village of any character or pretense desired such a school and spared no pains to secure it. Men of prosperity, who were ambitious for the prosperity of the community in which they lived, gave liberally to secure the establishment of such a school, not always, nor merely, because they had children to educate, but because they recognized its importance to the growth and business prosperity of the place. They were wise men, and time has demonstrated the wisdom of their course. I could name many towns in these Western States, which were founded by men devoted to the idea of higher education, who first laid the foundation of the seminary and then lived to see a prosperous city grow up around it as a nucleus. I could take you to a village, which, within the past ten years, has been lifted out of the very sinks of infamy, where rioting, drunkenness, and every sort of vice was once so rife, that its very name, in all the regions round about, was a synonym for vileness. It is now a community of respectable and law-abiding people, its character and reputation raised, not one, but many hundred per cent. The only apparent cause for this wonderful transformation was the establishment some ten years ago of a public graded and high school.

So marked became the difference between the character and condition of these communities which were blessed with facilities for the higher education of those with nothing but the roadside school, where all ages and grades were jumbled together promiscuously, and therefore went through reader, spelling-book, and arithmetic without intelligent guidance or logical method, that the citizens of the less favored communities began to organize their high schools. They were compelled to do so in self-defense. It was the only way by which they could hope to win the more cultured and thrifty class of immigrants who were seeking new homes in the West.

In consequence of this expansion of the high school idea (and its expansion is not due solely, nor even mainly to pedagogues), the academies here and there lost much of the patronage which they had received from abroad. In many places they were saved from extinction by being taken under the control of the towns where they were situated, and converted into free high schools.

Such, briefly, is the true explanation of the present status of our high school system, and the natural course of events that have led to it. Should this system be abandoned or even greatly curtailed, we shall simply be compelled to go through another cycle of changes such as have brought us where we now are. Academies would spring up and flourish, although many of our worthiest young men and women would be compelled to forego the much-coveted privilege of a substantial education, and much loss of force would result to the whole system by the confusion always attendant upon revolutions. A few years would find us back not far from where we now are, wondering at ourselves for our folly and short-sightedness in throwing away, in a mere panic, our splendid system of popular education, when it had just reached a point where it promised to be the best paying investment ever made by a nation.

J. B. Roberts.

Correspondence.

PROGRESS AND RESULTS OF LINGUISTIC SCIENCE.

II. RESULTS OF THE SCIENCE OF LANGUAGE.

Prof. A. Lodean, State Normal School, Ypsilanti, Mich.

The results of the new science are felt even at this early day in the various departments of human knowledge; to appreciate them fully is, of course, best possible for the great linguistic scholars themselves; or for those thoroughly initiated in especial branches of scientific research. But even outsiders can without difficulty form some idea of the important results so far obtained. Latin and Greek scholars cannot fail to be interested in what Max Muller said about these languages in a lecture delivered at Strassburg in 1872:—"The two classical languages, which formerly appeared to us as if fallen from
heaven, have now found their proper place; not only their antecedents are at present clear, but also their natural relation has been placed in the true light. The idea that Latin is derived from Greek, which was natural for the philologists of the time of the Scipios ** has now become a physical impossibility. Latin and Greek stand side by side, as sisters of equal right, just like French and Italian.

** Facies non omnibus una, nec diversa tamen gualem decet esse sororun.**

Nay, if it were a scientific question which of the two sisters is the older, the Latin probably could bring forward better claims for seniority than the Greek.**

Dr. Wilhelm Freund, the author of the Latin Dictionary upon which Andrew’s Latin-English Dictionary is founded, says, in his little work entitled “How to Study Philology,” that the whole grammar, etymology, and phonology of the two classical languages have been built up anew by their comparison with their sister language, the Sanskrit; and he regrets that there are still scholars of renown who consider the study of Sanskrit as useless. But what kind of a reputation these men enjoy, among the more advanced members of the brotherhood, we can learn from Prof. Hadley’s cutting criticisms on a pamphlet published in 1858 by Prof. Ross, of Halle, and entitled: “Did the Romans talk Sanskrit or Greek?” Prof. Ross, who does not believe in the study of Sanskrit, tries to prove by the most amusing etymological artifices that the Latin is derived from the Greek; a few of Prof. Hadley’s concluding sentences may suffice to give an idea of the value of the arguments.

The essay, the eighth in the published series, was first read by the Yale professor before the American Oriental Society in 1858: “Before concluding,” he says, “we ought perhaps to offer a word of apology. We have, perhaps, fallen below the dignity of this occasion, in giving an extended notice of a work so slight and unimportant—a work proceeding, it is true, from an accomplished classical scholar, and a justly esteemed traveller in classic lands, but unworthy alike of his position and his reputation. Possibly some little mixture of the light of the amusing may be found to season not disagreeably the ordinary gravity of our assemblies. We will not confess here—we are ashamed to own it to ourselves—a certain secret satisfaction in finding that Germany—before which we hide our diminished heads, acknowledging her to be first without second in philological studies—can send out from the high places of her universities specimens of fantastic absurdity scarcely equalled on the side of the Atlantic. A more legitimate pleasure may be derived from a book which allows us to see the immense difference between the present and the past—between Indo-European philology, with all the deficiencies and uncertainties that cleave to it, and the unscientific and unsatisfactory etymologizing that preceded it.”

Now, the difference between the old etymologizing of which Prof. Hadley speaks, and that of the modern philologists, is this: While formerly the slightest similarity of form was considered sufficient evidence of the relationship of the words having the same meaning in the present and the past—between English and Latin, for instance—we are informed respecting the comparative absence of fantastically absurd forms which would be considered the work of the English language, states it briefer thus: The media (or soft) of each of the three organ passes over into the tenuis (or hard), the tenuis into the aspirate, and the aspirate back into the media; i.e., the soft (sonant) mute of the Sanskrit, Latin, or Greek, passes over into the hard (suri) in the Gothic, and into the aspirate in the Old High German. Or, if we modify this theoretical law somewhat, as Grimm indicates, and use the name classical for Latin, Greek, and Sanskrit; if we consider further, that the English occupies the same stage as the Gothic and Low-German, the law may assume the following form: The soft mute in words of the classical languages becomes hard in the corresponding words in English, and aspirate in Old-High-German. A few examples may illustrate this rule:

<table>
<thead>
<tr>
<th>Gothic</th>
<th>Classical</th>
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<tbody>
<tr>
<td>labium</td>
<td>lip</td>
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<td>father</td>
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<td>florescere</td>
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<td>zahn</td>
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<td>fores</td>
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</table>

This table exhibits some slight deviations from the rule in its general statement; these and many special exceptions are pointed out by Grimm himself. (See Geschichte der deutschen Sprache, p. 275 f.)

The English word milk has nothing to do with the Greek μιλέκα, whole; but it may come from sabh, beautiful; (comp. hollow sah accommodate, who, Anglo-Saxon hwa, Sanskrit kṣa). While the English corn can be identified with the Latin granum, it has no connection with Latin cornu which becomes horn in English.

This leads us to Grimm’s Law, the most important on the rotation of consonants. Grimm himself, in his history of the German language, states it briefer thus: The media (or soft) of each of the three organ passes over into the tenuis (or hard), the tenuis into the aspirate, and the aspirate back into the media; i.e., the soft (sonant) mute of the Sanskrit, Latin, or Greek, passes over into the hard (suri) in the Gothic, and into the aspirate in the Old High German. Or, if we modify this theoretical law somewhat, as Grimm indicates, and use the name classical for Latin, Greek, and Sanskrit; if we consider further, that the English occupies the same stage as the Gothic and Low-German, the law may assume the following form: The soft mute in words of the classical languages becomes hard in the corresponding words in English, and aspirate in Old-High-German. A few examples may illustrate this rule:

<table>
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<tr>
<th>O. H. Ger.</th>
<th>Classical</th>
</tr>
</thead>
<tbody>
<tr>
<td>labium</td>
<td>lip</td>
</tr>
<tr>
<td>father</td>
<td>Vater</td>
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<td>florescere</td>
<td>know</td>
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<td>tros</td>
<td>zahn</td>
</tr>
<tr>
<td>fores</td>
<td>turi</td>
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</tbody>
</table>

The Schoo!master in the Black Hills.

A s the Weekly intends to keep its readers informed respecting the progress of education in all portions of the country, it takes pleasure in chronicle the fact that the schoolmaster is abroad in the famous Black Hills, which two years ago were a howling wilderness. Deadwood City now claims nearly two thousand inhabitants. It has two daily papers, and is putting city airs to an extent that will astonish outside barbarians. From the Black Hills Daily Pioneer a sprightly four page, sixth column sheet, we take the following account of the Proceedings of the School Board at its meeting Aug. 13:

“An adjourned meeting of the school board for Deadwood district was held last evening at the office of Justice Barker, Judge Barker presiding.

"W. J. Sidway was elected Secretary of the Board.

"Mr. Gooding moved that the school board of that district be, and they are hereby empowered to borrow and raise, on reasonable terms, in anticipation of the collection of the taxes for this district, any moneys necessary to make first payment for land purchased as site for district school house. Carried.

"Mr. Gooding further moved, that for the purpose of purchasing the site for school house and erecting building thereon, the school board of this district are hereby invested with all the power which can be lawfully exercised by the electors of the district, in regular school meeting thereof. Carried.

"W. H. Clagett moved that the Board be requested to close negotiations for the school site, and that the Board advertise for sealed proposals for a school building. Carried.”
EDUCATION A SAFEGUARD.

TARPELY STARR, Virginia.

No one who has studied man from a field of vision broad enough to show how universal and irresistible is the wrong bias inherent in his nature dare be so boldly hazardous of the logic of facts as to assert honestly that Education alone is a sufficient guarantee to insure him against the choice and influence of evil, and to enforce upon him, necessarily, the love and adoption of good.

As the constitution of man is back of all the constitutions that can possibly be framed by him, it is not reasonable that human legislation or social regulation, or art, or science, or anything else of mere human origin, can effect elementally what, in the nature of things, does not lie within the province of human will.

But we do this—we take the evil already existing, take it just as we find it here and work with it to the best of our ability—trying in divers ways, by suppression and expression, by modification and amelioration, or in any way that best suits our purpose—to protect us from its general harm and hurt. In this way, nature's very first law, self preservation, is kindly left us as a protection against the after results of her violated edict.

That some things have more power than others to shield us from the perpetration of evil in ourselves, and from the effects of evil in others is very apparent. Of all the remedial agents that have been allowed us by a kind Providence—remedial in that they are in their tendency preventative to the indulgence of vice, and reformatory after its actual commission, we certainly regard education proper as the very chief and foremost. By education we do not mean that surface scattering of a little general information, so often classed in the public schools under that much abused head. But we mean that drilling and training of the human faculties that makes them strong to labor and that makes them delight in labor because they are strong, and because they are drilled. Skill gives pleasure. We all have a satisfaction in doing that which we are conscious we do well, from the artist to the artisan; when we have that "sense of success in our work," as Ruskin expresses it, we are generally masters of the situation. No need for more training, or more motive power of any sort. We have reached that high and sure standing ground where work is "its own exceeding great reward."

No matter under what disadvantage, whoever has attained unto this point, let him be brick-layer, or stone-cutter, or the very humblest of hand workers, he has achieved success, he is a true artist, for he loves his work for its own sake. Even if he is not known of the world, and if he have no return in a monetary form, he is not the man who goes unrewarded. He feels the exhilaration, the glory as it were, in his humble way of being able to pronounce his work "very good." And this feeling, with all the pleasure belonging to it, is derived from a divine origin and is divine in its tendency. It is one of those touches that makes us feel our kinship with God, and therefore ennobles us.

Now, no work facinates like mental work. Let a man be trained in any mental exercise—mathematics, language, natural history, painting—anything that brings his mind's machinery into action, let him be trained until he feel his ability to do work that himself shall pronounce "very good," and you have supplied his whole being with one grand passion. He may live all alone in life, but if he really loves his work, and glories in it, he has a mistress of which no misfortune can deprive him. Not a futil and tantalizing and unreliable mistress either, but one in whose enduring embraces he can be always restful and happy even while his desires are continually increasing with this their healthful and inexhaustive satisfaction.

Now, can we reasonably suppose that it is for such a man, preoccupied and contended like this, that vice, even in its most seductive form, would have any very special or irresistible attraction?

We do not pretend to say that many able scholars are not often disabled for any good by the practice or practices of vice—plenty of them, doctors, lawyers, statesmen by the score! But we do say, that all professional men are not educated men according to our definition of the term. Their knowledge is surprisingly often local and limited and they do not get far enough beneath the surface to plant themselves in "good ground" as genuine knowledge trees.

Yet, with all this liberal allowance, who would pretend to say that the preponderance of vicious men, or of the men who practice vices is found among the professional classes? or that the worthless, dissipated man is not the exception? As a general thing, and specially when they have a genuine love for their work, we all know that the very professions named hold among their num-

bers the very leading men in all our best society and societies, men who keep themselves busy and respectable and barred out, as it were, by their very business from all evil courses of conduct.

The pupils of art education have a still higher advantage, and find in their training a yet safer safeguard against the blandishments and encroachments of vice. And for the simple reason that their work is such as necessitates more engrossment of mind, and more complete devotion of soul.

And here is the point we wish to make—that just in proportion as a man loves his work and is trained up to the full exercise of all its uses, does he experience education to be what we think it is—a safeguard.

The human mind loves excitement, is always in need of something beyond the dull routine of vulgar existence, and if the proper stimulus is not given in God's authorized way of having the mind lifted up to higher and better things by the aspirations and inspiration of wholesome knowledge, men will seek what they thirst for in the false exhilarations of greed and greed and in the death mixture of Circé's terrible cup.

The Tempter is rather too wise to lay his snare along the plain beaten path of honest work. It is the idle, wandering, nothing-to-do feet that get entangled in his net.

Therefore, if we would have our youths go out into this great land of ours, this land so full as it is of bribery and corruption and vice in all its Protean shapes, with the ability to eschew the evil and to choose the good, we must make of them educated workers and see that they are supplied with this wonderful satisfaction that can make the reward of honest skillful labor better than money, and the engrossments of well-suitied work more fascinating than the allurements of vice.

And if we would make our daughters worthy of the name, we must make education so thorough that they shall have a disgust for all that is artificial and superficial, and be furnished with some true work that shall engross their affections and please their taste while it occupies their time and makes them satisfied whether they live single or be set in families.

ASTRONOMICAL GEOGRAPHY—IV.

Prof. Easterday, Carthage College, Ill.

A NOTHER important phenomenon resulting from the earth's rotation may now be considered. To introduce the subject, let the hills and the mountains be supposed to be bewn of and to be thrown into the valleys, and the whole earth to be brought to its perfect and regular spheroidal form. Now, suppose this general surface to be covered with smooth ice. Also, suppose a ball in motion upon this surface not to be resisted either by the atmosphere or by rolling friction. If, now, the ball be started directly southward upon the surface of the ice from a point upon the northern hemisphere, it will not continue to move directly southward, but it will bear more and more toward the west as it approaches the equator, its velocity in its course slowly increasing, but the rate at which it approaches the equator remaining constant. A brief examination of facts will make this clear. Every point of the surface of the earth is ever moving toward the east, and the velocity of this motion depends upon the latitude of the point under consideration. Each point daily describes the circle of latitude on which it is located. The relative velocities of any two points of the surface must then depend exclusively upon the relative length of the circular paths described by them. These circular paths decrease from about 25,000 miles to absolutely nothing as we pass from the equator to the pole. It may also be mentioned that this decrease is not uniform; but, supposing the earth to be a perfect sphere, and remembering that circumferences of circles are in length as are their radii, and knowing, too, that the radii of these circles vary in length precisely as does the cosine of the latitude, it is easily seen that the variation is less striking near the equator than near the pole, and that the eastward velocity of a point of the surface of the earth on latitude 60 degrees north or south is precisely one-half that of a point on the equator.

Now, let the ball above mentioned be at rest upon any point of the surface near the equator, and the north pole. It is of course admitted that for this ball to be relatively at rest, is for it to have the rapid eastward motion of the surface of the earth at this point. Let now an impulse directed precisely southward be given to the ball. It is seen that, when the ball is traversing surface having greater eastward velocity than the ball itself, it will have a westward motion relative to the surface as certainly as it will retain the constant southward motion with which it was started. The parallelogram of forces again comes to our aid. The southward velocity is one component and the eastward velocity, which is the amount by which the eastward veloc-
ity of the surface of the earth at the starting point is less than that at the point assumed, is the other component. The resultant clearly furnishes a direction to the west of south, and the parallelogram being a rectangle, the velocity as indicated by its length and the square root of the sum of the squares of the components. The first component remaining the same, and the second constantly increasing as the ball approaches the equator, the path of the ball constantly curves from the meridian from which it started, being tangent to that meridian at the starting point, and the velocity of the ball in its path as surely constantly increases.

If the starting point be taken on latitude 60 degrees north, and the earthward motion given to the ball be at the rate of 12,500 miles a day, supposing the equator of the earth to be 25,000 miles in length, the direction of the ball on crossing the equator would be precisely southeast, and its velocity would be the square root of twice the square of 12,500 miles a day. With the same starting point and a less southward velocity, or with the same southward velocity and a higher latitude for a starting point, it would cross the equator moving more nearly westward than southward. With the same starting point and a greater southward velocity, or with the same southeast velocity and a lower latitude for a starting point, it would cross the equator moving more nearly southward than westward.

Precisely the same argument holds in case of a ball approaching the equator from any point on the surface of the southern hemisphere, the resulting direction of the motion being north and west.

Again, let the starting point be assumed to be at the equator, and the impulse to be given toward the north. The ball having a greater eastward velocity at starting than has any point of the surface which it will traverse, it will, after starting, have an eastward motion relative to the surface of the earth as certainly as it will retain the constant northward motion, with which it was started. The northward velocity is now one component, and the eastward velocity, which is the amount by which the eastward velocity of the surface of the earth at the starting point is greater than at the point assumed, is the other component. It is now easily seen that the path of the ball curves more and more toward the east as it recedes from the equator, being tangent to the meridian on which it started, and that its velocity is ever increasing. If the northward motion given to the ball be at the rate of 12,500 miles a day, its direction on crossing the parallel of latitude 60 degrees north must be precisely northeast, and its velocity the square root of twice the square of 12,500 miles a day. Below 60 degrees north latitude its direction would be more nearly north than east, and above this parallel it would be more nearly east than north. If the northward motion should be less than at the rate of 12,500 miles a day, the parallel of latitude which the ball would cross in precisely a northeast direction would be below 60 degrees; and if the northward motion should be greater than this, the parallel of latitude crossed in a northeast direction would be above 60 degrees.

The same arguments hold in case of a ball receding from the equator toward the south, the resulting direction of the motion being between south and east. It may be noticed, too, that if the ball placed at the equator should be started directly toward the northwest, with a velocity of the square root of twice the square of 12,500 miles a day, it would become more and more toward the north till it would cross the parallel of latitude 60 degrees north when its direction would be precisely northward, and its motion at the rate of 12,500 miles a day. If, then, the ball should be started southward from latitude 60 degrees north, with a velocity of 12,500 miles a day, and should be allowed to continue its motion upon the southern hemisphere, we would find its path changing in direction from the south toward the west, being precisely south west on intersecting the equator, and then changing again from the southwest toward the south, being precisely south on intersecting the parallel of latitude 60 degrees south. The point of intersection with the equator would be very considerably to the west of the starting point, and the point of intersection with the parallel 60 degrees south would be as much still further to the west. On the same principle a rifle ball discharged upward precisely vertically wanders westward both in ascending and in descending, striking the earth at a point to the west of the starting point. This should not be confounded with the falling ball mentioned in the fifth argument to prove the rotary motion of the earth in the second paper of this series. The ball descending from the summit of a high tower wanders eastward on the same principle as does the ball on starting northward or southward from the equator.

The discussion of the ball upon the ice may to many seem unduly lengthy. Meyercuze may be found in the statement that, without a thorough appreciation of the principles above described, it is impossible to appreciate the fundamental philosophy of the trade winds and the ocean currents.

TRUANCY, ITS CAUSES AND REMEDIES—III.

HENRY SANIN, Clinton, Iowa.

The third cause of truancy is the influence of street associations. Those who are truants from this cause are nearly always free from all parental authority. The two important factors in the life of the child—the home and the school—are wanting; and the result of such one-sided training is to produce either a pariah or a criminal. The number of such children is undoubtedly increasing, and is already large enough to excite grave apprehensions.

If occasionally one of these boys is brought into school for a few days, his influence over other pupils is bad, and his conduct so against all law and order, that he cannot be retained long enough to bring any good influence to bear upon him. In nearly all such cases suspension is the first resort. It seems necessary, and yet it is no remedy. It turns a truant into a vagabond, and leaves him free to exert, outside the school, the worst possible influence over other boys. It does not mend the matter to say that we will throw the responsibility upon the parent, the parent may clank his inability to control, under an assumed indifference, but society at large is the real sufferer. Among these children who roam the street day after day, profanity, licentiousness, intemperance, and a distaste for any honest work are prevalent evils. "The evil which men do lives after them," through their children. The wrongs which afflect modern society are perpetuated in the same way. We shall never deal successfully with intemperance, "the social evil," pauperism, and kindred subjects, until the philanthropist and the law-maker turn their attention to the sources from which the ranks of the debauchee and the criminal draw their recruits.

The question is how to reach these street children. In some things the law must precede love. Like the candle in the hand of the miner, it enables us to search for hid treasures,that we may bring them out into the clearer light of the day.

As the stakes must be driven, and the cords stretched to hold the transplanted tree, until the roots have time to spread themselves in the ground and take firm hold of the solid earth, so the law must sometimes be brought to bear upon the child, until love, sympathy, and culture can pierce the hard crust, and find a lodgment in the better impulses of the child's nature. Our school laws are defective in that they give directors only a negative power. Thus they may expel or exclude from school, but they may not compel attendance. It is lawful to say that the truant shall not attend school, but it is not lawful to say he shall attend. The punishment becomes the very object which the boy most desires to attain. The school officers of any city or district ought to have the power to appoint a truant officer, whose duty it should be to hunt up and return to school children complained against as habitual truants. The law should further provide that the president of the board, upon the complaint of any citizen, or when he has reasonable cause to believe that any boy is spending his time in the streets, or in idleness, whether he belongs to any school or not, should direct the truant officer to investigate the case; and upon finding that the boy has no regular place of employment, to take him to the school which he is lawfully entitled to attend.

In all such cases the costs of proceedings should be collected from the child's parents, the same as other costs of court are collected. In addition to this, confirmed truancy and idleness should be made a misdemeanor in the eyes of the law, for which, upon complaint before the proper court or officer, a boy may be sent to the reform school. I have only noted these three points, avoiding the discussion of anything like compulsory education. The object of the law should be to drive vagrant boys from the streets into school, or to some regular work. Such a law would take away from directors all power of suspension, as now practiced in too many places.

It is very possible that such a remedy for truants is not feasible at present. If it is in any way desirable, the public opinion necessary to sustain it must be awakened through the exertions of the educators of the land. I do not, however, believe that any body of men ought to have the power to exclude from school privileges, except as there is joined to such power the imperative duty of providing some other place of instruction and discipline, for those deemed worthy of so grave a punishment as expulsion.

"Millions for education, or France is lost," was the cry of her statesmen, echoed and reechoed by American thinkers to-day. Bring the heavy artillery of education to suppress envy, jealousy, and ignorance, and you have spiked the heaviest gun of the "commune," and may eventually hope to turn their swords into plow-shares. Education creates self-respect, self-respect begets self-control, and self-control brings to its aid the best methods.—*Mrs. Elizabeth Beynon Harbert.*
EDUCATIONAL RULES.

MRS. LOUISE POLLOCK, Washington, D. C.

31. It is best that your child should seek and enjoy the companionship of virtuous children poorer than your own, or at least not too much above them in circumstances. If they do happen to be intimate with the rich, you will find them apt to be discontented at home, and disdainful toward their other playmates.

32. Do not reply in a hurry what is untrue! If it cannot be answered then, fix a time when you will give a definite answer.

33. For making gifts, let children rather make some simple little things themselves, than to use the parent's purse.

34. If children want to buy candy with their pennies rather teach them to lay them by for Christmas presents for friends. Buy candy occasionally for the care of it.

35. Discourage suspiciousness in children, by teaching them always to impute a good motive to people's actions, until the contrary is proven.

36. Control your fears in presence of children. Give always the example of faith in God's protecting care. It is a good opportunity to call out children's admiration for thunder and lightning while quietly taking every precaution against danger.

37. If a child seems to get discouraged, sympathize with him, admit that what he is engaged upon is troublesome, but at the same time, hold up as were in conversation, some example where children are worse off, or have to suffer, also carefully examine yourself, to be sure that it is not your love of lightness against danger.

38. When about to punish a child, carefully examine the motive of his acting, for fear that his naughtiness was aroused by some physical want of suffering, also carefully examine yourself, to be sure that it is not your love of power, but regard for the child's welfare only that dictates the punishment. Be free from anger if it be a possible thing.

39. Insist upon punctuality in your child, at school or anywhere. If he undertakes to join a Sunday School or other classes, he must not be allowed to make excuses for staying away. But go rain or shine, if he is well.

40. In bringing up a family of children it is well after the child has enjoyed a good common education to tell him, You may choose your own profession, but whatever is expedient for you for that purpose, you must promise that your first earnings above your expenses you will place at our disposition to spend for the next older one for the same purpose with the same result; the last child's funds may go toward purchasing or improving the homestead for all to resort to in case of sickness or need.

41. Do not lead a little child into temptation. If anything he particularly wants is kept out of his sight, it will prevent much trouble.

42. As to Sunday School lessons, always have them learned as soon as they come home, then they will feel the rest of the week.

43. Have your child's teacher understand that all his studying is to be done at school, until the child is 14 years old. Then have him do it in the morning.

44. If you wish your child to be religious, do not ridicule religious things, or speak slightly of anything concerning religious matters in his presence at least: Do not be bigoted, but admit that all sects have some truth. Speak with charity of all people.

45. Even if in circumstances that will permit you to dress your child richly, dress it rather plain, especially at school, so that there will be no unhappy feelings caused to poorer children. If they are to receive company, it is the best sign of a good education if your child, as host, is dressed not so richly as her company.

46. Conform to the fashion with children so far as it will be conducive to their health and comfort, and be in good taste. For children will feel keenly if they look odd when they go to school.

47. Let children have departments assigned them to fulfill in the machinery of the household, and exchange them for others in alternate weeks or months, if agreeable to the interested parties.

48. Encourage children to carry flowers to the teacher, and to observe the birthday of each member of the family.

49. Let each child have a garden of its own, and a regular time for taking care of it.

50. Always consider your child as being above doing mean or naught acts. Be very careful not to accuse him of doing wrong; unless you are positive of the misconduct.

51. Be careful to be one of your children's parties. Do not let them begin too soon to think they can have just as good a time without as with you in the room. Children are very apt, when they get into their teens, to think that the parent's presence interferes with their having a good time. This must be looked upon as disastrous. Join their picnics and parties until you are gray or infirm. Be one with them in their sport.

52. See to it that your child goes to bed in happy spirits. As they grow older, the last thing before retiring have them all join in singing first secular, lastly some sacred music.

53. If we would have our children honest and truthful, we must let them see that we trust them, and would not suspect them of anything mean or dishonorable. The moment they see we distrust them, they lose all self-respect and become reckless and unmanageable. I have known boys who have had the name of being capable of almost any amount of honor, simply because they were trusted.

54. "No parent or teacher should ever issue a command without the highest degree of certainty that it will be obeyed. To command a child what, under the circumstances, he will probably refuse to do, or abstain from doing, is as false to duty, as it would be for a general voluntarily to engage in a battle where he is exposed to certain defeat. When the moral sense is weakly and the propensities strong, we must begin, in regard to the former, with the lightest possible duties. Present no temptation to the child which he has not the strength to overcome. Let temptation be increased as the power of resistance is strengthened."

SELECTIONS.

PRESIDENT NEWELL, of the National Educational Association, said, at the recent meeting of that body, that he had very little doubt that 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. He illustrated this statement by the following reference to spelling: "A very large part of a child's school life is spent in learning to spell. It has been calculated that on an average an hour a day for the ten years between six and sixteen is spent upon this accomplishment. Now, granting that good spelling is a necessary part of a finished education, does it follow that so much time should be given to it in the early part of the course? Are there not other things which the pupil is capable of learning, and a knowledge of which would be of more service to him than the ability to spell all the test words in the list? And if the vocabulary of a pupil who leaves school at fourteen is limited, as it is, to between five hundred and a thousand words, of what use is it to him that he can spell five or ten thousand words? If the first elements of spelling have been properly taught, a student's spelling will keep pace with his reading, and why should it advance faster? If a person can spell correctly all the words that he has met with in his reading, he can probably spell all the words that he can use intelligently, and what need has he of more? Time, then, can be saved from spelling; and by rigidly excluding from the primary curriculum every part of arithmetic, grammar, and geography which is merely preparatory or disciplinary, and not immediately useful, a large saving of time can be effected, which can be utilized in the revised programme." Mr. Newell declared that a part of the time thus saved should be given to the plain reading of good books for the sake of the information they contain, and he added very wisely indeed: "It is not creditable to our efforts as educators that so large a proportion of pupils pass from us without having acquired a taste for good reading. Consult the statistics of any of our popular libraries, and observe how few books of real merit are called for, and then say if the course of instruction of which this is the outcome does not need a readjustment. If our system confers an ability to read without creating, not only a desire to read, but a desire for the right kind of reading, it surely stands in need of reformation. Especially for those who can not have the benefit of a complete curriculum it is necessary that they be brought into sympathy, at an early age, with good literature."

THE SCHOOL QUESTION.

The school question presents itself anew every year to thousands of parents. To many the purse solves the problem; the boys and girls are sent to the public school because none other can be afforded. To others the solution is not so easy; it is to them we wish to speak.

1. Do not send your child to school too early. Nature's way of teaching is God's way of teaching, the way of question and answer. Encourage your children to ask questions; answer them; stimulate them to find answers for themselves. Spend a little money on picture-books that will incite in...
them a desire to read. For little children the monthly visit of the “Nursery” is an admirable educator. Alphabet blocks serve the purpose of a primary school. In no household where either father or mother has any leisure ought children to be sent to school to learn their letters. 2. The private school has some great advantages over the public school. Its associations are generally healthier; its social atmosphere cleaner; its classes smaller, its educational processes more carefully adapted to the individual; it is less mechanical. But above all there are opportunities for moral and religious instruction in the private school which our heterogeneous population denies to our public schools. Primary schools ought not to be schools of theology, but, other things being equal, the school where the child is taught not only to use his reason and his imagination, but also his conscience, his reverence, and his love, is assuredly the better one.

3. Boarding schools have suffered under an oppression, but boarding schools furnish some important advantages which the day school cannot give. The teacher is brought into closer contact with his pupils. He can study them more carefully. He can train as well as teach them. The studying is less liable to interruptions. The school is a little community by itself; in it the child is constantly learning from its companions as well as from its instructors. Sometimes he learns more; for the boy who has learned how to carry himself among boys makes the man who knows how to get on successfully with men. Of course there are dangers; but the danger to a child in a well-ordered Christian school is less than the danger to a young man or woman who has been coddled and cajolied and coaxed at home. It is better that your son shall lose the tree of his knowledge of good and evil under the fostering care of a wise teacher than that he should do it on the sly, or go out into the wilderness from his domestic Eden without practically knowing the difference between the two fruits that often grow on the same tree.

4. Beware of cheap schools. They are expensive luxuries. Some locations are more economical than others, but no school can furnish a palaver for both body and mind for less than it costs you to keep a horse or a cow. You would not starve your children at home; yet it is no better to do it by proxy than to do it personally.

5. The first essential of a good school is its hygienic condition. Menses sana in corpore sano. What sort of food does the school prescribe? What is the pupils breathe? What is the ventilation? What are the opportunities, what the incentives for physical exercise? Generally the country school is better in these respects than the city school. And these conditions are fundamental. If the body is ill supplied, its mind will be lean.

6. The large school has some great advantages. It can grade the classes more thoroughly. It can provide a large corps of teachers, and a more thorough division of labor among them. It can equip itself more adequately with scientific apparatus. It can secure lecturers on specialties.

But the small school also has some great advantages. It preserves the type of a family. The principal can know his pupils. The moral atmosphere is likely to be healthier; the moral training more careful and specific. Faults are more easily corrected. Incipient disease is recognized and checked; accidents are fewer; cropping and bullying and petty tyranny are relatively unknown. The small school trains best, the large school teaches most; the small school lays the best foundations, the large school a finishing shop; the small school is always best for beginners, the large school is often, but not always, best for mature pupils.—Christian Union.

EDUCATION IN THE SOUTH.

The State Colored Educational Convention, held on last Wednesday, in this city, has been a subject of frequent commendation by our white citizens who were present. Several of the speeches, particularly those of Maxwell, Jackson, and Thompson, were marked not only by strong common sense, but a literary finish and grace of delivery that would have done credit to any speaker. There was no interludum language employed, and nothing partaking of either a partisan or sectarian nature. The organization was effected and the deliberations conducted in strict accord with parliamentary rules. The members seemed to confide in the intelligence and zeal of the Superintendent of Public Instruction to obtain for the colored race all that could be procured at the present time. Some amendments to the law were suggested, but no action taken, after receiving the assurance of the Superintendent that they met his approval and would bring them to the attention of the Legislature.

On the same day of this convention, the great Bush demonstration was held in Lexington, at which the representative speakers took ground in favor of a more liberal provision for the colored schools. Should the next Congress pass the educational fund bill, which proposes to give the proceeds of the sale of public lands to the state for educational purposes, upon the basis of illiteracy, the problem of colored schools will be solved for Kentucky. The existing statute, anticipating such Congressional legislation, dedicates such fund to the education of colored children. While it is probable that none will suggest the use of any part of the present white school fund, it is likely that the Legislature will be asked to appropriate from the general revenue a sum sufficient to make the per capita of colored children equal to that of the white. Upon the present basis—giving all the taxes paid by colored citizens for the education of their children—it will not be long until the per capita will exceed that of the whites. The fund has doubled in three years.

At any rate, the question of colored education is an important factor in our state policy, and must receive additional attention at the next session of the General Assembly. The next session of the Colored State Teachers’ Association is to be held in Danville, the third Wednesday in August, 1878.—Kentucky Yeoman.

INTERACTION.

It is the law of faith to enchain upon intellect; and the law of intellect to assert its freedom, and even to retaliate. This interaction is an ordination of Heaven, and is beneficent; it is the condition of the approximation of man toward high ideals of religion and knowledge. These two forces must, nevertheless, learn to respect each other; and each must feel that its own welfare is bound up in the tolerance and highest activity of the other. Without intelligence, religion degenerates into a fetishism, which is next to the negation of religion. Without religious faith dwelling and acting in the human heart, society sinks to a level where even intelligence expires in the ruins of public and private morality. There is a system of beneficent correlations and cooperation between Intellect and Faith which all interests urge us to recognize and cherish. There are services which intellect is able to render to religious faith, which faith ought to be eager to secure; and dropping all medieval fancies or fears in reference to possible contradictions in the system of truth, cheerfully, cordially, and interestingly accept the complete and indissoluble unity of truth, and as a corollary, the sacredness of all truth which God has ordained to exist. On this platform we can bid investigation god-speed, and hail with gratitude every trophy which it brings back to us from the field of the unknown—fearing nothing which reason can prove true, but only that which reason is capable of proving erroneous—assured always that the time will come when all which science can establish will be counted an indispensable auxiliary to a purified and robust faith.—Winchell’s Reconciliation of Science and Religion.

But the vice of New England public life, in all its branches, is that her people seem never willing to give their best men and women enough of the highest work to do, nor enough responsibility or opportunity to do it. The favorite New England notion of administration is to choose an able man to perform a public duty, choose several less competent committees to watch him and each other, and invite proposals for a critical inspection of the details of his work by all the competent and important people in the community. Now, that all public servants, teachers of normal schools included, should be held strictly to the performance of their duties, and subject to the deliberate will of the people who elect and support them, is not disputed. But it is equally true that the abler the man you choose to do anything, the longer rope he must have, and the more discretion must be lodged in him as far as methods are concerned. The most certain way to prevent the growth of first-class administration in schools, and in all public work, is to tie the official down to duties beneath his order of ability, and perpetually let loose upon him a swarm of ignorant or half-taught fault-finders, to embarrass, exasperate, and finally upset him. The application of this principle is that the time has come when we should utilize the teaching ability that is connected with the normal schools of the state, in a far broader and more effective way than at present. A. D. Mayo.
THE OLD STORY.

DILL SABIN, Milwaukee, Wisconsin.

Down by the river we walked one day,
And never a word we said,
But the river glimmered and glistened deep,
In and out of its cool retreat,
And it whispered things so soft and sweet
As it sped o'er its rocky bed.

And it talked of lovers that strayed by its side,
As they told the sweet old story;
And it spoke of maidens with eyes of blue
That gazed at their faces mirrored true
That smiled up at them with background blue
Of the summer sky in its glory.

And it spoke of men who sought its shade,
Till the blaze of the noon should pass,
But they looked not into the stream so bright
Where the crystal waters ripple and glide,
But through the branches up to the light,
As they rested on the grass.

And we walked on the bank till the sun went down,
By the reedy rushing river,
And the river sang a song so old
As the sunset turned it to liquid gold,
A song of the dear old story told
In the sunset by the river.

The East.

Conducted by Prof. Edward Johnson, 34 Oxford Street, Lynn, Mass.

No wonder I forgot Loring in my last enumeration of Boston publishers,
I thought of him only as a vendor of small beer and other confections,
some of which perchance were bound in yellow covers. I had dined at his
restaurant, had bought papers of his newsboy, and had conned
himself.

For Loring's "Chautauqua," an advertisement
called at Estes & Lauriat's a few days ago, and was gratified as usual with a
fresh and rare assortment of foreign books. The specialty of this house is
to supply libraries, public and private, with the cream of trans-Atlantic literature;
and to give to all purchasers choice bargains from the vast London
book trade. Their sixth clearance catalogue should be in the hands of all
large book-buyers, and all can obtain it upon application.

Lothorp's "Chautauqua Girls at Home," the sequel to the "Four Girls at
Chautauqua," has just come from the press. It is an ingenious, natural, sweet,
and useful book; a better book than its predecessor, and of that I certainly
have no mean opinion. Both show the result of somewhat careless proof-
reading, and lead us to suspect that the gifted author leaves inexcusable
errors in her manuscripts.

"That Husband of Mine" is astonishing everybody. The secret of its
great success who can find? Eighty thousand copies have already been sold.
Over thirteen thousand went in one day. Last week a thousand copies
were sent to the western press for notices. "The most taking title ever given to a
book," was the remark of a rival publisher. "The best book we ever saw
to sell in the cars," is what the newsboys say.

Another Boston house which evidently has been making titles a study,
promises the popular palate a no less cannibalistic feast than "My Mother-in-
Law." "My Mother-in-Law right after That Husband of Mine," is the way
an advertisement has it.

"But what about new school books?" your reader who holds you to your
specialty will ask. Not much; that is, not much that is purely Bostonian; although such agents as Stockin & Hansen are able to make even Gotham re-
volve around the Hub. That is what they pretend to do, but some declare that these very men have a way of making the Hub spin around Goth-
am, if you can reconcile that with the normal motions of the universe.

But Harper's Geography and Appleton's new History are likely to become
potent forces, even here and L. Hammett has just sent out two next pam-
phlets on Outline Astronomy and Outline Meteorology. They are intended
for pupils whose circumstances will allow them only glimpses of these higher
studies. They effect a happy distribution of subjects which are usually treated
in one bulky volume, and with little regard to the successive stages of the
mind's development. - Hammett proposes the elements of botany to the child
of ten, then physiology, physics, meteorology, and astronomy successively
through the next four years. Outline school books every enthusiastic in-
structor likes, but outline teaching is wearisome.

There is little variety in outlines, and so the teacher finds his highest enjoy-
ment in completing them with minor facts, illustrations, suggestions, hypothe-
ses, and even fancies, for the bright pupil who has already appropriated a
sketch of the subject. This is fundamental. And if merely this is gained
in childhood, we may hope that somewhere in the school of life, a teacher
will be found who will make such a subject something more than a skeleton
of the mind.

I have just received a copy of the revised edition of Allen & Greenough's
Latin grammar. I have not yet examined it, but from a few references to
certain test points, I am assured that this book will prove all that its enterpris-
ing publisher has determined to make it. In consequence of this revision,
it has already been put into some of our best classical schools, which were not
satisfied with the previous edition. But more about this anon.

Notes.

JANSEN, McClurg & CO., of this city, have greatly increased their al-
ready large stock of foreign works by shipments made in person by General
McClurg, who has been for several months at the chief book markets in
Europe making purchases. The furnishing of public libraries is made a
speciality by them, and their facilities for supplying books of all kinds and
qualities, of home or foreign publication, cannot be surpassed by any house in
the West. Although their own publications are mostly of a miscellaneous
character, designed chiefly for the popular taste, yet they have ventured judiciously
into the field of educational publications (as their advertisement
this week will show), and seem to have been exceedingly fortunate in their
venture. Their Manual of Vertebrates have already noticed in these col-
umns, and shall soon express an opinion respecting their Political Economy. It
is sufficient to say now that it has met with universal favor among teachers,
as they told the sales are increasing.—Prof. Wm. E. Story, of Johns Hopkins Uni-
versity, announces the appearance of The American Journal of Pure and Ap-
plied Mathematics to appear in January, 1878. It will appear four times a year,
and 354 pages will constitute a volume; sent for five dollars paid in advance.

—The Northern Indiana Normal School, at Valparaiso, began its fifth year on
the 28th ult. with a greater number present and better prospects than at the
beginning of any previous year. Many of the students of previous years have
returned for a two years' course. The buildings, although quite new, have all
been thoroughly renovated and all accommodations are better than ever be-
fore. While heretofore there has been a lack of room, now by the erection
of new buildings a much greater number may be accommodated.—Very inter-
esting discoveries are being made by the Rockford (III.) Scientific Society,
through investigations of the numerous mounds which are to be found along the
banks of the Rock River. In one recently opened the perfect reeding form of a
skeleton was found. The teeth were in a wonderful state of preservation,
tho it was impossible to remove the skeleton whole. This is undoubtedly
a specimen of the genuine pre-historic mound-builders. In another mound,
not yet fully excavated, a number of large stones were found, which were evi-
dently brought from the Lake Superior region. Skeletons of Indians have
also been exhumed near that locality, and with them various instruments of
barbaric manufacture.—Supt. Gove, of Denver, in his annual report, says:
"The school census has increased in five years from 1,445 to 2,995. Children
five years of age are not now as formerly enumerated in the census. The in-
crease in the enrollment has been from 1,175 in 1873 to 2,078 in 1877, while
the average number belonging to the schools has grown from 540 in 1873
to 1,327 in 1877. To put this in another form: the increase in five years in
our enrollment is about 76 per cent, and in the number belonging to the
The average monthly wages of teachers in New York city are: Men, $75; women, $50. In Massachusetts they are: Men, $94.33; women, $34.34. In New Jersey, men, $65.77; women, $38. In Utah, men, $40, women, $16.

The Cherokee Nation, the District of Columbia, and Nevada pay the highest salaries of all, those of the Cherokee Nation being, men, $255; women, $200. Nevada, Nebraska, Arizona, Wyoming, Maryland, Louisiana, Florida, Tennessee, and New Mexico pay women the same wages they pay men; South Carolina and Mississippi pay women a few dollars more than men receive.

Mr. Charles Francis Adams, Jr., thinks that the School System "stands in pressing need of thorough and intelligent overhauling." He says: "My observation of grammar schools leads me to believe that, as a rule, so far from getting their scholars up to 'physics,' and physiology, and 'constitutional law,' they fail to teach them thoroughly the 'three Rs.' If any one curious on this subject will question the teachers of the Boston High School, they can, if they get any information at all, get what will astonish them. So far from being thoroughly grounded in the rudiments, I do not hesitate to say that among those sent up from our grammar to our high schools the scholar who can really read and write is the exception, and not the rule. I do not mean, of course, that the graduates of our grammar schools cannot blunder and stumble through a printed page, jumping the hard words, or scrawl an ill-expressed, illegible, badly-spelled something on a sheet of paper. This they can do; but as a rule that is all. The examination papers for entrance to our high schools would show whether this statement is exaggerated, and the principals of our normal schools would confirm their showing."

The Essentials of English Grammar names a beautiful little book in drab covers, lately published by Ginn & Heath, Boston. It is the contribution of the distinguished philologist and general scholar, Prof. W. D. Whitney, of Yale College, to the class rooms and teachers' libraries of the country. Its object, if the name partially implies, is to help the young student to those matters which will best serve him to develop a thoroughly practical lecture on grammar, that any schools or teachers are foolish enough to persist in using the old text-books of ten or twenty years ago.

The fruitage of this Institute is ready as follows:

A "Study Club" was formed, including all those passing a first grade examination in a majority of their studies; a committee appointed to outline a course of study, and the following subjects decided upon as suitable for the children of the ages of preparing for further and deeper knowledge of his own language, for the interests of language, for the study of other languages, and for that of language in general. It takes the view that has come gradually to prevail, we think, among thinking educators of late years, that the best way of teaching the correct use of English is not to teach English grammar; and this book takes a new departure in the study, and directs it to different ends. Every progressive teacher and superintendent will examine it with interest. Its mechanical beauty and typographic beauty could hardly be excelled.

REVIEW.


It does not seem possible that in these days, after so very much has been said, and so many excellent books have been published, against the old method of teaching grammar, that any schools or teachers are foolish enough to persist in using the old text-books of ten or twenty years ago. Although it may be even more than five years since the reform in teaching grammar began, yet it has been so positive and so general throughout this country that any one who should now use the old grammars instead of the new would simply give evidence by so doing of his lack of education, not to say good sense.

The authors of "Graded Lessons in English"—a book which has met with general favor in spite of the other good ones which had appeared before it—have carefully carried out their original design in this second work, and it is safe to say that it will stand securely on its merits and rapidly find a place in the schools of the land. The book starts out with a treatment of the sentence, on the principle that the whole can be more easily understood than the parts, and that it is the expression of a thought which determines the choice and arrangement of words. The last thirty pages are devoted to composition, in which the subject of punctuation is thoroughly treated. A simple and helpful system of diagrams is introduced, though it is not intended to form a vital part of the work. The pages abound in hints and suggestions both to the teacher and the pupil, and if these are faithfully observed the book cannot fail to prove one of the best yet produced for use in the common and graded schools.

Correspondence.

PROSPERITY.

To the Editor of the Weekly:

CEDAR County, IOWA, has just closed a most successful Normal Institute, with an enrollment of over one hundred and seventy-five teachers. It could not have been otherwise with such an enthusiastic County Supt., as Miss E. B. Ulrich, and such a competent Principal, as Mr. A. C. Ross, of Tipton, for Orthography, Geography, and PENNSYLVANIA; Mr. W. T. Stubbs, of Clarence, for Arithmetic and Grammar; Mr. R. G. Young, of Durant, for Civil Government and Physiology; and Mrs. M. A. McGregor, of Davenport, for Reading, Drawing, Theory and Practice of Teaching, and Moral and Religious Instruction.

The session was four weeks in length. Principal H. L. Boltwood, of Princeton, Ill., gave a thoroughly practical lecture on "The Common Schools, what they should be, and how to make them." Prof. J. S. Bradley, of Wilson, spoke upon "Reform in Spelling," to the entertainment of a large audience. Wm. Lee, Lieutenant of the U. S. Navy, gave a vivid description of the battle between the Cumberland and Merrimac, at Hampton Roads, not unlike Abbott's excellent portrayal of that scene. Miss Fannie Hallister, of Chicago, gave one of her delightful Readings one evening; and a fifth evening was devoted to a very commendable literary entertainment given by the membership of the Institute, displaying a versatility of talent that will place Cedar county teachers in the front rank.

In fact we gleaned our material for our ideal Normal, of which we will tell you some time. As many as could, considering the outlay in attending the Normal, subscribed for the Weekly.

The fruitful of this Institute is ready as follows:

A "Study Club" was formed, including all those passing a first grade examination in a majority of their studies; a committee appointed to outline a course of study, and the following subjects decided upon as suitable for the children of the ages of preparing for further and deeper knowledge of his own language, for the interests of education, by appointing an efficient corps of editors to divide the labor.

They also propose forming an alumni association of all procuring first grade certificates. Look for excellent work next year, for the present incumbent has received the nomination for another term of two years.

VERA.

WRITTEN SPEECH THE EXPRESSION OF THOUGHT.

To the Editor of the Weekly:

In your review of "Thought and Expression," or The Child's First Book in Written Language," after giving the author's method by quoting from his introduction and otherwise, you say that "this method is the same as has for years been practiced by eminent teachers in Germany." The words in many, in this sentence, are superfluous—eroneous, as they will convey to many of your readers the idea that it has not been used in Illinois, nor, to your knowledge, within the U. S., while in fact it was used in this county in the winter of 1876 and 7, and has been used here ever since. It was in use in Fort Smith, Ark., during all of the last school year, and it is used in many other counties and cities. Last week, in the presence of 57 teachers and many spectators, in County Institute at Dugwoon, Miss Emma Wheatley gave a lesson in Primary Teaching, in which the "entirely new feature," the treatment of written speech from the outset as the expression of thought, was well exemplified, and "that thought, not the art of expression," is the thing to be dealt with was clearly stated and earnestly enforced. Prof. Ward, County Superintendent, heartily endorsed it, not as a novelty, but as what he found in use when he became Superintendent four years ago, and which he has advised all teachers to use. B. G. ROOTS.

TAMARON, PERRY Co., ILL., Aug. 24, 1877.

PAMPHLETS RECEIVED.

ANNOUNCEMENT, etc., of Mrs. Sylvanus Reed's English, French, and German Boarding and Day School, for young ladies, New York. The University of Minnesota. The Calendar for the year 1876-77. W. F. Fowlell, President.


Catalogue of the Missouri State Normal School, first normal district, for the school year 1876-77, with announcements for the school year 1877-78. Kirksville, Mo. J. Baldwin, President.

Catalogue of Penn College for the academic year 1876-77. Oskaloosa, IOWA.
It is hoped that the arrangement contemplated will be mutually pleasant and advantageous to the University and the High Schools of the State. By such an arrangement both will benefit. Both are parts of the educational State. The University is the property of the whole State, without regard to party, sect, or section. It has been recently visited by the Governor, and other men of large influence among the Legislators, who have expressed their warm approval of its appearance and work. They desire that the State demand that it shall be placed in close and friendly relations with the public High Schools. Its officers frankly desire this; and to this end invite your cooperation.

Address reply to J. M. GREGORY, CHAMPAIGN, ILLINOIS.

B. F. Stooks takes charge of the Sullivan schools. — B. F. Sippy is nominated by the Democrats of Madison county as a candidate for the county superintendence. Ad. A. Suppiger, the retiring superintendent, is a candidate on the Republican side for the county clerkship. W. H. Johnson remains at East Marseilles. — Wm. Brady retains his old place at Marseilles. — The Clark County Teachers’ Institute had an attendance of forty-nine—an increase of about one hundred per cent over last year. The exercises were conducted by L. S. Kilborn, L. A. Wallace, and J. C. Comstock. Resolutions very complimentary to these gentlemen were adopted by the Institute.

— J. L. Johnson, of the Normal class of ’76 and principal of the Milledgor School, was recently married to Miss Florence Case, of Normal. — O. F. Avery, an old teacher, has been nominated by the Republicans of Livingston county as a candidate for the county superintendence. — The Perry County Institute was conducted by Supt. Ward, Joseph Harker, and ‘Father’ Ecker. Supt. Ecker gave an evening lecture. “Father” Ecker was principal of the Tamaroa schools this year. — Mr. Oscar Polhemus, an alumnus of the Illinois Normal School, died at S dulow, Ill, Aug. 15. — Eugene DeBurn continues in charge of the East Champaign schools. — O. C. Palmer remains at the Stanford Township High School. — E. H. Young is principal of the Richmond, McHenry Co., schools. — T. L. Evans remains at the head of the Paxton schools. — A Teachers’ Institute and Normal School was held in Griggsville, commencing on July nth and continuing five weeks. The Institute was conducted by Misses Root, McMillan, and Vertrees, two of the best teachers in the county. All textbooks used during the session were furnished gratis. Among the evening lecturers were Supt. Ettar, Dr. Edwards, Pres. Hall, Profs. Higgins, DeMotte, Parkinson, Sheppard, and others, in all, eleven; but the effort was not responded to by the large attendance expected—there being but about eighty teachers present. In connection with the Institute was a Model School conducted by Profs. Harris and Dusman. This school attracted a great many teachers in the county.

The Trustees of the Illinois Industrial University have authorized the Faculty to designate one or more High Schools in each county of the State, of sufficiently high grade and good reputation, whose certificates of examination, in the branches required of candidates for admission, may be received in lieu of the usual examination at the University. The principal teachers of the schools selected for this class will be authorized to prepare questions and conduct examinations of any of their students desiring of entering the University, but the papers must be sent to the University for final decision.

The selection of these schools will be made on information of the courses of study, and the general kind and extent of instruction shown by catalogues and circulars. The names of the schools chosen will be published in the catalogue of the University, in the list of Examin ing Schools.

2. ACCREDITED HIGH SCHOOLS.

These must be High Schools of first-rate character, whose courses of instruction include all the studies required for admission to any of the Colleges of the University. On application a member of the Faculty will be sent to examine the school making the application, as to its facilities for teaching, its course and methods of instruction, and the general proficiency shown. If the report is favorable, the name of the school will be entered on the published list of High Schools, accredited by the University. The graduates of these schools will be admitted to any of the Colleges for which their studies may have prepared them, without further examination. The appointment will continue as long as the work of the school is found satisfactory. The expense of the visit of the Professor should be met by the school visited, as the University has no fund for this purpose.

You are respectfully invited to lay this matter before your School Board, and on their concurrence, to send to the undersigned, copies of your catalogue and course of study, and such other information as to the character of the school, etc., as may be necessary to fairly represent the school. If these are satisfactory, the school will be placed on the published list, and full instructions will be sent you as to the studies required, the number and character of questions to be asked, etc.

In case of application for admission to the list of Accredited High Schools, please send information of size of school, number of teachers and departments, and number of pupils in High School course. Also, indicate time when the visit of the Professor may be desired. Catalogues will be sent on request.

Wisconsin.

M. RAII is elected principal at Brodhead. — L. W. Briggs succeeds Hossen Barnes at Manistow.— Prof. W. W. Freeman succeeds Prof. De La Maye at Black River Falls. The latter, on account of reduction of salary, declined the position which was tendered him by the school board. Of the newly elected principal the Banner says: “From one of the school boards we hear that Prof. De La Maye has contracted a large number of applications for admission of the public schools in this village for the coming year at a salary of twelve hundred dollars, and that the school will commence on Monday, Sept 17. He was principal of our schools here for one year some five years ago, and is known and respected by our citizens as an energetic and able teacher and organizer. We also understand that all the teachers here during the last term will be retained with the exception of one—Frank De La Maye. Miss Bart will also remain as assistant.” — From the Appleton Crescent, we clip the following relative to the fall term. — The fall term will open Oct. 20. We understand that the prospect for the coming year is unusually good. The collegiate department has been for several years steadily rising, not only in the number and rigid character of the requirements, but in the number of students. Its fame has greatly augmented, and it is now recognized as one of the best first class academies of Wisconsin, and the President has applications for information from nearly two thousand miles apart. The financial experience of the institution has been a bad one, but this has not prevented a healthy development and gratifying advancement. There is likely to be a full freshman class.” — Referring to the Board of Regents of Normal Schools, the Whitewater Register says: "A more intelligent, honest, and conscientious class of men could scarcely be brought together in any board for any purpose. No one can study their pro-
Educational News.

CALIFORNIA.—The salary of John Swett, principal of The Girls' High School, San Francisco, has been raised from $3,000 to $4,000. That doesn't look fair to the young men, and the superintendent of the county, is highly praised by the local press for extraordinary success in his work.—A fine indication that educational matters are in an interesting condition in this state is found in the many candidates for the county superintendent who are principals of graded schools.

CANADA.—A graduate of the training school of Madame Kraus-Boelet, of New York, will open a kindergarten school in Toronto in September.—The Canada School Journal says: "The appearance, for the first time, of young ladies amongst the candidates for matriculation in the University of Toronto, is a fact of some interest. The average grade of the candidates is excellent. The number of students would be larger if the tuition charged to them were not so high. A delay in the discharge of the debts in connection with the new water main have probably delayed the enrolment of some of the applicants, only 255 were successful. — Prof. W. S. Johnson, for 25 years a primary school teacher in New Lisbon, Wisconsin, now teaches in the normal school, as teacher of penmanship and drawing. Both the school and Mr. Johnson are to be congratulated.

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--- Prof. A. Axline, of Bloomfield, and Supt. Jenkins, of Davis County, gave us a hearty reception at the Bloomfield Normal. Mr. Axline has been for several years the President of the Southern Iowa Normal and Scientific Institute. He is a great worker in the profession and has charge of a new enterprise which bids fair to absorb all of the participants a rich return. A colony of Bloomfield people, marshaled by the professor, will locate in the town of Kansas, organize a new county, establish the seat, erect churches and schools and make a name for Normal and invite immigration. We expect to hear of a first-class school being organized there before 1878. Address Prof. A. Axline, Luka box, Hutchinson, Kan. One hundred and eighty-one teachers' names enrolled at this institute. One hundred and sixty-six names of those who assisted in the institute here except that of J. C. Dunlap, of Drakesville. Prof. D. is an energetic and live teacher. Twenty-five words in common use were pronounced to the teachers here, and a lady by the name of Miss F. —A teacher of the best order. We have gathered a lot of lady superintendents; two gentlewomen sup'ts, each having lost an arm; and one, Mr. Clay Wood, is blind. Logan and Onawa published each a daily paper, and Red Oak and Oceola held a regular weekly.

MICHIGAN.—Mrs. S. A. Crane, who has for many years held a prominent position in the Ann Arbor public schools, has accepted the position of principal of the Houghton High School at a salary of $800. C. T. Beatty takes charge of the High School at East Saginaw next year. He has been principal of the Houghton College at Coldwater for the past five years. The Michigan Military Academy will be opened at Orchard Lake, Oakland county, September 19. The location is one of the finest and best in the state for such an institution. It is designed to fit young men for college or practical life, and is under the management of a competent superintendent—Major Rogers, of Detroit.—Prof. A. Hennequin, late of the University, is to take charge of the High School at New Philadelphia.

MINNESOTA.—The Normal School of the University at St. Cloud, will be ready for occupation in a few weeks. A very large freshman class is held one session a day.

OHIO.—An indication of the relative estimate placed upon the services of male and female principals of schools may be found in the action of the Board of Education at Toledo. In arranging the schedule of salaries for the next year it is expected that a large sum will be employed for the Webester Grammar School he should be paid $1,000, but if a female were employed she should be paid $800. —The trustees of the Agricultural and Mechanical College have appointed a chair of political economy and civil policy, and established a School of mines and mining engineering, in accordance with the act of the General Assembly. Prof. Henry Newton was elected to the chair. —Respecting the two candidates for State School Commissioner in Ohio, the Chicago Inter-Ocean says: "Joseph F. Lukens, Republican candidate for School Commissioner in Ohio, and Mr. Burns, the Democratic candidate, lived as boys on the same eighty acres of land near Hockingville. The parents of Lukens moved into one cabin when he was six weeks old, and about the same time the parents of Burns moved into a cabin near where their boy was six weeks old. The boys grew up together. Lukens served as a soldier in the Union army; Burns as a soldier in the rebel army. Lukens is a teacher of large experience, and there ought not to be much doubt of his election."

PERSONAL ITEMS.

J. ANDERSON, late principal of the Portland, Oregon, High School, has been elected President of the Board of Education for the State of New Caledonia. Prof. A. Hennequin, late of the University, is to take charge of the High School at New Philadelphia.

CHICAGO NOTES.

M. C. Crow, late of Pennsylvania, takes the schools at Elmhurst, Ill. Mr. Crow is a scholar of fine attainments, having spent two years studying in Germany. —Prof. O. R. Smith, of Sparta, Wis., was accidentally shot and killed while hunting with friends near the mouth of the Wisconsin river. He was going out to hunt, according to his custom. A few days before, he had been at Black River Falls conducting an institute with Prof. DeLa Matry. In his death Wisconsin loses one of her highest valued educators.—Sarah E. Wiltse, of Corunna, Mich., goes to Spring Grove, Ind., this state, to take charge of a kindergarten.

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Examinations for admission June 22nd and Sept. 7th. For catalogue or additional information, address Professor CHARLES F. PAY, Secretary, College Hall, Mass.