The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, Wisconsin.
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THE ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
THE SCHOOL, Michigan.
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MANAGING EDITOR:
S. R. Winchell, 170 Madison Street, Chicago.

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Editorial.

THE successful solution of the great problem of universal education involves the prime condition of a constant supply of competent and able teachers for all grades of schools. A failure here involves the certainty of failure altogether. And it is proper to add that the degree of competency actually needed is far above the present popular estimate of what is demanded, in the same sense that a rational and just conception of education itself is far beyond the common apprehension of its true nature and its high importance. There is no place on earth outside of the educational field that really demands a higher order of intelligence, a more complete possession of the noblest qualities, more consummate tact and skill, a clearer insight into that interior world of mind and spirit, or a broader outlook upon that exterior world of busy affairs and grand events, than even the humble district school on the corner where the four roads meet. And here is the root of all our difficulties. The popular conception of the nature and ends of education, of its transcendent importance, of the material and moral aids necessary to realize those ends, is far below the exigencies of the hour. The more inadequate the conception, the more inadequate the means, and the more meager and unsatisfactory the results. At the very best, the actual will always fall far short of the ideal. Hence the importance of a high ideal, on the principle that “he who aims at the sun, to be sure will not reach it, but his arrow will strike much higher than if aimed at an object on a level with himself.”

A truly good teacher is cheap at any price. A poor one is dear at any price. So, too, if a good one be necessary in any school, he becomes equally necessary in every school. Hence two hundred and fifty thousand competent teachers are necessary to supply this country alone. To provide such a host of skilled educators is a far more difficult task than to raise, equip, discipline, and support an army of equal numbers. It is, moreover, a more important undertaking, and necessarily involves a far greater expenditure of time, labor, and money, if it is to be well done. True teaching or educating power is not and cannot be a cheap commodity, because it is not only rare but is a more difficult and higher order of work than any other confined to human hands. The tiller of the soil, the artificer in wood and iron, or even the painter and sculptor, with all their delicacy of conception and refinement of touch, have an easy task in comparison with the true educator who works upon the subtle forces of mind and spirit, seeking to mold his precious materials into the divine symmetry, unity, and beauty of a perfect character. If a high order of talent and skill be required in these lower, perishable forms of human workmanship, how much more should be exacted of those who labor upon imperishable materials, and who are thus shaping the characters of beings destined to a life that knows neither limitation nor decay.

We are not unmindful that this conception of education and its true aims will be objected to in many quarters. We are aware that it will be regarded by some as being too refined, perhaps transcendental, and impracticable. But this cannot change the actual facts of the case. We know that there are those who will always attempt to degrade the most sacred and vital of human interests to the level of the grosser and more common affairs of life. We know, too, that there are persons altogether too numerous, who undertake to separate the intellectual and the spiritual natures of the child and set up immovable barriers of partition between them. But who can really divorce what the Author of our being has irrevocably joined? That education which attempts to ignore the palpable truth that matter and mind, mind and spirit, intellectual power and moral power are intimately related, and that they mutually act and react upon each other is false in theory and vicious in practice. The spirit of the teacher determines the spirit of the school. The spirit of the school is the most potent influence that it can exert upon its pupils. The spirit of the teacher, whether it be good or evil, religious or irreligious, virtuous or vicious, can no more be prevented from influencing the spirit, the motives, the habits, and character of the child, than the sunbeam can be prevented from affecting the lilies of the field, or any of the other myriad forms of life that swarm in air, earth, or sea. The most potent of all human forces is character. The best creed is a pure and noble life. The best teacher is he who thinks the most clearly, judges the most accurately, feels the most kindly and benevolently, and acts the most efficiently and wisely in the circumstances of his situation.

To a great extent, therefore, moral and spiritual education is inseparable from the so-called secular or intellectual education. Bigots and fanatics may wrangle over the question of separating them until the “crack of doom,” but they will never succeed, until they can radically change man’s nature and constitution. There is a spiritual power greater than all the creeds of christendom. There is a spiritual influence either for good or evil that emanates from a teacher that is more potent in influencing character than all the efforts to expound the curriculum, than the curriculum itself, or than all the other influences of the school combined. Hence the grand question is, what shall be the character of this influence? What shall be the spirit of the teacher? What manner of man shall he be? But more important still, what
manner of woman shall she be who is the "heaven appointed teacher" of innocent and trusting childhood? Scholarship, mere literary culture, is but one factor in the problem. What is the spirit? What are the motives, what is the character of the teacher? What does she know of human nature? Of childhood, its susceptibilities and needs? What is her idea of education? To what extent has she mastered its principles and their application to the work of training her pupils to the love and practice of all that is lovely and of good report?

Education is not cram merely. It is not cram in any proper sense. Intellectually speaking, it is digestion and assimilation. Both intellectually and morally speaking; too, it is carrying out the conclusions of the reason, and the dictates of conscience, into efficient, useful, and virtuous action. "A walking encyclopædia" is less valuable than one which is bound up in book form, since he can be in but one place at a time, whereas books are omnipresent. A mere intellectual miser is more culpable than a money miser, since he hides from the world the greater treasures of the two, and when he departs the world is neither richer nor better for the misfortune of his existence in it. This is a world of action, and not alone of thought and emotion. It is a world that is famishing from the dearth of noble deeds that are left unperformed. Hence that education which does not train and prepare for right and efficient action stops far short of its highest and best expression, its true and ultimate goal. In this spirit, and in view of such weighty truths, we affirm that the teachers of the last quarter of the nineteenth century should be taught and trained.

In addition to the powerful influence of seminaries wisely organized, well equipped, efficiently conducted, and widely diffused, as a means of professional preparation for teachers, we must specify the necessity of a sound and all-pervading educational literature. To say that teachers everywhere should be careful students of the literature of education is to utter a simple truism. And yet but a small fraction of the thousands employed in the schools ever take and read even an educational journal. The total circulation of all the school journals in the United States is not equal to that of any one of the first class daily newspapers, although the total expense of such a journal to each subscriber is only from one to three dollars a year. This is a humiliating and discreditable fact. Aside from the prolonged and careful training of a good normal school, no one agency can be named that would be so productive of useful results as a thorough and continuous course of professional reading as presented by the best weekly and monthly publications now offered at the door of every school-house in the land. There is both information and inspiration in these periodical visitors, which, if utilized, would raise the character of every school and every teacher, now excluded voluntarily from their influence, at least a hundred fold. No surer sign of professional indifference and incompetency can be afforded than the refusal of a teacher to take and read at least one publication devoted to his calling. This ought to be made a condition of receiving a certificate of qualification. Questions bearing upon professional work, and especially upon the topics discussed in these periodicals, should form a prominent feature in the examinations. Public opinion should demand of our public teachers that they omit no opportunity for improving their qualifications for a work in which the community has so deep and vital an interest, and it should consign to a merited exclusion from its confidence and support any and all who neglect to avail themselves of an aid so useful and inexpensive.

We have received a copy of the Report of the Committee on the Minnesota Text-book Bill, rendered to the State Teachers Association at its recent meeting held at Mankato, for which Supt. Smith, chairman of the committee, will please accept thanks. The report pretty effectually disposes of the shallow sophistries and absurdities of the scheme. Speaking of the effect already produced by the passage of the bill, the report says:

"In fine, such legislation is to be condemned, because it has brought our schools into a state of bookless uncertainty, which is a greater injury to them than any evil that the law can remedy. Many of our summer schools were already destitute of books, and most of them lacked many books necessary to the progress of their pupils. These books were not bought for the reason that, when the contractor should come forward with his, they would have to be laid aside and another set paid for. More than five months passed before he could find anything to offer the commission, and more than another five months will pass before anything that may be offered will reach the pupils of districts that decide to look to the law for supplies. This is inevitable. A plan for supplying books, to which there are so many objections, a plan not sanctioned by the intelligence of the state, cannot be put even into partial operation without great friction and long delay. Only a part of the books offered have been unanimously accepted by the commission. It happens that most of these books, although run out in some other states, have not been in use here. Their adoption would crowd out thousands of dollars worth of books equally good and equally cheap. The people will not be in a hurry for this change. The arithmetics and the grammars, accepted by only two of the commission, against the judgment of the State Superintendent, will have to undergo a careful scrutiny. A large majority of our educators will be likely to agree with him in the opinion that these books are inaccurate in definition, deficient in statement of principles and illustration—often illogical in arrangement, and the grammars, especially the primary, filled with matter unsuitable for elementary instruction."

We are inclined to think that Minnesota will get enough of this style of legislation by the time one or two more "reforms" of this sort have been enacted by the profound statesmen that make up her legislators. But why did the State Superintendent allow such a preposterous proceeding to pass unopposed? Had Supt. Searing, of Wisconsin, sat supinely in his official chair, as did the chief of the "educational department" of Minnesota, the former state would have been caught in the toils of the Madison conspirators, and her schools would have been brought into the same condition of confusion and "bookless uncertainty" as that in which our luckless neighbor across the Mississippi is now floundering. If a state wants to be prosperous, she must select intelligent and honest legislators and courageous executive officers to conduct her affairs. With such men as Tousley and a few others who might be named, our sister state scarcely needs to appeal to the legislature to conduct her affairs. Let her high trusts be confided to her best men, and they will not leave her to the tender mercies of a ring of text-book conspirators without at least a manly effort to defeat their nefarious designs.

The unfortunate experience of Minnesota will not be without its advantages to other states, if it shall have the effect of teaching them that legislatures can pass no laws that will repeal the laws of trade, and that all attempts to deny to the people the right to manage their own affairs must end in utter failure. To attempt the destruction of one alleged monopoly by creating another and greater one is a feat of statesmanship worthy of school boys, but not of full grown responsible men. This is what the legislature of Minnesota, yielding itself to the counsels of spurious reformers and soulless demagogues, attempted to do in passing the
Those decisions which course. In short, we are determined to make it the best paper results of dis damus are rendered in states having similar statutes on the subject are of weight in inhabitants taken to satisfy a judgment against I e. economy, including the organization, government, and general authorized with becoming modesty to conclude that the verdict TEACHER, our design is to leave no person engaged in, school management of schools; to primary education; and to the methods of teaching the several branches of a common school retired list with all possible despatch.

bids fair to be favorable. In establishing THE PRACTICAL increasing at the rate of nearly two hundred names a week, we well this intention has been carried out we shall leave for its work with a good excuse for

mandamus is the proper remedy to compel a clerk of a school district to pay over money in his hands applicable to a warrant issued in favor of a teacher for salary. In New York, it has been held that the trustees of a school district are a quasi-corporation, possessing power, in certain cases, to bind the district and create a corporate liability, which will attach to their successors in their official capacity; and a promissory note made to a teacher for wages earned in the employment of the district is within the scope of this power. In Iowa the inhabitants of a school district levied a tax on themselves, and sufficient had been collected to pay the balance due to a teacher, for which he had an order on the treasurer, and payment was refused on a proper demand. It was held that he might recover the amount of the order of the district. In Indiana, the trustees of a school corporation of a town, in their official capacity, employed a teacher at a stipulated compensation per day, for a stated length of time, and afterward, before the time expired, paid her to date, informed her that they no longer needed her services, and, without any violence, removed the scholars thereunto under her charge from the school-room where she had taught, though she was ready and willing to continue to teach the stated time. Held, that for such contract the trustees were not personally liable.

In Illinois, mandamus against the township treasurer is not the proper remedy for a school teacher to recover his wages. He should sue the school directors of the district, and upon a recovery, take out the special execution provided, and enforce it by attachment or mandamus. In many of the states, school districts are empowered by statute to sue and be sued, and are then liable to teachers for their wages. And it may be said generally, that school districts are liable for the wages of the teacher employed by them, being considered at least quasi-corporations, and therefore possessing the capacity of entering into litigation in ordinary actions, either as plaintiffs or defendants. In a few of the states, a special proceeding is provided for the collection of judgments against school districts. These are in the nature of a special assessment on the property in the district to raise money, to meet the judgment. The details of these proceedings are foreign to the purposes of this treatise, inasmuch as they refer to the practice of the law, a thing which it is not safe for anyone but a competent attorney to undertake.

The question as to who is liable for the teacher's wages sometimes is a perplexing one, when districts have been changed by reorganization, consolidation, and the like. In Iowa, where a school order was issued to a teacher for the payment of services as a teacher in a sub-district, and before its payment the several sub-districts of the township were organized into independent districts, it was held that an action upon the order would not lie against the independent district, formed from the sub-district where the services were rendered, but in such a case the whole district township being liable, recovery could be had of all the independent districts united as defendants, and they themselves should apportion their respective liabilities. And in Illinois it has been held that when the trustees of a school redistricted the township, and formed the territory of the district into other districts, so that the old one ceased, if they failed to apportion its indebtedness, and lay it upon the new organizations, the old districts would be continued in existence for the purpose of enforcing its liabilities. Another case is found in Missouri, where it has been held that, when, under a statute, a township sub-district becomes merged in an adjoining town or city for school purposes, and the board of education of the municipality takes possession and control of the school

The laws of the several states are by no means similar, and consequently the decisions of one do not always apply in another. Those decisions which are rendered in states having similar statutes on the subject are of weight in the courts of each. In Connecticut, school districts may be sued and the private property of the inhabitants taken to satisfy a judgment against them. In New Jersey, a mandamus will lie to compel the trustees of a school district to pay the arrears of salary due him. In Kentucky, school trustees failing to raise and collect the school funds as required by law are personally liable to the teacher for a failure to pay him as agreed. In Wisconsin, if the treasurer of a school district has money belonging to the district, and devoted to the payment of teachers' wages, and refuses to pay it over on a proper order or demand, he becomes personally liable to the teacher. In Massachusetts, it has been held that the prudential committee of a school district, in hiring a teacher for the district school, act as agents for the town, and not the district, and their claim is not upon the latter but upon the former. In Ohio, a board of education having assumed the exercise of the duties of the local directors of a sub-district, under the provisions of a statute, employed the plaintiff to teach a school in the district, which he did for three months, without any notification from the local directors to desist. Held, that upon refusal of the township treasurer by order of the local directors, to pay the order given to the plaintiff by the board of education for his wages, mandamus would lie to compel him. In Oregon, mandamus is the proper remedy to compel a clerk of a school district to pay over money in his hands applicable to a warrant issued in favor of a teacher for salary. In New York, it has been held that the trustees of a school district are a quasi-corporation, possessing power, in certain cases, to bind the district and create a corporate liability, which will attach to their successors in their official capacity; and a promissory note made to a teacher for wages earned in the employment of the district is within the scope of this power. In Iowa the inhabitants of a school district levied a tax on themselves, and sufficient had been collected to pay the balance due to a teacher, for which he had an order on the treasurer, and payment was refused on a proper demand. It was held that he might recover the amount of the order of the district. In Indiana, the trustees of a school corporation of a town, in their official capacity, employed a teacher at a stipulated compensation per day, for a stated length of time, and afterward, before the time expired, paid her to date, informed her that they no longer needed her services, and, without any violence, removed the scholars thereunto under her charge from the school-room where she had taught, though she was ready and willing to continue to teach the stated time. Held, that for such contract the trustees were not personally liable.

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property of the annexed sub-district, the municipal board will thereby assume an obligation previously incurred by the sub-district board for the teacher's salary. To have that effect not direct proof or agreement of the municipal board is necessary. Under this statute, a sub-district cannot lawfully be formed out of territory situated in two townships, without a joint meeting of the township boards of education. The fact that the board held such a meeting and the individuals constituting the other board signed a paper purporting to relinquish the territory in their township, would not render the formation contract made with the local directors of such a sub-district.*

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**SAVE THE YOUNG.**

L. W. HART, Brooklyn, N. Y.

**TAX-PAYERS** are the pack-horses of modern civilization, amid its manifold peculiarities. You, dear reader, are a tax-payer—directly so, the money-taxes. Will you please look steadily at a single point for five minutes or less, and then go out to act upon it as a voter should?

Will you pay a fair price for a good article and pay it only once? Or, do you prefer to pay a larger price for a poor article and pay it ten times over, or twenty times over? In other words, had you rather pay taxes to train up good citizens, or to regulate, punish, confine, board, and clothe a pauper, a loafer, a drunkard, a thief, a forger, or other felon, at a perpetual expense?

When you have once paid a child's education-bills in the way of taxes, you have paid once for all. You will never have it to do again. He is prepared to stand alone—to hold up others; to repay your advances, not to yourself, but to your interests and friends. He will improve for many years, appreciating your help.

Neglect that child. Let him run in the street, a truant, loaf along the docks, steal sugar and molasses at every open bunghole, apples and peaches at every stall and store. Let him grow up ignorant of duty and truth, of goodness and character. Let him imbibe superstitions and inhale falsehoods with ceaseless curses and vile ribaldry—merely in order to reduce your taxes. Cut down appropriations, cut down salaries, drive out energy, talent, virtue, culture, by starvation wages or salaries, what do you gain, tax-payer?

A generation of loafers, vagabonds, rowdies, who will ripen into alms-house tenants at the best, but more likely into hoodlums of every grade, and full-blown felons. Then you must and shall pay all the bills; bills of policemen, constables and sheriffs; bills of judges, lawyers, and courts; bills of poorhouses, jails, and prisons, to build, and to fill, and to run them; bills that will last all through the weary and wicked years of the neglected outcasts, the wrecks whom you have to support, to shelter, to clothe, to relieve, to shudder at if they are loose as wild beasts, or if they are safely encaged as in a pen or cage at your expense.

Cut down appropriations, cut down energy; and do not let it be said of you that you paid once for all.

**Quotations from Schoolboys.**

S. P. BARTLETT, So. Dartmouth, Mass.

It is true these are diversions from English schoolboys, which are given, and vouched for by an amused and amusing British pedagogue, who has delighted to lay before the reading public the evidences that his life with his scholars is not merely "grim" and "bore." He esteems the life of a master, with all its work, and monotony, as contrasting favorably in enjoyment with the merchant's, lawyer's, doctor's, or curate's. Regarding every education as progressive and unfinished, he considers himself a learner with those whom he teaches, pretty sure to be caught up with by the best, and perhaps distanced in the end. He discerns his stupid, as well as his clever and his ignorant boys, none of whom he quite gives over as dummies. And he sees a mixture of correctness and foolishness; of intelligence and dementedness; of erratic sauciness and "quick-witted light-sense" bound up in his form, which renders it not only interesting, but at times immensely entertaining. This brings us to the object of his paper—his amusing "diversions," as he calls these illustrative quotations before us. And as schoolboy nature is much the same here as there, the familiarized teacher will recognize the genii following, as quite possible, with all their curious and laughable groupings, which we only regret we may quote from so sparingly:

1. The Stupid-Good.—The literal, unimaginative boys come under this head; the translators who have little power, but cling solely to their dictionaries and lexicons to bring them through their trills. One or two specimens must suffice:

   "To scale a wall" is carefully rendered "Murum destynarens," and the master thinks the boy "deserved a mark."

   Examples of Horace—"Bove, parce liber," "Hail, thrifty book!" And SI terrerere jurorssalitum; "If you wish to name thy thrifty liver," and "naval force" rendered "sandalica via," must suffice us for the stupid-good.

2. The Muddled.—These boys "are not without sense or knowledge, but come to grief for want of power and discrimination." They remind the author of Tennyson's

   "delinquent man,
   Who mingles all without a plan."

   Such a one being asked, "How long was Jonah in the whale's belly?" answered, "Three days." "How long besides?" "Forty nights," he replies, and doesn't discover he's "mixed."

   Our author says: "The muddled appear to the worst advantage when called upon to express themselves in writing." As a rule, they confine themselves, and the punishment which is apt to lead them into fresh complications. (Who has not known them!) Passing over the scripture-history paper given, which we long to embody—we can only quote from an "Essay on Jersey." "A large quantity of apples are grown there, which are made into cider and potatoes. The inhabitants are chiefly engaged in the fisheries and cod and mackerel, which abound there and in the mines."

3. The Simple.—"Boys who are not afraid of using slang, but who use it with, out meaning to be slangy; who apply the most homely expressions to the grandest subjects, and in their simplicity make such childish mistakes as do honor to their hearts, if not to their heads." These "come to much grief in writing from dictation." "Video store."

   "When wadding in a pool of blood
   The bravest Tuscans lay."  
   The correction is apparent to Yankees, though our author gives it. Another from a "Passage on William Rufus:" 

   "Who spacious regions gave,
   A wasteful beast!"

   The original, not quite so clear, has—"a waste for beasts."

   "No triumph flashed that haughty Brown," would be like the original without the capital and the addition of the final letter to the last word. There is a new Grecian rendering of Lord Ullin's daughter by a "simple" method: 

   "Come back, come back!" he cried in Greek,
   "Across the stormy water."  
   And a new version of Scott—very dry:

   "He is gone on the mountain,
   He is lost to the forest,
   Like a summer-dried fountain
   When our need was the sawdust."

   Here is a criminal variation on the exact Macaulay:

   "And the red glare on Skiddaw roused the burglars of Carlisle."

   Another graver: 

   "Herminius on Black Auster,
   Grave chaplain on grave steed."

   Here is a curiously graceful description of a waterfall: 

   "From rock to rock the giant elephant
   Leaps with delirious bound."

   "where, of course," the author says: "elephant is a varia lecti for—element!"

   And one of the simple, to the author's knowledge, had the following

   "If ever two great men might seem during their whole lives to have moved in direct opposition, Milton and Jerry my tailor were they." 

   Can we not imagine the grey e'en of the Wizard of the North, lighting through this touch from profane hands? 

   "The way was long, the wind was cold,
   The minstrel was infernal old."

   Macaulay—varied:
INTERESTING EDUCATIONAL LITERATURE.

AMERICA is unquestionably preeminent in educational matters. It has more schools and a greater variety of schools than any other country on the face of the earth. Some of these schools are extremely remarkable. You cannot match them elsewhere. They thrive only upon the freest soil, untrammeled by obstinate conventions. Throughout the West and South they spring up abundantly, as if in proportion to the fertility of the land. The New England and Middle States are too much tied down to routine and traditions to produce such rare developments of the intellect. Such schools deserve to be more widely known and more generally appreciated. We propose to help some of them to a broader fame, by printing a few extracts from their circulars and catalogues.

First in order let us take some clippings from a little pamphlet issued by a school in Faribault, Minnesota. This circular is remarkable for its clear expression of views upon a variety of educational topics, and for the suggestions it offers concerning real school discipline. Here are a few of the wise regulations:

"Scholars with any contagious trouble or disease are not allowed in the school till cleansed, or till their disease is beyond danger."

"If a snow-storm is up, the teacher takes the privilege of dismissing the school earlier in the afternoon than it otherwise would have been."

"It is not allowed to scholars to jump on to or hang to teams except on the way to or from school, and then only with the permission of the driver."

"Anything belonging to the school-house or to the scholars, broken, torn, or damaged, must be paid or restored by the scholar or scholars who have done it, as well as by those who are accessory to it.

"Where a punishment is in order it will be applied whether a scholar's parent or any visitor is present or not."

And so on for about twelve pages. The remarkably concise and exact wording of these valuable rules must attract the attention of every teacher. The circular closes with a four-page essay upon "The Affairs of Education," from which a few clips may be culled. The author holds that it is unwise to "lenient, indulgent, unconcerned, or superficial, in school-keeping," and considers it extremely wrong to resort to "a false show of unimportant, unjustified, and undigested accumulation of stuff and material, producing neither educational bone, nor muscle, nor nerve, and crammed in, drummed in, or infused, as with a funnel, in the hurry, or in the worry and flurry of an unquiet, unconscionable school."—Prof. F. W. Clarke, in Popular Science Monthly for October.

CORPORAL PUNISHMENT.

The art of tuition is not easy, and is one which requires a life-long study. It does seem very hard, therefore, that those who have spent years and years in the teaching profession should be dictated to by men who can have no practical knowledge of the subject upon which they are passing laws. Every one knows that theory is different from practice, and the great bone of contention between theoretical and practical teachers has been the question of corporal punishment. Few of the latter class are against it, but fewer still of the former are in its favor. Scripture authority has been adduced in support of it, for that monarch who receives credit of being the wisest of men asserts that "he who spareth the rod hateth the child." The members of the London School Board are not at one with the royal philosopher, and at their meeting the other day they presented a series of resolutions at variance with his precepts. According to Article 126 of the "Book of Regulations," corporal punishment is only to be had recourse to in extremely exceptional cases, every one of which must be formally recorded in a book kept for the purpose. Corporal punishment is not to be inflicted during school-hours, but is to be at a peculiar time set apart for it. Assistant teachers and pupil teachers are absolutely prohibited from inflicting any such punishment. This last clause is one to which no person can possibly have any objection, but the others are simply stupid and absurd. Teachers who are worthy of so important appointments as head masters in metropolitan schools ought surely to have some discretionary power. It is scarcely fair that they should be bound down as if they were mere children. Corporal punishment will do youngsters no harm; indeed, according to our idea, a good caning does an infinite amount of good. We are most decidedly with Solomon in the matter. Many of those theorists who advocate moral suasion in lieu of corporal punishment would, if placed in a school-room amongst a lot of unruly urchins, be the very first to transgress their own precepts. When theory and practice differ, it is generally safe to coincide with those who practically know what they are speaking about.—The Sportsman, England.
It is not, however, merely extended information and higher mental culture that pupil teachers need. It is more systematic and thorough training in the science and art of teaching that is chiefly required. For this the proposed scheme makes no provision whatever. It is one thing to know well a number of subjects; it is quite a different thing to be able to teach anything efficiently. Wide and varied acquirements are undoubtedly desirable of themselves. They are, however, useless to a teacher unless combined with the ability to impart to others what he has himself acquired. Teachers are far oftener inefficient through lack of technical skill than from want of knowledge. Any scheme for the improved instruction of pupil teachers which does not recognize and provide for this need must be incomplete. It must also be borne in mind that good physical training is as necessary as good mental discipline. We do not assert that it is the duty of school managers to make provision for such training, though they might do many worse things. It is their duty however, to see that in their eagerness to cultivate the mind they do not exact so much intellectual work as to render it impossible properly to train the body.

A race of dyspeptic or hypochondriac teachers would necessarily prove a race of inefficient instructors, even though they were learned in all the learning of the Egyptians. Cricket and football are as necessary for growing youths as Euclid or History.—*The Schoolmaster, London, England.*

It does not follow, by any means, that because a man knows the Greek verb, he knows how to teach the Greek verb; nor is it always true that a learned geologist can instruct others in that science. Do our best scholars make our best text-books? Are our most learned treatises the best for school-room work? Being a profound thinker, and teaching others how to think profoundly, are two entirely different things.—*National Teachers’ Monthly.*

**Musical Department.**

*Editor, W. L. Smith, East Saginaw, Mich.*

A TEACHER said to us at one of the recent county institutes: "I have always been made to feel by some professional musicians that music is such a high art that no ordinary mental should aspire to it, much less should an ordinary teacher undertake to teach it and, consequently, I have never attempted anything with it; but, if there is no harm in having the children in our schools read vocal music, and a regular teacher, although he cannot play upon any kind of instrument, may be permitted to give instruction in the same, I am disposed to try it." This idea that one must possess wonderful qualifications before she attempts giving musical instruction in our schools has wrought much harm in the progress of musical knowledge. Breadth of knowledge and high attainments in any department of science or art are desirable and should be sought for by every one; but because one has not reached the highest pinnacle of perfection, is no reason that he or she should not do something, even though it be to teach the principles of musical notation. Probably, the most successful teacher of arithmetic in one of our primary schools would not succeed as a professor of mathematics in a university; neither is it likely that one of our greatest elocutionists or professors of mathematics in one of our universities would accomplish a great deal in teaching a little child a song that may aid in giving more joy to its life.

We are satisfied that it is the best of the kind we have seen, and we would advise every teacher who contemplates an exhibition to send some cents to the author for a copy. The same lady also publishes a number of *Penny Songs,* each of which will be found very pretty and just the kind desired for school exercises.

*The Art of Reading Music,* by Mrs. Laura B. Humphreys, Bloomington, Ill., who is also the publisher, is a method of learning to read music, founded on the Galin system. The work consists of a comprehensive series of progressive exercises, comprising all the ordinary melodic and rhythmic forms, upon which the author has, undoubtedly, expended a great amount of time, thought, and labor.

*The Music Reader,* by L. Meignen and W. W. Keys, published by W. H. Beers & Co., Agrs., Philadelphia, presents the principles and practice of the art of vocal music in a very thorough manner. The book will be found very useful to teachers in giving private instruction.

Kindergarten Department.

**THOUGHTS ON THE KINDERGARTEN.**

THE kindergarten is an interesting feature of the educational work of the present day, in this country as well as in Europe. In this country it appeared later, but has so rapidly come into prominence, and promises to occupy so large a share of the attention of educators for the next few years, that it behooves every teacher to turn his attention speedily to the subject, or soon find that he is ignorant of the chief fundamental principles which underlie our system of modern education. We are passing into a new era in educational progress in this country. Old methods and old ideas of giving way to new ones; at least, we are beginning to accept as new in our practice the theories which have been advocated, incoherently and vaguely, by the best thinkers for centuries. Philosophers like Socrates, Plato, Aristotle, Seneca, Comenius, and Rousseau have generally arrived at the same conclusions in the philosophy of education, but they have been rather the *Auroras* of the true philosophy, and not the ones who were ready to practically apply the principles which they taught. Socrates, it is true, was a practical teacher; his method of teaching was similar to the one we are now advocating in the system of Freebel. We call it Freebel’s system, because he was an enthusiastic advocate and practical exemplifier, in his own work, of the fundamental idea of Socrates’ teaching, viz., that the teacher should induce his pupils to obtain knowledge by their own self-active efforts. This idea lies at the basis of the kindergartens. The kindergarten is a child-garden, but the teaching of Socrates, though he was not a teacher of children, was exactly in accordance with the ideas of the kindergarten idea. His method of questioning is worthy the study of every teacher, whether of children or youth. It arouses in the learner a self-activity which leads to acquired knowledge by a true inductive process; it is the developing method.

The design of the kindergaten is to educate the child in the most natural and most reasonable way. It becomes more and more apparent, as we study its design and its method, that in it lies the germ of all true education—all genuine mental culture; and it seems strange that it was left through all the centuries for such unphilosophical, unsystematic, and unpractical men as Pestalozzi and Freebel to so persistently adhere to this idea in actual teaching as to establish anything like a system and win the attention of this world’s educators—the teachers of children.

Plato and Aristotle, in the matter of education, had been advocates of a similar method; the latter particularly in the enunciation of his principle that in every study we must start with known truths or concepts, and build up our education upon our personal experience. He maintains that learning is a pleasure, and he would enable his pupils to find pleasure in it by awakening into activity their own intellectual powers. Seneca, Quintilian, Comenius, and Rousseau taught a similar method. Quintilian particularly urges that intellectual culture should begin before the school age, by a proper direction of the plays of children, strongly recommending that the very best teachers should be placed in charge of the youngest children. Comenius regards the school as a workshop of humanity, in which the student progresses by the exercise first, of the senses, then of the memory, and lastly by the understanding and judgment; he also teaches that all instruction should be based on intuition, and arouse the self-activity of the learner. Rousseau was a Swiss philosopher and eloquent writer of the eighteenth century, who was a mere theorist, impractical and inconsistent, yet, in the matter of intellectual training, *Suggested by reading Hallman’s “Kindergarten Culture."*
the advocate of the true Pestalozzian principles, viz., the training of the senses; original, self-active effort; organic development; evolution of the powers. He condemns symbols without things, words without thoughts, and all superficiality. Pestalozzi was the first practical teacher of children according to this common-sense method which had been for centuries existing only in the theories of philosophers. He devoted himself to the practical application of the principles of education which he believed to lie at the basis of all true progress. All instruction must be intellectual — must reach the mind through the senses — was the burden of his teaching. He believed thoroughly in evolution — development, but only from within outward; and yet, notwithstanding all his zeal and the general correctness of his principles, he failed to secure the success which his efforts and his principles deserved. He was not a successful teacher of children, though his mind was filled with the best ideas. It was left for Frederic Fröbel, only a half-century ago, to make a definite and perfect exposition of this so-called "new education" idea which had been lying in the minds of thinking men from Socrates to Pestalozzi; and this he did by his invention of the kindergarten.

He believed that education must begin at birth, and that we should apply from the first dawn of the child's consciousness of its own individuality, the true philosophic and pedagogic principles now so well established in theory. In order to do this, he invented a series of "gifts," as he calls them, which he designed to be employed as the means of developing and exercising the latent faculties of the child. He would give the infant in the cradle a systematic and careful mental training, by means of playthings, songs, and conversation. By appropriately directing the child's faculties in the use of its playthings and "gifts," its nature will be developed uniformly and continuously — it will, in short, be truly educated.

It is strange that so slight an estimate is placed upon the importance of early education. The people are apt to think that there is no need of paying any attention to the training of the child's faculties, until it is old enough to go to school and learn to read from the "Primer" or the "First Reader," and then reluctantly expend a dollar in procuring for their children in early years any kind of professional training, thinking that they should grow up without direction, should form habits of thought and speech from the imperfect examples set before them by those who were equally or more unfortunate, and never had any systematic or professional mental training whatever.

Our children, then, are growing up like weeds — not like tender, sensitive plants, capable of infinite development and culture; but which will, if neglected, become stunted and deformed. Their faculties are only partially and abnormally developed; the powers of perception and reflection are untrained, perhaps unrecognized. How long shall these things be so? How long shall we close our eyes to the fact that stares humanity in the face, and has since the inception of society. This method is founded upon the idea of growth — development which we witness in other organized beings, and yet possessed of a nature — a soul distinct from and above all other organisms in its attributes, and thus constituting one factor in a less distinct and looser organism called society. This method is founded upon the idea of growth from within without — growth from an ignorant, weak, and sensitive germ of humanity into a perfect being, whose receptive and expressive powers have reached their highest degree of harmonious development, so that they will continue to grow independently, and develop a complete and perfect humanity, an independent individuality, fitted for life in society — capable of happiness and efficient for usefulness — on the basis of morality and reason."

The South.

EDUCATING THE NEGROES.

The negroes have no special claim on us because of slavery. They had the best end of that bargain. They have the strongest claim that ever any people had upon the general government of the country, that turned them out upon the world in their poverty and ignorance to compete with the white man, and I would like to have that claim driven into the ear of Congress, until it would be listened to, and at least until some of our public lands be turned over to help the old mother, who in the period now to be celebrated with so much éclat once saved the American government from bankruptcy by giving up a territory of vast extent, and unequalled fertility to maintain public credit.

But our emergency is to delay action. When the small-pox is prevalent we must go vaccinating, leaving incidental questions for future considerations. We should not be insensible to the moral claims these people have as human beings upon their fellow-men. They are an amiable, docile people, whom we have no right to thrust outside the pale of our Christian sympathies. They are in our houses, our fields, our shops, they have long been associated with our business, and family life. Their moral condition is deplorable. We are supporting school teachers among the Indians, among the Chinese, among Brazilians of the Lusitanian stock. Why not do something for the "Greeks" at our doors? The state cannot assume missionary work from missionary motives; but one would think that Christian people would take pleasure in that aspect of the work of education.

The state educates partly for the same reason that she punishes, viz.: To promote order and industry; but principally for the development of her citizens in all the elements of power, and thus providing for her own advancement. Were this a fitting opportunity, I would gladly argue the whole subject in all its economical, moral, and practical aspects. * * *

Here can only say that so far at least as elementary education is concerned there are the same reasons for educating the blacks that there are for educating the whites. The negro, like every other organism, higher or lower, is improvable under culture. He may be made more intelligent, more moral, more industrious, and more skillful. He may be taught much of his civil and social duty. And just in proportion as he is really improved, in that proportion is he a more orderly and productive member of society. — W. H. Rufner.

That the negro has strong claims on the general government, no one will deny. Taken from a position of servitude and placed at once in complete possession of all the rights of free citizens, it was not only the duty of the government to secure him in the enjoyment of those rights, but to see that he was so educated that he could not abuse the same. If the general government can make gifts for the education of the whites (which it has done), then it can also do as much for the blacks, which it has failed to do so far. It has adopted the negro as a ward and should make suitable provisions for the ward's prosperity and happiness. That the states in which is the bulk of the negro population will do what they can, there can be no doubt; but those states are not able to do scarcely anything, hence the great necessity for the general government's aiding in the work of educating the negro. — G. W. Hill.

At the recent meeting of the Social Science Association, at Saratoga, Dexter A. Hawkins uttered some wholesome truths respecting the Southern question. He said, in substance, that free government cannot prosper in ignorance. The South should institute compulsory education at once and strictly enforce it, to secure immigration. One remedy is to take suffrage from the ignorant, white and black. The other is to establish free schools and fix a time, say ten years, after which no ignorant man will be allowed suffrage, nor ignorant, white and black. The other is to establish free schools and fix a time, say ten years, after which no ignorant man will be allowed suffrage. It is the law of civilization that the government must provide for educating its people, and thereby it provides for the security of the country. Pennsylvania has suffered more the present year from 67,000 ignorant laborers than the cost of education in ten years. When universal education prevails peace and prosperity will pervade the whole country.

The Eclectic Teacher, Carlisle, Ky., says: "We have every reason to believe that education is on the eve of a complete revolution."
Notes.

To read St. Nicholas is enough to make one wish himself a boy again. Every month the "Letter Box" contains wonderful little letters from "truly little" boys and girls, as the little folks would say. The October number contains everything from giant and glee, and all mixed in such a pleasant way that even the little ones beg for more till mamma's throat aches reading the nice things. Here is something for big and little—what can be more pleasant reading than "Autumn Poetry," by Lucy Larcom, for grown-up children? And the little ones laugh over and over again at "What the Parrot Taught the Little Girl," and the "big boys" like "His own Master," while the "big girls" enjoy all the story-telling. St. Nicholas is an ideal magazine for children—or for any one whose heart is young. Don't Put the Poor Working Man Down is the name of a new popular song by Bobby Newcombe. Published by E. W. Helmick, Cincinnati. Another from the same publisher is Dear Old Home-stead, by Miss Anna C. Hilts. Prof. A. Lodeman announces a European tour, to occur next summer, under his own superintendence. He has published an Itinerary, which he will doubtless send to all who apply. Address him at the State Normal School, Ypsilanti, Mich.—Wreeceter's New Primary Spelling Book, edited by Mr. L. J. Campbell and published by William Ware & Co., Boston, is a bright little book for the young orthogaphist. How little he will suspect when he takes up this enticing volume what a tangled forest of absurdities in spelling he will soon find himself lost in! Mr. Campbell opens a beautiful and inviting path into the forest, but it is like the "way" into the spider's parlor—leading only into complexities from which there (perhaps) be no escape. The book contains some pretty illustrations, fine printing, and instructive sentences. By some strange slip of the pen we complete collection of the Library is expected that valuable discoveries in geology and paleontology will be reported in the October number. are two columns for words, one for corrected words, two check columns, and a column for numbers on the left page, which takes the name of the Illinois Library Company of Philadelphia. The Pacific School and Home Journal, a monthly published in San Francisco, Cal., increases in interest and value with each successive number. It has evidently gained upon a grand and successful career. Albert Lyper is the editor.—Prof. Hayden's explore expedition has been quite successful. It is expected that valuable discoveries in geology and paleontology will be reported, which will attract the attention of the public generally.—A noticeable meeting of school committee men was held recently at Athol, Mass., to consider the means of increasing the efficiency of the schools. Let this be the beginning of numerous meetings to be held by school committee-men, trustees, directors, and boards of education throughout the country.—Mr. Justin Windsor, who resigned the position of Librarian of the Boston Public Library in order to accept a similar position in Harvard College, will bear the title of Professor of Books and Reading. Ninety-two boys have been admitted to the Boston Latin Schools, but no girls. Any one engaged in taking subscriptions for periodicals will receive valuable suggestions by sending a postal card for specimen copy of The Publisher's Monthly, 61 Clark Street, Chicago.—The New York School Journal is improving materially in its later issues.—"Echoes from an Old Parsonage," in the October Atlantic, is by the author of the famous paper on "The Total Depravity of Inanimate Things," which appeared in the Atlantic a dozen years ago. The "Old-Fashioned Ghost Stories" in the same number are by the author of Life in the Backwoods of Canada. T. W. Higginson, Thos. Gould, the sculptor, Prof. Wm. Everett, Miss C. F. Woolson, H. E. Scudder, W. D. Howells, and others, are among the writers in the contributors' club and department of recent literature.—Lippincott's Magazine for October contains Chester and the Dee, by Lady Blanche Murphy, illustrated; For Another, by S. M. Briggs; Among the Kabyles, by Edward C. Bruce, illustrated; "The Story of Pericwal," a story, illustrated; Abbeys and Castles, by H. James, Jr.; Little Lisa, a Southern sketch, by Sarah Winter Kellogg; The Bass of the Potomac, by W. Maclay Laffan; The Chrysalis of a Bookworm, by Maurice F. Egan; A Law Unto Herself, a story, by Rebecca Harding Davis; Alfred de Musset, by Sarah B. Wister; The Bee, by Sidney Lanier; "Our Jook," a story by Henrietta H. Holdich; Communism in the United States, by Austin Bircher; Our Monthly Gossip—Notes from Moscow; A day at the Paris Conservatoire; Brigham Young and Mormonism; The Education of Women for Intel. Literature of the Day.—Mlle. Sarah Bernhardt, the distinguished French actress, who, it will be remembered, made her mark in sculpture at the Paris Salon last year, will send to the Salon of 1878 the bust of an eminent French journalist, and she hopes to be able to complete a group representing Medea in the moment of her vengeance, when, having killed one of her children, she turns her eyes in search of Jason himself.—Paris proposes to hold, in the winter of 1877, or during the period of the Exposition, a grand book fair, modeled after the famous ones of Leipzig.—An eminent scholar, Prof. Chistostomo Ferruci, has just ended his days sadly at Florence. Afflicted for a long time with a disease in his eyes, which prevented him from reading and writing, he became despondent, and in a fit of depression threw himself into a well in the courtyard of his house. A few words scribbled on a piece of paper stated that no one was to blame for the act, which was prompted by his love of music. He carried his violin with him daily for his soul. The catalog of the Middlesex magistrates in England, and has just declined an offer of $4,500 for his collection of foreign postage stamps, but, on the other hand, an extensive collection of 17,000 varieties was sold in London recently for $4,000, which is believed to be the highest price that such a collection has ever fetched in England. In France, however, the mania has reached a higher pitch, for there an exceptionally complete collection was sold privately for $15,000. Several mine ad been discovered in Nevada within the past two or three years, but, in consequence of the low price of the mineral in commercial circles, they have not been worked to any extent. Now the article is in greater demand, particularly by reason of large orders from China, and much activity prevails.—The article on Sound, published two weeks ago, was written by one of Prof. Burnham's pupils in the Waupacca High School. A similar essay on some topic of natural philosophy was read by each one of a small class formed by a young man who began the study during the last year. These essays were followed by the most searching examination and cross-examination, before the pupil was allowed to leave the platform, and in every case with the most gratifying results.—The prospectus of Whittier College, at Salem, Henry County, Iowa, announces the opening of the 18th sem. Wm. P. Clark is Principal.—The Centennial Spelling Blanks, published by Sheldon & Co., are becoming very popular among the teachers of primary schools. They consist of three books designed respectively for words, words and definitions, and words, definitions, and sentences. In the first are three columns for words, with three check columns, and a column for numbers on the left page, and on the right page are two columns for words, one for corrected words, two check columns, and two columns for indicating the column and number of each corrected word. Twenty-five words may be written in a column. In number two each page contains a column for words with checks, and sufficient space for the definition of each word. Number three contains in every two pages one column for the number of the word, one for the word, one wide column for the definition, one page for a sentence illustrating the use of the word, and two check columns. The price of this blanks is 15 cents each. The first contains 24 pages, the second and third each 28 pages.—A new organization has been been formed which takes the name of the Illinois Social Science Association. Its constitution says: "The object shall be to suggest and develop plans for all intellectual, social, industrial, educational, and philanthropic interests, to the end that we may secure better homes, better schools, better churches, better charities, better laws, better service for humanity and God." Any literary, educational, professional, business, or philanthropic society of women may represent their interests through a delegate, who shall present written credentials from said society, subject to the approval of the Association. "I was accused a few days since while watching two children playing "school." The little girls said pathetically, "saw the old man's still younger brother how one may easily learn to speak German by giving an object lesson. Holding up a tumbler filled with water and striking on it she said, "Is das ein Glas?" "Ja, das ist ein Glas." Encouraged by her success in getting one question correctly answered, she ventured to put another question: "Is das Glas voll Wasser?" "Ja, das Glas ist voll Wasser." Emboldened by this continued success, she pours the water out of the glass and asks: "Is das Glas voll oder leer?" "Nein, das Glas ist leer." (The glass is empty; "voll," he knew from its sound.) Of course, there was
October 4, 1877

The Educational Weekly.

203

no great difficulty in answering two or three easy questions, like the above, easily, when the words so closely resemble their English equivalent. Granted.

But this is the very point of the argument for learning to converse in a foreign language, by an object lesson, as we learn to speak our own vernacular, and not by the dry details of

October 4, 1877,


A Manual of the Common and Native Trees of the Northern United States, issued by the Bureau of Education, Washington, Government Printing Office, 1877. This is in the form of the excellent circulars of information issued by the Bureau, and it describes and names twenty-nine varieties of common forest trees adapted to the Northern States. The pamphlet is intended to accompany some sets of dried botanical specimens of the leaves and flowers to be associated with collections of the wood of each species, the same being prepared under the direction of the United States Commissioner of Education. By means of the descriptions and specimens it is believed that a good knowledge of the trees may be obtained by the general reader.

Third Annual Catalogue of the Eastern Iowa Normal School, at Grandview, by Edwin R. Eldridge, President.

Sixth Annual Catalogue of the Ohio Central Normal School at Worthington, Hamilton Co. John Ogden, A. M., Principal. Mr. Ogden is a veteran educator, a live contributor to the educational journals, and a progressive man. Besides an academic and professional course, his school embodies a successful kindergarten in which teachers are prepared for that important work.

Public Schools of the City of Adrian. School Library, Supplementary Catalogue (Part Third), with Biographical notes and a new table of authors. Published by the Board of Education, June, 1877. W. H. Payne, Superintendent.

Fourth Annual Report of the Superintendent of Public Instruction of the State of Michigan, with accompanying documents, for the year 1876. Daniel B. Briggs, Superintendent of Public Instruction.

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The Educational Weekly.

REVIEWS.

THE Primer of Political Economy, in sixteen definitions and forty propositions. By Alfred B. Mason and John J. Laror. (Chicago: Jansen, McClurg & Company.) Since the business of the great mass of mankind in civilized countries is the production, distribution, and exchange of wealth, it is manifest that the laws which govern these operations should be universally understood, and that political economy should be universally taught. The chief obstacles in the way of the general introduction of the subject into the common schools are, first, the ignorance of teachers; and second, the voluminous character of the text-books provided for their use. In this admirable primer, the latter difficulty is removed; for we have the great learning truths of the science boiled down to the last degree of concentration. As to the former, the lack of acquaintance on the part of teachers, there is no longer any excuse for that, since they have only to purchase this little book, study and inwardly digest its contents, reading such larger works as are to be found now in almost every library, to become reasonably proficient in the subject. We wish we could hope that the primer is the type of the text-books upon many other subjects that are to be, when the wheat shall be separated from the chaff, and there shall be something left alike for teacher and pupil to do besides swallowing their contents and calling that process either education or learning.

The primer contains but 67 pages of small quarto, and these embody 16 definitions and forty propositions, stated in a clear and concise form, rendering them easy of apprehension. Each definition and proposition is followed by a few brief yet pertinent illustrations, leaving abundant scope for the teacher and pupil to multiply them indefinitely. We fully believe that the truths of this fascinating science would be better understood when taken up in this severely concise way, than when sought amid the multitude of words in which they are usually buried in the larger works. We advise every teacher and every person engaged in industrial pursuits to procure and carefully study this book.

It would be the best specific for strikes that we know of, while for the average common school teacher it would prove to be a mental gymnastic of the most stimulating and wholesome character.

Cesar's Commentaries on the Gallic War, with Notes, Vocabulary, and Maps. By G. K. Bartholomew. (Cincinnati: Van Antwerp, Bragg & Co., 1877.) Those who have used Bartholomew's Latin Grammar will be glad to learn that the author has prepared an edition of the inevitable Commentaries, which may be used in connection with the Grammar, and thus render it unnecessary for the pupil to adopt a different grammar as soon as extended translations are begun. It will also enable some to use the Grammar who have not hitherto done so on account of a scarcity of Latin texts with references to it. This edition of the Commentaries has been prepared with unusual care, it being evidently the result of the author's own careful teaching. It matters not so much to the student, nor to any one else, what "text" may be used in a school edition of Cesar, as what kind of help is afforded the student in the "Notes." These may be an aid or a hindrance to good scholarship. It is not too much to say that in this department Prof. Bartholomew has shown a remarkable familiarity with the points of difficulty to the student, and has most judiciously met and removed these difficulties by grammatical reference, explanation, or translation. Thoroughness seems to be stamped on every paragraph, and the teacher who should use these notes, whether they were in the hands of the pupils or not, could not fail, if competent himself, to awaken more than an ordinary love for the classic Latin on the part of his class.

The book contains a good map of Gaul, showing Cesar's route and battles, and the usual vocabulary which is always out of place in such a book.

Pamphlets Received.

Catalogue of the Boston Normal School for the year 1877, Larkin Duntjen, Head Master. The catalogue contains a fine perspective view of the building, the regulations, course of study, and other items of information. The number of graduates for the present year is given as 65, and the total number as 290. The Rice Public School is used as a training department. This school contains twelve grammar and seven primary departments, and numbers over a thousand pupils.

Lectures and Essays, by Virgil W. Blanchard, M. D., on the "Food Care System." New York, published by the Blanchard Food Care Company.

A Manual of the Common and Native Trees of the Northern United States, issued by the Bureau of Education, Washington, Government Printing Office, 1877. This is in the form of the excellent circulars of information issued by the Bureau, and it describes and names twenty-nine varieties of common forest trees adapted to the Northern States. The pamphlet is intended to accompany some sets of dried botanical specimens of the leaves and flowers to be associated with collections of the wood of each species, the same being prepared under the direction of the United States Commissioner of Education. By means of the descriptions and specimens it is believed that a good knowledge of the trees may be obtained by the general reader.

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The Educational Weekly.

QUERIES AND ANSWERS.

Quer.

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

50. The best rule for stating questions in compound proportion?

51. Where is the center of the ellipse?

52. What number is that which 2, 3, 4, 5, and 6 will divide with remainder 3, and 7 will divide exactly?

53. The hour and minute hands point in opposite directions at 6 o'clock, when will they be together?

54. If cost had been 20 per cent less, loss would have been 15 per cent less. What was the loss per cent?

55. A's money is to B's as 7 :11, but if each should receive $9, then A's will be to B's as 5 :7. How much has each?

56. What states have now in operation a compulsory school law?

57. What states, if any, have tried such a law and abolished it?

58. What is the approximate number of adult illiterates in the United States?

Ans.

[The answers are numbered to correspond with the queries which have preceded.]

39. "Being" is a pres. act. participle used as a noun, in the nom. case, subject of the verb "prove." "His" is a possessive pronoun limiting "being." "Lawyer" is a noun in nom. case, being the attribute or predicative nominative, thus: "The lawyer is a man." John M. Tipton.

40. 4\times 3=8. \(4\times 3=12\). \(4\times 3=18\).

41. The frigid zones would be each 25° in width, the temperate 40° each, and the torrid 50°.

42. The query probably thinks there is no difference between the expressions; between the first two there is none except of form, between either of the first and the last there is obviously a difference of 40°.

43. 30 per cent=20 per cent=14 per cent; 14 per cent\times 80=1.20; 120 per cent=100 per cent=20 per cent gain.

44. \(20\times 0.62=12.4\); \(12.4\div 12=8.85\) or \$8.85.

Normal institutes and normal schools, some temporary and some aspiring to be permanent, have been the rage throughout Indiana for the past months. The wonderful success of the Valparaiso Northern Indiana Normal School, under the able administration of Prof. H. B. Brown, has stimulated a host of imitators, among whom the majority are doing good work, though it is hoped that their average success in teaching the vernacular is not fairly indicated by the following notice which was read by the principal of one of them during the morning exercises on the closing day of the term: "Each and every pupil and member of the normal school are respectfully invited to meet at the college chapel at 7 o'clock this evening."

News from all parts of the state brings intelligence that schools of all kinds, public and private, from the primary school to the university, are thronged with unusual crowds seeking after knowledge.

Illinois.

H. R. EW is booked for Fairbury next year.—Mrs. John Moses, of Winchester, has consented to become a candidate for superintendent of Scott county.—L. S. Kilborn is the teachers' candidate for county superintendent of Clark county.—B. F. Hendricks conducts the educational department of the Sterling Gazette. He does it well.—Supt. W. H. Smith, of Bloomington, is winning a fine reputation as a reader, as well as a superintendent. In that he is surpassed by very few readers now on the public.

—D. R. Hatch, of the Illinois Normal, is teaching in the Litchfield school.
—J. N. Dewell, a graduate of the same school, continues at the head of the schools.—Miss Josephine Lingle, of Ill. Central college, has been appointed principal of the Rock Island county normal school.

—Mr. R. D. B. R. H., of the Ill. State Teachers' college, was married Sept. 11 to Mr. Frank A. Kendall, of Ottawa.—A. E. Bourne remains at the head of the schools.
—Their enrollment at the opening was 450.—Mr. Graham was nominated by the Republican county committee for the county superintendent. He is the present incumbent.—H. C. Paddock, last year a student of the Illinois Normal, is teaching at Sublette.—W. S. Barnard, B. S., Ph. D., of Canton, III., has been appointed Professor of Natural Science in the college.—The Republicans of Knox county nominated Miss West by acclamation.—T. C. Culloden is principal of the Camargo schools. F. Brennan succeeds Mr. Culloden at Ogden.—J. L. Hartwell, for two years principal of the North Dixon schools, has associated himself with Mr. Ferris, of the same place, in the management of a Business College and Academy. Mr. Hartwell is a young man of great energy, and is a practical teacher of more than ordinary skill. The first term will begin October 1.

ITEMS.

Mr. Paluski will have a new $20,000 school house.—A volume will shortly appear on "Economics of a County" title, by Prof. W. S. Scoville, of Illinois college.—The thirty-third term of the Illinois Institution for the Education of the Deaf and Dumb commenced at Jacksonville, Wednesday, Sept. 19.—The Alton schools have about a thousand pupils.

The Livingston County Institute had an attendance of over a hundred and fifty-three, and comprised representatives from nearly every township in the town and county. Not long after, the council chamber was crowded to the doors. The several resolutions were passed, and Mr. Gros, the superintendent, was appointed an executive committee. The resolutions were as follows: "We, the members of the Livingston County Institute, do hereby appoint an executive committee to conduct the Institute for the ensuing school year, and to secure the best possible future for this important educational institution." The resolutions were then signed by the principal and the members of the executive committee.

The Princeton High School opened on Monday, September 1, and now enrolls 130 pupils—about forty of whom are from other towns. The Senior Class numbers twenty-five, seventeen of whom are boys. Miss Sarah Kenyon, a graduate of the Class of '73, takes the room occupied by Mr. Hoff, and Mr. Will Albrecht, of Tiskilwa, a graduate of Lombard University, has charge of the German, besides assisting in mathematics.

The long contest over the superintendency at Henry seems at last to be terminated. The Board contains an even number, and seems to have been equally divided on the question of retaining Mr. W. W. Stetson. Mr. Turner, of Atlanta, was finally elected, Mr. Stetson's friends declining to vote. Mr. Turner is a teacher of long experience, having taught for several years in Atlanta.
The Educational Weekly.

205

Knox College has not opened so well in twenty years as it has this year. The attendance, average ability, character, and animus are far above the average of entering classes. There are one hundred and fifty in the Preparatory Department alone. The aggregate attendance in college is now about three hundred and more are coming. Knox, as we have several times predicted it would be, is on the high road to success.

Kentucky.

The chief artist in command of Kentucky University, Lexington, Regent Bowman, is evidently a versatile genius. Having wrested the University from those who claimed to be its owners, and annexed it to the titles of its own, he made up his mind that it would be as safe as the northern province of Mexico; so that last May he addressed a letter to Antonio Richards, an old acquaintance of his at the city of Mexico, intimating that if Diaz would withdraw the provisions in his election for the presidency, he would forward him $200,000,000.00 the money should be forthcoming in ninety days, and he (Bowman) would probably be appointed Minister Resident at the City of Mexico. Richards took the proposition as an insult, wrote a cutting reply, and caused Bowman's letter to be published. The Regent has been very generally laughed at for his pains. It may be that the recent troubles of the Regent have affected his mind seriously, or that the letter was written to enable Richards to make some capital out of the same by his publication of it. The Regent must have felt sure of his man or he would not have written such a letter to a "friend." And the friend must have acted according to the programme when he caused the publication of the correspondence. A sly old fox, the Regent, if not demented.—The educational prospects of the colored children are all that could be desired by the most sanguine advocate of the development of the race. It was easily seen at the visit of President Hayes to the colored school at Louisville that the colored children of the city will soon be qualifying for teachers of their own people.—The following important resolutions were adopted at the Osage County Institute, held at Booneville, Ky., in September:

Resolved, That we ask our representative, T. W. West, to use his utmost endeavors to have the school law so changed that the election for trustee shall be held in the month of April of each even year.

Resolved, That three trustees should be elected instead of one at the next election—serve as follows: one for three years, one for two years, and one for one year, according to number of votes received, and thereafter annually one trustee shall be chosen whose term of office shall be three years.

Resolved, That twenty days instead of twenty-two days constitute a school month.

Prof. W. L. Hawkins has taken charge of the Hartford, Ky., school, and also of an educational column in the Hartford Herald. May his shadow continue to be of a comfortable size.

Educational News.

California.—The State Normal School at San Jose has a larger attendance than ever before; one hundred and thirty pupils have entered being the largest class in the training school. In San Jose, Oakland, and San Francisco, the annual salary of teachers is paid in twelve monthly installments. The teachers like it better than ten, as they would not have written such a letter to a "friend." And the friend must have acted according to the programme when he caused the publication of the correspondence. A sly old fox, the Regent, if not demented.—The educational prospects of the colored children are all that could be desired by the most sanguine advocate of the development of the race. It was easily seen at the visit of President Hayes to the colored school at Louisville that the colored children of the city will soon be qualifying for teachers of their own people.—The following important resolutions were adopted at the Osage County Institute, held at Booneville, Ky., in September:

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Prof. W. L. Hawkins has taken charge of the Hartford, Ky., school, and also of an educational column in the Hartford Herald. May his shadow continue to be of a comfortable size.

New York.—The State Teachers' Association met last summer at Plattsburg, and was not a success as far as the dollars related. The School Bulletin facetiously remarks as follows: "We are usually very cautious about expressing our personal opinions, but we cannot refrain from suggesting that the next meeting of the Association be held upon the peninsula of Kammacook. The weather will be cool, an admirable opportunity to offer the teachers of the state to survey the remote marvels of our great and glorious republic, and the field for missionary work is unlimited."—Rochester has retracted her steps in the direction of reducing teachers' salaries. The resolution to that effect has been rescinded, and the subject indefinitely postponed.

North Carolina.—A colored teachers' association has been formed at Raleigh.

Wiscosin.—Prof. J. H. Chamberlain takes the position formerly held by W. E. A. de Gun at St. Paul.-The following important announcement was made by Pres. Bascom, of the State University, in the State Journal: "Those interested in the University of Wisconsin and in the progress of scientific work in the state, will remember that in the 4th sec. of the act of March 6, 1876, entitled 'An act to permanently provide for deficiencies in the University fund,' there was a provision to this effect: 'From and out of the receipts from said fund, amounting to three thousand dollars ($3,000) per annum shall be set apart for the endowment of this institution. There are things exceedingly desirable in the progress of scientific work in the state; prudent legislators must hesitate to grant from general taxation. A well equipped observatory shall be given the University in its own grounds without cost to the state; and to permanently provide for deficiencies in the University fund, the act of March 6, 1876, entitled 'An act to permanently provide for deficiencies in the University fund,' there was a provision to this effect: 'From and out of the receipts from said fund, amounting to three thousand dollars ($3,000) per annum shall be set apart for the endowment of this institution. There are things exceedingly desirable in the progress of scientific work in the state; prudent legislators must hesitate to grant from general taxation. A well equipped observatory shall be given the University in its own grounds without cost to the state; and from none of its citizens we expect the liberality of the Legislature that such observatory shall be provided.' This provision of the act of March 6, 1876, entitled 'An act to permanently provide for deficiencies in the University fund,' has retraced her steps in the direction of reducing teachers' salaries. The resolution to that effect has been rescinded, and the subject indefinitely postponed.

Illinois.—Prof. A. J. L. Godfrey has just returned from a tour of the States in the interest of the legislative and .of the Regents of the University of Wisconsin, as soon as a complete and well equipped observatory shall be given the University in its own grounds without cost to the state; and from none of its citizens we expect the liberality of the Legislature that such observatory shall be provided.' This provision of the act of March 6, 1876, entitled 'An act to permanently provide for deficiencies in the University fund,' has retraced her steps in the direction of reducing teachers' salaries. The resolution to that effect has been rescinded, and the subject indefinitely postponed.

Michigan.—A few days before Judge Huntington rendered his decision in the Rose Douglass case, the people of Ann Arbor assembled at the house of Dr. Rose and left evidences of their esteem for him and their belief in his innocence in the sum of about $1,200. After the decision, which was adverse to him, they held a mass-meeting, which was largely attended by citizens of the neighboring villages, at which Mr. R. A. Beal, who has from the first been an impassioned advocate of an honest and unfortunate man, made a speech, severely censuring Judge Huntington, and declaring that no matter how much evi- dence had had its influence in shaping his decision. As usual, the man of money has gained his cause, though at the sacrifice of public respect and confidence.

Missouri.—The S. E. Mo. Normal opened Sept. 24. The indications are favorable to a full attendance. Prof. Dutcher, the new principal, has made many friends, both to himself and to the school. Not only Cape Girardeau, but the whole state is deeply interested in the success of this, the youngest of his state normals. The model school will be under the direct supervision of the professor, and receive a new impetus. A very large per cent. of the students in both normal and model departments will return this year.—Miss Emma Cowdon and Miss Bell Green, studying at Lawrence, are teaching at Lawrence. Sept. Shannon is delivering a series of lectures through S. E. Missouri. The friends of education in this state were never called upon to labor more ardently for the success of free schools, than now. The tidal wave has reached us. Shall our normal schools be allowed to sunder our school system and be crippled for want of sufficient taxation for their maintenance? Shall the institutions vital to the education of the whole class be all that the whole class is required to take. Any one can choose from a comprehensive course, comprising the classics, modern languages and sciences. Two of the new students are colored.—The Russian method of instruction in mechanics is proposed for the University of Pennsylvania. The University
has of late been making a very rapid advance in educational advantages. The catalogue for 1877-78 shows a total of 1,025 students in the six departments of the University. The number of professors is forty-three. The value of a free education has been shown at last by the growth of this institution, as this college is concerned. The Board of Trustees has directed that the instruction in the Department of Science and the Towne Scientific School on certain subjects shall hereafter be given to professors of both the Liberal and Scientific departments. The instruction for the present are General Chemistry (Prof. Stuhler's lectures), Analytical Chemistry (Dr. Gemii's laboratory), Physics (Prof. Parker's laboratory) including mechanics, acoustics, light, heat, electricity and magnetism, History (the Professors' lectures), and Modern History. The courses in Chemistry and Physics began last Monday, that in Modern History will begin at the opening of the second term, January 1. It has also been decided by the Trustees to admit, free of charge, to the students designated, any young woman who is prepared to undertake them, but unable to pay for the lectures, (Prof. Sadtler's lectures), Analytical Chemistry (Dr. Genth's laboratory), etc. The sixty-sixth year of the advanced examination, whereof there are four sections. The candidate has the privilege of spreading over two years, and then she proceeds to tackle them for four years, and last, by the appointment of Henry F. Burton, a professor of the historical and other eminent German philologists, the students will have the pleasure of attending lectures. Yale Scientific University at Northampton, Mass., has been admitted to the Trustees of the University.—This is the sixty-sixth year of the advanced examination, whereof there are four sections. The candidate has the privilege of spreading over two years, and then six years are closed to the advanced examination, whereas there are five sections. The student may tackle them all together, or she may take any one section or more; whatever she may pass is scored to her credit, and counts in the final result. The first trial examinations occurred last June, when two young ladies went through the whole of the preliminary oratory, three failed, and twelve received certificates in four, five, or six subjects, which they will supplement if they can give a good performance. Applications for admission in 1878 must be made before the first of April. Blank forms, containing all manner of information will be furnished by the Secretary of the New York local committee, at No. 59 East Twenty-fifth street.—A. V. Tribune.—The Sophomore Class of Koyan College, at Gambier, Ohio, has been suspended for four weeks. Cause: practical jokes, hazing, and other barbarisms.—The Yale Scientific Freshman Class has 62 members. There are about thirty-five students in each of the two lower classes at Trinity College.—The University of North Carolina has 1,205 students. The University of Pennsylvania has 1,025 students.—Williams College has a freshman class of over 50 members, and is one of 105 members in each of the three classes. The average number of students, and everything in as good working order as could be expected, in the absence of the President. Fortunately, the faculty was instructed in June last, by the appointment of Henry F. Burton as assistant Professor of Latin—that of Professor of Latin—by the appointment of Professor of the Historical Department of the senior year. The relief came too late to save Dr. Anderson a severe and dangerous fit of sickness; but it is a pleasure to realize that it has come at last. Professor Burton was a graduate of the University of Michigan, in the class of 1873; taught Greek and Latin two years succeeding at Denison University; taught Latin at a year in his own alma mater; and has since been pursuing the study of Latin in Leipzig, under Professor Curtius, and other eminent German philologists. He is said to be seen—no novice—and he is ordered, that he has already made upon the students is admirable. During the past vacation, the Randall Library has been transferred to its new home, 219 Sibley Hall, where it makes a fine appearance. The old building was transformed into a reading-room for the students, and a new reading-room for the Professor of rhetoric. Our learned and noble friend, Dr. A. C. Kendrick, is the acting President of the University in Dr. Anderson's absence.—Exchange.—The closing examinations at Williams College will hereafter be conducted with greater strictness, and much more. The examination papers will be given to every student in all examinations. The Theological School has forty-four students in its junior class. The College, at Northampton, has an entering class of about fifty students. Professor Eliot of Harvard University is to give scientific instruction daily. The art department is under the charge of Mr. J. A. C. Chapman, who is about to give the students historical art lectures.

I am much pleased with THE EDUCATIONAL WEEKLY.—Prof. S. H. Carpenter, Madison, Wis.