The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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Editorial.

In the suggestive address of President Newell at Louisville, occurs the sentiment that,

"The true order of a common school programme is that every step shall be the best possible preparation for stepping out rather than for stepping up."

These words formulate a truth that lies deep down in the convictions of thousands of thoughtful educators and thoughtful men in every walk of life. That truth could scarcely be expressed in more felicitous language, and its utterance in this form and on the important occasion that called it forth will impart to it a piquancy and force that must arrest attention and powerfully affect public opinion upon a subject of great importance. There are those who dream of the possibility of shaping, and even of subordinating the courses of study in the common schools to the requirements of the so-called higher education. Nay, more; there are some who persistently proclaim this as the cardinal principle in the organization of our system of public instruction. There are those who insist that the entire series of agencies from the primary and the rural district school to the high school should, in their organization, studies, and management, be made tributary to the wants of the state universities. This means, substantially, that in providing for the necessarily limited education of the many we must subordinate their needs in respect to the studies pursued, to the requirements of the few whose good fortune it may be to partake of the highest advantages afforded by the state.

Now this doctrine is a heresy and is exerting a pernicious influence upon the great educational movement of the country. It leads many to overrate, relatively, the claims of higher education, to the detriment of that _work of thorough elementary training_ which is so essential to good citizenship, which alone is within reach of the masses, and which it is the chief function of our common school system to impart. In a large proportion of our educational meetings a great amount of the time has been and is devoted to a discussion of the relations of the grammar and high school to the college and the university, and to those questions that refer especially to higher education. The consideration of these topics we freely admit to be both useful and important. Higher education is important. High schools, academies, colleges, and universities are important both relatively and absolutely. More important still, however, are those elementary schools which furnish, or are at least designed to furnish, to the people the rudiments of knowledge, with that mental and moral discipline which must form the ground-work and substratum of a civilized society.

It is safe to affirm, probably, that at least eighty per cent of our whole population in this country enjoy all the educational advantages they enjoy in the common schools. In some states a careful investigation has shown that eighty-eight per cent are thus solely instructed, and that the actual school period does not exceed six years of six months each, or, about thirty-six months in all. The total enrollment in all the schools and institutions of every grade in this country during the year 1874 was 8,463,103. Of this number, only 360,000 are given as belonging to other than public schools, and only 56,002 were in universities and colleges. Hence, it is very clearly to be seen that as a matter of fact but a very small fractional part of the people ever partake of the benefits afforded by the higher institutions of learning. It is equally clear, too, that the means of education for the masses must be so shaped and administered as to answer in the greatest possible degree the conditions and circumstances of their actual situation. With the masses, the supreme question is what knowledge and what course of preparation will be of the most worth under the circumstances? Time is short. Their opportunities are limited. Each step in their education, therefore, "should be the best possible preparation for stepping out rather than for stepping up."

But what are the outlines of such a preparation? Manifestly, first of all, the ability to read readily, understandingly, and appreciatively the English language, coupled with the love for the best authors. This must include, of course, a reasonable mastery of its unreasonable, absurd orthography, until all absurdities shall be removed by the great reform that is surely coming. In the next place, the ability to write legibly and to express thought accurately, both in writing and orally. This power of expression must, indeed, be the touchstone of all other attainments. In the third place, as a branch of the art of expression and as the _foundation of all industrial training_, drawing must be cultivated. The hand and the eye must be trained to perceive, to combine, and execute. This kind of training is not only a powerful mental stimulus, but it is the first step toward the practical use of tools in the industrial arts. Drawing should become as universal as writing and reading, both on account of its influence on character and on the industries of life. Next in importance comes arithmetic, the art of using number in accurate and rapid calculation and computation. We want less of the philosophical and far more of the practical here, for the average pupil and for the public good. To facilitate operations and save the precious time of the pupil, we want the simple and beautiful metric system substituted for our current, cumbersome, and complicated devices denominated...
“Weights and Measures.” To these should be added as a *sine qua non*, some knowledge of the history and government of our country, with a general introduction to the elements of those sciences which unfold the secrets of nature and make us acquainted with the properties and forces with which we are brought in daily contact. If the foregoing branches are skillfully and wisely handled by competent instructors from the beginning, the perceptive faculties of the pupil will be awakened, the power of combination and of reasoning will be cultivated, and the ability and disposition to increase one’s stock of useful information will be acquired so that life will in a large sense become a perpetual school, and study a source of perennial enjoyment.

To this brief outline of the **Essentials** should be added _actual practice in one or more of the simpler industrial arts_. The use of tools and materials should be actually taught by educational methods in the schools of the people. Habits of industry and the love of labor should be assiduously cultivated to the end that when the pupil steps out of school he shall be able to prove that it has prepared him to step into some occupation honorable to himself, useful to the state, and conducive to that happiness which arises from a right direction of the powers, to the noble ends of a rational existence.

We freely concede that the dignities of scholarship are great, and that its aspirations are grand and noble. We grant that the world needs highly educated men, and we know that it will have them. But we are equally positive in the conclusion that there is a common education for the common people quite as necessary for the welfare of society and the existence of the state. Universal education among the people, comparatively limited though it be, is not whit less important than the highly learned few. We want no aristocracy even in learning. High scholarship and profound attainments realize their chief significance only when employed to aid, encourage, and extend education among the masses of a free people. In this general diffusion of the means of instruction we have the surest guarantee of the success of higher education. Higher education can never grow and flourish when planted in the soil of popular ignorance. On the other hand, the surest and best way to build up the colleges and universities is to lay a deep and all-pervading foundation for them in the promotion of a thorough and universal system of elementary education. This is the greatest undertaking that the American nation has now or ever will have on its hands. Entirely to overcome illiteracy and subjugate ignorance will prove to be a bigger job than to suppress the rebellion, and it is about time to enter earnestly and determinedly upon the work.

**THE HIGH SCHOOL PRINCIPLE—II.**

There have been instructed in the Indianapolis High School, during the past year, about 550 different pupils. A tolerably accurate knowledge of their circumstances leads me to the conviction that not more than one-half this number would obtain anything beyond the merest rudiments of an education if this school were not in existence. The number who enter and pass out of the school each year by graduation, removal, or going into business is not far from three hundred. This in four years makes an aggregate of twelve hundred different pupils, representing probably not less than eleven hundred families, directly reached by the High School within a single lustrum. It will thus be seen that the direct influence of the High School upon the city is by no means insignificant. But it is to its indirect benefits, those that reach every grade and class of people who have anything at stake in the city’s prosperity, that I propose to direct attention.

I presume it will be admitted without controversy, that every intelligent and virtuous citizen is a power for good, that he is able to and does exercise a beneficent influence over every other person. There is not a community in the land that does not hail the advent of such a man as a public blessing.

Is not the present prosperity and eminent position of this city, mainly won within the last half decade, chiefly due to the high character of the people who have made their homes and invested their fortunes here? Who is recognized as adding most to the city, the high-minded cultured man of moderate means, or the fool with, it may be, his hundred thousand? We invite talent from abroad to fill our pulpits, to cater to our desire for amusements, to instruct us from the platform, to edit our papers, to manage our railroads, and to teach our schools. If, however, a contractor needs one hundred or five hundred men, to grade a street or dig a sewer, does he invite them from New York or Chicago or Louisville with the offer of wages higher than would be demanded at home by those willing to do the work?

If a manufacturing company desires to employ a superintendent to manage its business, the chances are that he will be obliged to send abroad for him and pay a substantial salary, while the common workmen will compete for employment at wages not much above the starvation point.

All important enterprises, the prosperity of which touches every one, need and seek clear-headed, well-educated men to guide and control them. Money alone can neither create nor keep alive even business prosperity. Take away from this, or any other city, every thing the value of which can not be reckoned in dollars and dimes,—take from our pupils learning and eloquence, from our bar all who rise above the rank of speculators, from our industrial establishments brains and acquired skill, from our society grace and refinement, from our public schools completeness and system, and our downfall would be far more rapid than our elevation has been.

Our people must have brains, they must have education, or our civilization must perish. The dilemma has three horns. We may relapse into barbarism, we may import our culture from abroad, or we may secure it by a generous training of our boys and girls at home. In other words, we may make hewers of wood and drawers of water out of our own sons and daughters and import for them task masters.

The hope of our country, in a commercial point of view, is in a diversified industry. The most sagacious thing society can do for itself is to give every individual an unobstructed and unlimited chance to work out his own temporal salvation. Fewer men, comparatively speaking, are required now to do the drudgery of life, than a generation ago.

**We have more men fit for nothing but to dig than we have ditches for them to dig.** It does not require as many hands to feed a hundred mouths as it did a generation since. Hence some of these hands are bound to be idle unless society can qualify them for other work. It is often lamented, but it is undoubtedly one of nature’s beneficent compensations, that as man’s grosser wants are more easily satisfied, his love of luxuries grows. Hence there is always very nearly work enough for every one who needs to work.

The higher education is supposed to, nay, it does, free men
from some of the limitations which otherwise would narrowly compass them about in the choice of an occupation. A liberal education in a wonderful manner enlarges the horizon of one's life in more senses than one.

Competition the life of trade is well enough as a metaphor, but in reality too many are finding it the death. This keen and merciless rivalry which is filling so many with dismay in their bitter struggle for existence, is more desperate the lower down one goes. The lawyer or doctor feels it less than the contractor, the contractor less than the brick layer, the brick layer less than the hod carrier. And so it is that the unskilled workman even has a personal interest in the elevation of those around him, though he himself may not rise, inasmuch as it lessens the number of the jostling crowd on his own plane.

A young person who has taken a high school course is certainly able to enter upon some one of many occupations which, without such culture, he would be unable to aspire to. If under right influences at home as well as in school, he does not feel himself above any honorable employment. With taste and opportunity to engage in some mechanical art, he finds himself prepared to take an intelligent view of his own work in all its complex parts and relations. If inclined to teach, he is ready for that. In short, with the mind disciplined, whose servant the body is, he becomes a free man—free from the trammels of undeveloped powers and the bonds of ignorance. If, moreover, his moral nature have correct discipline and grow apace with the intellect, he becomes the center of outgoing influences whose limits extend far beyond the power of our imperfect vision to trace.

These suggestions, it seems to me, are sufficient to show that this question of a free higher education in a community is one so intricately interwoven with many others in political economy and social ethics, that none, least of all large property-holders, can afford to frown it down without first scrutinizing it in many other lights than that of a tax receipt.

J. B. ROBERTS.

Contributions.

SCHOOL ECONOMY.

VII. TARDINESS.

H. B. BUCKHAM.

All that I have written heretofore on this subject has been written with reference to country schools. In these, as it seems to me, the conditions forbid the rigid enforcement of any uniform rule. While tardiness there, as everywhere, is an evil, and, in most instances a wrong, and must be subdued, as far as possible, corrected, it can be met by no prescription to be administered in all cases alike. It is a matter of training, and in such circumstances wisdom is shown rather by judicious management than by strict application of rules made beforehand. A code of rules carried into such schools very much resembles the beautiful theory of government devised by Locke for the Georgia Plantations; as a theory it was perfect, but in practice it was so entirely removed from the habits of the colonists and the state of the country that it fell to pieces of itself.

I write two final papers on this subject with reference to city and village schools. Here, again, I offer only opinions and do not expect all to agree with me.

In these schools the same principle is to be worked out under different conditions; the habit of punctuality is to be cultivated for the sake of the pupil and with the cooperation of the parent, but the circumstances favor in some respects, a sharper and more positive mode of treatment, while with others they are still more difficult to deal with. Punishment here is a matter of regulation by the school board on the superintendent; all the business habits of the place are more exact and prompt, the merchant and the banker and the express agent and the railroad train and the factory accustom the community to sharp observance of hours and minutes, and school, like any other place of business, is expected to conform to business habits; there is some standard of time which all observe; there is often some signal or bell or public clock which all must hear, and so no excuse for tardiness on that score; children come to school more continually through the year so long as they attend at all. On the other hand, the teacher has less personal contact with parents, pupils are more likely to set together and to follow school traditions and to fall into stereotyped ways; evasions of rules are very likely to be provoked by strictness of discipline and to be popular and contagious as they are successful; temptations to tardiness are more likely to occur, and when they occur to affect a larger number, as when a circus is to come, or a picnic party is to start, or a friend has to be seen to the train; some live very near the school, and for this reason often run so close to tardiness as to be proverbial for coming just in time to save a tardy mark.

Let me mention some of the more common regulations for city and village schools with objections to them, and then offer a remark or two in reference to the principle which should guide all such regulations.

In some places doors are locked at a specified minute and not opened for the half-hour. This rule, if strictly enforced, is an absolute cause of tardiness, as all tardy pupils are excluded. So the torture of a fellow may be immediately relieved by cutting off the afflicted finger. Under this regulation it is very easy, as I know from trial of it in one school, for a pupil who wants to have the half-day to himself to loiter just enough to see the door locked. Thus the offense is really changed by design of the pupil from intentional tardiness to truancy, but truancy under such color that the teacher can hardly deal with it as such. There is all the evil of truancy, so far as intention and loss of lessons for that day and the next and the consequent great annoyance of class and teacher go, but with the appearance and confession of tardiness only and the feeling that the mode of preventing the lesser fault was the occasion of, if not the temptation to, the greater.

In some schools pupils are required to lose recess or to stay after school as many minutes as they were tardy. For a simple rule on the principle of rendering an equivalent this sometimes works very well. No doubt it would hasten many to know they must make up lost time after the rest have gone. The objections are two: that saving time after school is no real compensation for tardiness, or that staying after school does not alone for any fault which might have attached to the tardiness, and that the pupil is thus invited to choose between the convenience to himself, of being punctual and "making it up after school." Of course, there must be some limit to this privilege of "making up," as one teacher learned when a whole class stayed out two hours in the afternoon to see a show, and with apparently good logic expressed a frank expectation and willingness to remain two hours after school.

Another practice is to exclude from school for a fixed number of instances of tardiness, sometimes coupled with right of appeal to the highest school officer for reinstatement. Where tardiness is an evil so prevalent and so great as to be injurious to the school, this rule may work for the general good by the exemplary punishment of a few. It becomes necessary, if such a rule is in force, to fix with great exactness the definition of tardiness, and to specify what circumstances, if any, may justify it. If so serious a penalty is to follow, all the instances charged should be beyond dispute and there should be no just ground for suspicion that the rule is interpreted so as to hasten a pupil's exclusion. If the object is to protect a school from the positively bad influence of pupils willfully addicted to tardiness, or to apply a rigorous corrective to some who cannot be reached by milder means this rule, may work well. If it be a question, however, to find a middle way after school is no real compensation for tardiness, or that staying after school does not alone for any fault which might have attached to the tardiness, and that the pupil is thus invited to choose between the convenience to himself, of being punctual and "making it up after school." Of course, there must be some limit to this privilege of "making up," as one teacher learned when a whole class stayed out two hours in the afternoon to see a show, and with apparently good logic expressed a frank expectation and willingness to remain two hours after school.

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disadvantage is to come from being tardy. There is no very valuable and fruitful discipline from compelling the practice of a virtue by depriving one of honors and rank, awarded on other grounds, as a penalty for its neglect. If I am tardy at school, but judge of my lessons perfectly, I am unable to see why my grades should be charged to the account of my lessons any more than if I am punctual but have poor lessons, these poor lessons should draw a premium from my punctuality.

A modification of this plan deducts a certain per cent from the marks to which the lessons are entitled. The principle is the same in either case, deducting from the merit due for one requirement because the pupil fails in another requirement, the two being dissimilar terms and therefore not comparable. It says in effect, I will punish you for what you do care about, because honors and rewards go with it and because that seems to you of more importance than the habits which are to accompany you through life. It looks a little like taking revenge for a fault which has no specific, adequate punishment of its own, the discrediting merit by which the pupil sets great store.

Still another rule is to require excuses from parents or guardians before a tardy pupil can be admitted to school. This assumes that some responsible person should authorize the tardiness and assume the blame, if any blame attaches to it, or in a looser sense, and a sense to which it almost necessarily degenerates, that the parent knows the fact of tardiness and with that knowledge the teacher throws off all responsibility. The latter is content with a simple "please excuse," the former would like to demand a specific reason in each case and to judge whether it is sufficient or not. These questions at once arise; has a parent a right to take from his child half an hour from the time of the school session? has he this right for certain causes only? and who may fix the causes? has a teacher his own authority or as agent of a board or committee a right to demand a reason for the child's absence? Both legal and moral questions are here involved. Be the answers what they may—and they would be very various—the plan of requiring excuses is not very efficacious in preventing tardiness. In many places many of the parents cannot write them; when written they are little more than a formula for reentering school, without hesitation or compunction and often with ill-concealed impatience at the teacher for the trouble he makes, and authority to write them is too often passed from father or mother to elder brother and sister and even to the friend as the school had, sent me this excuse:

"I, ____________ , a slip of earth, have been unable to see the contents of the young, in our schools, by the process of pupil-teaching, will be PROGRESS AND RESULTS OF LINGUISTIC SCIENCE.

II. RESULTS OF THE SCIENCE OF LANGUAGE.


MODERN philology, it is well known, has not remained without influence upon the modern pronunciation of the ancient languages. The change wrought in the pronunciation of Latin by means of Corssen's work, "On the Pronunciation, Vowel System, and Accentuation of the Latin Language," is not received by all with equal favor; yet little has been said against the soundness of Corssen's arguments. But the expediency of adopting the new pronunciation in teaching has often been denied. The principal reason why each nation should pronounce the Latin according to its own phonology is, as I understand it, that the learner more easily recognizes the relations between the foreign and the native language; a reason which, it seems to me, is of little weight, in the first place, because, as we have seen, very frequently words of a similar sound or form have no etymological connection whatever, and then because such words about whose relationship there is no doubt can be recognized even if the pronunciation is not quite the same in both languages; and again, the former would like to demand a reason for certain causes only; and who may fix the causes? has a parent by his own authority or as agent of a board or committee a right to demand a reason for the child's absence? Both legal and moral questions are here involved. Be the answers what they may—and they would be very various—the plan of requiring excuses is not very efficacious in preventing tardiness. In many places many of the parents cannot write them; when written they are little more than a formula for reentering school, without hesitation or compunction and often with ill-concealed impatience at the teacher for the trouble he makes, and authority to write them is too often passed from father or mother to elder brother and sister and even to the friend as the school had, sent me this excuse:

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Pronounce this line according to the rules for the pronunciation of the French language, and you will entirely miss the force of the onomatopoeia. In the passage from the Odyssey:

"Istie de afia, Tychi'ha tycha titera dixeiroon iye anmu,"

we hear as perfectly as words can imitate it, the whizzing of the wind and the crashing of masts; but change the guttural sound X, and the effect is spoiled.

As a last illustration I will quote a few lines from the 8th eclogue of Virgil. The shepherd Damon is complaining of the cruelty of Cupid, who, he says, is not an Italian boy, but was "born on rugged cliffs in far-off mountains."

As a last illustration I will quote a few lines from the 8th eclogue of Virgil. The shepherd Damon is complaining of the cruelty of Cupid, who, he says, is not an Italian boy, but was "born on rugged cliffs in far-off mountains." In such poetry the intention to use word-imagery is not to be mistaken, and hence the importance of pronouncing the words as he would recite them is evident. One might as well disregard the meter as the proper pronunciation of vowels and consonants and deny that intimate union between ideas and form which Schiller claims for the distich in the beautiful words (translated by Coleridge):

"In the hexameter rises the fountain’s silvery column, In the pentameter eye falling in melody back."

In short, if the study of the classics is to serve other purposes besides the strengthening of the memory and the reasoning powers, an end which may as well be reached by other and more practical studies, if moral and aesthetic culture is one of the ends to be attained, then it is of the highest importance to the student to become imbued with the spirit of the ancient writers; and while he endeavors to do so, he can not neglect or treat as indifferent any element of their means of expression.

I can not here enter at length into the changes in the treatment of the grammar and the methods of instruction, of both the ancient and modern languages, wrought by modern philology. The authors of the most favorably known text-books, such as Hadley, Harkness, Allen & Greenough, Goodwin, Crosby, have composed their works in the light which the new study has thrown upon the etymology and structure of the languages, and have taken up into them the newly-developed views, as far as consistent with practical ends; “while the authors,” says a reviewer of one of the above-mentioned works, “have not been led by their familiarity with the most advanced linguistic scholarship, to depart from the simplicity of their task, they have, at the same time, made this new grammar peculiarly useful by giving just enough glimpses into the growing field of comparative philology to awaken the curiosity and engage the interest of such boys as give promise of developing any natural aptitude for broad linguistic studies; the substantial contributions to Latin grammar gathered from this field are used without prejudice, and in a way to occasion no perplexity to teacher or learner.”

What has been said of the ancient languages applies to the living ones; if, in view of an early practical use of these languages, a more scientific study of them is frequently neglected, it need not be so, and comparative matter may be used as a valuable help to the learner, whether the comparison is made between ancient and modern, or between different modern languages. In some German Gymnasiums, where the Latin is commenced early, the French is taught from grammars based directly upon Dietz’s Comparative Grammar of the Romance Languages; the Middle-High-German is learned in a very short time by way of comparison with modern German, and the Middle-German is read in the original; and to show how well the plan to present the languages in their historical growth is carried out in the school to which I have reference now, I may add here, that the course in Greek commences with the Homeric dialect, as the older one, and the first Greek Reader placed in the hands of the pupil is the Odyssey. The work of the classes in Anglo-Saxon in Lafayette College has been described as follows: “A class goes slowly on with the Reader and Grammar together, studying word by word, letter by letter, the relations of the forms to those of other languages, and the laws of change which govern their history. Besides this grammatical study, however, the substance of the selections is carefully studied, including choice extracts from the Anglo-Saxon Chronicle and Beowulf, giving the noticeable events of history, Anglo-Saxon laws, and extracts from the great poets. Thus, in method and substance, as thorough and scientific study is given to a portion of the Anglo-Saxon as can be given to Greek and Latin, with the ordinary college text-books. It affords a solid foundation for the study of the later English classics—Chaucer, Spenser, Shakespeare, Bacon, Milton, Bunyan, whose masterpieces are studied in successive terms with the same care which a Greek professor gives to Homer or Plato.”

The study of English Grammar has received much light from the Anglo-Saxon, and it would be neither impracticable nor useless to connect with the English language course in the high schools the study of a short historical English grammar; this would, for English students, facilitate the learning of other Teutonic languages, for instance the German, just as vice versa, an acquaintance with German renders the understanding of Anglo-Saxon or Old-English comparatively easy. In general we may say that, “after a student has learned one speech scientifically, he can never learn another with satisfaction without knowing the relations of everything he learns. A child may memorize mathematics at first, but as soon as he has understood anything, he recuits at every attempt to cram him.”

Now, the modification which the study of languages has undergone under the influence of comparative philology, as far as it can be expressed in a summary way, is this: While formerly each language was studied by itself without reference to kindred speeches, while its details were memorized as a mass of dead facts without any history, we now treat it as a member of a large family, in its relation to other tongues, more or less akin, and its parts not as dead forms, but as organisms changing according to laws both historical and phonetic. Thus the French, in its relation to the Latin, is defined by M. Littre as a language “which preserves the accented syllable, generally suppresses the middle consonant and short vowel; then reconstructs the word according to the euphony required by the ear between the remaining elements, and thus establishes its new and own accentuation which always falls upon the last syllable in strong (masculine) endings, and upon the penult in weak (feminine) endings.”

There are other sciences that have essentially profited by the results of philological and linguistic studies. I had intended in this communication at least to touch upon the different theories concerning the origin of language itself, further upon the development of human reason, the Darwinian theory, mytho­logy, and theology. But this paper is too long already, and I must close, reserving the other points for some future time.

THE LITTLE LANE.

S. P. BARTLETT, South Dartmouth, Mass.

W e passed the birches o’er the brook,
The stepping stones, the mossy wall,
The sweetly-scented cedar nook,
The gateway, barred and tall.

And then I was down the little lane—
The pretty lane year out and in—
That Kitty, Sue, and bonny Jean,
And I, and little Win.

Went with our books to village school,
Through violets blue, and tufted fern,
The tossing wind-flowers end and cool
That greatly love to turn
Such lilac bells to catch the sun,
Made banks of bloom in April time;
And there, before the Spring was done,
What buttercups would shine!

And daisies fair, with star and shield,
A waving army, host on host;
When breezes swept their golden field
I think we loved them most.

Clear, clear and sweet—how sweet and clear,
As rosy blushed the pink-set thorns.
The dearest bird of all the year
Sang in those dewy morns.

O little lane, the bird of May
Might flit to-day o’er bloom and tree,—
The little lane is far away;
And far away from me.

The children parted, years ago,—
There are some graves I cannot see,
But in a foreign land, I know
Shade sad, and silently,
The cypress boughs where three were laid,
With lonely tears by one who wept;
And of the schoolmates dear who played,
But Win and I are left.
TEACHERS SHOULD MAKE GREATER USE OF THE LOCAL PAPER.

G. P. PEDDICORD, Wyanet, III.

EVERY teacher owes it to his profession to avail himself of all possible means in ascertaining the pulse, as it were, of the community in which he is about to work. This is indispensable to the success of any teacher. He must know how much "reform" they can bear. And the probabilities are the more he knows of the ideas of the community on school matters, the more disagreeably surprised he becomes. One of the most efficient means of informing the community on such matters is to patronize freely the local paper. Every local paper should contain a weekly educational column. It is encouraging to know that there are many who are using the papers for educational purposes. I think there will be found no editors who will object to giving a column for this purpose once a week or oftener, if necessary. It is a noticeable fact that in those communities where the paper is freely used by the teacher there is a healthier feeling. I would not have the educational column monopolized by the hobby-riding teacher. Let the column be filled with the general facts of schools and education. What do the great majority of parents care whether "a" has six sounds or forty? Technicalities should find no place in the column. Leave these for the school journals of the country. The teacher can make no better investment than to contribute weekly an article on some educational topic. The higher the educational plane to which he can educate them the more the appreciation of his work, and consequently the more permanent his position, and the greater his remuneration.

Not for this alone should he exert himself in this direction, but he owes it to his country as a good citizen. Every teacher should furnish a weekly, monthly, or quarterly school report for his local paper. My experience teaches me that it is of incalculable good. It brings before the patrons of the school that which they would otherwise know nothing about.

AN OPPORTUNITY FOR PHILANTHROPIC PUBLISHERS.

THE State Board of Education of Louisville has published a circular in which publishers of school-books are offered a fine opportunity of practicing philanthropy toward indigent parents of public school children. A plan is suggested by which they can give away books "for the use of indigent pupils who attend, or can be induced to attend, the free public schools of the state." The publishers of adopted books are requested to deposit a sufficient number of books with the dealers, who shall be authorized to deliver them to pupils applying for them "at some fixed price not exceeding the minimum retail rate, or, if said pupil surrenders the text-book last used by him on the corresponding subject, at the minimum exchange rates." It is suggested also that, "in consideration of this waiver of the privilege of securing such book at the introductory rate, said publisher shall donate to each parish board and to the city board of directors of the public schools of New Orleans a number of said books equal to twenty-five or thirty per cent of the whole number required in the parishes and New Orleans, during each of the four years for which the adoption of said books shall last." What a splendid chance to disseminate good books among the needy!

Teachers, what are you doing to cause the pupils under your care to remember you with especial regard?

To live in the hearts of men and women throughout long years, to be, even though unconsciously, connected with their highest aims and purest designs, this is the grand privilege of every true teacher. How may we accomplish this? In the first place, we must work; work energetically, unceasingly.

"Without haste, without rest." Study those words. Whole volumes filled with unending truths linger in them. All the wondrous mysteries of creation, the birth of a planet, the life of a flower, the soul-growth within us are slowly, untriedgely evolved from the eternal law of ceaseless labor.

"Without haste, without rest." Inculcate a spirit of earnestness, a conscientious power arising from confidence to master difficulties, not to shun them. This habit of toiling with patience, this determined self-reliance will be of infinitely greater service to our boys and girls, than the "cook larnin'" a few of our aged friends used to rail at, as unthinking boys for farm work, and girls for home duties.

PEARL MONTGOMERY.

You visit a school-room filled with quiet industry; in a distant corner arises a slight disorder—so slight you scarcely notice it, and the teacher, absorbed in the arithmetic recitation, seems not to observe it. A few minutes later, when the class are busy at the board, a signal no one else perceives summons the disorderly boy to the teacher's side. A talk follows, so low-toned that you do not hear a word, though you sit within a yard of teacher and pupil; you only know that the boy returns to his seat subdued, and is a model boy during the remainder of your visit. No other pupil is disturbed, not one second is taken from the working time of any but the offender. That teacher has tact.—MARY ALLEN WEST.

SELECTIONS.

THE CAUSE OF EDUCATION IN JAPAN.

WHEN the news came a few months since that a reactionary movement in regard to education in Japan had set in, the friends of education in the United States were apprehensive that it was but preliminary to the abolishing of the comparatively liberal system which the Japanese government was induced to adopt some years since at the earnest request of the friends of progress both native and foreign. American educators felt especial solicitude in regard to the matter, since they have taken a deep interest in the remodeling and enlarging of the educational system of Japan, and some of them have been employed in the work. The educational authorities of that empire have for years made a close study of the American system of instruction, and have adopted many of its most desirable features. The foreign superintendent of educational affairs in Japan, Dr. David Murray, is an American, while certain schools are supplied with American teachers. The result has been so entirely satisfactory that the cause of education in Japan has gained a large number of warm friends among the progressives of the empire. Late authentic advices received by the United States Commissioner of Education are, however, calculated to correct the impression made by the intelligence of a few months ago. It appears that in January last the educational appropriation was diminished, whereas the department of educational affairs at once began to cast about for ways in which to bring its expenses within the reduced appropriation. There were nineteen schools of a higher character in the empire, which included the University of Tokio, the medical college of Tokio, and a number of English language and normal schools—all of which were mainly supported by the government. When the crisis came it was determined to maintain all the schools by exercising unusual economy in their administration; to consolidate when practicable, as in the case of the Tokio female normal school and girls' school; and in some cases to transfer as far as possible to the local governments the support of some of these schools. Fewer foreign teachers will be employed and the appliances of education will be less liberally provided; but the friends of education regard this curtailing as much better than utter abandonment. It has been a gratifying circumstance that the local communities are unwilling to lose the schools which have been opened, and cooperate heartily with the local governments in arrangements for their continuance. As the resources of the empire are likely to be restricted for some time to come, it is possible that some modification of the educational scheme may be necessary, but the friends of education both in Japan and in this country are assured that the more important features of the present system will be retained.—Washington Evening Star.

ECONOMY.

Economy is a good thing and much to be commended. Once determine what it is, and its practice becomes comparatively easy. The common interpretation is "to save," hence, where expenses are curtailed, there is economy. The farmer might leave his young stock exposed to the storm and save what it is, and its practice becomes comparatively easy. The interpretation is nor—economy of the time of the children and of the money used, the teachers must be able to make. Some parts of the farm or the workshop be diminished in greater proportion than the expense?

We may economize by stopping off luxuries, but when we curtail the necessities, we strike at the conditions which make true economy possible. Does any one suppose that in this country a common school education is not a necessity—a necessity for the man, for society, and for the state, and an economy for all? But the common school must have teachers, and if there is an economy of the time of the children and of the money used, the teachers must be efficient. If the teachers were efficient, they must make some degree of preparation for their work. The time is past when "anybody can teach school," even a country school. The time has come when the people are demanding that the youth of their children shall not be wasted by superficial culture, but that good seed be sown instead of noxious weeds. Is there any
parent who considers that a common school education is more than his child needs? or that the best teacher his school ever had is too good for him? On the contrary, did he not pay his share of the tax for that teacher more willingly than he ever paid any other similar tax? The true economy of time is to accomplish the most in it; of the children's time it is to prepare for them for lives of usefulness, to fit them to fulfill the ambition of their parents in becoming the noble men and women of the future.—S. H. White.

II.

The position of the teacher when outside of the school-room depends on his attention to social duties and demands. Some teachers strive to render themselves valuable members of society, and society approves them. Others sit down moody in a boarding house, make no acquaintances, have nothing to contribute to the demands made by the social circle upon them, and wonder the teacher has no position in society. Let every teacher determine to have a position. If you want to ride in the car you must pay your fare; there are no dead-heads in society,—one pays in one thing and another in something quite different—but all pay.—N. Y. School Journal.

It is possible for a nation to be its own worst enemy. It may deliberately destroy itself. We have a very large burden of hereditary ignorance to bear, and much to our injury we have given this very ignorance equality with us in managing the affairs of the nation. This action necessitates that one of two things should take place; either the nation must sink to the level of this ignorance or we must elevate it to the standard of our intelligence. The negro must be educated, or the vast burden of his stupidity will crush us. The best friends of the colored race see and know this.—National Teachers' Monthly for May.

In dealing with imperishable jewels, which might make resplendent our crown of rejoicing forever, how often do we work at haphazard, knowing little of the material in our hands, and caring little whether our processes are adapted to it or not. Mechanically we work and stupidly await the result, expecting our jewels to be rightly polished, because we persistently hold them to the wheel; the grind, grind, grind goes on till suddenly we find our gems ground to powder, and worthless dust alone remains as the result of our labor.—Mary Allen West.

Musical Department.

TEACHING MUSIC TO CHILDREN.—I.

In beginning the work of teaching music in schools, the teacher should have a definite object in view, and then arrange the course of instruction so as to reach the desired end by slow, gradual, but interesting steps. Probably one of the greatest causes of failure in teaching music to children has been the attempt to teach too much theory, and give not enough practice. Let the practice always precede the theory. Just as a little child learns to speak its native language, without knowing, in a technical sense, one principle of the science of that language, so should the practice of singing commence. What mother, in teaching her little prattle to speak the word “John,” would confuse its mind by requiring it to know that “John is a noun, because it is a name; a proper noun, because it is the name of a person, etc.”? And yet, too many who would teach music to little children—and sometimes older ones—use almost as cumbersome explanations at every step. Having a class of children before us to whom we would impart some knowledge of music, we would probably commence by teaching a pleasing rote-song that is within the easy compass of each one's voice, usually from F (first space, treble staff), to E (fourth space) and, by this means, secure the interested participation of every one. While teaching such songs, careful attention must be given that no one is permitted to sing loud or harshly, but try to secure a soft, smooth quality of voice.

Such rote-singing may be continued for some time, without any reference to notation, until every pupil joins in heartily; and even after the study of notation has been commenced, it may be continued, as a recreation from other studies, until the pupils themselves are able to learn the songs by note. But it may be that the teacher cannot sing, and if so, undoubtedly some one of the older pupils will aid in the matter. "Where there’s a will there’s a way," and no earnest teacher need fail. Shortly after this singing of songs has been successfully commenced, we would begin the teaching of the scale, in a very gradual manner. Taking tone one (do) at the pitch F (first space of treble staff) we would have it repeated again and again, until the pupils are able to sing it with a soft, clear quality of tone in unison with each other. Some of the pupils, however, may not be able to appreciate the correct pitch, and may produce discordant sounds. To such pupils nothing but words of encouragement with direction to sing softly should be said, for many of them will, in time, become good singers. After tone one is learned so that all may sing it by number (one), or by syllable (do), then introduce tone two (re), and practice it in like manner, and afterward tone three (mi). The teacher, during these steps, may use various methods of arousing interest and securing attention—by dictation, or by naming three fingers of the hand, or certain objects in the room, one, two, three, or do, re, mi; and as she points to each have the pupils sing. The tones are thus first taught in their successive order, without attempting to connect them in the scale. When they are satisfactorily with the exceptions already referred to,—these three tones in a proper manner, the skip from one to three may be taught. Probably as easy a way to do this as any is to divide the school into two classes, designating them as "class one," and "class two." Then let class one sing do, class two re, and class one mi, in order. Repeat this until it is well done. Then have class one sing do, full and clear, class two re, softly, and class one mi, full and clear. Keep repeating this, having class two sing re softer each time until it can scarcely be heard, and, at last, omitting re altogether, yet giving time between the singing of do and mi to think of it; and afterward omitting the thought, and singing do and mi in closer relation as to time. The classes may now exchange the tones, class two singing do and mi, and class one taking re. For learning the skip from mi to do, the same method may be employed. In like manner, all skips in the scale may, in due time, be introduced and mastered by the pupils without the teacher once singing a tone.

One difficulty will arise in all singing of children that should be carefully guarded, namely, singing at an improper pitch of voice. To remedy this, even teachers that are good musicians will find trouble, without the aid of some mechanical contrivance. Where musical instruments are at hand, the correct pitch may be readily obtained; but comparatively few schools are thus favored, and, consequently, something else must be used. A tuning-fork would be the cheapest aid for those who understand its use; while for all teachers the most convenient contrivance of which we have knowledge is the School MusicPipe, manufactured and sold by Messrs. Wm. H. Clark & Co., Indianapolis, Ind. By its use, any desired pitch may be readily obtained, and teachers who cannot sing will find it a valuable assistant in teaching their pupils to sing the tones of the scale correctly.
### METRIC SYSTEM

- **Square Measure**
  - 100 square meters = 1 square deka-meter
  - 100 square deci-meters = 1 square centi-meter
  - 100 square milli-meters = 1 square millimeter

- **Linear Measure**
  - 100 centimeters = 1 deci-meter
  - 100 millimeters = 1 millimeter

- **Volume**
  - 1000 cubic centimeters = 1 cubic deci-meter
  - 1000 cubic millimeters = 1 cubic millimeter

- **Weight**
  - 1000 grams = 1 kilogram

#### TO THE LEARNER

This table is designed to show the extreme simplicity of the Metric Measures and Weights. It is a peculiarity of the arrangement, that the several denominations stand, in the table, in the same order as do the written numbers of those denominations. In all the Measure—money, length, surface, solidity, capacity and weight—the UNITS stand in the same vertical column; those of each division, deci, centi, milli, and of each multiple, deka, hekto, etc., in the horizontal lines. Values in the Metric System, as in United States money, are written like ordinary numbers in the Arabic Notation, thus:

<table>
<thead>
<tr>
<th>Deci</th>
<th>Centi</th>
<th>Milli</th>
<th>Kilometer (km)</th>
<th>Meters (m)</th>
<th>Centimeters (cm)</th>
<th>Millimeters (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>0.01</td>
<td>0.001</td>
<td>0.001</td>
<td>0.100</td>
<td>10.000</td>
<td>100.000</td>
</tr>
</tbody>
</table>

#### THE METRIC SYSTEM, SHOWN IN ONE TABLE, EXPLAINED WITH ONLY FOUR NEW WORDS.

- **Litre**—the unit of capacity, Dry or Liquid Measure.
- **Gram**—the unit of weight.

#### UNITED STATES MONEY.

<table>
<thead>
<tr>
<th>DOLLAR</th>
<th>Penny</th>
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<tbody>
<tr>
<td>1</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**Note 1. Values for Reductions—Cubic, to Dry or Liquid Measure and to Weight.**

- The meter is 39.37 inches—a little more than 1 yard; the deci-meter is about 4 inches.
- The liter (liter) is 1 cubic deci-meter about 1 quart; a liter of water weighs 1 kilogram—about 2.2 pounds.
- The gram is the weight of 1 cubic centimeter of water—about 16 ounces avoirdupois.
- The 5 cent nickel weighs 2.5 grams. Our silver coins are metric—4 cents to the gram.

**Note 2. Names now in use.**

- **Meter** means measure; see meter, water-meter, thermo-meter.
- The names mil, cent, dime, in United States money, correspond to milli, centi, deci, in the Metric System.
- The cent might be called a deci-dollar, because it is ten dollars; the dime, a deci-dollar, etc.
- We have the deci-dollar, or 10 commandments.

**Note 3. There are only four new terms in this system:**

- **Litre**—the unit of capacity, Dry or Liquid Measure.
- **Gram**—the unit of weight.

**Note 4. How to read Metric Values.**

- 27.36 (dollars) may be read: 27 cents, 3 dollars, 6 cents.
- 275.46 (cents) may be read: 2 dollars, 75 cents, 46 cents. Written $275.46.

### UNITED STATES MONEY.

<table>
<thead>
<tr>
<th>DOLLAR</th>
<th>Penny</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>0.01</td>
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</table>

**Note 5. A few other names may be used, but they are not essential.**

- The myria-meter is 10 kilo-meters; the myria-gram, 10 kilo-grams, or 10,000 grams, etc.
- The ton is 100 kilo-grams, or the weight of 4,000 water. It nearly equals the "long ton."
- The km is 1,000,000 deci-meters of land; the hecta-deka-meter. The dm is 1 cm, meter of firewood.

*HEXAKOIN means a standard of 100 coins; MYRIA-DIME, a commoner of 1,000 coins; and MYRIAN, 10,000—commonly spelled\* DEXAKOIN, HEXAKAHEMU, CHLIAGAN.
Notes.

Price of the Weekly to new subscribers till Jan. 1, 1878, 60 cents.

Superintendent Wickersham, of Pennsylvania, in the recent meeting at Louisville, said of technical education: "I have seen large classes come out of our High School and go back home without a qualification for anything. Our people are partly right in saying that the common schools are not doing what they should for the common people. It would not be a bad thing if half the time of the girls were taken up in learning sewing, telegraphy, wood carving, and other arts of like nature. I believe that it is practicable that the work for girls may be divided in this way. With boys the case would be more difficult, but we find in Europe that they do the same with boys. I am not sure but that if half the money expended in the schools of our cities were expended in the erection of shops to teach the boys and girls trades, it would be better."—The Chinese of San Francisco have petitioned the Board of Education for a school. They say in their memorial: "Your honorable state levies poll and other taxes for the support of education, and makes no difference between natives and foreigners. If from the first, Chinese and Americans had been placed on the same footing in the schools it would have been in accordance with right and justice, and there would have been subsequently no distinction; but your honorable state has established schools of all grades and have not admitted Chinese, which is contrary to the original intention (that they should be open to all). We therefore respectfully and earnestly beg that you will open schools for the benefit of the Chinese, and that you will appoint Mr. Kerr, who is familiar with our language, to have charge. Thus the original excellent design will be realized, and the learning of your honorable country will be disseminated."—The September-October number of the North American Review contains the following articles: I. The "Electoral Conspiracy" Bubble Exploded, by E. W. Stoughton. II. The Decline of the Drama, by Dion Boucicault. III. The War in the East (with maps), by General George B. McClellan. IV. Perpetual Forces, by Ralph Waldo Emerson. V. How shall the Nation regain Prosperity? by David A. Wells. VI. New American Novels, by Edward L. Burlingame. VII. "Fair Wagers," by "A Striker." VIII. Reformed Judaism (conclusion), by Felix Adler. IX. The recent Strikes, by Thomas A. Scott. X. Progress in Astronomical Discovery. XI. Contemporary Literature, comprising notices of Symonds' Renaissance in Italy, Sejer's Peru, Old-French Text Society, Alger's Life of Edwin Forrest, La Marmora's Les Secrets d'État, Whetham's Across Central America, MacDonald's Marquis of Lothian, Spuy's Cruise of the Challenger, Lord George Campbell's Log Letters, Reade's A Woman-Hater, Carpenter's Mesmerism, Spiritualism, etc., Report on the Oregon Educational Exhibit, Farness' New Edition of Shakespeare, Victor Hugo's L'Art d'être Grand-Père, Reid's Charlotte Bronté. Published by James R. Osgood & Co., Boston. For sale by booksellers generally.—Macmillan & Co. have published an admirable group of selections from Chaucer's Canterbury Tales, consisting of "The Tale of the Man of Law", "The Pardoner's Tale", "The Second Nun's Tale", and "The Chaucer's Yeman's Tale." The editorial work has been done by Rev. Walter W. Skeat, M. A., in a very scholarly and judicious manner. For such schools as desire a good text with notes on the Canterbury Tales, this book will be found admirably suited. Price $1.75, to be had of Jansen, McClurg & Co., Chicago.—We are indebted to Supt. A. P. Marble, of Worcester, Mass., for the tables which appear on the opposite page. They afford a very interesting study, and would be found convenient if available for reference. Copies may be obtained handsomely printed on thin bristol board at three dollars per hundred of Thompson, Brown & Co., 23 Hawley Street, Boston, or of the publishers.

At the meeting of the American Association for the Advancement of Science, which adjourned last week, at Louisville, the following was referred to the standing committee: "Resolved, That this Association, believing that the expedition for polar discovery under the direction of Captain Howgate is likely to prove in the highest sense beneficial to science, as well as reflecting honor upon the nation, cordially approve of the objects sought, and recommended it to national legislation and the country at large as deserving of an earnest, hearty, and liberal support." A resolution to memorialize Congress to give serious attention at an early date to the work of devastation now progressing in the tract known as the Yellowstone National Park, and to make arrangements for the preservation and maintenance of that reservation was also referred to the standing committee.—Miss Alice Chipin, who has for two years had a kindergarten in Indianapolis, writes most enthusiastically to the

Kindergarten Meisinger respecting a visit made by her last June to Mr. Hailman's kindergarten in Milwaukee. She calls it an "ideal kindergarten," and bespeaks not only the favor of the intelligent public, but also suggests that special effort be made by the friends of the cause to furnish Mr. Hailman and his excellent wife with improved facilities for prosecuting their noble work.

Reviews.

Outlines of Etymology. By S. S. Haldeman, LL. D., M. N. A. S. (Philadelphia: J. B. Lippincott & Co. Chicago: Jansen, McClurg & Co.).—To the student of language, especially him who makes the modern English the basis of his study, there can scarcely be found a book more intensely interesting than this. It is full of the most valuable information to him who wishes to understand the true meaning and derivation of the words he uses. It is handsomely printed and bound—a gem for the table of every student and teacher. Prof. Haldeman is undoubtedly the best authority in this country on the subject of which this book treats, and his position as President of the American Philological Association last year was a just recognition of the distinction which he has won and the authority which he wields among the linguists.

Queries and Answers.

[Queries and answers are invited from all readers. This department is in the hands of subscribers.]

35. What is the most successful method of teaching history when the class is large and time limited? R. H. Hartley.

Pamphlets Received.


Catalogue of Iowa College for the year 1876-7. Rev. G. F. Magoun, President.

Second Annual Catalogue of the Racine, Wis., Academy, for the academic year 1876-7. John G. McCynn, Principal.

Catalogue of the State Normal School at Oaksho, Wis., for the year 1876-7. Geo. S. Albee, President.

Report of the School Committee of the Town of Quincy, Mass., for the year 1876-7. F. W. Parker, Supt.

Annual Report of the Managers of the Wisconsin Industrial School for Boys for 1876.


The Centennial School Building, an original design for the arrangement of rooms adapted to graded schools, illustrated by floor plans and elevations, by Ananias Langdon, Winona, Minn. This is a very ingenious combination of conveniences for a school in a compact and economical form. The designs are worthy the attention of school boards contemplating the erection of buildings for graded schools.

Have we a Standard of the English Language?

[From the Educational Reporter, July, 1877.]

In most matters pertaining to human intercourse, and in regard to which man has frequent occasion to communicate with his fellows, there has always been felt the desirability—well nigh an imperative necessity—of a rule or measure, established by authority, or so fixed by usage as to have become generally acknowledged, and to which appeal may be made in doubtful or disputed cases. Thus, among Christian nations the Bible is recognized as an infallible guide in morals and religion. Gold, with civilized countries, is the established standard of commercial values. So of measures of weight and dimensions: what perplexities and annoyances would be saved, and how much the general convenience promoted by the universal adoption of the metric system.
In the foregoing and other instances how great the advantage, and almost absolute need, of a fixed rule or measure by which all doubtful questions in that department can be decided. Is there scarcely less need of such a recognized authority in a given language? Without it what ambiguity as to the meaning of words? what diversity of usage in orthography and pronunciation? Have we anything approximating to such an authority and guide? In France, as Professor Goodrich has so ably shown, if not acknowledged by the state, determines usage in such matters, and its decisions have the force of established law. In this country and great Britain, from the different character of our civil institutions, and the changing nature of the language itself, and other causes, no such body exists, nor if existing would its authority probably be conceded. The alternative seems to be, a prevailing or general acquiescence in some leading lexicographical authority. Have we such an authority?

And, first and as most important, in regard to the meaning or definition of words. Hon. Horace Mann, who was one of the leading educators of the country, and a gentleman of high culture and intelligence, said, "So far as I know there is an unanimity of opinion that Dr. Webster's is the best defining Dictionary in the English language; and the present Chief Justice of the United States wrote under date of Washington, D. C., October 25, 1875. The book has become indispensable to every student of the English language. A law library is not complete without it, and the courts look to it as of the highest authority in all questions of definition. Morrison R. Waite." It would be easy to multiply similar expressions, and from equally distinguished sources, in Great Britain and the United States. Indeed, public decision on this point seems well nigh unanimous and unquestioned.

Second: Orthography, or the proper spelling of words. That which is known as Dr. Webster's system of orthography, as now presented in his works, is generally accepted as the standard of usage in the United States, is shown by the following facts: (a) By definite statements over their own signatures, obtained from the heads of the best schools in the country, in 1873-4, it appears that the sales of Webster's Dictionaries were as 20 to 1 of those of any other English lexicographer, and this proportion is believed yet to continue. (b) More than ten million copies of school books are annually printed in the United States, and Webster's is the standard authority. (c) The periodical and miscellaneous issues of the American press are in the same direction. (d) More than fifty millions of Webster's Spellers have been sold in this country, and it has yet a regular demand.

The tradition of the last six or seven years, (a) from the intrinsic reasonableness of the system; e. g., the French words chambre, château, entre, in conformity with their English pronunciation, have become chambre, château, entre. Shall the few remaining words of the class continue to present the anomaly of the old, e. g., the French and Italian spellings of chamber, a measure, with tre, but diameter a measure across, ter? (d) As Professor Goodrich has well said, "The tendencies of our language in orthography are to greater simplicity and broader analogies," and this tendency is in no wise likely to be reversed, but the demand, as indicated by public gatherings of learned men for this very object, and in both hemispheres, is for further progress in the same direction.

It should be added, that where present good usage sanctions two forms of spelling, as by the above mentioned educators from the preferred one first. The same rule is applied in pronunciation.

Third. Pronunciation. Pronunciation is the "act of uttering with articulation," and its organ is the human voice; its law, the prevailing, best usage of educated and refined people; (a) as such it is taught, practiced, and followed by living example, and any mode of presenting it on the printed page, either by spelling, or by a system of diacritical marks, must from the nature of the case be an imperfect one. Then there will be diversities of usage, and occasions when the price of the best arranged elementary books, instead of being constant, or even the same, on the printed page, seems indispensable. Hardy any one thing so publicly marks and distinguishes the unrefined and scholars," that Professor Goodrich, and elaborated by Mr. Wheeler with suggestions from able scholars, that "a more thoroughly practical and satisfactory treatment of the subject is necessary, if the editor confidently believes it cannot be done by methods used in past times. The principles thus thoroughly and carefully elaborated, in application to each individual word, have also had taken into account, as the final law, the usage of both hemispheres, the result of wide observation, correspondence, and a comprehensive practical experience, now embodied in this book. The claim of Webster as high authority in this respect the public have fully recognized. The importance of a satisfactory guide on this point is obvious. How common the error of All-p-o-p-a-thy, Hy-dro-p-a-thy, instead of All-p-o-p-a-thy, Hy-dro-p-a-thy, (c) in the case of Homeopathy.

Is not the claim well established, then, that Webster is the standard authority of the English language, if any English Dictionary can be so regarded? or, as Professor Stowe has said, "The standard, wherever the English language is spoken, it deserves to be, must be, and will be. If we would have uniformity, we must adopt Webster, for he cannot be displaced; but others may be."
The Educational Weekly.

Educational News.

MICHIGAN. — The Institutes, though not as largely attended as in other states, are nevertheless reported as very successful, the interest being manifested by the citizens as well as by the teachers. — The Ann Arbor Courier says: "More foreign scholars have been enrolled at the High School this year than ever before for the same period of time. Some of the classes are so full that they will have to be divided. This is especially so with Prof. Chute’s class in algebra. The present number in the school is 282, being equally divided as regards sex. The ward schools are usually full." — The people of the district 6,179; number of children between 5 and 6 years of age, 2,000; of education per capita for superintendent and instruction, $.93; of our own country — and of the history of the school, $1,055; cost of supervision and instruction, $9,114; enrollment (including transfers), 1,525; average of transfers, 223; average number belonging, 933.02; average daily attendance, 1,079.09; number of men teachers, including superintendent, 2; number of women teachers, 25; number of pupils to each teacher, based on average number belonging, 36.6; cost of education per capita for supervision and instruction, $12.50; average per capita cost for the whole school, based on the number enrolled, $12.14; number of non-resident pupils, 67.

WASHINGTON. — The State University, of the last year, principal of the Kalamazoo High School. — Mr. Durnin Newton, of the last normal class, is engaged as assistant in the Rockland public school. — The State Teachers, in the last year, principal of the Kalamazoo High School.

WASHINGTON. — The Institute at Fayetteville, was opened the 6th inst. with 100 students, and 110 teachers.

TENNESSEE. — Fisk University, at Nashville, Tenn., has projected a training school for African missionaries.

GEOGRAPHY. — It is estimated that the school fund of the state of Texas will be $30,000,000 when the school lands are all sold, and the annual income will be $1,500,000.

EDUCATION. — The United States military academy at West Point has been reduced to $300 a year. The last Legislature also abolished special taxes for education and deprived towns and school districts of the power to tax themselves for the support of schools, and it refused to pay the debts of the State in the University, where 200 colored students have been studying.

WISCONSIN. — The Normal School Building at Whitewater has been considerably improved during vacation by calcimining, painting, and enlarging doors and passage-ways. — S. B. Lewis takes the Clinton school. He has taught there before, and is warmly welcomed by the citizens. — A. B. Foster, of Sparta, Wis., has been re-elected to the post of Supt. of Schools. — The present number in the Flambeau river, about two weeks ago, while engaged in the work of his profession. He was formerly a member, of several years, of the State Board of Education, and was regarded as one of the most useful members of the corps employed in making the State Geological Survey. — H. W. Slack, of St. Paul, Minn., and O. L. Meade, of West Salem, Wis., received life certificates at the recent state examination.


NEBRASKA. — Prof. J. M. McKenzie, late State Superintendent of Public Instruction, has been selected as superintendent of the public schools of Brownville. — The City Council and the Board of Education of Omaha have had a "falling out," and the latter refuses to pay the annual interest of $15,000 on the city school bonds. The Council will then have to pay the interest or allow the bonds to be protested. Salaries were reduced in Omaha as follows: Supt. Beals, $200; Principal Bruner, of the North, $120; Miss Foss, of the East, $90; Miss Stanard, of the South, $100; Miss McKeon, of the West, $50; the Principal of the High School, $200, and the secretary of the Board, $100; Miss L. A. Lours, $150. The reduction is with the object of bringing the average reduction of 5 per cent. All employees not mentioned above sustain a general reduction of 5 per cent. Respecting the High School, the principal says: "After two months' filubustering on the selection of a High School Principal, the question was finally settled by the election of Prof. Crawford, of New York, on the thirteenth ballot. From the first a decided opposition was manifested by a majority of the Board to the re-election of Prof. Merritt, but, nevertheless, that gentleman 'stood by to the end,' and the Board, through the medium of its representatives in the Legislature, was enabled to achieve the reduction that he worked faithfully for the interests of the High School, and while we cheerfully acquiesce in the decision of the majority, we only hope that his successor will evince the same disposition." — The construction of the building is in process. It is expected that it will be in readiness for the admission of students by the beginning of next year. The corner stone was laid Aug. 27. This college was founded by Mary Louise Creighton, who bequeathed in her will $100,000 for the purpose. — Prof. Frank Slack takes the St. Paul High School the second week. Miss Horsford, of the department, late president of the State University in Lincoln, on Sept. 12, 1877, before an examining board, consisting of Lieutenant E. S. Dudley, V. H. Coffman, M. D., and Hon. M. Y. Moudy, an examination of all candidates for appointment to the United States Military Academy at West Point. The age for admission must be between 17 and 21, and they must be at least five feet in height and free from infectious or inessential disorder, and generally from deformity, disease, or infirmity which may unfit them for military service. They must be well versed in reading and writing, including orthography and arithmetic, and a knowledge of English grammar, of descriptive geography — particularly of our own country — and of the history of the United States. Physical examination will be first in order.”

SOUTH CAROLINA. — The Legislature refused to ratify the constitutional amendment adopted at the election last fall, which provided that not less than a two-thirds majority should be levied each year to sustain the free schools, and probably nothing will be done for the public free schools till the state has provided in some way for text-books which contain no "Radical lies," as the Journal of Commerce says, till the General Assembly has provided Southern histories and Southern readers for the pay of School Commissioners in South Carolina has been reduced to $300 a year. The last Legislature also abolished special taxes for education and deprived towns and school districts of the power to tax themselves for the support of schools, and it refused to pay the debt of the State in the University, where 200 colored students have been studying.

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VIRGINIA. — The junior Latin class at the Virgin University is to be abolished, and that a higher standard of qualification is required of candidates for admission. — Only about twenty members of the Educational Association of Virginia assembled at their annual meeting last month. — The Educational Association of Virginia at its late session determined to relieve itself for the future of any unnecessary responsibility for the publication of the Journal of Education, or the payment of its editor. This is right — it is a blessing to any educational or other journal to be compelled to stand on its own merits. The teachers of Virginia should see that their Journal is continued.

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The Educational Weekly.
METHOD IN TEACHING.

The Report of the School Committee of Quincy, Mass., contains some well considered remarks on the methods of instruction pursued in the public schools of that place. In view of their value as an aid to others who are endeavoring to discover and apply the philosophy of education in their teaching, we make the following quotations:

"For several years we have doubted whether the methods in use from time immemorial in our schools were really the best that could be devised. We had heard that the most profound students and thinkers of the science of teaching were dissatisfied with them, and while disclaiming the discovery of a royal road to learning, they did profess to have found an easier way than the old one. Indeed, these men look upon our steadfast devotion to our worn and familiar paths very much as we should regard the efforts of a man who should persist in preferring a stagecoach to a Pullman-car for a trip to California.

"Take, for instance, the very first essays of the little child just entering school. They protest that we are not using the facilities of nature in compelling him to learn his letters one by one before he is permitted to form a syllable or frame a word. They tell us that the letters C, A, T, spell dog just as much as cat to a perfectly untaught mind. And, inasmuch as the name of each combination of letters has at last to be learned by a mere effort of memory, it is best to teach the name at once. Pressing on in the same direction, they scout, as unnatural and absurd, stuffing children with words before they know their meaning. They tell us that we have got the cart before the horse. That we should begin at the other end, first teaching the thing itself to the child, then tell its name, and last the written sign of that name. And then they assure us that, if we have the skill and tact to associate some child-interest with the act of teaching, the child will learn far more rapid than if taught in the old manner, and it is admitted that this exciting interest is an essential element of success.

The picture, not the symbol, is the key to the closed intellect. They declare, that, if we would succeed with the young, we must employ their senses more and their imaginations less. It is the child's eye, not his heart, that is the organ of immediate interest as a theme, by a few skillful questions or apt suggestions, makes perfectly clear to each mind what it is all about, at the same time keeping all their wild fancies and fears for him. Every word and every little thing is pointed to as possible stumbling-block is carefully explained, until in every head all shadow of mystery about it has departed. While, lastly, and only after we are sure that the child has thoroughly made his own both the thought and the words, is enabled to write them down."

"Now, if to any this proceeding seems inverted and awkward, we can assure them that it works well. Indeed, we venture to say that all teachers who will try it intelligently and patiently will agree with our teachers, and in claiming fast a surprising increase of production over what we have been able to extract from an equal amount of labor under the A, B, C plan. Not is it a gain in quantity alone. The improvement in quality is quite as remarkable.

"The child learns to read the thought, not merely to repeat the words. And in our schools already the painful twang of the old grinding organ, mechanical word-reading, has almost entirely ceased. From the outset they are trained in a good and pleasant habit, and nothing, but the facility gained by constant practice is wanting. The interest of the children, too, is kept awake by changing their readers as fast as the contents of each is known; and we find that they press on eagerly to the fresh pasture thus afforded them. And no one, we think, will question the arrangement who has observed that a class of children will read a story which interests and pleases them than one which does not chain their attention.

"Of the methods which by some are advocated so strongly are likely to provoke the change of enthusiasm. But we are ready to-day to take the skeptic into each of our D Primaries, and there show him plenty of little beginners, only one year at work, reading script more readily than they formerly spelled print; and writing readily than they were engravers of capitals which were supposed to be the extreme limit of their powers. For, as we find the A, B, Ab, stage unnecessary for teaching to read, so an apprenticeship in printing is useless for learning to write. We have a plenty of children seven years old who can write sentences from the black-board on their slates, in a good current hand.

"Surely, this is much, but it is not all. We do it indeed but little compared with the gain we prize the most. For, beyond all improvements in quickness or thoroughness of teaching and learning, the change most striking and pleasant to the eye is the change in the moral atmosphere of the school-room. Though subtle, it is unmistakable; and, if difficult to describe or dissect, it is instantly seen and felt. While all partake it, the infant schools manifest it the most. The first glance catches it from the bright, smiling, eager faces, Life, animation, gaiety, have entered and made a palpable reality of school insurance. Erect, expectant, and intent, these latter-day school-boys belie their prescriptive characteristics. The snick voice of chiding is hushed; for the children are now in charge of their duty. The principles are the most cheerful and sprightly, and the most perfect order prevails where there is least reproach. Most amazing of all, you find the little ones actually anxious to go to school. The old reluctance to go has been replaced by an aversion to staying away. They want to go there, and are with difficulty kept at home. Such results we esteem of real value, and we accept them as true tests of sound method. We all learn easily what we like; the secret is to make us like to learn."

CAPTAIN BURTON'S DISCOVERIES IN THE LAND OF MIDIAN.

A correspondent of the Times, writing from Alexandria, informs the public that Captain Burton, the African traveler, has made a "find" of unusual interest. At the request of the Khedive he has visited the "land of Midian," the desolate region on the eastern side of the Gulf of Akabah, the easternmost of the two long and narrow estuaries in which the Red Sea ends. Accompanied by M. George Marie, a French engineer, Captain Burton landed in Midian on the 2nd of April, and in an exploration of some weeks explored a region full of ruined towns, built of solid masonry, with made roads, aqueducts five miles long, artificial lakes and massive fortresses, all marking a wealthy and powerful people. Their wealth was based on mining operations, and Captain Burton reports the existence of gold, silver, tin, antimony, and turquoise mines. The numerous region is extensive; indeed, the description of the natural resources of Midian must suffice to encourage the country worked by European capitalists.

It will be remembered that in the Bible Midian is always described as a land of full of metals, especially gold, silver, and lead. It is more than probable that Solomon's Ophir was situated there, as the small ships in which he imported gold, ivory, and peacock feathers were landed at the head of the Red Sea. Midian is part of the Egyptian Vicereignty. - London Spectator.