The Educational Weekly.

THE EDUCATIONAL WEEKLY.

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THE ILLINOIS SCHOOLMASTER, Illinois.
THE NEBRASKA TEACHER, Nebraska.
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Editorial.

The two most potent means for promoting the profession preparation of teachers have been shown to be, first, well organized, well equipped, and well conducted normal schools, and second, the general diffusion and careful study of a sound and practical educational literature. Normal schools are not yet sufficiently numerous to be accessible to the mass of teachers. Only a small minority can indeed avail themselves of the advantages of a well considered and thoroughly mastered course of professional training. Time and the growth of a wiser, more liberal public sentiment will eventually supply this deficiency of means in our country, as it has been supplied by some of the more far-sighted European governments, under whose administration the number of accomplished teachers is nearly or quite equal to the number of schools to be taught. But, on the other hand, valuable works on education, embodying the best experience of the past, and well-conducted journals devoted to the same subject, are accessible to every teacher and school officer who cherishes a desire to master the difficulties and duties of his important vocation, and we make bold to affirm that he or she who fails faithfully and assiduously to make use of these aids to professional improvement is without excuse for professional incompetency. The teacher who pleads inability to pay for such nourishment as will increase his professional qualifications, may, with about equal reason, assert that he cannot afford to pay for his bodily support. No proposition has been more clearly demonstrated than this, that the compensation of teachers advances in the direct ratio of the increase of their power and skill in the school-room.

As a general rule the ablest and best teachers are always in demand. They are rarely out of employment. Their positions are the most stable. They are appreciated and respected by the communities which they serve. They are not obliged to enlist in the noble army of educational tramps, nor to pay obsequious court to self-complaisant school boards advertising for the lowest bidders! There is no teacher fit to take charge even of the smallest rural district school who cannot afford to expend at least ten dollars a year to increase his professional capital. No district can afford to employ one who cannot fulfill such a condition. The children in our schools have inalienable rights which both teachers and those who employ them are bound to respect. No teacher has either a moral or legal right to plead poverty as an excuse for starving the souls and malforming the characters of his pupils. But these deplorable results are the inevitable consequences of ignorance and professional incompetency in teachers. It is high time this truth was recognized and acted upon by all the parties concerned in school management,—people, school officers, and teachers. It is worse than useless for us to sow tares and then expect to reap golden grain in the great field of moral and intellectual culture. What folly to forget that as we sow, so shall we reap here as elsewhere and everywhere.

The best evidence of a teacher's worthiness and of his promise of future usefulness, is the manifestation of a desire and a willingness on his part to learn. The best evidence of such a desire will be afforded, not by pretenses, but by visible and persevering efforts in the right direction. Such efforts do not consist in a plea of inability to pay for a good book stored with professional experience, or for at least one vigorous educational journal, constantly dealing with the topics in which the teacher is the most vitally interested. The teacher who takes a school merely to earn a livelihood, without recognizing the right of the children to the best intellectual and moral nutriment, and of the parents to the best, most skillful, and faithful service, is an incarnation of selfishness too monstrous to be a safe guide for his trustful pupils. If "a living" be his chief aim, there are other callings for which he is better fitted, and in which he can do far less damage. Let him, therefore, speedily seek some other occupation, better suited to his aspirations and aims. Let the people see that he is not employed to sow the seeds of future misfortune in the minds and hearts of their children.

We hold this truth to be self-evident, therefore, that it is the first duty of teachers, school officers, and all others immediately entrusted with the task of training up children in the way they should go, thoroughly to fit and furnish themselves for their all-important work. It is a monstrous absurdity for such persons to say they cannot afford to prepare and constantly improve themselves for duties for which they claim and receive compensation. This truth should be regarded as a cardinal principle in school administration. Public sentiment should demand its recognition. School boards and others contracting with teachers should specify a certain definite amount of professional reading and study as a condition in the agreement. Superintendents and examining boards should make the professional examination even more thorough and rigorous than the inquiry into the mere literary and scientific qualifications. Such measures faithfully and intelligently executed would do more to advance the interests of general education throughout the country than any other means not involving heavy expenditures of money and labor. We trust that our contemporaries will lay hold of this subject and faithfully urge it upon the public attention.

In this connection, we are glad to chronicle a most important movement to promote professional reading and study among teachers in one or two counties in Wisconsin, notably in Wau-
paca, under the energetic leadership of Supt. C. M. Bright. This gentleman, having worked up the subject of a county circulating library for teachers at the institute recently held, sent out a circular proposing a plan for organizing one or more associations for the purpose at the most favorable points within the county. We extract from the Waupaca Republican, of September 27, the following outline of Supt. Bright's plan, as given in his circular previously issued:

"If fifty teachers will unite in forming a Library Association, each contributing to a general fund for the purchase of books, the thing is done. Fifty teachers—say three dollars each—one hundred and fifty dollars. Books purchased for such a purpose, and in such a quantity, can be obtained at a large discount. Probably one hundred volumes every one of which would be read with interest and profit, could be purchased for that amount. There would be need of a librarian, and some central point to which the members could send without difficulty for an exchange of books. You see how it would be; your investment of three dollars would give you access to a splendid library of a hundred volumes. This would be increased every year by the purchase of new books, the purchase to be provided for by yearly dues. It would probably be better to establish two libraries, one in Waupaca, and one in New London. There is no teacher in the county who could not send to one of these points without trouble; so the matter of exchange of books need not be a serious one.

"In order that we may have some definite action in this matter, this circular is now sent out. All teachers who receive it are requested to give the subject earnest deliberation, and, as soon as convenient, write to me, giving their opinions on it, and saying whether they will respond to calls for meetings to be held at some time in the near future, one in New London, and one in Waupaca. These calls will be issued as soon as replies from a sufficient number of teachers to warrant them are received. Please state in your letters at which meeting you would prefer to attend, and which association you would prefer to unite with."

We learn from the Republican that the teachers of the county are nearly unanimous in their approval of the project. The number of names required for the association at Waupaca has already been secured, and no difficulty is apprehended in regard to the requisite number for that at New London. The meetings for organization will be held during the month of October, and before the first of January, 1878, the two libraries will be in successful operation. The Republican publishes hearty endorsements of the project by a large number of leading educators, including State Superintendent Searing, the President and professors of the State University, the presidents and several of the instructors of the state normal schools, Presidents Chapin and Merrell, Supt. Pickard, and others. We have been informed that a similar movement has been inaugurated in Richland county, but the details have not been received.

It is manifest that here is a perfectly feasible plan, capable of almost universal adoption, and where not even the most plausible plea of poverty can be made to stand. A library of one hundred volumes for teachers to draw from at the outset, and at a cost of only three dollars a year each, can surely leave no decent pretext for ignorance either of professional or general subjects. We trust that great care will be exercised in the selection of books, and that the choicest works on education and school economy will occupy a prominent place in the collections. If the periodical literature of education, as represented by the Weekly and other first class journals, shall receive the systematic attention of these associations, the plan of operations will be complete. By resolving each association into a club, each member can obtain a copy of the Weekly, or our new monthly, The PRACTICAL TEACHER, or both, at a merely nominal cost. We commend this suggestion to all who are directly interested in this grand movement, destined, as we believe, to play a most important part in the future of American education.

A GERMAN PROFESSOR ON GERMAN UNIVERSITIES.

GERMAN teachers sometimes tell tales out of school. The last number of the Revue des Deux Mondes gives the story of one of the private lecturers of the Berlin University, whose license to teach has lately been revoked by the Minister of Public Instruction, on the request of the Faculty of Philosophy, creating a great commotion in the German capital. This teacher, Prof. Duherring, is a blind man, and an author of several works which have attracted public attention. The French writer gives the following account of his offense, which will be of interest as giving an unusual view of the famous German universities:

"M. Duherring would still to-day be a privat dozent if he had not set himself to write a pamphlet in which, under pretext of reforming the education of women, he gave way to some virulent attacks upon university education. This unlucky pamphlet led to his dismissal; it was printed with a catastrophe. A privat dozent who decries the institution in which he teaches, and who raises the hue and cry for its destruction! This procedure appeared indecent. It was judged to be one of those improprieties provided for by article 52 of the statutes. In his libel, M. Duherring passed in review all the subjects taught in the University, and declared that they were, for the most part, meats at once un­

nutritious and indigestible. According to him the sole use of the Faculty of Philosophy, in which is comprehended the sciences and literature, is to manufacture, at the market rate, teach­

ers for the gymnasia. Let the gymnasia be abolished and the faculties of philosophy may be suppressed without inconvenience. And if one should abolish the gymnasia where would be the evil? What is taught in these famous gymnasia? Some mere trifles. The logic taught was invented by Aristotle; enough to say of that. And the Latin, what use does it serve? The Greek literature has some merit, but it has been too much vaunted. What the Greeks have done best is their statues, which happily cannot speak Greek. Philology entice is only the anatomy of dead forms. As to modern languages, it is well to learn to speak them, but we must take care not to make a literary study of them. Who will deliver us from this wit puppet—Von der Schongeiten puppe? History, as it is taught, is only a long recital of squabbles, and a collection of lies invented for the glorification of princes. The mathematics themselves would gain much by ridding them of all the useless rubbish with which they are en­

cumbered. If one could bring them back to that for which they are truly useful, he would reduce them to a small compass. Chem­

istry and the natural sciences also need to be vigorously pruned."

To these the French critic justly responds:

"O Doctor, wise as you may be in the history of the discoveries of others, are you not yet a barbarian? What is a barbarian? A man who despises whatever does not serve some use, and who is incapable of perceiving the utility of the useless. It is impossible to make certain people understand the utility of na­

ture. By itself it produces nothing, serves for nothing except to revive and nourish the soil. O Doctor, as unsocial as so­

cialistic; in the society of your dreams, the harvests will be meager for want of the fertilizers!"

M. Duherring does not stop with this criticism of studies. According to the account from which we quote, he represents the universities as "homes of pedantry and obscurantism; as shops where are sold worn-out or damaged goods—some articles of ref­

use or of Chinese absurdities; as veritable Pontine Marshes, whose pestential influences corrupt the air for ten leagues around; and finally as caverns where are committed abominable misdeeds."

To this contemptuous estimate of German universities he adds an equally severe account of German professors, whom he calls true
Chinese mandarins, whose knowledge resides in the yellow manuscripts which they scribbled twenty years ago, and which each year they read again with a voice more nasal and trembling.

The extravagance of M. Duhring's charge: will sufficiently antidote their malice. The German universities, as adds our French authority, "have rendered, and are still rendering to science some precious and brilliant services which it would be as dangerous as unjust to misconceive," but it may save some of our contemporaries from a too slavish worship of German education, to read what one of their own professors says, and what he has been applauded by thousands of German students for saying.

G.

Contributions.

SONG OF THE SPIRITS OVER THE WATERS.

Translated from Goethe by Prof. J. C. Pickard.

T H E human spirit
Is like water,
From heaven coming.—
To heaven rising—

Then earthward driven,
Descending downward,
Ever changing.
If from the high rock
Steep and headlong
The pure beam pours,
The spray falls sweetly
In cloudy billows
To the smooth rock;
Received there lightly,
Goes on well-rolling,
Soft murmuring,
To depths far downward.

Crags may jut forth
Against its downfall;
Foams it then sadly,
Step by step down
Abyss-ward.

Along its smooth bed
Softly it glides through the vale,
And in the glistening lake
Feast their sweet faces
All constellations.

Wind woos the water,
Tenderly, fondly,
Sirs up the billows
In foam from the depths.

Soul that is human,
How like to the water!
Destiny human
How like to the wind!

ASTRONOMICAL GEOGRAPHY.—V.

Prof. Easterday, Carthage, Ill.

In order to understand the bearing of the previous discussion upon the trade-winds and the ocean currents, we may consider certain phenomena as they would manifest themselves should the earth not possess its rotary motion. It will readily be admitted that the great sea of atmosphere by which our earth is enveloped is very largely under the influence of the heat of the sun. The rays of the sun always falling perpendicularly upon the earth in the region of the equator, the atmosphere in that region receives very much more heat than does that in high latitudes. Now, it is well known that the portion which is under the influence of the greater amount of heat will promptly exhibit the fact by its expansion and consequent diminution of specific gravity. Then this rarer portion of the atmosphere at the equator, not being able to withstand the pressure exerted upon it from the north and the south and beneath, will ascend, that portion above the general atmospheric surface rolling off toward the north and the south. Supposing then, that the earth does not revolve upon its axis, and that the whole surface, including land and water, is equally susceptible of the heat of the sun, it is readily seen that we would have a continuous boiling up and over of the earth's atmospheric ocean. There would be a constant flow of atmosphere directly toward the pole, the upper regions of the waterless ocean, and a corresponding flow toward the equator directly from the north and the south in the lower regions and at the surface of earth. It is now left for us only again to suppose the earth to revolve, and to call to mind the influence exerted by its rotary motion upon the ball started directly toward and directly from the equator.

The atmosphere at the surface of the earth must bear westward as it approaches the equator, whilst that far above must bear eastward as it recedes from the equator. The tendency of the atmosphere to bear toward the west as it approaches the equator is somewhat resisted by the friction resulting from its contact with the earth, and on its arrival at the equator this tendency is promptly overcome by the same cause.

The fundamental cause of the trade-winds has here been presented, but it may be added that these regular atmospheric movements are very considerably modified in direction and in intensity, especially by the presence of elevated portions of the earth, and by the fact that not all points of the same latitude upon the earth's surface are equally susceptible of the influence of the sun. A discussion of these modifications belongs to the domain of Physical Geography.

The fundamental philosophy of the ocean currents must be precisely the same as that of the trade-winds, the motions of the water at the surface corresponding to those of the air in the upper regions, this fluid ever tending to recede from the equator both northward and southward, and bearing toward the east. These currents are very greatly modified in direction by the presence of the solid portions of our earth, and somewhat even by the trade-winds themselves. A discussion of these modifications is also left for the Physical Geographer.

Again recurring to the ball rolling upon the ice, another point of interest may be noticed. Let a small groove in which the ball may roll be supposed to be cut in the ice. Suppose this groove to coincide throughout with a meridian and to extend from pole to pole. From previous discussions we readily conclude that from whatsoever point in the groove the ball may be started, as it approaches the equator it will constantly bear upon the western side of the groove. Also, as it recedes from the equator it will bear upon the eastern side. In case of a north and south railroad, the rails being level, the greater weight will be upon the western rail as the train approaches the equator, and upon the eastern rail as it recedes from the equator. Still further, every such train moving toward the equator diminishes the velocity of the earth's rotation, and moving from the equator it increases that velocity. Imperceptible this may be, but it is none the less true. Then, the earth otherwise retaining its present form, if a quantity of matter should be conveyed along this railroad from a high latitude and deposited at the equator, the earth's rotation would be necessarily retarded. If the matter should be conveyed from the equator northward or southward, the rotation would be permanently accelerated.

A river flowing toward the equator constantly bears upon the western bank, tending to wear it off and to make deposits upon the eastern side. If we do not in such cases find perceptibly more valley land upon the east side, and more projecting cliffs upon the west, it is simply because this force is comparatively small, and certainly it is not because such force does not exist. In case of a river running from the equator, the tendency is to build up the valley land upon the west side.

Another fact of interest, too, is that the surface of the water of the Mississippi River is considerably nearer the center of the earth at the source than it is at the mouth. If, then, the earth, retaining its present form, should cease to revolve upon its axis, we would find this great stream suddenly to change course and to flow northward, and with very respectable velocity. In this case it would flow northward because the northern extremity of the channel is nearer the center of the earth than is the southern extremity. The water now flows southward because the northern extremity of the channel is higher relative to the general surface of our spheroidal earth than is the southern extremity. If the common statement, that any two points are upon the same level provided only that they are equally distant from the center of the earth, should be adopted as correct, we could not avoid the conclusion that the Mississippi flows up hill. Instead of this, it is legitimate to consider the surface of the ocean at the pole and that at the equator to be upon the same level, although the one point is about 13 miles nearer the center of the earth than is the other.

It will now be admitted that, if a basin be made in the earth at a locality where the surface is precisely coincident with the general surface of the spheroidal earth, and this basin be filled to the brim with water, there will be no

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more tendency on the part of the water to flow out toward the equator than toward the pole; but, should the earth cease to revolve, a portion of the water would flow out toward the pole. If the earth should revolve unusually rapidly, it would flow out toward the equator. So, if an east and west canal be constructed where the surface of the earth coincides with the general surface, the water standing in it will not tend to flow out over either bank more than over the other. If, however, the water should flow either eastward or westward along this channel which, being east and west, coincides with a parallel of latitude, it will press upon the east bank toward the equator, forming the valley lands always upon the polar side. This would not be accounted for by the rotation of the earth, but by the fact that the water in motion would tend to move in a straight line, whilst the channel, coinciding with a parallel of latitude, would continually curve toward the nearest pole. It is easily seen that the earth being at rest, if the ball upon the icy surface be started from a point upon any latitude in a direction perpendicular to the meridian on which it started, it would follow the arc of a great circle, constantly changing its latitude, and crossing the equator at a point whose longitude differs from the longitude of the starting point by 90 degrees. That a channel coinciding with a parallel of latitude would, in the following, seem to curve toward the nearest pole is easily appreciated when the channel is conceived of as having a latitude of nearly 90 degrees.

**MILITARY DISCIPLINE IN FRENCH INSTITUTIONS OF LEARNING.**

**ALFRED HENNEQUIN, M. A., Principal of the “Michigan Military Academy.”**

There are several very important features of French school and college life which are very little known in this country, and which certainly deserve the consideration of educators, especially at a time when educational reforms seem to claim so much of the public attention. Before pointing out, however, any of the advantages that might be derived from the careful study of the different classes of French institutions of learning, I deem it advisable to give a few general outlines of “Education in France.” I do not propose to enter into very elaborate details, when speaking of the different systems; but I intend to lay great stress on what I consider a very important feature of school and college life,—that is to say, military drill and discipline.

The French institutions of learning may be divided into four classes:

1. Private boarding schools.
2. Colleges and lycees.
4. Universities and special schools for higher education.

Private boarding schools are not very numerous in France. They are mostly Anglo-French academies, situated at Paris, or more usually by the sea-shore. Though many of these schools are very prosperous, they do not cover sufficient educational ground to deserve much of our attention. The studies pursued in these institutions aim mostly at what is called a general education, giving, however, to the modern languages a very prominent place. The age of the scholars varies from ten to fifteen. They seldom remain in these schools for more than three years; and therefore the amount of knowledge acquired in this short period of time is scarcely enough for one entering upon the duties of practical life, of course such scholars are fit only for elementary business or practical farming; yet it may safely be said in most instances that their attainments prove to be sufficient for the humble positions to which this class of scholars aspire.

If the studies pursued in French boarding schools are not very extensive, there is, nevertheless, one feature of the life of the scholars well worth mentioning. I refer to physical training. Every boy is subjected to a thorough military discipline and drill. Not only do the scholars wear military uniforms, but the very life of a soldier becomes theirs. They get up at 5:30 a.m., and retire at 9 p.m. Throughout the day they are called together several times for inspection or drill. Each boy knows his place, and must attend to his orders, and move only at the command. I will not point out now the advantage this military routine has over our loose American system, as I shall soon have to speak of the same thing in connection with the colleges and lycées.

Colleges and lycées are also boarding schools. These institutions, however, are not private; they belong either to the city where they are established or to the government. They form a branch of the “University of France.” We have no schools absolutely of the same character in this country. Our high-schools and universities combined might, in some respects, be compared to the French colleges or lycées. The studies pursued in these schools are those of our grammar schools, high schools, and colleges. The boys enter at the age of 12 or 13, and remain there until they are 18, 19, or 20, or even 21 years of age. There are but two courses, the classical and the scientific course. No degree is conferred upon scholars leaving these institutions; but they are prepared to pass the final examinations for the degrees of “Bacheliers-es-lettres,” or “Bacheliers-es-sciences.” Though having had every possible advantage for a thorough educational training, seldom more than 40 or 50 per cent of the candidates for the above degrees obtain them the first time they go up for an examination. It may be well to state here, that the examination covers all the ground gone over from what we might consider our first year in the high school up to the senior year of the university inclusive. The examinations last three days, six hours each day, and the faculty which conducts these examinations is composed of professors whom the scholars have never seen. I cannot just here refrain from speaking of the difference of the value of a diploma obtained in France and the same obtained in this country. In France the degree of B. A. or B. S. is certainly a testimonial of certain literary or scientific attainments. The scholars have not, as in our institutions of learning, taken up one study after another, passed an examination in the same, or failed, made up and then passed on to something else; but they have studied and constantly reviewed all the material in the various degrees, which, as mentioned before, they are not even then sure of obtaining.

I do not mean to imply that all of our high school or university graduates are void of knowledge when they receive their parchments; but does not every one know, that in too many instances, some degrees are obtained in this country by breathing university air a certain number of years?

Again, in these institutions of learning, military discipline receives special attention. The scholars are drilled by military officers from two to three hours a day, and have to perform certain gymnastical exercises several times a week, under the superintendence of an under officer, detached from the army for that purpose. They also take daily lessons in fencing, the “cane” (a kind of exercise with a stick), and frequently horse-back riding, boating, etc., etc.

I do not believe that it is very necessary for me to point out the advantages derived from this kind of physical training. Allow me but one question, however. At what age do boys most need outdoor recreation? The answer is, “at an age when no time is given them, in this country, for that important branch of education.” Take a boy 15 years of age in our high schools, or better, a student 16 or 17 years of age in the freshman class of our universities. They must pursue three studies. Each study requires at least two hours of thought a day, hence to brain work. Let us suppose that the boys rise at six and retire at nine; surely that is a long enough day; fourteen hours. Of these fourteen hours nine to ten are given to studies, and two to meals; making eleven or twelve hours out of the fourteen, during which no kind of exercise is taken. Now what do students usually do in the two hours they may have on hand; usually they will stay in their rooms, or at the best, go down town once a day, to get the mail.

According to the French system, mere boys are in no respects quite sent away from home, that is to say, away from all control and supervision. American boys and girls, it is true, are taught, when mere children, to take care of themselves; yet we do hear, and pretty often too, of boys getting into bad habits, owing to the fact that they are thrown into contact with men and students at an age when their minds and bodies need regular training, at home if possible; but better in some institution where the same can be had.

In Michigan, for instance, some of the high schools boast of having from 50 to 150 non-resident pupils, some of which are not more than fourteen years of age. I grant that some of these boys do turn out good students in the long run; but I believe it is frequently very advisable for parties concerned, not to watch their actions too closely, or else such schools might not boast a long time of their numerous non-resident pupils, had they to enforce the by-laws and regulations laid down by the school boards.

Now can this evil be avoided? In many respects, I do not hesitate to say that it can. Ought we not to have good schools where the boys would receive the same as in the high schools, combined with the advantages I have pointed out when speaking of French lycées and colleges? Military discipline and drill are not only good things for physical training; but almost indispensable to accustom boys to have regular and fixed habits. Would not schools combining both discipline and brain work be better schools than those we have at present? Muscular development, mental precision, habits of promptness, and manly bearing are the result of military discipline combined with brain work.

Of the Jesuit Academies I will say but little. They do not control educa-
tion in France, as is the belief of many. They certainly, in many respects, give the boys a good education; but at the cost of such attainments—I was about to say virtues—without which one cannot be a man—had I written what came to my pen's end, I should have said, without which one cannot be a straightforward and reliable man. These academies are also boarding schools. Here, however, all kinds of military training and discipline are put aside, and said to be immoral.

Finally, of French universities much ought to said. I find, however, that this paper is already much too long. We have in France no universities, in the sense we attach to these institutions of learning in this country. A student who has completed a college or lyceé course, is in fact, a university graduate, in the American sense of the word.

There is, however, but one university in France. This one university belongs to the nation, and all the government schools spoken of are branches of the same. Every student receiving a diploma is a graduate of the University of France. University studies, properly called, are post-graduate studies. If, for instance, you wish to study medicine, you must go to Paris, Montpellier, or one or two other large cities in the land. The same may be said of law, theology, civil engineering, etc. Aside from the University of France, that is to say, the colleges, lyceées, and schools mentioned above, we have in France special government schools for post-graduate studies. In these schools, military training and discipline are the same as in the schools of a lower order. They are still boarding-schools, only the young men have more liberty than when at college, but not very much more. For the army we have "St. Spa" and "École Polytechnique." For the navy we have "l'école de Brest," and "l'école de Toulon." For teaching we have "l'école Normale supérieure." For engineering "l'école de ponts et chaussées." For mechanical engineering, "l'école des arts et métiers." For scientific studies, "l'école centrale." For classical studies, "La Sorbonne," and many other "University Boarding Military Schools."

In conclusion, I shall merely add that these outlines of French institutions of learning were not intended to throw discredit upon our American systems of education. I only wished to call the attention of educators to what every one knows, that Boston should patronize Boston.

The East.

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

BOSTON LETTER—No III.

There really is no such business firm in Boston as Stockin & Hazen. My connection was AND, plainly written; not the old-fashioned school-boy's SAND; the older-fashioned school-marm's AMPSAND. These gentlemen represent rival interests. I cited them not so much, perhaps, because I consider them "primi inter pares," as because they represent the two greatest book houses in the nation; and, it is rumored, get marvelous pay for their services. It is true, they have been very intimate of late, much to the confusion of some other gentlemen in the same line of business, and that their affinities have any other than a purely mercantile basis, no one here is at all inclined to suspect. If your compositor is very partial to the commercial copulative &; he can make such combinations as Stockin & Swett, Hazen & Hemphill; for true it is, that both Harper and Appleton drive here a brilliant double team around the Hub. A more easy mock than Harper's Agency at Lee & Shepard's one would have to travel many a league to find, and two such genteel capitalizing, book-blogging fellows, the shrewd Gamutines could not again pick out of a million. Of course I do not include in the million those who are already picked out as book-agents; but everybody else. The Appletons have a fine store, all their own, and many hands employed, to work up their large list. Our friend Hazen is always at his desk, and with the map of New England before him, seems like the great French minister, "to organize victory," without actually taking the field. But the veteran Henshaw is a field-marshall, whose vigor and capacity for work seem not the least impaired. New York and Philadelphia book-houses must employ first-class agents; else such enterprising firms as Thompson & Brown, R. S. Davis & Co., Ginn & Heath, and Wm. Ware & Co. would swiftly make their fortunes, not only out of the intrinsic worth of their books, but out of the potent "argumentum ad Bettertensum superstitionem," that is, that Boston should patronize Boston.

The interests of Scribner are efficiently guarded here by Col. Gilman H. Tucker; those of Potter, Ainsworth & Co., by A. S. Mannon. J. H. Bowen is the invaluable agent of Cowperthwait; H. M. Cable has fiber enough in his tissue to gibbet anyone who may aver that any house is superior to Barnes; G. B. Damon finds his deserving Pythias in the firm of Ivison, Blakeman & Taylor. W. H. Faunce neither pauses nor flutters, but rests Sheldon's books on their substantial merits; and that such books as Olney's mathematical works, Haven's Mental Philosophy, Shaw's English Literature, and Lossing's Histories have as solid merits as type-metal and ink often put on paper, is beyond question. Clark & Maynard's agent is Thomas T. Bailey, a man somewhat remarkable for his reasonableness, inasmuch as he is so free from the besetting fallacy of his vocation, and never claims that a book can be any better from the simple facts that Clark & Maynard publish it, and T. T. Bailey is agent for it. The strong Cincinnati house of Van Antwerp & Bragg have had the audacity to establish an agency here, and M. W. Tewksbury has actually put western books into schools in some of these old Puritanic towns. Is n't that "carrying coals to Newcastle?" But it is good, I rejoice in it.

Let the West teach us all she can; and she can teach us much. Michigan University is as great to-day as Harvard. Boston University is rising to an inevitable supremacy among American institutions, because it has the best location in the land, eastern culture and opportunities combined with the energy, the liberality, and the progressiveness of the West. How I rejoice in every victory that honest merit gains over prestige, caste, and clique. A man has lately come to teach in the Boston Latin School, having won his place by a brilliant examination, whose home for many years has been an obscure one in the unclassical state of Delaware, and whose Alma Mater is the little Wesleyan University in Middletown, Connecticut, of which the savants of this land know but very little.

One of Boston's great men expressed to me his astonishment and delight at this victory of pure, unaided scholarship. By the way, our magnificent Latin School is creating much uneasiness among those who claim equal privileges for girls and boys. And surely if it is right to furnish extraordinary means of culture at the public expense, which many of our wisest thinkers and legislators are beginning to doubt, one sex may claim as much consideration as the other. The girls of Boston are ambitious, and exacting of their rights, and public sentiment here is advanced enough to strongly sympathize with them. But I have not much space left in this letter for notices of books.

Allow me a word in behalf of Gill's charming biography of Edgar A. Poe. It is a most welcome volume to the countless admirers of Poe's transcendental genius, who, at the same time, have lamented the dissoluteness of his life. Mr. Gill does not, of course, transform his subject into a broad-brim Quaker or a Hard-shell-deacon, but he rescues him from the utter disgrace to which we have hitherto committed him, and gives us a chance to apologize for, and pity and somewhat love, instead of always loathing.

J. R. Osgood & Co. are continually publishing works of great value; Underbrush is such a book, and so is Household Education, by Harriet Martineau. The Burning of the Convent has historical value in addition to its literary and moral excellence. It corrects many popular errors respecting that unfortunate occurrence. It puts the blame upon our own people, where, in the light of history, it must forever rest. Let us be great enough in this succeeding generation, to give the same sympathy and justice to those who have suffered as to those who have suffered. Eliur Wright's little work on Life Insurance is a timely and logical discussion of a subject which a large part of our prosperous men are beginning somewhat excitedly to study. The wonder is, that such men as Mr. Wright did not see this before. Did the "Orphan" deceive the companies themselves?

Scientific.—The Woodruff Expedition around the World will start the 25th inst. Up to September 25th, Sixty-four names had been booked for the expedition. In true American style, the most of them put it off till the last minute. What is to be done? Well, all the experts were made for a professor of botany, a professor of zoology, a professor of modern languages, a professor of mathematics, a teacher of drawing, and a competent corps of assistant professors. Efforts are being made to procure the valuable assistance of one of the ablest explorers in the country, Prof. J. B. Steere, of Michigan University, and it is hoped that they will be successful.
OBITUARY.

PROF. Osmore Ryan Smith was born in Covington, in the state of Georgia, December 6, 1840. His father, a Mr. John Smith, was a lawyer. His mother was Julia Ryan Smith, daughter of Jeremiah Ryan, of Putney, Vermont. His father died when Osmore was five years old, thus depriving him of paternal instruction and guidance through the critical period of boyhood. On the death of his father, young Smith was sent to Putney to the care of his grandfa­ther, by whom he was brought up, and whom he in tum cared for in his old age. His education was obtained, in the district school, at "Powers Institute" in Bernardston, Vermont, and at "Kimball Union Academy," at Meriden, New Hampshire. On the 21st of November 1861, he was married to Miss Jennie L. Richardson, daughter of George B. Richardson, of Montague, Massachus­setts. His acquaintance with Miss Richardson began at "Powers Institute," where they both attended school. She still survives him, having the care of three interesting children, the oldest of which is a son, fifteen of years age.

At the breaking out of the war, Mr. Smith was teaching the grammar school in Greenfield, Massachusetts. I am told that in November, 1862, he raised a company of volunteers, and enlisted in it as a private soldier, and served one year, when he was discharged on account of ill health, being reduced in weight to one hundred and thirty pounds.

In Greenfield, Massachusetts. I am told that in November, 1862, he raised a company of volunteers, and enlisted in it as a private soldier, and served one year, when he was discharged on account of ill health, being reduced in weight to one hundred and thirty pounds.

On his return from the army, he was employed to teach a select school at Putney, Vermont, till the spring of 1864, when he came to Wisconsin to seek his fortune, and stopped at the house of Major A. J. Cheney, at Delavan.

Through the assistance of Major Cheney, who was then County Superintendent of Walworth County, he was engaged to take charge of the graded school at Geneva, at forty dollars a month, and continued in charge of that school until the close of the summer term in 1866. During the year 1864, Major Cheney resigned the office of County Superintendent to enter the army, whereupon Col. McMyan, State Superintendent, appointed Prof. Smith to fill the vacancy.

In the summer of 1866, Prof. Smith was elected City Superintendent of the schools in Janesville, an office which he filled with ability till October, 1869, when he resigned and took a text-book agency for A. S. Barnes & Co., and remained in their service several months; he then occupied a position on the Milwaukee Sentinel till the meeting of the legislature in 1871, when he was elected Chief Clerk of the Wisconsin Senate, a position which he held one year, residing meanwhile in Janesville, where he was an active member of the Young Men's Association, of which he had been President, and was also a member of the Board of Education.

In January, 1873, Mr. Smith was elected to the principalship of the graded schools of Sparta, Wisconsin, on a position which he filled at the time of his death, which occurred on the 26th of August, 1877, in consequence of a wound occasioned by the accidental discharge of his gun while engaged in hunting.

Immediately, or almost immediately upon his arrival in Wisconsin, Mr. Smith took a prominent position as an educational man, exerting a powerful and energetic influence in the "State Association," of which he was an active and leading member, and of which he was President in the year 1868. Mr. Smith had a keen and powerful intellect, and an indomitable will, which was bound to overcome all obstacles. He could clearly grasp a subject, and his ability to present a subject forcibly and comprehensively to others was so fully identified with the educational affairs of Wisconsin, that he will be greatly missed in our educational assemblies.

Thus the teachers of our state one by one are passing from mortal scenes to enter upon immortal realities, and it behoves us all to be ready for the summons that shall call us from our earthly labors to the untried scenes that lie beyond our mortal view.

B. M. REYNOLDS.

Kindergarten Department.

HOME ATTRACTIONS.

BY LOUISE POLLOCK, Washington, D. C.

The next best thing to living in constant, loving intercourse with nature is to bring nature within the walls of our houses a smuch as we possibly can, and to our school-rooms also. For what books are to groups of people in the matter of furthering their education, pictures are to children, and pictures in the nursery or the room where the young child spends most of his time, being the only books he can read, are of more importance in the house than the pictures and furniture of the drawing room. The very first things that our eyes are attracted to on entering a house are the pictures hanging on the walls. If we see nothing but family pictures, we are disappointed, for it indicates a lack of culture and expansion of thought. On the contrary, a lovely landscape, some interesting castle of olden time, which the imagination can endow with the life that used to bustle in and around it; some Scriptural scenes, cannot help pleasing and elevating the soul of every beholder.

But an important question is, what should the pictures be in the various rooms of our homes? Let there be some family pictures in each room, the ones of those that have departed and occupy the most sacred places in our hearts; let us place in our bedrooms, together with other pictures expressing devotion and afectionate intercourse, such as children playing around their parents, or winding flowers, guardian angels watching over them, representing objects of natural history, birds or animals, must be changed for others of a similar character. The nursery must not have the same pictures year after year, but any pictures representing objects of natural history, birds or animals, must be changed for others of a similar character.

The dining room need not have hunting scenes, fruit pieces, maps of the world, and pictures appealing to the senses only, but some Scriptural scenes, calculated to remind us that we do not live on bread alone, should find a place here also.

The parlor has been spoken of in the first place; some historical pictures of scenes, or people who have lived and died for a noble cause must also find a place there, especially if there is no waiting-room or library to receive visitors. The kitchen must have some flower pictures, as it is too hot there for natural flowers to grow; a picture of some cool-looking fountain or waterfall is refreshing to the hot and tired cook, who is, in many cases, the wife and mother, of refined taste and patient spirit. No matter if the flies do hover over the fine gauze petticoat over the pictures, a few cents will renew it.

Pictures are now brought within the reach of every one, and he who prefers bare walls must have had a sad and joyless childhood, to make him the sordid utilitarian that he is! "Ah, but who wants such pictures as that!" exclaims some Mr. Proud or Discontent. "Unless I can have fine steel engravings, or oil paintings, I would rather have my walls bare! Every poor man can have these pictures, so I don't want them."

Then give them to the poor man, and help beautify his humble home. Perhaps your grandfather could not have been made to believe that the finest oil painting or steel engraving could ever be reproduced so artistically that he could not tell the difference between the copy and the original, and would be sold for a sum within the reach of any man of taste and refinement, no matter how humble he may be his calling. Perhaps he would have called it one of the greatest blessings this century has brought to us.

Flowers in pots and in vases in our houses express in another form our love
A GOOD BEGINNING. It is a trite maxim that "a work well begun is half done." This is quite as true of school work as of any other kind of industry. If a bad beginning be not a prophecy of a bad ending, it does at least seriously embarrass the "subsequent proceedings" in any undertaking whatever. Hence, it is best to consider all the conditions of a good beginning.

2. Youth and inexperience. One of the greatest misfortunes of our school work is that a majority of the teachers employed are young, untrained, and inexperienced. They undertake a most difficult and important task without any specific and careful preparation. Just at the time when wisdom and discretion are needed, they are wanting. Just where forethought and skill are demanded, they are likely to be wanting. Just when, through the errors and miscalculations of the earlier efforts, experience begins to be evolved, three fourths or four fifths of those who attempt to teach drop out of the ranks, leaving no legacy of wisdom, however meager, to their equally untrained successors.

3. Evil effects of such a condition of things. In this manner, the carnage of errors goes on from year to year and from generation to generation. Our school system lacks organization as a whole. A large proportion of the individual schools are working in the same direction. A faulty organization leads inevitably to faulty management, faulty discipline, and erroneous methods of teaching. These defects in turn show themselves in the habits and character of the pupils. Carelessness, inattention, indifference, idleness, and misdirection of the mental and moral forces are among the deplorable results of bad teaching and mismanaged schools. And since "the child is father of the man," we may easily trace the disorders and crimes that occur in society back to their real sources in disorderly, mismanaged, and ill-taught schools in the hands of inexperienced and untrained teachers.

4. Fundamental importance of organization. The first step toward a good school is the organization of schools by wise and thorough organization. This is indispensable in every great undertaking. What is an army without organization but an undisciplined mob, unfit for effective operations and liable to be scattered to the four winds in the first shock of battle? What branch of business can be successfully prosecuted without organization, without a system, a well-devised plan? A school is no exception to this inexorable law. Young teachers and teachers of every description who would succeed, must study the principles of school organization, therefore, and learn faithfully to apply them at the very beginning of their labors.

5. Preliminary considerations. But before a school can be organized, it must first be secured or "engaged." Before an engagement is made, the young teacher should carefully consider the question of his own fitness for the work in general. Before he secures any particular school, he should seek fully to understand its condition as to the convenience of the school-house and furnishing; as to the apparatus and other material aids at hand; as to the studies pursued; as to its former state of discipline; as to any special difficulties that have previously occurred; as to the spirit of the people; and as to the character of the school officers and their disposition to support the teacher in his measures for the instruction and government of his pupils. In brief, a young teacher, and indeed every teacher, should carefully study the question of his adaptation to the particular position in view before engaging it. This is half the battle. "Look before you leap!" is a wise maxim in engaging a school, as well as in descending from a height. Let not your anxiety to secure a school over-balance all considerations of prudence as to your success in the venture. Many young teachers court failure in advance by attempting what is clearly beyond their power to accomplish. A small school in a pleasant, united district is the wiser choice for a teacher whose power has not been already well tested by actual trial.

6. Careful preparation. No teacher should seek a position unless conscious of the possession of solid attainments in the branches to be taught, and of some of the means, methods, and acquirements requisite to the organization and management of a school. Many of the examinations by superintendents are altogether too superficial and slip-shod even in respect to the literary attainments of teachers, while the question of their professional acquirements, either through special training, reading, or experience, is scarcely touched. No young teacher should be licenced who, in addition to a thorough knowledge of the subjects to be taught, has not carefully read at least one good book like Page's Theory and Practice, Rosencrantz's Pedagogies, Sheldon's Manual of Elementary Instruction, or some others equally valuable. If superintendents would specify that one or more of such books should be read previous to the examinations, and would make a thorough scrutiny of the candidates in order to test their knowledge of the subjects treated by the specified authors, the teachers of this country would soon be converted into a grand army of professional students, earnestly and honestly seeking to know that which is indispensable to their success. It ought not to be necessary to apply official pressure of this kind. Those who possess the true spirit of the teacher do not need it. Such will voluntarily seek those things which make for success. Desiring service in the public schools they will seek to merit it.

GENERAL PRINCIPLES OF TEACHING.

The following fundamental principles of education were presented by Superintendent Richard at the regular teachers' meeting at Alliance, Ohio, and attention called to the fact that they would be recognized in the work during the present school year.

1. Science is knowledge classified with respect to principles. Classification should, therefore, be a leading, study in every branch of school work, from the lowest to the highest. Mere fragments of knowledge, or knowledge independent of its relations, cannot be made the means of mental discipline, and the attempt to teach it will result in disgust and failure. If any new subject or lesson should be introduced with a preparatory drill by the teacher, showing just what is to be done, and how it should be done. The how should always precede the why. The why should naturally grow out of the how.

2. The teacher needs to make special preparation on each subject or lesson taught, however simple it may be; and the more primary the pupil, the greater is this necessity. The work of each recitation,—each day, needs to be laid out carefully with reference to the work of the term and especially with reference to its relations as suggested in No. 1.
5. Criticism of one another's errors by the pupils is one of the surest and safest means of putting them on their guard and arousing the latent energies of the mind.

6. Never do for a pupil what he can, with hints and suggestions, do for himself. The pupil will grow mentally no more by what the teacher does for him than he will, physically, by seeing his teacher eat certain articles of food.

He must learn, by practice, to work for himself, to solve his own problems, to overcome difficulties; to gain control of his own being. Otherwise his education is simply a farce, another name for imbecility and worthlessness.

7. In all classes let the teacher give questions and subjects for investigation and verbal or written report. Let the pupil learn, by actual practice, how and where to find the sources of knowledge.

8. The true order of mind-development is from the known to the unknown, from particulars to generals, from facts, experiments and observations to general truths. This is the true Baconian philosophy which underlies the whole science of teaching whether in the family, the school-room, the Sunday-school, the church, or on the stage. Art, for instance, problems should be solved, and the definitions, principles, and processes (rules) deduced by the pupils. This plan teaches pupils how to study, and how to investigate, which is the great purpose of school training.

9. As a corollary from the last, let it be remembered that to know how to know is more important than to know.

10. Study can and should be made a matter of positive pleasure, an overpowering delight, not a thing to be shirked and dreaded; and when this state is reached, the questions of truancy and tardiness will give very little trouble to the teacher or to the school.

THE CHILDREN'S VACATION LETTERS—A WORD TO PARENTS

Prof. L. W. Hart, Brooklyn, N. Y.

W e received a letter from Willie during his vacation trip, and we saw Allie write a short letter to a friend a hundred miles away. Willie's letter was excellent, and little Allie's just as promising as we expected at her age.

All over the country among our numerous readers, the children have been writing and receiving vacation letters to absent parents and friends, or from them, or under their eye while penning them. This opens the whole subject of writing letters, essays, articles, as a part of the school-work.

The parents examine closely the hand-writing of the child's letter, to see how much it has changed for better or worse, as a positive hand, during the past year. It improves ought to be very marked in all respects.

Next, they notice every misspelled word, one by one, as the letter is perused, and perhaps find some such which certainly have been right, because familiarly used, or easy to learn, or regular in formation; yet they are mortified to see such blunders in the letters.

Again, they observe the misuse of capital letters where not allowed, or non-use where required by all good usage. It strikes the parents' eye strangely to see such errors, and it impels the natural question, "Who did sin, this child or his teacher, that he makes such strange blunders?"

Or, next, the whole letter is one solid mass, without an idea of distinct paragraphs. Evidently the child does not know in rear use what a verse is, nor how much it has changed for better or worse, as a positive hand, during the past school year. The improvement ought to be very marked in all respects.

Once more, the parents find it all a mere mess—mingled by chance, as one topic or another came up successively. Arrangement is wholly overlooked, as if an unknown art to the novice.

And, last, the parent is compelled to feel that the child has no style yet formed, original yet polished; concise yet flowing; vigorous but not slangy; and hardly shows the rudiments of a tendency that way, and that, too, at the threshold of leaving school—wholly unprepared in this most vital part of education—the power to tell what we know, and in good style.

What then?

1. Not flare up and flame out at the child, which may have done all it was required to do. It is never best to pass sentence before full and fair trial and conviction on adequate evidence.

2. Not necessarily assign the teacher as the culprit, and belabor him severely. He may have done all that the trust required of him, or the course of study demanded—nay, all that it even permitted—for children of that age.

A credible story is told of a clerk in a French importing house in New York. The course of business one day brought a letter written with great elegance. One of the clerks admired the handwriting openly, and a partner of the firm heard him express his raptures. The partner asked the clerk, "Would you like to write as handsomely?" "Yes, sir, I would do or give anything in my power," was the reply. "Very well, sir, I will put you in the road. Here is the letter. Take it as your copy. Copy it one hundred and fifty times, doing your best every time. Here is paper, and you can take time every day. Number your copies of it, and by the time you reach the one hundred and fiftieth your handwriting will rival it." It proved to be the fact.

Two things may well be done, and brought to the letters, errors and all—to know whether it is according to the methods of the school, or directly opposed.

2. Ask teacher or trustees to take the matter up in the right way, as this branch of education outweighs any and every other except, perhaps, mathematics, for the real uses of after life. If neither of them will do any such thing, make a stir, rouse the neighbors, point out the evils, secure unanimous opinion, and revolutionize the wrong routine. The community will bless you as a public benefactor, and the children, above all, will hail you as the reformer who crushed the Gadzooks treadmilling.

A FAREWELL FROM SUPERINTENDENT PICKARD

WILL the Editor of the Weekly give me a nook for a word of farewell to Chicago teachers.

It shall be a brief summung up of the lessons of the past thirteen years.

Loyalty. Whatever has been the plans of your leader in the past, whether commended by your judgment or not, he has felt sure of intelligent support. The burden of failure he has ever been willing to bear, and the credit of success he as willingly shares with those through whom alone he could have achieved the success. Let the future, as the past, witness loyal support of your Superintendent in harmony of purpose and in unity of action.

Fraternity. You will remember that your trials are not peculiar to yourselves, but are common in degree, if not in kind, to all of like occupation. The sympathy you crave, it will be your delight to extend. Scan with the opera-glass, if you will, your fellows, but do not fail to invert the glass when a fault comes within the line of vision. Frequently you will be called to relieve a stranger to the place vacated by a friend of years. A hearty welcome will warm the stranger's heart toward you and give courage for earnest work. Practical sympathy ends in assistance by cheering words and helpful acts. Recalling the stranger's feeling you will hold out the friend's hand.

Individuation. What are in yourselves is your capital in starting. It would be unsafe to throw this capital aside, however small it may be. Be yourselves, emended, improved, enlarged as time passes, but still and ever yourselves. To act the part of another successfully requires marked talent and long training, and then the actor personates a character as conceived by himself. The garb of Hamlet does not conceal the personality of Booth, nor do the rags of Rip Van Winkle hide Jefferson. Barret, and McDade are none the less masters because of different impersonations of the same characters. There is no substance in an echo, and nothing but amusement in its fragmentary repetitions.

Growth. Stagnant individuality becomes extremely offensive. One may become hardened and dried in original form and thus be nothing better than an individual brick. The teacher who is not conscious of power this year of service and is ignorant last year can do his best work in penning a resignation. The limit of acquaintance with the details of the business of the work may be reached, but the limit of personal power over the inner life of the child is not reached until the possibility of improvement on the part of the teacher no longer exists, and your experience will lead you to substitute for the last qualified phrase the significant word "Never." Study, narrowed to the topics of instruction, is not productive of the best growth. Something outside of school work will engage the efforts of all who merit success. Not accretion, but assimilation increases power. Human growth, and, above all, mental growth is from within. Whatever calls the mental powers into exercise, strengthens them and at the same time facilitates their concentration upon the work immediately at hand. Seek eminence in one department of study, and you will the more surely succeed in the great end of all teaching, arousing to activity the mind of the pupil.

The meanest employment is ennobled by the spirit of the workman. The drudgery of any labor is relieved by the purpose of the laborer to strive for the attainment of the highest ideal possible to his work. The privations of winter, the toils of spring, and the heats of summer are forgotten in the enjoyment of the garnered harvests. Vagrant affection secures no friends and experiences no delight. Centered affection gives vigor to effort, satisfaction to desire, and rest to weariness. If circumstances are not suited to your choice, suit your choice to circumstances, until the latter can be changed or the former gratified. At all events, make the best of all and do your best in all. Lose the slave in the devotee.

Ambition. "Covet earnestly the best gifts." If there are places more de-
When vacant. No ambition is more laudable than that which concerns itself with improving one's condition by self-improvement. No contentment is more worthy than that which inspires the doing well of present duty because of its bearing upon a better future. Labor onward with an eye upward. First deserve the place you seek, and then openly and honorably seek it more worthy than that which inspires the doing member that there are higher and lower places within the limits of your daily determination to perpetuate it. There is no disgrace in failure if it be not too oft repeated, nor chronic in its toward the sun. Pursue reputation as an end and you may be sure of walk.

Elements in the composition of a character strength to individuality, stability to growth, steadiness to devotion, a curb to calm judgment, unswerving fidelity to truth, resolute purpose to do and to maintain the right, warm sympathy, generous forbearance, willingDickey. There is disgrace in yielding to failure as

It was to much interested in the investigation of the wonderful secrets of nature lived to face the hot vapor of any metal with which it is desired to plate. Consists in platmg 'the

"Essay to an Important Iscovery m elect,roplating. Briefly it

"Excelsior" IS

The twelve pages devoted to each state furnish a full outline of the favorite editor as to an author. While there are also many who do not approve of Dr. Anthon's notes as aids to the student who is under tuition, it cannot be student from becoming wholly discouraged and forever abandoning the study original text. It is of the inner life I would speak, and I would commend to you the possession of cool reason, calm judgment, unwavering fidelity to truth, resolute purpose to do and to maintain the right, warm sympathy, generous forbearance, willing self-denial, clear conscience, and, may I not add, intelligent trust in God—all of which are elements in the composition of a character which far transcends the best reputation.

"The Kentucky School Lawyer, or a Commentary on the Kentucky School Laws and the Rules and Regulations of the State Board of Education. By Howard A. M. Henderson, A. M., D. D., LL. D. (Frankfort, Ky.: Major, Johnston, and Barrett).—Dr. Henderson, the author of this volume, has been Superintendent of Public Instruction in the state of Kentucky for the last seven years, and has become familiar with the details of the state system of education, and the various difficulties and disputes which arise among school officers in his administration. It has been his aim in this work to give a full exposition of the school law in that state, and to furnish to all who have any official connection with the common schools, as well as to lawyers and others, a guidebook which will materially aid them in understanding the law and in the execution of their official duties. Among teachers in that state it must take a place by the side of the Teacher's Hand Book, for it contains a full exposition of the teacher's duties and privileges, as well as the duties of trustees.

The book has been prepared and printed without the usual exercise of care and taste in a volume of its size, but an early revision will undoubtedly remedy this defect.

American History for Schools. By G. P. Quackenbos, LL. D. (New York: D. Appleton & Co. Chicago: E. L. Lane, Apt., pp. 305.)—The author has profited by the experience of the past ten years. Comparing the work before us with the old, improvements are noticeable everywhere; the arrangement is more logical, hence more systematic; the style is more concise; the story is less encumbered by minor details. These are encouraging signs of progress. But why will text-book makers persist in taking a set of questions on every chapter? Are they not aware of the fact that stereotyped questions are worse than nuisances, and that none but poor teachers ever make use of them? The book is profusely illustrated; in fact, too much so. Such illustrations as those on pp. 174, 179, 301 might well be omitted. The maps are numerous and of a good quality; the paper, type, and binding are above criticism. We venture to say, the book will make friends among teachers and students.

Pamphlets Received.

The Educational Weekly.

STATE DEPARTMENTS.

EDITORS:
California: E. A. TAYLOR, State Superintendent.
Minnesota: R. H. ANDERSON, State Superintendent.
Nebraska: J. H. ATKINSON, State Superintendent.

EDUCATIONAL NEWS—Home and Foreign:

Chicago, October 11, 1877.

Minnesota.

The Chaska independent school district has purchased the Moravian school house—consideration, $1,500.—The opening of Carleton College exceeded the most sanguine expectations of its friends as to the number of pupils who presented themselves. Later, the number will increase.

The names of ninety-seven students have been enrolled on the books of the Minnesota Academicians. As the teachers have come from other places, Twenty-four more desks have been ordered for the study room, and another teacher will be employed. The foundation for a library has been laid. The student body will consist of students from many counties, in any state. From the first place, we wince somewhat at the idea of the cost of the university this term at $350. Students are in attendance from Dartmouth College, Michigan, Harvard, and Oberlin universities.

Iowa.

Nearly seventy-five normal institutes have been held in this state during the last three months. The attendance has been better than any previous year, and the degree of interest in the exercises and public service has been extremely gratifying to the friends of the system. Specimens of the teachers who have attended, exchanged their impressions, and the result of their study has been published in the different normal schools. The resulting influence upon our schools cannot fail to be the highest degree beneficial. It will be increasingly seen and felt, by teachers and pupils, that the work of the normal institute is in every case followed by rich fruit, and such will continue to be the result of the enjoyment of all the advantages that will attend to the preparation of normal instructors to the county and for the sake of the earnest student.

It is not strange that the opinionative trait clashes the most in society; and the expression is one of the most refreshing, delightful, and lovable class of society. A. A.

Michigan.

The collegiate year of the State University opened on the 24th of September. Up to the 27th, 179 applicants for admission to the freshman class had been presented, and 140 received. The number of entries in the Law and Medical departments is greater than at the same date last year. Prof. Langley's chair having been vacated, the position has been filled by his appointment to his department of general chemistry. Prof. Wead, a graduate of the University.
C. He is undoubtedly one of the ablest super-

Winconsin.

Ohio.

T he public schools of Lincoln, district No. 1, Lancaster county, started on a new school year with the opening of Wester 60 pu-

The result of the consolidation of the Ohio Wesleyan University and Ohio

Wisconsin.

B ut a short time since, we had the privilege of spending a day at the White-

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ILLINOIS.

The Southern Illinois Normal University has opened with an increased attendance of both students, thus enlarging very considerably. In both the departments—Normal and Preparatory—the second week shows 181 enrolled. The class to graduate count 19. All of these may not succeed, as a few, who have been compelled to support themselves, have returned for the session. The work given in the higher course is burdensome to carry. The grades of examinations were at least twenty per cent higher than at either of the other years. This advance is particularly noticeable in the orthographical line, to which the school has been obliged to devote a portion of its early energies. The grammatical papers are largely better and the teachers think they discover a long stride in improvement in speaking English correctly. Two feature performances emphasized only slightly have been permanently established—an English Literature course, given by Principal Platt, and a parallel course, given by Professor Cope, in a postgraduate style by students in the higher classes.

The work was taken by the schools to prepare exhibits. The work was a new one and the presentation by the schools, although in a narrow way, was one of great success. The work was done on the blackboard with name and age of every pupil and time consumed in drawing, written to each map, and then a photograph was taken of each one, by our well known photographer, W. H. Immke, and these were then neatly arranged and framed. The drawing was finely executed and showed great skill and ability in the pupils. The examination papers, like those of the Princeton High School, were neatly bound, and exhibited thorough, careful, and excellent work. The papers of the school should congratulate themselves on having secured the services of so eminent, so thorough, and so persevering a superintendent as is Mr. Wilkinson. To this school was awarded the premium for the best general exhibit, also the premium for the best letter writing.

The exhibit from the Walnut Graded School, prepared under the directions of Mr. G. P. Peddicord, as principal, was neatly arranged in two separate portfolios. The work showed care and thoroughness, both on the part of the pupils and teacher. The maps were finely executed, taking into consideration the time consumed by each pupil. To Mr. Peddicord was awarded the premium for the best arranged programme.

We are obliged to omit a considerable portion of the article, but the ungraded schools were well represented, and the work is said to have been excellent in character, and some of it in unique design. The article concludes as follows:

"The exhibit, taking it all in all, was a grand success, a fact fully attested by the unprecedently large attendance on 'school day,' and to this incomparable achievement, besides the promise of better time to come. The school is certainly a power and is growing in favor among the people."

Supt. Smith of Clay county, sends the following items: The graded school exhibited what came from Minnie Nelson, on John T!! Hall; Flora; John S. McMackin, Louisvile; R. Cope, Billie Groove; S. Hastings, Ingham; George H. Page, Clay City. The Clay county Teachers' Association will meet in the Flora school house on Saturday, October 20. The following will be presented and discussed of same by the Institute: Grammar, by Prof. Scott, of Xenia; Discussion—How shall we keep up interest in schools? opened by Prof. Hall, of Flora. Will other superintendents imitate Supt. Smith in this line of work? We wish the principal the best of all success, in the completion of his ambitious work.

"The Buda school is ahead once more, receiving the blue ribbon on the general display and letter writing, in the exhibit at the fair. This is an event of which our school and citizens may well feel proud. We think they ought to be given three hearty cheers. If we are not as large as Princeton, and our school building is not so showy and large as in other places, we rank as high as any of them. "Stick a pin that. Again we say, three cheers for the Buda school."—Bureau County Republican.

We give considerable space to the following description of the Educational Department of the Bureau County Fair. The article is taken from the Bureau County Republican.

"The prime mover of the enterprise was our wide-awake county superintendent, Mr. Jacob Miller. The society, falling in with the idea, appointed him president. Boltwood and Paddock a committee to arrange a premium list. The list was read and passed last December, but for some time now steps were taken by the schools to prepare exhibits. The work was a new one and the schools not understanding had the feeling that they could not do anything. Finding that besides securing the offer of premiums he must secure the presentation of exhibits, Mr. Miller set about preparingfor exhibiting. He perused the catalogues of every number immediately on receipt of the next number, we will re-mail it free. Always give the number of the paper, the date.

-County superintendents in Illinois and Iowa, and one or two in Kansas and California, seem to rival each other in the number of new subscribers they can procure for the WEEKLY. We notice that such are the most popular at home.

-We have a few of the Regents' Questions, in pamphlet form, twenty-five cents each, which we will mail to those first ordering. Subjects—Arithmetic, Geography, Spelling and Penmanship, each separate.
-Old soldiers.—Inter-state Quartermaster's office.
-Maynard & Noyes' ink is one of the oldest and best of Boston notions. The West acknowledges that.
-Teachers who wish to subscribe for the WEEKLY in clubs should do so at once, as we shall revise our clubbing rates January 1. The especially low rates offered will not remain long.
-Let all who would like to have the first number of THE PRACTICAL TEACHER sent them for examination with a view to subscribing, send their names at once to the publishers. The first number will be mailed free, and if a subscription is ordered it will begin with the volume, November, 1877.

I am much pleased with the WEEKLY, and think it should be in the hands of every teacher.—John E. Corrigan, Cedarburg, Wis.

I am very much pleased and gratified with the WEEKLY, and congratulate you on its success.—Prof. H. B. Buckham, Buffalo, N. Y.

I shall not think of doing without it.—J. P. Kermohan, Galesburg, Mich.

The EDUCATIONAL WEEKLY comes to our desk well laden with good things for the teacher, the patron, or the student. It is becoming a leading journal of the United States.—Inter-State Normal Monthly.

The WEEKLY is well liked by all our teachers who are subscribers.—Prin. Lewis Funk, Bay View, Wis.

It seems to be growing better every week.—F. T. Old, Lanark, Ill.