According to the most reliable information there are about 250,000 teachers employed in the various grades and classes of schools in the United States. The number of schools is believed to be about 150,000, and the number of pupils actually enrolled is not far from 8,500,000. These figures do not, however, include the entire school population, nor represent the necessities of the country as to the number of schools and teachers. The vast army of illiterates, and the school appliances that should be brought to bear upon the education of that class, are for the present left out of view. Were adequate provision to be made for the whole school population of the country, these figures would be largely increased. The number of schools would be swelled to at least 250,000, and the number of teachers to nearly double the number of schools. That such provision should speedily be made no person can question who concedes the necessity of education as a preparation for citizenship. The same logic that determines the wisdom of educating a part demonstrates the still greater wisdom of educating the whole of the people. And the policy that assumes to provide any education at all is bound to provide that it be unmistakably sufficient in quantity and good in quality. Hence, the duty of giving to every child within the borders of the republic the best education that it is possible to provide is clear and unquestionable. To this duty the nation should address itself with a comprehensiveness of plan and a vigor of purpose at least equal to those by which it provides for the common defense, or discharges any other function essential to the integrity and safety of the country and its institutions.

Foremost among the agencies requisite to the accomplishment of this grand purpose stands the teacher. The teacher is, or ought to be, the prime moving power in universal education. It is the teacher that makes or unmakes the school. It is not possible for the schools of any people to rise above the moral and intellectual standard of their teachers. It is not possible for poor teachers to make good schools. It is not possible for ignorant, unskilful, and inefficient teachers to create and keep alive that public sentiment which is indispensable to the support of good schools. It is not possible that such teachers should send into the community those well-taught, well-drilled reinforcements so necessary to build up, strengthen, and perpetuate it. It is not possible that they should create and maintain a supply of the material out of which competent superintendents, boards of education, and other school officers may be drawn. Indeed, the whole question of the possibility of a successful scheme of universal education turns upon the possibility of producing a supply of worthy, able, successful teachers. Upon this vital point public opinion cannot be too well settled, nor can the requisite measures be too wisely and efficiently directed.

It has heretofore been shown in these columns that incompetency is one of the principal weaknesses in the educational work of the country. Incompetent teachers, incompetent superintendents, and incompetent school boards are far from being exceptional cases in the administration and instruction of our schools. Among the results of this condition of things, we have a lack of organization, countless errors in supervision, and thorough inefficiency in the work of the school-room. Relatives, personal friends, and dependents are often given precedence over those who possess learning, experience, and skill. Striplings, inflated with vanity and presumption, notoriously deficient in scholarship and professional character are elevated to important positions, and ‘retired country clergymen whose sands of life are nearly run out’ are allowed to retaliate their crude educational prescriptions to gaping crowds at county institutes at the expense of the state. The radical evil of incompetency is thus permitted to perpetuate and even multiply itself. Superficial and slip-shod teaching in the schools is itself the prime cause of all other weaknesses in the system.

Obviously the remedy must begin with the elevation of the teacher. He and she must be thoroughly taught and wisely, carefully trained. Beyond the knowledge of the books, above the routine of the schools, superior to the empirical maxims of the old-time pedagogue, there is a science of education that should be studied, and an art of teaching that should be mastered as a condition precedent to an assumption of the responsibilities of the teacher. There is an apprenticeship of practice in the light of well-defined principles and under the most intelligent supervision and criticism, that should be insisted upon as a necessary preparation for the work of the class room. There is a true and elevated conception of the ends of education that should exist in every soul, intensify every motive, and shape every method of those who assume to form the common mind and develop in our children and youth the germs of a noble manhood and womanhood. How to realize these grand conceptions, how to impart this clearness of vision, how to secure this ‘cunning skill’ in the vast army of teachers required to carry forward successfully and wisely the educational work of a great nation like ours is a mighty problem. But it is one with which we are called upon to grapple resolutely and wisely. Its very magnitude is one of the strongest motives that can address itself to the patriotism and intelligence of the nation, since it involves the question of the nation’s destiny.
The most potent of the remedial measures looking to a vast improvement in the personal and professional character of teachers must, of course, be reckoned the teacher's seminary, or normal school. The multiplication and perfection of this instrumentality is one of the cardinal duties of the hour. Notwithstanding the crude and carping criticisms that have been leveled at the normal schools, it is undeniable that they are to-day the most potent agencies in our school system. Their defects are freely conceded. The possibility of great improvements in their organization and management is as freely admitted. They should be relieved of all excrescences in the shape of academical and preparatory departments. Their standards of admission should be raised. The amount of what may be called distinctively professional work may and should be increased. The best professional and practical talent in the land should be placed in and at the head of their faculties of instruction. Their financial foundations should be placed below the shifting sands of partisan politics, and they should be brought into intimate organic connection with the great public school system of which they are the true head and heart. In every state they should be numerous and efficient enough to create and maintain a supply of competent teachers for the whole system. The question of expense is of secondary importance, although there is no need that there should be any extravagant outlay. Good schools are the producers of more wealth, a thousand fold, than they ever consume. Hence, to economize here in the sense of impairing their usefulness, is like killing the fowl that laid the golden egg.

Other means of contributing to the elevation of the teacher remain to be noticed hereafter. The normal school has been accorded the first place because it is not only the most direct and efficient, but the most comprehensive. Any and all other means could be more readily dispensed with if a choice must be made. For it, no substitute can be proposed. It is to the teacher what other special schools are to other professions. It is capable of doing for the teachers what no other agency or all others combined can do directly and economically. Let such schools be multiplied, then, as rapidly as the resources of the country will permit. Let them be improved in the light of the best reason and experience of the time. Let not their best interests be sacrificed to make an empty show of numbers. Let those who advertise a total enrollment of ten or eleven hundred as their best recommendation be taken at their true worth. As true teachers' seminaries such specimens are spurious. Little or nothing can be done in such mammoth concerns to promote that true growth of personal and professional character which must ever be the result of intimate personal intercourse between the teacher and taught. When a normal school grows beyond an average of two or three hundred in its professional department, it is at the expense of its efficiency and value as a trainer of teachers and a moulder of professional character. There is frequently a vast difference between a name and its objects. The world is well stocked with misnomers, and it is not altogether barren in false pretenses. Our normal schools should be far more greatly distinguished for the excellence of their special work than for any abnormal growth in numbers. Small schools may be made vastly more useful than large ones, by a concentration of work upon good materials.

General Schofield, commanding the Department of West Point, has given a valuable hint to college presidents and trustees of higher institutions of learning, by issuing a general order not only prohibiting hazing, but holding the officers in charge responsible for the execution of the order. While the abominable and senseless practice of hazing is discomfitured and condemned by all except the simple sophomores, it is nevertheless tolerated by the authorities who have often the power, though not the disposition, to effectively interfere and put a stop to the practice. It may well be claimed that the faculty of any educational institution should be held responsible as well for the comfort and protection of the students under their charge as for the peace and good order of the institution, and they should be held derelict in duty if they fail to exercise such authority in the matter of hazing as will effectually prevent its indulgence. As this is the season of the year when collegiate institutions are most apt to meet with this disorder, from the annual influx of new students, we suggest that the attention of governing bodies be promptly turned to the matter, and that a decided position be taken against anything which may have been heretofore tolerated under that name.

Too much importance is apt to be placed by examiners of teachers in the ability of the candidates to correctly answer in writing such questions as have been previously prepared bearing upon the different subjects contained in the text-books to be taught. A written examination is a good means of testing a teacher's ability to perform arithmetical or other examples, or her memory of definitions, etc.; but it is only a partial test of her ability to teach school. No test of such ability can be complete without more or less oral examination, unless this be supplied by actual observation of her teaching ability while she is engaged in performing her school-room duties. Such observation, if satisfactory to the examiners, is a safer evidence to rely on as to fitness for teaching than the most perfectly written examination paper. There is something more than education necessary to ensure fitness for teaching. A child twelve years of age might pass a much better written examination for a second grade certificate than a veteran teacher whose fitness is unquestioned—being proven by years of honorable and successful experience. Such experience should go very far in determining a candidate's qualifications; indeed, though education be lacking, and the written answers be unsatisfactory, the successful experience of the candidate should always prevent the withholding of a certificate. It is one thing to know a fact or a principle, and another thing to be able to tell it in such a way as to impart instruction to minds hitherto ignorant. It is better for a candidate teacher to know a little and be able to teach it well than to know everything and not be able to teach at all.

THE TEACHER IN POLITICS.

It is sometimes said that the school teacher should have nothing to do with politics; that it is his business to teach the school, and let the parents, whose servant he is, take care of the political questions of the day. That is to say, the men of most intelligence, the men who are picked out as the most competent to teach the rising generation, the men who discover and reveal the true principles of things, the men who write our books, who systematize and define the economy of politics, whose knowledge of history is greatest—in short, who know the most—these men should not open their mouths to tell others anything except what relates to teaching boys and girls. The teacher's opinion may be good enough to be the guide of youth, it may be safe enough...
to let our children receive instruction from his lips, but when he opens his mouth to express an opinion on politics before his employers, he is presuming so far that his reemployment in that district becomes a chance. A teacher who will permit any such preemption of his political rights has not yet the true spirit of the teacher in him. It is not necessary or proper to "talk politics" in school or to urge the merits of any political party, but if there is any man whose duty it is to teach true principles of government, who ought to have an opinion and to express it respecting the fundamental principles of society, political as well as civil, it is the teacher of a public school. In the school-room it is his duty, whether by means of text-book or not, to teach the outlines of civil government as it exists in the nation and the commonwealth; and in the community it may be that he can expound with equal propriety the causes and results of existing complications in our political machinery.

The political duties of the teacher—especially the country teacher—are just now particularly worthy of recognition, as it is possible for the whole spirit of the educational work in a county to be changed for better or worse by the elections which are soon to occur. In most of the states, county superintendents are to be elected, and the common school teacher, as well as every other friend of educational progress, should feel an interest in the election, and should do all in his power to secure the selection of a competent and devoted superintendent. In most cases where the present incumbent has been devoted to his work, and has performed faithful and efficient service, no change will be desired, and his re-election will be a matter of course; but here and there strong influences will be brought to nominate and elect those whose qualifications are at least in doubt. It becomes the duty of every teacher to come to the front and urge the nomination and then the election of such a man or woman as is known to possess the necessary education and good judgment to properly advise the teachers and wisely direct the public education of the county. To this extent, at least, the teacher should engage in politics. It is not necessary to become involved in political complications, but it is time that the teacher should begin to have an influence in politics, at least as far as it bears on public education. The educational work must be kept in the hands of educators; the system must be planned and maintained by educators; and educators must not permit unprincipled and selfish politicians to dictate to them in the administration of educational affairs. Work for the reélection of every efficient county superintendent.

Contributions.

TEXT-BOOKS IN COMMON SCHOOLS.
Supt. David Kirk, Mankato, Minn.

Our common schools would be more useful if suitable text-books were used. We believe in text-books. We never could see the propriety of going back to the Roman method of oral teaching, and thus dispensing with the aids of modern printing.

A text-book, however, should give only general principles and definitions and practical examples. The essence of a science consists in its definitions. No teacher can, on the spur of the moment, give good definitions. The modern school text-book stands in the same relation to school work that the steam engine does to mechanical work. Text-books are indeed necessary; they are indispensable, but they should be practical. Many text-books in use are not practical. In arithmetic, for instance, there are many problems that have ambiguous conditions or superfluous conditions, or contradictory and otherwise absurd conditions.

Examples of such problems might be given here, but are they not floating in the imaginations of every teacher? In addition to the Chinese puzzles found in some arithmetics, there are many problems simple in themselves, but of no utility. The buying of quinine and opium by avoirdupois weight, mixing by apothecaries' weight, and selling by dry measure for greenbacks, when gold is $46 in latitude 44 north may not be a very difficult process, but who uses these tables thus? Practical druggists tell us they have no such problems as are found in some arithmetics. Mechanics, mechanics, and farmers use only the simplest combinations of numbers. Even railroad engineers and surveyors have no occasion to use five-story complex fractions. Our arithmetics are much better than those in use in the days of our fathers, but there is still room for improvement. The cry of "hard problems for discipline!" will be silenced by a perusal of President Chadbourne's tract on "Waste in Education."

Text-books on grammar are also faulty. Out of respect to the old classification they are divided into orthography, etymology, syntax, and prosody. Etymology and syntax only should be presented in grammar, and only the practical portions of these departments should be discussed. We are not in favor of slipshod instruction in grammar or any other science, but we object to the crowding of a common school grammar with all the remarks and observations which flow from metaphysical distinctions, and the innumerable permutations of fifty thousand words.

In geography there is something wrong. The fact that geography begins at home, is not a reason why it should stay there, yet many pupils never get as far as Africa or Asia. There is no law of sequence in political geography which requires that a pupil should learn all about America in order that he may comprehend the details of the old world. The pupil should first take a general survey of the entire world. Then he is prepared for the details, but the teacher should not dwell too long on details. Observe lakes, insignificant creeks, and cross-roads hamlets should not burden the memory.

And too much attention should not be paid to political geography. Physical geography should find a place in our schools. To spend all the time talking about political geography is as if an anatomist were to locate and name the various organs of the human body, saying here are the ears and there are the eyes and there the heart and lungs, but saying nothing about the structure and functions of each.

Penmanship is neglected in our common schools, and it will continue to be neglected until the school law requires it to be taught every day to all; and we may remark here that the common schools would be more practical if the matter of determining what branches shall be studied were not left to the price of scholars and their parents, and we might add, the whims of teachers. In some schools arithmetic is the sumnum bonum, in others spelling.

The school law mentions the branches in which teachers shall be examined by the county superintendent. Nothing is said about the teaching of these branches except that instruction shall be given in the English language.

Spelling should be taught by means of writing. In the national schools of Ireland written spelling is the only method used, and pupils are required to correct misspelled words on the black-board. Oral spelling cannot make good spellers; it should be discouraged in the common schools.

Drawing is certainly a practical branch. Teachers have noticed the universal fondness for arithmetic in the schools. Why is it that scholars prefer a study like arithmetic which requires considerable reflection, to one like geography which exercises only the memory? It is because arithmetic requires them to do something.

Even grammar is more popular as a study since the introduction of diagrams. Let sentences be presented in such a way that the various parts can be caged in parallelograms, and ovals, and children will examine them with interest. The construction of a diagram requires to be taught every day to all, and we may remark here that the common schools would be more practical if the matter of determining what branches shall be studied were not left to the price of scholars and their parents, and we might add, the whims of teachers. In some schools arithmetic is the sumnum bonum, in others spelling.

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The validity of the certificate of qualification to teach depends upon the authority of the person or persons granting it, and upon their strict compliance with the statute. In Maine, where the examination of school teachers is made by a committee called the Superintending School Committee of the town, a certificate given by a majority of that committee is regarded as prima facie evidence that they have performed their duty, as well in notifying those who did not sign, as in making the necessary examination. Such a certificate also is regarded as valid there, although the majority did not act together in the examination. But if a member has not been notified that such examination was to be held, a certificate by the majority would be void, and mere absence of a member does not excuse the want of notice.

In Michigan a full and thorough examination must be had before a township superintendent is authorized to grant a certificate. The certificate must be in form prescribed by the Superintendent of Public Instruction. All examinations must be in public, therefore a certificate granted on the strength of an examination held otherwise than in public would be invalid. The law also requires the township superintendent to hold meetings for the purpose of examining teachers at least twice a year, and makes it his duty to give two weeks' public notice of the time and place of said meetings by posting written or printed notices thereof in four of the principal places in his township. All statutory requisites of this nature are deemed essential to be observed that the certificate may be a valid one.

When the statute of a state requires that the teacher's certificate is to be obtained from the superintending committee of the town "where the school-house of such district is situated, or has been located, or where the school is kept," and the register returned thereto; and when the last vote of a union district lying partly in more than one township, and having a house in each, fixed the location of the house in the older town, a certificate granted by the committee of that town was held valid, although a former vote of the district had located the school in the other town.

Sec. 5. Revocation of the Certificate of Qualification.

Generally, the law granting the power to give certificates of qualification also grants the power to revoke them. Thus, in Michigan, for example, the township superintendent may revoke a teacher's certificate for any reason which would have justified him from withholding it in the first place, for neglect of duty, for incompetency to instruct and govern a school, or for immorality, or he may, within his jurisdiction, suspend the effect of any teacher's certificate for immorality or incompetency to instruct—and govern a school; but no certificate shall be revoked or suspended without a personal visit or hearing, unless the holder thereof shall, after reasonable notice, neglect or refuse to appear before the superintendent for such purpose.

If any certificate be illegally revoked by such officer, an action on the case would lie against him, to recover the damages occasioned by such revocation. For example, the township superintendent has no power to refuse a license, or to revoke one already granted, out of malice or ill will, and it has been decided in such a case that the plaintiff, in order to show malice on the part of the defendant, is not compelled to show personal hatred or ill-will, but if the defendant acted rashly, wickedly, or wantonly in refusing the certificate, the jury may find malice. Under the laws of Pennsylvania, a writ of mandamus is the proper remedy for a teacher whose certificate is wrongfully withheld.

Sec. 6. Of the Examination of Teachers and the Rights of Examining Officers in relation thereto.

Exactly what the duties and rights of the examining officer or committee are is not easily determined, the decisions being very rare, and statutes not ordinarily prescribing these duties with any great degree of certainty. Massachusetts furnishes the following interesting case.—Plaintiffs were the school district number 10 in Taunton, and the defendants were the school committee of the town for the examination of teachers. The plaintiffs' prudential committee contracted with a person to teach their school for three months from the first Monday of December, 1862, which was the usual time for commencing the school, and presented her to the defendants for examination. The defendants found her to be of good moral character and possessed of the requisite literary qualifications and general capacity to govern, but refused to give her a certificate for the reason that difficulties existed in the district in relation to her as a teacher, she having taught there before, and they thought she had better not engage in the same school again. The prudential committee were informed that the school committee had refused to give the certificate, and they gave notice to the school committee that they should not employ or present another person; and the school committee, after waiting until the first of February, 1863, employed a teacher, examined her, and gave her the requisite certificate, and took possession of the school house, and put her into the school, which she kept for the term of three months under the direction of the school committee. The school district brought an action against the school committee for breaking and entering the school house, and the case depended upon the question, whether or not the school committee had the power to refuse a certificate to an applicant solely for the reason above given. The court held that they had in the following language:—The language of the statute does not confine them to an examination of the 'literary qualifications' of the teacher, but the more comprehensive phrase is used, 'qualifications for teaching.' Upon these, in their widest sense, we are of opinion that the judgment of the committee is to be exercised; and that their decision is conclusive. It is obvious that a teacher might have the necessary literary acquirements and capacity to govern, and be a person of good moral character, and yet be an unfit person for the service required. Illustrations will readily occur. The committee might find an applicant to be really a person of good character, and yet of such reputation as would prevent the attendance of the scholars. A teacher might have personal habits or manners so offensive or peculiar as to make his influence upon the scholars injurious. He might be too severe in his requirements, inclined to devote too much time to the older or better scholars, at the expense of the younger or more ignorant; a person of strong prejudices; a decided partisan and propagandist in politics or religion; unskilful in imparting knowledge, or unable to appreciate the difficulties of beginners; and still be a person of sound morals, great learning, and undoubted capacity to govern. Yet all these considerations might very properly be regarded by the committee in determining his 'qualifications for teaching.'

In some of the states the statutes provide the manner of conducting the examination, as Michigan for example, whose laws prescribe that the examination may be conducted by either oral or written questions, or by both, at the option of the superintendent, who is to inquire into the 'moral character, learning, and ability to instruct and govern a school.'

A superintendent ordinarily has no right to inquire into the religious belief of the applicant, or refuse his certificate on the ground thereof. Any statute of scholars and such authorities would be in violation of constitutional provisions, existing in nearly all, if not all the states, guaranteeing to their citizens the utmost freedom of thought in matters pertaining to religion.

Sec. 8 of School Dist. ex. moory, 2 Allen (Mass.) 96.


SPELLING REFORM—III.*

Thus stands the case. "Every theoretical and practical consideration weighs heavily in favor of reform. There is absolutely no argument against it, except one—the inconvenience of making the change. No one can defend the present system of spelling. Every one must admit its serious injury to the cause of education, and the great trouble it causes throughout life. The practical advantages of phonetic spelling cannot be denied."

And yet how universal is the exclamation, "Reform is impossible!" Upon this point Max Müller says: "If my friends tell me that the idea of reform is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain just the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for if I read the history of the world, the victory of reason over reason, and the whole progress of our race, have generally been achieved by such fools as ourselves rushing in where angels fear to tread, till after a time the track becomes beaten and even angels are no longer afraid. * * *

*Paper read before the Ohio State Teachers' Association, July 4, 1877, by E. O. Vallee, of Woodward High School, Cincinnati. To be published in three parts.
Germany has appointed a government commission to consider what is to be done with German spelling. In America, too, some leading statesmen seem inclined to take up the reform of spelling upon national grounds. Is there no statesman in England sufficiently proof against ridicule to call the attention of resistance to reform, as undeniable facts and unanswerable arguments.  

The changes attempted at anyone time must be endorsed by high authority that shall command the respect of all the parties that are in favor of reform.  

May be that this service will be performed by the government commission which it is hoped the English Parliament will soon appoint. It may be that the Spelling Reform Association will answer the purpose.  

There is no doubt but that the particular changes to which I have alluded, and a few others will be made. If suppose it does. This would make it. Why should we not agitate the matter in our own community? Why is not the great body of teachers and foreign population in our country daily vexing itself in attempts to acquire our language. The greatest obstacle in our way is the spelling, and this they feel. When once the matter comes to be agitated in Cincinnati, and there is no greater absurdity under the sun, than the educational part, shall see clearly that the advantage to be gained is so bounden duty.  

If these two forces the influence of the schools should be relied upon for its support. First, the whole body of eminent philologists joined by many distinguished scholars. Second, the large German population in our country daily vexing itself in attempts to acquire our language. The greatest obstacle in our way is the spelling-book. But when once the matter comes to be agitated in Cincinnati, and there is no greater absurdity under the sun, than the educational part, shall see clearly that the advantage to be gained is so bounden duty.  

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of argument; and the older I grow, the more I feel convinced that nothing vexes people so much, and hardens them in their unbelief and in their dogged resistance to reform, as undeniable facts and unanswerable arguments.  

But a reform of spelling is sooner or later inevitable.  

It is evident that no reform is possible until the community at large—or at least the educated part—shall see clearly that the advantage to be gained is worth the trouble. The great need now is to show that the general opposition of the people is due to the necessity of breaking down. To accomplish this work the most efficient agent will be the teacher. And it is quite fitting that he should be the first to accomplish it. It was the schoolmaster who first lifted up the spelling-book as a graven image before the people. That they should worship it, was natural in the extreme. But it was not the key that opened to them the gate of learning. Without the spelling-book, knowledge was and is entirely beyond the reach of every speaker of the English language. But taking into view the conditions which make it so, there is no greater absurdity under the sun, than the educational part, shall see clearly that the advantage to be gained is so bounden duty.
TEACHING MUSIC TO CHILDREN.—II.

I. It is not our intention in these articles to lay out a complete course of study nor to explain, or even name every step that should be taken in giving musical instruction in schools; but to present only a few hints and suggestions that may be useful to the earnest teacher, who, unable to hold up his or her qualifications, would seek to render the greatest good to the greatest number, and in order to do so desires every aid that may be given.

Having secured a lively interest and general participation in the singing of rote-songs, and taught several tones of the scale, as suggested in our first article entitled “Teaching Music to Children,” the introduction of musical notation may be commenced by very easy and gradual steps. Placing the figure I upon the blackboard, the teacher may point to it and have the pupil sing tone one (do), and then ask what tone follows tone one? The answer will be “tone two,” or “re.” Let the pupils then sing it, in connection with tone one, and call their attention to the difference in sound between do and re—that re sounds higher than do. Then place the figure 2 to the right and a little above the figure 1, having the pupils understand that it is placed higher on the board than 1, because re is a higher sound than do. In like manner the figure 3 (for mi) may be added, and the figures will then appear thus:

\[
\begin{array}{ccc}
1 & 2 & 3 \\
1 & 2 & 3 \\
\end{array}
\]

The reverse order should also be used.

Various exercises may now be written upon the black-board in figures, preserving their relative positions, and keeping the idea continually before the pupils’ minds that re is higher than do, and mi is higher than re; or that re is lower than mi, and do is lower than re. This idea that one tone may be either higher or lower than another may now be explained, in simple language, as a difference in pitch; just as one string, when longer than another, is said to be different in length, or when one boy is older than another, there is a difference in age; or an illustration may be drawn from the game of ball, where the one who throws the ball is named the pitcher, and where, when the ball is thrown too high or too low, it is said to be pitched either too high or too low. The idea of pitch may thus be easily introduced and its musical application as to the height or depth of tones readily understood.

Taking the figures 1, 1, we may now surround each with a small circle, and afterward filling the circles, and adding a short vertical line or stem to each, the signs that stand for sounds, and which are called notes, will appear thus:

\[
\begin{array}{ccc}
1 & 2 & 3 \\
1 & 2 & 3 \\
\end{array}
\]

Various exercises may now be written in which no skips should be introduced, but relative positions of the note should be observed, so that the correct tone may be easily determined; after which we are prepared to take another step, which will be to find out some means of representing pitch. Thus far, the pupils have been able to decide which note represented do, re, or mi, from its relative position to the other notes, but as this means of determining cannot always be maintained, some other way must be devised. Placing notes to represent do, re, and mi on the left of the blackboard, and having had the pupils name them, the teacher may pass to the right of the board and place another note by itself, in a line with the note at the left which represents re, but not intertwining the same to the pupils. The notes will now appear in this position:

\[
\begin{array}{ccc}
1 & 2 & 3 \\
1 & 2 & 3 \\
\end{array}
\]

Asking what tone is represented by the note at the right, the teacher will receive various answers, some replying “do,” some “re,” and others “mi.” Calling the attention of the pupils to the fact that no one knows, but that all are guessing, the teacher will proceed to draw a line through the note representing re at the left, and the note at the right, thus:

\[
\begin{array}{ccc}
1 & 2 & 3 \\
1 & 2 & 3 \\
\end{array}
\]

Immediately every little hand will be raised, and all will be ready to answer that the last note stands for re because it is on the line, while the note below the line stands for do, and the one above for mi. Pleasing exercises in the form of little melodies may now be written in connection with the line, in which the skips, previously learned, may be introduced. Thus the first ideas of representing pitch may be introduced; and by means of this method, no trouble need arise in building the staff, by adding lines and spaces, as additional tones of the scale are taught.

The South.

GEN. T. M. LOGAN, of Richmond, Va., read a paper at the late meeting of the Social Science Association on “The Opposition in the South to the Free School System.” The importance of the subject, and the prominence of the speaker, secured for it close attention. The following are its suggestions:

“Public instruction is just now the subject of greatest educational interest in the South. Opposition to public instruction exists mostly in country districts where the system is inefficient. The poverty of Southern people also occasions opposition to the system. The principal trouble of all arises from the presence of the freedmen. Aversion to educating the colored man arouses aversion to the whole system of public instruction. Some of the objections to the system are based on the principle of non-interference by the government in education. This is the only argument which deserves consideration as such. To this argument a great many arguments can be made.

Suffrage having been enlarged in advance of educational qualifications, theory has been violated, and society placed in transitional and perplexing peril. Private exertions being inadequate for the emergency, governmental action is necessary to avoid this danger which threatens social destruction; and free school instruction is the only available mode of qualifying the people as sovereigns, and placing the state in a position where the more easy and gradual necessities of the age force every progressive government to educate the people. But the majority of the arguments against public education are suggested by race prejudice. Our argument is in regard to making him the equal of the white, and the danger of miscegenation. Miscegenation would be the greatest curse that could befall the South; and the importance of averting such a calamity cannot be exaggerated. It cannot be prevented by race competition, by which the whites will have to take the lower caste position, he will in that position gain a greater efficiency. The freedman promises, too, to be a conservative element in society against communism. His highest utility can only be reached by educating him. Suggesting methods of education used to be adopted by stimulating the whites to race competition, by which the whites will finally—Kentucky, and Tennessee as well, a narrow and most unnatural prejudice against Northern educators.

Many of the prejudices against the freedman would be removed were his position in society better understood. The freedman promises to be useful by stimulating the whites to race competition, in which the whites will surely gain the greatest advantages. But it can be prevented by educating him. He should accordingly be trained to habits of industry. When he displays special aptitude in some direction, opportunity should be afforded for his education in that direction. The free school system should be maintained, but should be modified to meet the special requirements of the South.”

An interesting discussion took place on the Southern question, in which Judge Lafayette S. Foster, of Connecticut, Dexter A. Hawkins, of New York, David Dudley Field, Gamaliel Bradford, and others engaged.

The Knoxville (Tenn.) Chronicle thus deprecates Southern hostility to Northern educators:

“A very large proportion of the money spent in the South since the late war for educational purposes has been obtained from the Government and from the Northern States. The proportion of the North’s share of the fund from that source have reached millions. The splendid Vanderbilt University has received a million; East Tennessee University has received nearly $400,000 from the Government; the University of the South, at Sewanee, has received $250,000; Rogersville Female College was saved from bankruptcy by Yankee liberality; Maryville College has received thousands; the Wesleyan College, at Athens, has lived through the liberality of Northern men and women, and is now in a very prosperous condition. Besides these, thousands have been spent for colored and white schools and colleges. Add to this the thousands of children who have enjoyed the benefits of a primary education through the princely benevolence of Mr. Peabody. And yet, after receiving all these favors, we see in South Carolina, and Tennessee as well, a narrow and most unnatural prejudice against Northern teachers.”

LIVELY TIMES AT A TEACHERS’ INSTITUTE.

The Teachers’ Institute in Jackson county met at McKee last week. There was a goodly attendance of teachers, and the meeting was conducted by a teacher from Anderson county. The meeting was called for five days, but the Anderson county man made some remark on the first day—the nature of which we did not learn—to which exception was taken. The second day the Jackson county teachers returned armed to the teeth, and a fight was imminent, when the presiding officer adjourned the meeting finally—Kentucky Register.
Practical Hints and Exercises.

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

AMERICAN FORESTS.

CLARA CONWAY, Memphis, Tennessee.

I HAVE before me a little pamphlet, bearing the title, "A Manual of the Common Native Trees of the Northern United States," issued under the auspices of the Bureau of Education. On the first page, Commissioner Eaton sets forth the alarming announcement that, "at the present rate of wasteful destruction, the available supply of marketable timber in this country will be exhausted within fifteen years." This statement, he says, is made upon the authority of scientific observers who have made a study of American forests. In view of this fact, the Commissioner undertakes, by means of this manual and its accompaniments, to do something toward the dissemination of such information among teachers as shall awaken new interest in American trees, their characteristics, uses, and localities, thereby creating a desire that the supply may be replenished; and furnishing, by means of this wide-spread information of the planting and growth of trees, a new impetus to keep up their taste as to have the effect of leafy clusters in water-colors. In addition to benefits possible. The portfolio of specimens is a beauty. Heavy sheets of smooth white paper are within it, sixteen inches by twelve, each one containing the leaves and flowers of an American forest tree, arranged with such skill and taste as to have the effect of leafy clusters in water-colors. In addition to this, a box of woods contains an example of each species, labeled and designated so that there can be no mistake. Such invaluable aids as these in the study of nature teachers cannot afford to dispense with.

It is one thing to bid your pupils go to the woods and study, and another to have them do so with profit; but with such helps as would be given by this beautifully arranged collection of Commissioner Eaton's, the pupils would not only be enabled to identify the trees of their own forest, but incited thereby to make and arrange such a collection for himself, to say nothing of the newly awakened interest in woods and fields, besides the joy of "pressing the pulse of our old Mother by mountain, lakes, and streams, to know what health and vigor are in her veins."

But how shall we make these advantages our own? We are not all "normal schools," and that direful—as far as our means permit!—signifies something, coming from the United States Commissioner of Education; means more, too, than any one of us would like to admit away from home; it tells a tale of limited opportunities, of narrow means, of stint, of unwise economy just where a generous, large-hearted expenditure would yield most magnificent return. We all need a manual, a portfolio of specimens, and a box of woods, but how shall they be ours? I am reminded of the fortune-hunter who, congratulating himself upon the possession of a wife—an only child, with a fortune of ten thousand dollars—discovered much to his dismay and disgust just after the ceremony, that "dearie" was one of eleven children; contemplating that fact on the one side and the ten thousand on the other, he cried out in mental agony, "Eleven's into ten no times and nothing over!" The fragrant woods and beautiful leaves and flowers that I want for myself and every body else won't go so far; and I have, before me, a problem in "long division" which "won't come out right," as the children say. Who will help me find the answer? Whatever it may be, at least there is cause for congratulation, that amidst so many depressing influences, amid the "cramps" and "colics," and spasmodic attacks of "economics," there is one at the head of our educational affairs who makes the most of his meager opportunities; one to whom we look and in whom we trust when all else is dark in the school horizon.

"I regret," he says in a letter to Prof. Ogden of Worthington, Ohio, "that I cannot do more; but I must tell you that I have been over two years using fragments of opportunities to bring about the present little seed-sowing."

"Honor to whom honor is due."

TEACHERS' INSTITUTES.

We venture the assertion that teachers' institutes have achieved greater popularity and have proved a means of training to more candidates for the service of the school-room in the state of Iowa than in any other state in the Union. Last year there were as many institutes held there as there were counties—ninety-nine. This year there were not quite so many, but the attendance has greatly increased. Ever teacher in Iowa who attends an institute and receives a certificate to teach must pay for each one dollar. Nearly every teacher attends. The county superintendent remembers those who do not.

We heard the senior member of a school board in one of the cities of that state say that if a certain young lady who was away upon a visit did not return and manifest an interest in the work of the institute she would lose her position as teacher in the city school. He ordered the principal to send for her and report the result to him at once.

This is the spirit that pervades the institute system in Iowa. Out of twenty that we visited recently, only two had a membership of less than a hundred, and two numbered over two hundred. The average would reach over one hundred and forty. The State Superintendent is almost omnipresent. He delivers as many lectures as there are institutes. Large sums of money are paid lecturers by nearly every county. Conductors of institutes get about fifty dollars per week and expenses paid for their services. Assistants are well paid.

Every teacher should attend these institutes. They are among the best means available for preparation for our good teaching. Teachers often say that they cannot afford to attend. They certainly cannot afford to stay away. In Wisconsin every teacher has two dollars more money in her portemonnaie than the Iowa teacher, as she says nothing to become a member of the institute, and when examined, if qualified, receives a certificate without a price. The institutes, as a rule, last but four or five days, while in Iowa they continue from two to eight weeks. Think of the difference in board bills!

The system of institute work in Wisconsin is excellent, and teachers do not appreciate these great helps to their profession so highly as they should. When teaching takes the dignity of a profession, then will these things be more as they should be.

The word "pamphlet" is derived from the name of a Greek author, Pamphylus, who compiled a history of the world into thirty-five little books. "Punch and Judy" is a contraction from Pontius and Judas. It is a relic of an "ancestral miracle play," in which the actors were Pontius Pilate and Judas Iscariot. "Bigot" is from Visigoth, in which the fierce and intolerant Arianism of the Visigoth conqueror of Spain has been handed down to infamy. "Humbug" is from Hamburg; "a piece of Hamburg news" was in Germany a proverbial expression for false political rumors. "Gauze" derives its name from Gaza, where it was first made. "Taffy cat" is all unconscious that his name is derived from Atab, a famous street in Bagdad, inhabited by the manufactur- ers of silken stuffs called ataki, or taffy, the wavy markings of the watered silks resembling pussy's coat. "Old Scratch" is the demon Skratto, who still survives in the superstitions of northern Europe. "Old Nick" is none other than Nikr, the dangerous water demon of Scandinavian legend. The lemon takes its name from the city of Lima.

A. L. Mann has an article in the Pacific School and Home Journal in which he quotes the following absurdity which is to be found in the "Manual" for the instruction of third-grade pupils in the San Francisco public schools: "Divide two-thirds by three-fourths; two-thirds divided by one equals two-thirds, two-thirds divided by three equals two over three times three or two-ninths; but the true divisor is one fourth of three; hence the quotient is four times too small and must be multiplied by four; thus two-ninths multiplied by four equals eight-ninths. This is the same as inverting the terms of the divisor and proceeding as in multiplication."

Not long ago an officer of the London School Board was crossing Covent Garden Market at a late hour, when he found a little fellow making his bed for the night in a fruit basket. "Would you not like to go to school and be well cared for?" asked the official. "No," replied the urchin. "But do you know that I am one of the people who are authorized to take up little boys whom I find as I find you, and take them to school?" "I knows you are, old chap, if you find them in the streets; but this here is not a street. It is private property; and if you interfere with my liberty, the Duke of Bedford will be down upon you. I knows the ha'cst as well as you."
A PAN-PEDAGOGICAL COUNCIL

Through the praiseworthy liberality of the law-makers of Wisconsin, Noah Webster's English Dictionary has lain for years on the desk of every school-house in the state for consultation or reference; yet it is to be feared that the pages of this massive volume are not so often consulted as they ought to be by the instructors of youth, either for the benefit of their pupils or for their own. The custom of having explanatory notes and references at the bottom of each page, as is the case with most of our school readers, may partly account for this neglect. Those among teachers and others who put a proper value upon words, or who regard an accurate knowledge of language as lying at the foundation of all other knowledge and giving it correctness and precision, will ever put a high estimate upon Webster, while on the other hand, those incapable of appreciating its real merits will let the dust gather upon its unopened boards. Only the other day, when attending a teachers' institute, we had an example of this guessing at meanings and neglecting the use of the Dictionary. Happening at recess to pass a group of "school-mams" engaged, apparently, in an animated discussion, one of them, with whom we were acquainted, begged us to join them for a moment and asked us to settle for them the meaning of pan, in connection with the title of the late meeting of Presbyterians in Scotland. Like the canny Scott, however, we first asked what they thought of it, anticipating a little harmless amusement. One of them said she thought, as they had a very large meeting, it would naturally be in the open air; consequently it would be a "camp meeting," such as we frequently have in this country, where people stay together and eat their meals in common, and where the indispensable pan of the kitchen always plays an important part in the culinary operations; hence the compound word Pan-Presbyterian! The second thought there might be something in this, but it seemed rather a homely explanation. It appeared to her that as the "true-blues" naturally expected to have "a good time" at this, their maiden meeting, they would naturally call it Pan after that lively, brisk, grotesque-looking figure which she had often observed when looking among the pictures in Webster! It had goat's legs and ears, the body of a man, and was dancing to the music of a pipe which he himself played. She had often admired him. She knew the Methodists didn't dance, but she believed some of the Presbyterians did. Hence, Pan-Presbyterian, to indicate the joyful nature of the first meeting! The third had often heard her father, who was a farmer, speak of hard-pan (which was a tough business), and she suggested that as the Presbyterians might already, in the field of the world, have reached hard-pan in the shape of infidelity, rationalism, and other obstructions which they felt incapable of dealing with effectually in small, or separate bodies, they wanted to unite in order to impart greater strength and weight to their influence! This "school-marm" was a philosopher. The fourth, and last, was about to open her ruby lips with another naturally expected to have more in the future. In his hands alone is the powerful moral lever which is destined to move the world to a higher and worthier plane of thought, intellect, and feeling. Without him the wheels of society would soon drag heavily and all trades and occupations degenerate. Without him the minister of religion might plant and water abundantly, but intelligent piety and rational belief would be very rare. In short, society owes more to the obscure, unainted, ill-requited, patient instructor of youth than it is willing to confess; while its prized and honors and rewards seldom come in his way, but are showered lavishly upon men of a very different character—the killers of thousands, or are freely given to that numerous throng who fatten upon its ignorance, its vices, its weakness, but when, a few years earlier the Church of Rome summed their, they used the time-honored, medieval word Ecumenical, which goes a step further even than pan, at least it fills the ear with a more impressive sound, being likewise of more learned length. Now, teachers should study the meanings of such words as come from the Latin and Greek, and they will find a storehouse of profitable. Examiners are usually very particular in regard to pronunciation and elementary sounds; but derivatives, definitions, and meanings of all important words should also form a part of every teacher's examination.

Cognizant still farther upon this subject of "councils," it appeared that in our day and generation, the spirit of separation among religious and other bodies was apparently becoming weaker, and that of aggregation stronger. Overlooking petty distinctions, they come to find that in unity there is strength; and assuredly they need all the courage and strength they possess to do success-
From what I have written, let none of your readers jump at the illogical conclusion that I am in favor of a reduction of salaries based upon any ground of misguided economy. From the stand-point I occupy, I can hardly be igno-
mant of the teacher's claims or indifferent to his interests. My purpose is to
point out the reasons which have led to the present question of adjustment are based upon equity, and rest upon foundations as solid as the
multiplication table.

I thought that my communication might break up the monotony that is too
common in our discussions in the Educational Weekly. In a future article, I may, with your permission, make some comments upon the
arguments presented by the memorialist in his paper read before the Common
Council of Buffalo. EQUITY.

LYNN, MASS.

A JAPANESE LETTER.

KAWAMURA, S. Chinda, J. Na, and A. Seta have entered Asbury
University for the course. They prepared for college under John Ing
and wife in their native country, Japan. The following very entertaining let-
ter tells us of their journey from Japan, written by one of their number, ap-
pears in the Greenwich Banner.

"On the second of July we left our homes for Tokio, bidding farewell
to our family folks, not without bitter feeling, for five or six years' parting.
Some of our friends dismissed us to Amorito, a seaport 55 miles from our
home. For it is our custom to dismiss friends going far away. Well, our
trip through Japan to Tokio, over 400 miles, was done sometimes on horse-
back and sometimes on shank's pony, where jinrikisha, (a vehicle drawn by a
man), was put out by the man who held the reins to the chariot; all
chiefly by the alone named vehicle. It is a two-wheeled vehicle, drawn by
a man, by pushing forward two long arms in front, and is usually accom-
modated for one person, but sometimes for two. The greatest velocity where
the road is good is twenty miles an hour. The times, rates, and expenses
for a journey from one town to another, are usually from two to three.

We traveled only in the day times, and arrived at Tokio on the 15th ult.
We stopped there ten days waiting the mail ship and the car which would
make the trip to Amorito. Immense buildings being seen amidst the dark smoke of factories. When
we arrived at Amorito we saw the red flag upon the jail, and
saw all our family folk, not without bitter feeling, for five or six years' parting.
The ship represented a good hotel for us and helped us.

"There were seen from Rev. O. Gibson, D. D., an American missionary in charge of
the Chinese Mission in San Francisco, to whom Dr. Macloy, a missionary in Yok-
ohama, had written a letter to help us in that place. That Japanese provided
a hotel for us and help us in everything. How happy we were to have met such
kind friends in foreign land. We spent Saturday and Sunday most com-
fortably, and on Monday morning we met with four other Japanese and attended
Sabbath-school, etc. We left the above named place 13th, 8 A.M., and arrived
here 21st, Tuesday, we left La Fayette 8 A. M. and arrived here
safe about 11 A. M., after a long journey over land and sea.

A. SETA."
The Educational Weekly.

STATE DEPARTMENTS.

E D I T O R S:

Iowa : J. M. DAIRIAM, Principal Grammar School No. 5, Davenport.
Illinois : Prof. John W. COOKE, Illinois Normal University, Normal.
Michigan : Prof. Leland M. McLEAN, State Normal School, Ypsilanti.
Indiana : J. B. ROBERTS, Principal High School, Indianapolis.
Minnesota : O. V. TOORDER, Sup't. Public Schools, Minneapolis.
Oklahoma : W. M. BURRIS, Sup't. Public Schools, Okmulgee.
Ohio : R. W. STEVENSON, Sup't. Public Schools, Columbus.
Nebraska : Prof. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign:

Henry A. Ford, Kalamazoo, Michigan.
The East—Prof. Edward JOHNSON, Lynn, Massachusetts.

CHICAGO, SEPTEMBER 27, 1877.

Illinois.

Supt. SLADE, of St. Clair County, sends me a copy of the Belleville Democrat containing his report of the result of the examination proposed by Mr. WHICHER at the Champaign manufacturing and mechanic's institute, and ordered by that body. I present a few extracts: Forty-one schools took part in the examination. These schools had an enrollment of seventeen hundred and fifty, and three hundred and eighty-six of these pupils were examined. Forty-eight pupils missed none of the words in the spelling exercise. Twenty-two did not fall below 90 in penmanship; in letter writing twenty-four reached 85, while in arithmetic twenty-five were marked 100. Nineteen papers in each branch were sent to the State Committee. The following extracts from the letters of teachers are a fair indication of their opinions concerning the result of this examination: One writes: "I followed the directions to a letter, but the time for arithmetic was too short for my school, this being the first examination they ever took part in or ever saw. They are anxious to try it over again. The authors of the papers also seem to have my best wishes for its success." Another: "I did not have my pupils take part in the examination with any expectation of their being rewarded in any way except by their own effort. I did it because I thought they would be encouraged, as I believe they have been, although they have a rough looking set of papers." Another, whose papers were excellent in spelling, but poor in letter-writing: "I'll admit this examination has opened my eyes to a new and important, but fearfully neglected field of labor, i.e., Letter-Writing." The average standing of all the pupils in spelling was 77.8 per cent, which shows that the average number of words missed per pupil was a little over four. The word "kerosene" seems to have been entirely new to a majority of the pupils, as indicated by the originality displayed in representing its seven elementary sounds. It was spelled in at least 87 different ways. I learn that in Alexander county, of which Cairo is the principal city, the majority of the pupils attempting to spell this word wrote for the first two syllables "Cur," implying "kerosene." One school added another correct letter to this left for the teacher to hold the coming year for the following reasons: (1) With the experience derived from the one already held, another can be conducted with less labor and better results; (2) its good effects will be augmented, because a larger number of pupils will participate now that its object is more generally understood; and (3) the opportunity for comparing the results of the two examinations will be of value to all desirous of learning what our schools are accomplishing.

The Champaign County Fair, like many others, offered premiums for school work this year. Eight schools were eminently successful in the exhibit. The following account is taken from one of the local papers: "Mr. Lanning's samples of historical and geographical composition, illustrated with maps, as well as his exhibit in penmanship and book-keeping, seemed to us to denote a high degree of attainment on the part of his pupils and careful training on his own part. He was fortunate in winning six of the premiums given for educational work.Verify the West Side School has reason to be proud of its principal. Mr. De Buren's school exhibit consisted of neatly bound manuscripts in all the studies above named, just as they came from the hands of his pupils, and they certainly reflected much credit on him and them. Their compositions in history, language, and physiology, together with their maps and other drawings, showed that he had had previous training. Although he made no special effort to compete for premiums, he obtained the most important of them—that for language. Mr. Hay's exhibit was very tastefully arranged, and was a good branch of study being bound by itself, and all his volumes displayed in a neat and orderly manner. Every exercise of study, and in every detail, his exhibit bore the closest scrutiny, and little or no fault could be found with it. His samples of drawing in history, botany, geography, etc., were most creditable and meritorious. His system of school reports also shows a careful and methodical way of running a school. He won seven out of the fifteen educational premiums. Miss Abbie Hall's school exhibit in botany was very full and meritorious, embracing 110 samples of plants, glued upon paper, and fully and correctly described. This must have been a work of time and labor, and she was properly awarded the premium for it. Her school papers in the other departments were full and complete. The exhibit of J. W. Campbell was not large, but it was decidedly meritorious, all his papers being got up in good shape. We conclude that Homer, teach of the town, and Mr. De Buren have some good teachers.

In Alexander county, of which Cairo is the principal city, the majority of the pupils attempting to spell the word "kerosene" wrote for the first two syllables "Cur," implying "kerosene." One school added another correct letter to this left for the teacher to hold the coming year for the following reasons: (1) With the experience derived from the one already held, another can be conducted with less labor and better results; (2) its good effects will be augmented, because a larger number of pupils will participate now that its object is more generally understood; and (3) the opportunity for comparing the results of the two examinations will be of value to all desirous of learning what our schools are accomplishing.

Iowa.

John Gorman v. Dist. Twp. Hale.—Appeal from Jones County.

On the 26th day of June, 1877, the board of directors of the district township of Hale passed the following resolution: —Resolved—that the reading of the Bible and the repeating of the Lord's Prayer, at the opening of school, is a privilege that belongs to the several teachers to act upon as they see fit; and, all pupils in attendance at time of such exercises are bound to maintain good order, and if required by the teacher must close their books during such exercises, provided the teacher does not make any request. It is, of the same character; and when such rules are violated the sub-director is thereby authorized to expel such pupils as violate these rules.

The children of John Gorman, attending one of the schools of the township, were accustomed to keep their books open and quietly study during the usual recesses. One day, Gorman,想要 his son study the gold of his best boy, they would put him through a hand-shaking that would lay him up for repairs. At this distance they can only wish him long life, and success to the Colorado papers is full of the opening exercises of the children; they are full of care and conscientious training of all of them. The paper is in the Doctor's best vein, original, beautiful, forcible. It discusses in no uncertain way the question of higher education, and clearly marks the road in which the young university should walk to reach it. The young men and women of the Western States will, from this time forward, experience the thrill of the storm, and the power of the propelling force. The teacher says, "I cannot be enforced.

The latter portion certainly means a reading for the purpose of understanding, hence requiring the hearing with attention is covered by the meaning of the words to read, in the section quoted above. "And we hold that, under this statute, no scholar can be compelled, to participate in any form of worship or act of devotion, which is contrary to the expressed wishes of his parent or guardian. It follows, then, that it is not an offense for the scholar to decline any religious exercises or the act of devotion, if so guided either by his own convictions, or by the wish of his parent or guardian. The rule of the board requiring closing of books and giving attention violates the intention of the statute, and hence is not a legimate rule. In the decision, the board, declaring the expulsion illegal, from his decision, the board, through their president, appealed to this department.

Section 1764, School Laws '876, is as follows: "The Bible shall not be excluded from any school or institution in this state, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian."

The latter portion certainly means a reading for the purpose of understanding, hence requiring the hearing with attention is covered by the meaning of the words to read, in the section quoted above. "And we hold that, under this statute, no scholar can be compelled, to participate in any form of worship or act of devotion, which is contrary to the expressed wishes of his parent or guardian. It follows, then, that it is not an offense for the scholar to decline any religious exercises or the act of devotion, if so guided either by his own convictions, or by the wish of his parent or guardian. The rule of the board requiring closing of books and giving attention violates the intention of the statute, and hence is not a legimate rule. In the decision, the board, declaring the expulsion illegal, from his decision, the board, through their president, appealed to this department.

John Gorman appealed to the county superintendent, who reversed the action of the board, declaring the expulsion illegal, from his decision, the board, through their president, appealed to this department.

The appellants rest their case on section 1765: "He (the sub-director) shall have power, with the concurrence of the president of the board of directors, to dismiss any pupil from the schools in his sub-district for gross immorality, or for being a refractor, refractory, or incorrigibly bad conduct, after all other means have failed. Expulsion is not designed as a means of punishment." Common Schools, 139 U.S. 396, 10 Sup. Twp. Hale.—Appeal from Jones County.
from the privilege of quietly sitting in the school-room during the devotional exercises.

For the reasons above given, the decision of the county superintendent is hereby affirmed.


Signed by instruction, IRA C. KLING, Deputy.

DESMOINES, Sept. 4, 1877.

MINNESOTA.

The Sept. hereby affirmed.

son, avail proposition from the trustees of the academy at

"The spectfully, D. D. MERRILL, construction, the session of the board was adjourned until the 24th inst.,

its principal. He is well qualified to

the law, yet the lowest prices they offer

than the state prices. I wish also to call your attention to the

two.--St.

the number employed, or left for third rate districts, as unprogressive as

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Wisconsin.

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THE report of the Board of Visitors to the State University is published in the Wisconsin State Journal, and occupies three and a half columns of that paper. The report is a discriminating one. It speaks in high terms of the Faculty and of the results of their labors as exhibited in examinations. But slight criticisms, and suggestions of improvements are needed for various departments. It discusses "co-education," and arrives at conclusions on that subject which will not probably gain universal assent.

The State Journal speaks of Dr. A. L. Chapin, of Beloit, as "one of the very excellent men of the state, having if any, if some day to become a college president anywhere."

We are in receipt of the course of instruction, recently adopted by the board of education, syllabus of work for the lower grades, and list of teachers, for the La Crosse public schools. Judged by these pamphlets, we should say that the schools are well organized.--The present freshman class of the University is the largest in the history of that school, numbering 137. Probably 100 will complete the course.--Pres. W. C. Whitford, of Milton College, has received the nomination for Superintendent of Public Instruction on the Republican ticket.--W. W. Free-

masons resigned the power of principal of the schools at Black River Falls, to which he had been elected by the board. After stating his reasons in a letter to the board, he says: "Therefore I have decided to withdraw my name and let discord do its damage with no agency of mine."--Pres. A. J.

York, of Ann Arbor, Mich., a graduate of the Michigan State University, has been engaged as principal of schools.

The Deaf and Dumb and Blind Institution opened on the 13th. The teachers remain the same. Miss E. D. Clapp takes the place of Miss Piotrowski in the Blind department. The public schools opened on Monday, the 17th.

Nebraska.

IN the matter of the University building, it was finally decided that it could be repaired so as to make a safe and substantial building, by putting in a new foundation and making a few unimportant repairs in the superstructure. The contract was immediately let to a Chicago firm, and the work is now progressing rapidly. The opening of the fall term was postponed till Oct. 20. Prof. Worley, of the musical department, held a very successful convention at Falls City last month. It was attended by 137. The professor's new singing book now in press. It was voted to hold another convention at the same place one year from that time. A large number of institutes have been held during the summer. Besides the state institutes at Grand Island and Plattsmouth, one of the best attended was held in the town of Mr. Fifield, who is also Moderator of the Kearney Normal School. The present freshman class of the University is the largest in the history of that school, numbering 137. Probably 100 will complete the course. -- Pres. W. C. Whitford, of Milton College, has received the nomination for Superintendent of Public Instruction on the Republican ticket. He was nominated by a vote of 144 to Willard H. Chandler 122. Mr. Chandler was a member of the convention, and, as we are told, advocated the nomination of Pres. Whitford. Whitford has long been identified with the educational institutions of the state, and is a man of many years ago, when a member of the Wisconsin legislature. Dr. Steele, of Appleton, is the candidate for Superintendent of Public Instruction on the Greenback ticket, and Dr. Carhart, for the Prohibition ticket.--W. W. Free-

masons resigned the power of principal of the schools at Black River Falls, to which he had been elected by the board. After stating his reasons in a letter to the board, he says: "Therefore I have decided to withdraw my name and let discord do its damage with no agency of mine."--Pres. A. J.

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which occurred at Boulder the 4th inst. Boulder City was first settled in the fall of 1857. The best building of the town is the Free Public School, which was founded in 1854. The legislature had ever assembled in the territory, was a school house. On the 7th of November, 1864, the territorial legislature passed an act locating the University of Colorado at Boulder City, and providing for fifteen trustees. In 1871 fifty-five students were enrolled, and in 1874 they were admitted to the university for University grounds. In 1874 the legislature voted an appropriation of $15,000 for the University, on condition that the people of Boulder would donate an equal amount. This they did through the energetic efforts of Marinos G. Smith, who, for his zeal in the cause, the community honored him with the honorary name of "University Smith." The first building of the University was then constructed. It is 81x112 feet on the ground, and four stories high. The basement is of stone. The constitution of the state, adopted in 1875, provided for the election of seven members of University Regents, who were elected at the general election in that year. The Regents elected Dr. Joseph A. Sewall, of Normal, Ill., the first President of the University, and J. E. Dow, of Peoria, Ill., the first professor. President Sewall's inaugural address was delivered at the opening of the fall term, and Messrs. Dow and Smith, of the same city, added their discourses on "Education." The truth of the statement is, that the public university must rest. The day was one of general rejoicing in Boulder, and the interest manifested by the citizens throughout the state in this important educational movement indicates a healthy sentiment among the people, which is sure to secure for the University a patronage and support worthy of its position. Nothing could be more absurd. It is not at all in the power of such an agency to carry out its provisions will in all probability result in the disruption of claims and loss to the state treasury. Third—While we respectfully express our disaproval of the law, we wish distinctly understood that we are not in the least opposed to Mr. Hayes's bill, but exercise the right which we possess as citizens and teachers to express our judgment on the merits of the case just as we would upon any question which now agitates the public mind. Fourth—As our school officers are and will continue to be greatly harassed by the uncertainty which prevades in the public mind in regard to the performance of their duties; as our schools are seriously hindered in consequence of want of books, which evil must necessarily result from a law which would require the publication of all books written in the state, and, lastly, as we believe the law to be wrong in principle and impracticable in operation, we respectfully ask your Legislature at its ensuing session to repeal it unconditionally, and reimburse the contractor, Mr. Merrill, as far as equity requires, for expenses incurred in a seeking to carry out its provisions. WisConSIN.—F. O. Burdick is in charge at Geneva. His assistants are Louisa McIntyre, Carry Gray, Mary Wheeler, Libbie Burton, Clara Stephens. About seventy-five students are in attendance at the Wayland Academy at Beloit, Wis.

CHICAGO NOTES.
The annual meeting of the Board of Education was held the 4th instant. W. K. Sullivan was reelected President of the Board. W. H. Wells was elected Vice President. Duane Doye was elected Superintendent of Schools by the Board of Education. The weekly "Paper of Professor Pickard" for Mr. Shurtleff and Mr. Jones has been closed. Mr. E. C. Dolano was elected Assistant Superintendent by a unanimous vote. The following resolution and motion were adopted unanimously: "Resolved, that a committee of three be appointed by the Chair, whose duty it shall be to prepare a testimonial to be presented to our late Superintendent, Professor J. L. Pickard, of his eminent services to the school system of Chicago during his long term of nearly fifteen years, of our unqualified respect for his character as a gentleman and scholar, and assuring him that our good will shall follow him into whatever sphere of usefulness he may be called upon to enter." (Signed) That such testimonial, when prepared and signed by the said committee, shall be handed to the President, and with his signature, be presented by him to Professor Pickard. The committees on Central High School and Division High Schools were consolidated, also, the committee on Normal. principal of Normal. All the public schools had opened this school year with 42,000 pupils. Of these, 32,575 were in the primary school department, 8,000 in the grammar schools, and 1,000 in the high schools. At the Texas Institute last summer, a few teachers doing duty in the day schools; the aggregate of their salaries for the year would be $250,000, or an average of $625 each. The pupils studying Greek were 82; Latin, 655; German, 2,150; taking drawing, 2,250; taking singing, 35,000. The enrollment of all the public schools was 1,090 in attendance, and 49 teachers at work. The schools opened pleasantly in every part of the city, and the membership was over 2,000 in excess of the average membership of last year. It is a stated that the Newbury estate is to be divided as soon as the necessary legal steps are complied with. About $5,000,000 of the estate is devised for the establishment and maintenance of a public library in this city. The insane from the amount to be invested will surpass that of any public library in the country, not excepting the Boston Public Library, or the annual amount appropriated by Congress for the Congressional Library.

Publishers' Notes.

PRICE of the WEEKLY to new subscribers till Jan. 1, 1878, 50 cents.

Many inquiries have been made of us respecting the "Western Bureau of Education," which is managed by Mr. W. L. Kelin, at 170 Clark Street, Chicago, and is devoted to the interests of the public schools in the western states. We find that it is very successful, and that the public are highly pleased with its contents. It is written in a very accessible style, and contains much valuable information for teachers and county superintendents. It is intended, as we have before stated, to do to render the TEACHER maintenace of a "Primary Department." This we shall do by all means. The paper comes regularly without any trouble, and is a welcome visitor.-Supt. G. Lamb, Lancaster, Wis.

Our paper comes regularly without any trouble, and is a welcome visitor.-Supt. G. Lamb, Lancaster, Wis.

The paper comes regularly without any trouble, and is a welcome visitor.-G. M. Walker, Milwaukee.

I value the WEEKLY very highly.—Geo. O. Lovett, Watske, Ill.

Popular Science Monthly and Educational, two of the very best periodicals in their class, are in the hands of our friends, the publishers of the WEEKLY, and every scholar and lover of scientific intelligence should have the Popular Science Monthly.—Literary Reporter.

Our teachers like the WEEKLY, and I shall be able to send in names from time to time.—Supt. E. G. Lamb, Lancaster County, Neb.

I like the WEEKLY, and would like to do what I can for you in this way.—Henry Enoch Myers, Fulton County, Ind.

The binders are excellent. I shall send for some more soon to bind my monthlies.—Supt. J. B. Roberts, Indianapolis.

I am highly pleased with the binders.—Prf. J. M. White, Carrollton, Mo.