THE EDUCATIONAL WEEKLY.

THE UNION OF

The Michigan Teacher, Michigan.
The Illinois Schoolmaster, Illinois.
The Nebraska Tracer, Nebraska.
The School, Michigan.
Home and School, Kentucky.
The School Reporter, Indiana.

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CHICAGO, THURSDAY, NOVEMBER 1, 1877.

Editorial.

The evils of the small district system in the organization of the country schools have been amply demonstrated by our past experience with that system. Such districts must, in most cases, be very weak financially. Financial weakness carries with it every other kind of weakness in the administration of school affairs as well as other affairs. It implies weak, because inexperienced teachers. It implies ill-planned, ill-constructed, and poorly furnished school houses. It implies a want of needful apparatus, books, and other material aids to instruction. It implies poor teaching, a lack of interest among both parents and pupils. It implies an inadequate preparation for the voyage of life, and presages failure and disaster while a wise and generous system of education would be a prophesy and pledge of a successful and prosperous career to thousands of ingenuous youth. The constant changes in the boundaries of these districts and the strifes and contentions which too often give rise to them tend to perpetual instability and endless embarrassment in the administration of great interests demanding the utmost harmony of effort and unity of purpose among the people.

With the inauguration of the township system comes the possibility and the promise of a new and better order of things. Concentration takes the place of dispersion. Weakness is replaced by comparative strength. A multitude of incompetent officers chosen by districts give way to a few more intelligent and capable ones chosen from the entire township. A proper gradation and arrangement of the schools are secured. Competent teachers at better rates of compensation take the places of tramps ready to "keep school" at any price. School houses are erected at the expense of the township and located to suit the greatest convenience of the inhabitants and without regard to arbitrary district lines. Primary and intermediate schools are so placed as to be easily accessible to the younger children, and higher schools are established at the centers for pupils of the more advanced grades. In this manner most of the essentials of a compact and efficient organization may be realized and the schools of the rural districts be made to approximate more nearly to the necessities of the country for a higher order of citizenship as well as of productive skill in the industries of life.

But in addition to those changes in the plan of managing the schools of the rural districts, other measures are needed looking to a more complete coordination of the whole system from the lower primary to the high schools and universities. A course of study, carefully adjusted to the different grades and especially adapted to the wants of the people at every step, should be adopted and enforced. In most of the country schools there is literally no course marked out and none is followed. To a great extent each child is permitted virtually to select his studies, and he is quite certain to choose precisely those for which he is unfitted. Fifth and Sixth Readers are frequently found in the hands of those who need a thorough drilling in the Second and Third. Algebra is attempted by children that are ignorant of the first principles of arithmetic. Natural philosophy is attempted by those who cannot compose a page of respectable English, write a promisory note, or balance a simple cash account. Latin is rendered a dead language in a double sense by hundreds who ought to be striving for a mastery of the living mother tongue. There needs to be an intelligent and authoritative adjustment of studies for these lower schools, and equally authoritative tests to determine that they perform the work assigned them faithfully and well.

To this end an Educational Service Reform is indispensable. School officers of every grade should be chosen, on competitive examinations. Intelligence and experience in educational affairs should form the basis of appointments and elections to places of responsibility and trust in every part of the system. In other words, the great and paramount interests of education should be guided and controlled by educated educational men and women. The principle governing the case is that no branch of business can be wisely and profitably served except by those who understand and are familiar with it. This principle is recognized in respect to private affairs. The intelligence and skill which training and experience alone can give are sought and adequately compensated in all those trades, professions, and callings in which great pecuniary profit and loss are involved. Why are they so generally ignored in the higher service of moral and intellectual culture, the basis alike of all true individual happiness and of public order, progress, and prosperity? The application of these ideas to the administration of our educational service can be secured only through a higher order of school legislation. Such legislation seems possible only through a more enlightened condition of public sentiment to demand and sustain it. And here again we need enlightened and zealous leadership, which can be realized only through a wiser and better mode of selecting school officers and teachers. This may be effected as before stated by means of competitive examinations and an adequate compensation for services skillfully and faithfully rendered.

The tenure of office, whether for teachers or those who serve the cause outside of the schools, should be certain and stable while the duties are efficiently performed. The uncertainty of this ten-
ure, especially for teachers, combined with their inadequate and illiberal compensation, is one of the most glaring evils in the American system of education. In this vitally important matter we are far behind nearly all other civilized nations that are building their civil administrations upon the universal education of the people. Indeed, this weakness has attracted the attention and provoked the strictures of many eminent foreigners drawn to our shores by the centennial exposition of last year. Our own most thoughtful and intelligent educators see and feel it and would gladly remedy the evil were it in their power. How the task is to be accomplished it is not difficult to discover. It must be brought about through that discussion and agitati

The mightiest force that ought to be operative throughout the republic to-day is a sentiment of thorough liberality and loyalty toward that common school system that is conceived to be the basis of republican institutions. What is most needed is an intelligent and hearty appreciation of the means and agencies required to make that system effective for the grand purpose of giving to every child that training which is to make him a good citizen, a good neighbor, and a good man in all the varied relations of life. Divided counsels will never educate the whole people nor save the free institutions of this nation. A statesmanship that is more devoted to party than to country can never redeem, regenerate, and disenthral that country. A half organized, half administered school system can never make education universal nor return to the people an adequate compensation for the expenditures incurred in its behalf.

A radical error in the system of public school education in large cities is a tendency on the part of the teachers to put aside teaching—or to smother it in an observance of rules, regulations, examinations, exercises, etc., which consume much of the time which ought to be employed in giving instruction. Pupils are not taught enough;—they are compelled to learn, if not at school, (and generally there is little time left for that there), then by having home tasks imposed upon them, which ought never to find a place in the curriculum of a child's school work. If the hours allotted to school each day do not afford sufficient time in which to accomplish a reasonable amount of teaching, then they should be extended. The school-room is the place where pupils should learn their lessons, where the instructor has the facilities of blackboard, maps, charts, and books of reference. School teaching is degenerating too much into school keeping. It is not teaching a pupil to send him home at the close of school with directions to prepare his lessons and to write numerous exercises of doubtful utility to be presented the next day. After a child has spent five or six hours of a day at his school, he should be left entirely free from school tasks till the next day. School will not then be regarded so much as a routine of drudgery, and the love of learning will not be so often killed out by an attempt at its unnatural and forced cultivation.

The improvement in the condition of the crops this year, and the general anticipation among all classes of people of a steadily improving condition of trade, have already given some token of good results in the increased number of students in attendance upon collegiate institutions and normal schools. Although money in hand may be scarcely more plentiful, yet many parents have nevertheless taken advantage of the opening of the schools, and have, like well-trained patrons, permitted their sons and daughters to be present at the opening of the term. Many others, especially the farmers, are yet waiting to complete the fall work, and perhaps make some sales of wheat before patronizing the schools. At any rate the increased attendance upon the schools is significant not only of an improvement in the present and prospective financial condition of the country, but to some extent of an increased interest in such education as the schools are supposed to furnish. The most gratifying feature of this increased patronage of educational institutions is that the normal schools in particular are swelled to overflowing, though their own number is every year increased. This gives hope of a higher grade of talent in the teaching force of the country. The school taught by an untrained teacher should be the exception, and should be met with only in the most remote districts. The day seems to be approaching in this country when the profession of teaching shall be recognized as the high and noble vocation which it really is.

The Popular Science Monthly for September, in its notice of Johnson's "Oriental Religions—China," takes occasion to make an attack on the American school system, and especially the graded school system of the West. "It is of but little use," says our critic, "to talk to Americans about education anywhere else in the world; yet, as we are rapidly sliding into the Chinese system of education by state control, our people might profitably look into the working of that system where it has had prolonged trial and worked out its legitimate consequences." We may pass the implied charge of educational bigotry with a simple challenge to the writer to point to any people on the earth who have shown themselves so ready to study foreign educational systems, and to accept light from all sources. Lancastrianism, Pestalozzianism, Fröbelism, have all been imported in turn, and have had their run; foreign school books and apparatus have been welcomed, and foreign schools have been imitated, sometimes to our cost. The German universities have no more earnest eulogists than in America, and they may almost be said to be crowded with American students; we have copied with readiness their polytechnic and art schools, and have even imported their teachers, and praised them as if they must necessarily be better than our own.

But what shall we say to the charge that "we are rapidly sliding into the Chinese system of education by state control?" Is state education unknown in Europe? Did our forefathers borrow it from China, or bring it from Europe? Are our public schools any more state schools than they have always been? And is there a single feature of our system which peculiarly resembles that of the Chinese? Are our schools alike in aim, in method, in studies, in public or private relations, in work or results? What does the writer mean? Perhaps we might guess.

Our critic continues, "in these schools,"—the Chinese,—"even organization holds an inferior place to the mere act of 'repeating after the teacher, each by himself, in a shrill voice, rocking to and fro.' This perfect image of automatism is not without resemblance to the arrangements into graded classes, so much admired in our western school systems, and to those arts of reading in concert which are believed to have such virtue in our democratic culture." He quotes Mr. Johnson's work as pronouncing a similar condemnation of these "processes of an excessive organization, so widely admired in the public schools of America." It is truly unfortunate that neither Mr.
Johnson nor his American critic should know so little of the true character of our western schools. It is not to be denied that our graded schools, like all others, have a tendency to run into formalism; but so has everything else that is human. Yet this is by no means the general, or even the worst fault of our schools. Western people are the worst material in the world to make formalists of; and western schools, of all others, are the least given to formalism. Their fault is that of a crude independence which refuses to follow, as much as it ought, even good examples. No part of the country can present so many original types, not always indeed commendable, of either the common schools, or of higher institutions of learning. As to the "reading in concert" which so frightens our critics, in how many schools is it practiced at all? And in how few is it practiced to that moderate extent to which it might be used with the greatest advantage? And to compare the American "reading in concert" to the Chinese concert recitation of the syllables represented by the thousands of characters of their written language, this is too bad to be endured. Who can blame the poor Chinese teacher for resorting to the concert system to teach not twenty-six letters such as we have, but several thousand syllabic signs? How can he do better? Nor do we believe that the peculiar stereotyped character of our Mongolian brethren is due to their concert reading. Our private opinion is that it is due to their enormous pig-tailed cues. We commend this theory to the Editor of the Popular Science Monthly.

Contributions.

HALF HOURS WITH PLANTS: OR HINTS IN BOTANY.

IV. A LESSON OF THE LEAF.


"Leaves have their time to fall."

W E remember the maple leaves of spring, how we gathered them from the pretty trees, casting off the little river bridge, when they were young and green. How tender and thin they were; how beautifully fresh and bright, just growing in the warm sweet air of May. The gentle atmosphere of spring unfolded all the tiny young leaf-clusters which had burst from their close winter coats, wrapping them so kindly from killing cold, and they came forth with sunshine and breezes to grow, and clothe the whole forest with foliage, and make every wayside and home beautiful. But the leaves were not made for the delight they give us, alone. Like all God's gifts to us, they have a purpose, and many uses. Perhaps the children never thought the leaves of any use to the tree itself,—perhaps they never thought of that, at all,—and yet, the the tree could not live and flourish from blossom to fruitage time without its green leaves.

In the first place it breathes through them. Every leaf has numerous little breathing pores upon either its upper, or under, or both sides—oftenest upon the under. They are very, very small; invisible to the naked eye; so minute that the lillac leaf has 166,000 to the square inch, all on the under side. Did you ever read of the magnificent Victoria Regia water lily discovered by Sir Robert Schomburgh, on the first of January, 1857, and described by him as he then saw it growing wild in "a currentless basin" (what did he mean by that?) of the far away river Berbice in Guiana? Who can tell me where Guiana is? This plant has since been successfully transplanted to the Royal English Gardens of Kew, and the Crystal Palace, at Sydenham, etc., and if you ever go to England you may see its splendid flowers, and leaf, with your own eyes. It has a most wonderful leaf, six feet in diameter. How should we measure that great leaf to get its diameter? It is salver-shaped, with a broad turned-up rim round the margin, five or six inches high. Within, it is of a light green color; on the outside, of a bright crimson. This under surface rests upon the water, so it has no need of any breath-pores upon that side, but on the upper surface it has millions of them. Some other time I will describe this magnificent plant, with its beautiful white and rose colored lilies, so large and fragrant, for it is very wonderful in every respect, and worthy to be named for Queen Victoria herself.

But the common leaves we look upon, those of the rose bush, and the little herb, and the maple tree, are no less important to their plants than the great Victoria Regia's to its life.

Plants are also fed through their leaves (as well as their roots) which know how to take and use through their delicate vessels what they were made to receive from the sunshine and moisture. These movements are hidden, but always remember there is a life that God alone could create and sustain, as wondrous and admirable as our sun, going on in the framework of every plant, and as you grow older and wiser, you can be led to understand more of its operation and perfection.

Another use for the leaves is to protect the flowers and fruit. A tree or plant with tender bloom or fruit upon leafless naked branches would have but frayed, and scorched, and wilted blossoms, and blasted, wind-shaken fruit, besides looking very unsightly. But now the summer is over, the blossoms are spent, the fruit crop is gathered, and we are come to the season when our plants and trees have done with their leaves, for winter is a resting time for the forest and garden, and as the summer brings cast away their leaves, we say it is the fall. Did you ever think before, that means the fall of the leaf? It is a very beautiful thought, and not all sad, when we consider how beneficent and loving is our Father, who makes each season, by what we call the laws of nature, perform its work so admirably. We know the lively colors many leaves take on, ere they die and drop away. For here is our maple cluster, touched with so many shades of yellows, and reds, that no painter could imitate its hues or arrangement of colors. The hand that laid them was indeed divine. The walnut grew golden brown, the honeysuckle blushed, and the poppy was yellowing, long ago; but this beautiful study of the colors we must also leave for another time, only we will still save our bright autumn leaves to make the winter rooms delightful, in frames, festoons, and groups, as days grow barren.

As the cold winds sweep, they will help the trees cast even the sere and russet leaves, which are then not wasted, for they shelter many low lying barley plants; some that bud before and for the spring time, like the dear May-flower, or hide away like the evergreen Christmas wreaths; and in decaying, they enrich the spot upon which they are cast, and help make the life-giving soil of future forests.

CAUGHT AT LAST.

Prof. Easterday, Carthage College, Ill.

LONG was the time that two blood-stained associates escaped detection. Vigilant, too, as the famous "Pinkertons" were the watchmen in pursuit. Since the fugitives had been overtaken it does not appear either that any great effort had been put forth by them to avoid discovery. The facts connected with their apprehension, and their previous perambulations, are full of interest. It is now well known that every day and every night, without a single exception for centuries more than three score, they had with perfect impunity ventured far out from "the rock of their defense." Nor was the watchman's post deserted during an instant of this time. Adam gazed from the hill-tops of Eden, and Noah from the summit of Mount Ararat. Babylon, Egypt, and Greece, each furnished her full quota of watchmen. The pursuers had been in all countries of the earth. They have watched by day and by night from the plains of Sinhar, from the temples of India, from the pyramids of Egypt, from the burning deserts of Arabia, from the east and the west, from the north and the south. Copernicus, Tycho, Galileo, and Kepler, in their respective times, kept their vigil most unimpeachably.

The distinguished honor, however, was reserved for a citizen of our own favored country. The arrest was made in our country's happy capital, in the stillness of a midnight hour, when the city's din had ceased, and the very earth seemed to be holding her breath in delightful anticipation. For more than six thousand years the wanderers had defied the skill of all humanity. In these multiplied ages not a single glimpse of them had been caught. No wonder, then, that the announcement of their sudden apprehension startled the world.

It was on the night of August 16, 1877, that Prof. Hall, of the Naval Observatory at Washington, by the aid of his huge refractor, discovered the first of the two moons of Mars. This brings to mind that it was on the night of January 8, 1610, when Galileo, by the aid of his "spyglass," discovered the moons of Jupiter. Such must indeed be occasions in men's lives in which they "live years of wrath enjoyment in a moment."
It is true that the circumstances of the occasion of this discovery were unusually favorable. The earth, in her journey around the sun, was almost precisely between the sun and Mars. Mars, too, was near that point of his orbit which is nearest the sun, whilst the earth, happily, was near that point in her orbit which is farthest from the sun. All these conspired to bring the earth and Mars unusually near to each other. Besides this, Prof. Hall was armed with a magnificent telescope.

Among the many advantages which this discovery affords to science is the means it furnishes by which to determine with precision the mass of the planet Mars. It is readily seen that, having given the distance of a moon from the planet around which it revolves, and the time of its revolution, the centrifugal force may be accurately computed. This centrifugal force being necessarily counterbalanced by the attraction of the planet, and the distance through which the planet acts being known, the exact amount of matter in the planet is determined.

In case of planets destitute of moons, the mass can be approximated by tedious calculations based upon their power to distort the orbits of their nearest neighbors. By such means, long unmanageable, the mass of Mars had been concluded to be a very little more than one-eighth of that of the earth. It is now found that his mass is certainly a very little less than one eighth of that of the earth. The smallness in the difference of these results is a most extraordinary compliment to the accuracy of previous observations and computations.

Usually it takes far greater optical power to make a discovery than to verify it; yet there are few instruments in the world by use of which this wonderful discovery may even be verified. The moons of Mars are quite diminutive, and the distance from their Martian commander at which they perform their silent evolutions is comparatively very small. The time of revolution of the earth's moon is about twenty-seven days. The time of revolution of the more distant moon of Mars is about thirty hours; and of the less distant the time is remarkably nearly one-fourth as great. The discovery of these satellites must ever rank among the grandest scientific achievements of the nineteenth century.

COLLEGIATE EDUCATION FOR WOMEN.
SECOND ARTICLE.

Prof. S. H. Carpenter, University of Wisconsin.

It is unfortunate for the speedy and conclusive determination of the question of identical education for women that prejudice is so ready to jump to a predetermined conclusion. But while there may be fault on both sides, we think the inertia of conservative prejudice that frowns upon this discovery may even be verified. The moons of Mars are quite diminutive, and the distance from their Martian commander at which they perform their silent evolutions is comparatively very small. The time of revolution of the earth's moon is about twenty-seven days. The time of revolution of the more distant moon of Mars is about thirty hours; and of the less distant the time is remarkably nearly one-fourth as great. The discovery of these satellites must ever rank among the grandest scientific achievements of the nineteenth century.

Observation: We introduce in this number, ich sehe, ich; du siehst, du; die sieht, den, weshalb, weshalb, welche, welche, wessen, welche, welche, dazu, die, das, das ist, das ist, das ist das, das ist der. 

The teacher looks at the right thumb and says distinctly, "Ich sehe den Daumen; ich sehe den rechten Daumen." I see the thumb, I see the right thumb. "Karl, siehst du den Daumen?" "Ja, ich sehe den Daumen." "Siehst du den rechten Daumen?" "Ja, ich sehe den rechten Daumen." 

The teacher, holding up the left thumb, asks: "I see the thumb, I see the right thumb. "Karl, siehst du den Daumen?" "Ja, ich sehe den Daumen." "Siehst du den rechten Daumen?" "Ja, ich sehe den rechten Daumen." 

Now the teacher, holding up the left thumb, asks: "Maria, ist das die linke Daumen?" "Ja, das ist der linke Daumen." "Siehst du den linken Daumen?" "Ja, ich sehe den linken Daumen." 

Pointing with the right thumb to the extended fingers of the left hand, he asks: "Ist dies der linke Zeigefinger?" "Ja, das ist der linke Zeigefinger." "Sind diese linke Mittelfinger?" "Ja, das ist die linke Mittelfinger." "Ist dies der linke Ringfinger?" "Ja, das ist der linke Ringfinger."
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dies der linke kleine Finger?" Now the teacher asks: "Ist dies der rechte Zeigefinger? der rechte Mittelfinger? der rechte Ringfinger? der rechte kleine Finger?" The pupils repeating in concert, if you please, will say, "Das ist der rechte Mittelfinger;" "Das ist der rechte Zeigefinger;" "Das ist der rechte Ringfinger;" and "Das ist der rechte kleine Finger?" (Mind, in all this work no English word is heard, all is motion and seeing).

We may now safely introduce the word zuechters, which, holding up the right-hand, the teacher may ask: "Welcher Hand ist dies?" Reply: "Das ist die rechte Hand." "Lena, siehst du die rechte Hand?" "Ja, ich sehe die rechte Hand." "Fritz, welche Hand siehst du?" "Ich sehe die linke Hand." Holding up the right arm, the teacher asks: "Welcher Arm ist dies?" "Das ist der rechte Arm." "Ist dies der linke Arm?" "Ja, das ist der linke Arm." (Answoorten Alle im Chor, all answer in concert). Again: "Ist dies die rechte Faust?" "Ja, das ist die rechte Faust." Holding up both arms the teacher asks: "Edward, sieht du zwei Arme?" "Ja, ich sehe zwei Arme." "Lena, siehst du zwei Hände?" "Ja, ich sehe zwei Hände." Heinrich, siehtst du zwei Faust?" "Ja, ich sehe zwei Faust." Now the teacher may ask further, "Ist dies die rechte Faust, oder die linke Faust?" "Das ist die rechte Faust," or "Das ist die linke Faust." Holding up the right and left arm in turn, the teacher asks: "Gretchen, ist dies der rechte Arm?" "Ja, das ist der rechte Arm." "Ist dies der linke Arm?" "Ja, das ist der linke Arm." The class now answer the questions in concert, as follows: "Siehst du den linken Zeigefinger?" "Ja, ich sehe den linken Zeigefinger." "Welchen Zeigefinger siehst du hier?" "Ich sehe den rechten Zeigefinger." "Welchen Arm siehst du hier?" "Ich sehe den linken Arm." "Welche Faust siehst du hier?" "Ich sehe die rechte Faust da." "Welchen Daumen siehst du hier?" "Ich sehe den rechten Daumen da." "Welche Hand zieht siehst du hier?" "Ich sehe die linke Hand." As an introduction to the next lesson, the teacher may now barely introduce: "Ich habe, ja; hast du auch? Hast du die?" The teacher stretching out both arms, says, "Ich habe zwei Arme; Karl, hast du zwei Arme?" "Ja, ich habe zwei Arme." Looking at both hands, the teacher says, "Ich habe zwei Hände; Lena, hast du zwei Hände?" "Ja, ich habe zwei Hände." All the class now repeat in the concert, but each pupil for himself, "Ich habe zwei Zeigefinger, zwei Daumen, zwei Hände, zwei Fauste, zwei Arme," etc., etc.

CHICAGO NOTES.

At a meeting of the Board of Education Oct. 25, the revision of the rules of the Board was discussed. A notable amendment proposed is that it shall be the duty of the Assistant Superintendent to report to the Superintendent, and never independently; also, that the time of electing employees of the Board, the Superintendent and the Assistant Superintendent, the Supply Agent, the Attorney, and the School Agent, shall be changed to the second Thursday in January.

Albert G. Lane was nominated by the Republicans for superintendent of schools of Cook county. Mr. Lane has once held that position, and, if elected, will prove an efficient and able officer. Mr. George D. Plant, the present incumbent, was nominated by the Working-men's party and by the Democratic party.

The following correspondence will need but a word of explanation. A few days ago Supt. Pickard was called upon at his residence by Prof. Howland, Zeldelief, and Heywood, who presented him, in behalf of the teachers in the public schools, a costly gold watch and chain. Though taken by surprise, Supt. Pickard accepted the gift with that cordiality and grace which have been characteristic of his intercourse with the teachers for thirteen years past.

ADDRESS OF PROF. HOWLAND.

Mr. Pickard,—We have called upon you this afternoon at the request of the teachers of our public schools, who desire to present you, through us, some material memento of your life and labor with us.

You may rest assured that it has been wrung from no unwilling, nor persuaded from reluctant hearts, but is given in glad and grateful recognition of the hours made golden by your wise and kind supervision.

Your broad and generous views of the aims and means of education,—always quick to apprehend and provide for the new needs of our ever-varying civilization, ever commanded our respect, the never-tiring zeal and fidelity that marked your work, and the purity of your life, were our love.

The old dial with its inscription,—"i mark the hours that shine," would poorly symbolize what we wish to express. Too often have the hours of history and of life been counted by the darker shadows that have fallen on them. But it is in the hours of gloom, like those when your house was converted into a workshop, and yourself and family into devisers and dispensers of comfort and cheer, and hope to many a needy and despairing soul, that we trace the course of the true man by the light of his golden deeds.

Having been so long guided by your counsels, sustained by your sympathies, and inspired by your presence, we feel that we can return to our labors with renewed cheer and confidence, knowing that you are near in spirit to our hands.

And it may often remind you of the many, many beating hearts that you have bound to yours in closer and more enduring bonds than links of gold.

Supt. Pickard.

Mr. HOWLAND AND GENTLEMEN:—That you have taken me entirely by surprise, a glance at my garb will suffice to show. During my hours of leisure I have assumed the guise of a workman, and, if I may say so, a workingman. But, sir, you need not be told that under a rough exterior beats a heart warm toward those who have honored me with their gift. You have found me off guard, and I know not how to meet and in which hour you have certainly awarded a penalty fully adequate to the crime. I admit that for once the teachers of the city have turned the tables upon me and I am subject to their commands.

This token of esteem is the more valued, since, as you have told me, it is the voluntary gift of over seven hundred true friends.

I thank you sincerely for the manner of its presentation. Without parade, it comes to me as I could have chosen had I been consulted, in the quiet of my home, in the presence of the wife of my youth, and of the daughter of our love, who appreciate, not lightly, the friendship this gift symbolizes.

Truly have you spoken of the dark days we have passed together, but to me the shades bring into prominence the lights of the picture.

Trials purify characters, and in the hour of trial true friends whose remembrance of us is the more valued, since it is that we will turn to our advantage, and have bound to yours in closer and more during bonds than links of gold.

The following testimonial from the Board of Education will explain all.

To the Hon. J. L. Pickard.

Dear Sir:—At the regular meeting of the Board of Education, held Sept. 13, 1877, the following resolution was adopted:

Resolved, That a committee of three be appointed by the Chair, whose duty it shall be to prepare and have presented to our late Superintendent, J. L. Pickard, expressing our high appreciation of his eminent services to the school system of Chicago during his long term of nearly fourteen years, of our unqualified respect for his character as a gentleman and scholar, and assuring him that our good will shall follow him into whatever sphere of usefulness he may be directed; such testimonial, when prepared and signed by the said committee, shall be handed to the President, and, with his signature, be presented by him to Professor Pickard.

In compliance with the above resolution, we take great pleasure in expressing to you the great measure of respect, confidence, and good will in which you are held by the Board of Education.

You have held the position of Superintendent of our public schools for thirteen years, during which time the membership of the Board has been changed many times, and men of various shades of education, thought, character, and political views have occupied its seats. We consider it as the best commentary on and compliment to your character and abilities that during this period the changes in the board have been made in the uniform esteem and respect in which your services and your opinions have ever been held by them.

We also, that the city of Chicago is largely indebted to you for the present degree of perfection of its school system, which we believe to be unsurpassed in this country. Your acknowledged great abilities as an organizer, disciplinarian, and scholar, together with your intimate acquaintance with the individual ability and want of all the principals and teachers employed under you, have assisted you to make your work most successful, and now you may proudly see in the public school system of Chicago a beautiful, symmetrical, and almost complete edifice as your request to the city.

We are pleased, also, to assure you that you have succeeded to a great and acceptable degree, which is indubitable, in retaining the respect and regard of the Board of Education, and of the principals, teachers, and scholars, and that these sentiments follow you, in full measure, in the retirement from the position you have so long and so honorably filled. Wishing you health and great success wherever that may be, we remain true to your friends.

D. S. Covert.
Isaac N. Arnold.
F. P. Smith.

W. K. Sullivan, Pres. Board of Education.
We took the Monday morning train to Washington Heights. A fine public school building stands a few rods west of the rail-road. Three teachers are employed to guide the youth up the “shining hill of science.”

The principal complains of over-work; the assistants speak of pleasantness and peace. Having charge of the assembly room and at the same time giving class instruction is the result of unwise arrangement. The teachers’ reading room, in care of Miss Lucy Gordon, is supplied with the Weekly.

Blue Island.—At this place we received a hearty welcome from that good-natured, jolly man—Prof. M. L. Seymour. Among his assistants we learned the names of Misses Mary Black, I. A. Goodrich, and Mary J. Purser. The school is thoroughly graded, and method is everywhere apparent. Miss Goodrich is doing scholarly work in the grammar school. Miss Purser gives one hour each day to instruction in German. The school is well supplied with library, chemical and philosophical apparatus, and with valuable specimens in natural history. All of the teachers are supplied with the Weekly.

There are many applicants for the principalship of the schools here; and we are not surprised to know that the school directors are slow in making a selection of a man to follow Mr. Seymour.

Mokena.—Mrs. Clara J. Baldwin is at the head of the school work and is highly spoken of as being not only a teacher in the school-house but in the community where she resides. We have need of more just such teachers. Three instructors are employed in the public schools, all of whom are ladies. Miss Clara Williams has charge of the primary work and is teaching the young ideas how to shoot with precision. Miss Lina Brumund is assistant in the higher grades. We were told there is a word that the principal has necessitated the temporary substitution of her own as teacher. He is a late graduate of the Cook County Normal School, as well as the assistant, Miss Brumund.

We did not intend to stop at so small a town as New Lenox, but we heard that Mr. H. A. Smith was principal and liked company. We are very glad we called upon him. Mr. Smith has been teaching heretofore at Peotone. His school is small but choice. His pupils are quiet, orderly, studious, and courteous. These are virtues which no school which aims at success can afford to overlook. Miss Alice S. Glass is doing good work in the primary school.

The building is new and tasteful in location and appearance. At Mokena and New Lenox all of the teachers are subscribers of the Weekly or Practical Teacher.

Joliet city schools come next in order. There are 36 teachers employed in carrying on the training to citizenship of the youth of this flourishing capital of Will county. Through the courtesy of Prof. Mills, of the west side, we were largely introduced. Prest. Harley has left the School Board, and is slow to take in the situation and at once set us on the road to a visiting tour of the schools.

We met every teacher, and many interesting exercises were witnessed and enjoyed by us. We listened to some well-conducted music in Miss Iola M. Jones’ school with Miss Ida G. Moore at the organ. The order maintained by the pupils coming in at the close of the recess in the room presided over by Mary H. Howlston was remarkably fine. The precision of movements in the primary school under the charge of Miss Doolittle, at the Academy building, was well worthy of public mention. The only criticism which we have now to offer of Joliet public schools is the fact that principals have very hard work while assistants may have easy tasks. This is owing to the plan of having recitation rooms for all grades and leaving the weight of discipline with the principal of each department. This plan may work well in a grammar or primary school, but in such a plan no class should recite in the assembly room. Let that be kept quite for the teachers. Let teachers take turns in presiding over what few remain in the assembly room for study.

There may be advantages in the plan pursued here which we fail to see; at any rate, Joliet has a very faithful corps of teachers. Prof. J. F. Perry, principal of the Academy School, is Democratic candidate for superintendent of schools for Will county. Miss McIntosh, the present incumbent, is candidate for re-election by the Republicans. Mr. B. F. Allen is an independent candidate for the same office. Twenty-three subscriptions were received for the Weekly.

Mr. E. S. Harbut is an extensive dealer at this point in those things which are indispensable to teachers’ work—books, etc.

"Twas in the rain
We took the train
To visit the school-mams of Morris, the capital of Grundy county. A fine stone structure greets the eyes as we near town. In this building we found ten teachers. Supt. M. Waters spared no pains to render our visit both pleasant and profitable. Miss Clute, a lady from the East, has charge of the High School. In the primary department we find Miss Jennie Brox, who has been engaged in the same school for more than thirteen years. Miss B. certainly deserves a wearing of the medal if not a handsome pension. The school work here shows thoroughness and system. There are four school buildings. The three ward schools are uniform in size—each having two teachers. The teacher on the lower floor is principal of the school. This is a few departure. Much attention is paid to phonics. We formed a pleasant acquaintance with Mr. Gould, who has been for years superintendent of schools in this county.

Rev. J. Higby, the present incumbent, is candidate for reelection for the office of superintendent of schools for Grundy county. All of the teachers here are supplied with the Weekly.

During our little sally of five days, over forty subscriptions were taken for the Educational Weekly, and just one for The Practical Teacher. Words of welcome, cheer, and encouragement were heard on every hand. We desire to make a tour by the way of Rock Island, Freeport, Elgin, etc., stopping at all places on the route where we have assurance of welcome.

A. H. PORTER.
material to work upon. Teachers have wrought here because there was nothing else to do, and schools were demanded. Books have been unchangeling, even in editions, for a quarter of a century. Very little work has been done, and nothing modern. An idea seemed to prevail that the people were incapable of much improvement, and that a few years would behold the utter extinction of the race, so why educate them? But I think the night is closing, and the dawn already streaks with light on the horizon of the intellectual sky of the Hawaiian people. The influx of foreigners who came here to stay long enough to get rich has made a society that demanded education, and the Hawaiian, being quick to imitate, said, "I must learn too, and be as good as Kanaka Brittanias" (Englishmen).

They founds here and takes a retrospective glance, there is little reason for censure or criticism. Not a century has passed, since, for the islands were visited prior to Cook's discovery. But nothing came to the world (Englishmen).

His soul. During the first quarter of a century few came to the Islands who were interested in the welfare of the people. Nakedness was the garment of the Hawaiian's body, and ignorance possessed his mind. During the following quarter of a century mighty changes have been wrought. In less than fifty years the language has been reduced to writing. Christian churches occupy the place of the heathen temples; the people are very interesting to me. I will give my apology for offering myself in the columns of your journal, and in the quarters of the American books. The school system, if system there may be said to exist, is at present an experiment. The teachers are and have been mostly American. The pupils are, many of them, allowed to hold positions in the department of the seaman, as well as in the department of the teacher.

I would respectfully submit the above for publication in your columns.

H. J. P.

A CALL FOR MORE HELP.

TO THE EDITOR OF THE WEEKLY:

I AM a constant and well pleased reader of your valuable journal and think that it is doing a good work, and is pretty much the right kind of a journal. But I cannot be greatly improved by having practical letters from experienced teachers, on the advisability of prohibiting whispering in the common schools, etc., etc.

I ask of your readers now teaching in the country schools, and could we not help each other in this manner? Some teachers aver that it is not only wrong but impracticable to entirely prohibit whispering.

Now I would like to hear from some experienced teachers on this subject. I would also like to hear from the ex-superintendents on the same. Do any of your teachers succeed in preventing it? If so, may the superintendent tell us how, and point out the advantage of preventing, and call upon the teachers to tell the rest of us how it is done. I think if the young teachers could have the benefit of the older teachers' experience through the columns of the WEEKLY, many mistakes might be avoided and many young teachers carried through schools in which they now fail.

C. C.

DAVENPORT, IA., Oct. 23, 1877.

To THE EDITOR

THE WEEKLY: Why not be as good as our people in choosing their school books? I think if the young teachers could have the benefit of the older teachers' experience through the columns of the WEEKLY, many mistakes might be avoided and many young teachers carried through schools in which they now fail.

Henry M. Engs.

OVID, MICH., Oct. 8, 1877.

67. The following question singularly enough is one that vexes the souls of some boards of education in so-called graded schools, viz.: Is that a graded school in any proper sense of the term, in which pupils in the several departments are, many of them, allowed to hold positions in "A" class in one study, in "B" class in another, etc., and in which pupils are promoted from one room or department in one study, while they are required to hold positions in classes in other studies in the department next below? An answer to this question might be a revelation to some wise (i) school managers.

Henry M. Engs.

68. Buy too head of cows, hogs and sheep, and give $10 a piece for cows, $3 for hogs, and 165 cts. for sheep. How many must there be of each to make the 100 head for $400? Will some reader of the WEEKLY be kind enough to give an arithmetical solution of the above problem. A LERNER.

69. I wish through the columns of your valuable paper to ask if we can have any unchanging rule with regard to "lie" and "lay." We say, "go and lie down," when we speak to a person; should we say the same if we speak to an animal?—We say, "you may sit down," and should we use "sit" with anything but persons? I find that many differ in the use of these words which ought to know about it.

AG.

July 26, No. 2, Prof. Easterday makes the following statement: "Pursuing a very simple method we have but to obtain the height; above which the level of the sea, of a mountain located at the ocean's shore, and also the greatest distance at which a brilliant light floating upon the surface of the water may be seen from the summit of the mountain. A proposition in plane geometry now comes to our aid, furnishing us assurance that it is necessary only to divide the difference of the squares of the two numbers above considered by the first one in order to secure the diameter of the earth." Will the WEEKLY give the demonstration of this method of finding the diameter of the earth? H. NORTH LAWRENCE, KAN., Oct. 22, 1877.

A SPECIMEN OF "ORDERS."

TO THE EDITOR OF THE WEEKLY:

I SEND you herewith a specimen of "Orders" issued by a board of directors down here in our "Sodorn," which shows admirably the carelessness of some of our people in choosing their school officers; and, taking the circumstances into consideration, is quite comical.

The following is the "Orders" verbatim:

"From the rules of our School,
"Comence at nine O'clock in the morning and have 10 minutes recess and one hour at noon take up at one O'Clock and have 10 minutes recess in the after noon and let Out School at four O'Clock and We want you to give head marks in these spelling. Classes or we think it best."

AG.
Indiana.

Dr. MOSS, of the State University, is writing for the Indianapolis Journal a series of articles under the caption of "First Principles," in which he discusses in an especially perspicuous manner the elements of political economy. These articles are widely copied by other papers throughout the state. The Doctor strongly advocates compulsory education as necessary to the safety of society.--The trustees of the Crawfordsville schools have adopted a law making the public schools free to all children between the ages of 3 and 12 during the first month.

The congressional fund are reported, amounting in all to $19,432.87, of which Marion county has $2,440, Van Buren county $1,680, and the returned value is only $566,850.31, showing an increase of $42,850.31, over last year. This year the counties have each more than $10,000.

The educational statistics are for the whole state, and cannot fail to exert a salutary influence upon public sentiment. The state school board has passed an ordinance authorizing the superintendent to bring suits against parents who fail to send their children to school.

The superintendent of public instruction, has completed the returns from the several counties of the congressional and common school funds for 1877. The congressional fund this year amounts to $2,370,579.40. The counties receiving the largest sum of this fund are Allen, Jasper, Vigo, and Warren, each of which has about $30,000 each in lands or money obtained from the sale of lands set apart by Congress as the object is to obtain knowledge, in order to ensure a successful recitation, a teacher should feel that every day's work is of vital importance. There are no days in which a subject may be skipped over, no time in which the scholars may be unprepared, listless, or unmindful of the business in hand. As the object is to obtain knowledge, it is of no little consequence that the physiology should help the mind; an erect body, a well-poised head, an open ear and eye are requisites for furnishing an unobstructed avenue for the passage of ideas into the mind. The only thing that the teacher has to do is to receive the pupil's thought and express it in the most intelligible manner.

Each pupil should give utterance to his thought or question with promptness and clearness. In the one case, he should know that the teacher is waiting for him to say his say; that he is not merely to unburden his memory of an idea, but to make his ideas known; that he is not merely to say what the teacher has just taught him, but to impart to him that he has learned it and what he has learned is his own.

The quantity a man eats, good, bad, and indifferent, does not increase his physical strength; the more he eats the weaker he may grow; he may become a host of swollen food, and he may be a shadowed shaker. A student may have memorized, may have understood the lesson assigned, and yet not have learned it. In the other case, the food is prepared for them already ground into pap, digested by the teacher, and only what the teacher can digest himself is to be regarded as knowledge, not what the pupil has learned, but what he has digested.

A student may have memorized, may have understood the lesson assigned, and yet not have learned it. In the other case, the food is prepared for them already ground into pap, digested by the teacher, and only what the teacher can digest himself is to be regarded as knowledge, not what the pupil has learned, but what he has digested.
press their claims than those who are qualified. Remember that two years of an incompetent superintendent is equivalent to throwing away the salary paid, besides the still greater sacrifice of two years lost to the children of the county. Do not above all things else forget your children."

Ohio.

T HE Ohio Central Normal School, Worthington, Ohio, is doing a good work. It recognizes that there is such a thing as a distinct and purely professional training necessary for the highest success in teaching. This is made possible by the able management of Prof. John Ogden, who has been in operation six years, during which time it has graduated 87 members. The institution includes four distinct departments, forming a system representing the entire range of ordinary school life, viz.: I, a Kindergarten, and a training class for ladies. This is under the management of Mrs. Ogden, whose experience and success as a teacher in this line have given her a wide reputation. Thirty ladies have graduated from this department. Second, a Model School, including the connecting class between the Kindergarten and Primary school, also all the grades from primary to grammar. This department is in charge of Mrs. Steinacher, a successful teacher. Third, the Normal school proper, including the academic and professional courses of study. The fourth department includes a practical business education and is in the charge of Mr. J. C. McMahan, who is a superior teacher in the studies necessary for business life. This institution is now in a prosperous condition, and is looked upon by the teachers of the state as one of great value to the profession. The meeting of the State Teachers Association, held in January, received a fair representation of the various districts. The meeting was held at a hotel under the management of Mr. Ogden, whose experience and success as a teacher in this line have given her a wide reputation. There were in attendance nearly four hundred teachers. Every person whose name was on the programme was prepared. The papers were read on live questions and were of a high order. The discussions were spirited and profitable. The able paper of Prof. E. H. Cook, of the Columbus High School, was full of good sound sense, and was one of the strongest pleas for the high school we have heard. The Hon. J. J. Burns, State School Commissioner elect, delivered an evening lecture on the subject, "The Constitutional obligation of the State to support schools and citizens. The lecture was listened to with marked attention. Mr. Burns made an excellent impression and will enter upon the duties of his office with the respect and confidence of the people.

Illinois.

NOTES.

ONE of the greatest annoyances of the day is the rush of school-children at the post-office at every noon-spell and at the close of schools in the afternoon. They go rushing in pell-mell, making all the noise possible, annoying everybody within hearing; and frequently several children out of one family will clamor insistently for the father or head of the family usually has received at the regular distribution of the mails." We clip the above from an exchange. Where is the school-master? Is it our candid opinion that the teacher better correct that matter if it takes him away from an entire recitation on the subject? It is impossible for the teacher for any great length of time to keep up the regularity and punctuality of the training in the schools of a village. A post of observation near the past office or some similar vantage ground, where he can see the children when removed from the immediate presence of their teachers, will afford the thoughtful observer a very fair opportunity of determining what is going on over at the school house.

We cannot shrink our responsibilities. Our pupils represent us wherever they may be, and exhibit in characters so plain that "he who runs may read" the limitations of our power.

Wisconsin.

FROM the Waupaca Republican, we learn that the President of the Oshkosh State Normal School has been summoned by mandamus to show cause before the Circuit Court why a certain student who had been suspended for insubordination should not be allowed to return to the school. Supt. J. T. Flavin, of Dodge County, gives the following sensible advice to school-officers: "I again urge upon you the great importance of exercising discrimination in employing teachers, and to endeavor to secure the services of persons of good moral character. That a teacher has taught your school one term successfully, will, as a rule, make him worth more than a new teacher. A good teacher merits a fair compensation." Prof. T. A. Smith, the new Professor of Mathematics and Chemistry, at Beloit College, is a graduate of Yale College; his course of study following his graduation has included three years experience in these departments. The report of the Black River Falls Union High School for the week ending Oct. 18 shows a good per cent. of attendance and no tardiness. Prof. J. H. Chamberlin is Principal of the Academy, and the new building at Milwaukee is a first class edifice. Prof. Currier, of Stoughton High School, makes a good showing of attendance in a published report in the Courier. Miss Marilla Doughass, Miss Carrie Pierpont, Miss Mary Vedder, and Miss Annie J. Wyman are his assistant teachers. Mr. John Ogden, the superintendent of the Montello Express, is refreshing. "In nominating a candidate for school superintendent remember the children of the county and the educational interest, and remember nothing else. Do not for any reason so far forget your little ones as to take your eye from the subject of the matter. We have men who are not competent or qualified are more apt to

Colorado.

ELECTION is over and we now know who are to be our county superintendents for two years to come. There are some facts connected with the late election in which "we may doubtless be permitted to glory." First, the election of a number of competent men who have done their best to bring forward the men most fitted for the position. Second, a number of our schools have been awarded to candidates who have been but the ablest men in the county. Third, several of our best superintendents have been re-elected. In a state where the election of school officers has been but a matter of party position, are not these cheering evidences of the disposition of our people to hold some of our best interests above the reach of party politics? Under the provisions of our present law, the superintendents elect do not in any wayJR, if at all, interfere with the management of any school. The only improvement upon the former plan of taking office immediately after election. The new officer then had the annual report to make for a year's business, about which he could know but little. Now the going-out superintendent has ample time to close the business of the past year and "set his house in order" for his successor.
A COUNTRY SCHOOL PROGRAMME.
The subjoined Programme and Notes were prepared by Mr. Charles Turner, a member of the class in "Theory and Practice of Teaching," in the State Normal School at Whitewater, Wis. It is one of more than twenty offered in competition for a year's subscription to THE PRACTICAL TEACHER, and is presented as a suggestive study for the thousands of teachers engaged in the work of conducting country schools. It assumes that country schools are susceptible of gradation, the number of grades not to exceed four. It is the first programme ever prepared by Mr. Turner, although he has taught several terms of school programmes in the class room.

DAILY PROGRAMME.

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<tr>
<td>Roll Call</td>
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<td>Morning Session</td>
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<td>D Reading</td>
<td>8.50 to 9.15</td>
<td>(A) Arithmetic, (B) Reading, (C) Reading, (D) Reading</td>
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<td>C Reading</td>
<td>9.15 to 9.30</td>
<td>Arithmetic, Reading</td>
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<td>B Reading</td>
<td>9.30 to 9.45</td>
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<td>A Arithmetic</td>
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<td>A and B Drawing</td>
<td>10.15 to 10.45</td>
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<td>10.45 to 11.00</td>
<td>Arithmetic, Arithmetic</td>
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<td>C Arithmetic</td>
<td>11.00 to 11.35</td>
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<td>B Arithmetic</td>
<td>11.35 to 11.50</td>
<td>Reading</td>
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<td>A Reading</td>
<td>11.55 to 12.00</td>
<td>Grammar, Geography, Reading</td>
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<tr>
<td>D Spelling</td>
<td>12.00 to 12.15</td>
<td>Geography, Geography, Reading</td>
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Notes on the following Programme.
1. This programme is designed for a country school having from forty to fifty pupils, and classified into four grades as follows: A, B, C, and D.
2. The studies are: Of the A grade, Arithmetic, Reading, Grammar, History, Penmanship, and Drawing.
4. Of the C grade, Arithmetic, Reading, Geography, and Spelling.
5. Of the D grade, Reading, Numbers, and Spelling.
6. In the two latter grades, "drawing from copy on the blackboard is allowed during "study hours" as noted in the programme.
7. The term "General Exercises" implies exercises by the entire school, and includes Singing, Callisthenics, etc.

COUNTRY TEACHERS.

BY PEARL MONTROSE.

BROTHERS and sisters, may I talk with you for only a few moments? I think I have something to say worth listening to, and if I do not say it well, consider the thought and let the husks, the words, fall, reserving the new warmth of my heart, or are we running a machine without oil? Are we a man, the director of the boys and girls? We are entering on our winter duties, rested by a short vacation after our summer or fall term. Are we bringing to our task any new warmth of heart or brain or are we running a machine without oil? Are we improved with a stronger determination to succeed than ever before filled our souls? Young man, the director says "you've kept a good school last summer." Are you meditating slacking your endeavor, thinking to rest on your fairly won laurels, or are you earnestly resolving to teach a better school this winter? If you are young in pedagogical experience, the chaotic condition of your force of juveniles may alarm you. Boys and girls from 16 to 20 enter armed with a reader in arithmetic, speller, and just here let me entreat you—do not spend one fourth of those valuable six hours in teaching phthisis—bed illness. Phthisis is—cetic, etc., etc., etc.

"I've been to there 'n I want to commence here 'n go through." This frequently constitutes the only examination in mathematics, and the teacher in mistaken kindness helps the boy to the acme of his ambition. He "goes through" the arithmetic, and in the spring he goes out to take his position as a man among men, a citizen of the United States, one of the sovereign people. Ask yourself soberly, fairly, honestly, "is he prepared for the duties awaiting him than he was prior to his enrollment as your pupil? A pupil is a learner. What are your scholars to learn of you? It is more important that we think of these things in November than in May. These boys have farm duties through the long golden summer hours; more pressing need therefore, that the time now be wisely improved.

"I have never used but one rule in arithmetic" said an old farmer "and that's one of common sense." Perhaps one of the first thoughts that come to a teacher who applies the same rule is, "How little reasoning power this class has!" Be careful. You are making a mistake. Your class possess very creditable faculties—the only trouble is they have never been trained to use them. Acuteness and quickness of the reasoning powers cannot be attained in a week, or a month; and, after all, patience and earnestness are the crowning traits of most energetic, successful teachers. One of our Davenport instructors frequently quoted "It is less important what a man grows to know, than what he grows to be." He never meant that to lead you to relax one effort to increase each pupil's store of knowledge. For that instructor is wise enough to know that the teacher who content with what his scholars know nothing, will permit, if not lead them, to be nothing.

But the one thing I want most to say I have reserved until the last. Get some evergreens and winter flowers and adorn your bare, cheerless rooms. Put a branch of evergreen with a bright flower or two over every map. It is a little thing, but it will keep you wonderfully good, and if you are good, the boys and girls are almost sure to be.

PUNCTUALITY OF PUPILS.
P RINCIPAL S. F. Cale, of Blue Earth City, Minn., publishes the monthly report of his school in the Post of that place, and supplements it with the following forcible remarks: "We herewith present the Board of Education and the public our first monthly report. It gives us little pleasure to announce the condition of the schools publicly, but it is nevertheless our duty. Seldom, if ever, have we seen in print as poor a report of a graded school as this. The enrollment is good, but in the next column notice that just about three out of four pupils have been daily in attendance; almost three-fourths of the pupils have been either absent or tardy; and over eighteen hours were lost by tardiness. We venture to say that three-fourths of the cases of tardiness have been caused by the grossest carelessness, both on the part of pupils and parents. What has been said of tardiness is equally true of absence; pupils have come to us with tears in their eyes, saying that they were kept home to work.

We wonder if the parents ever stop to think about the results of such education; for
to keep a pupil from school part of the time, or sending him late is educating that pupil, training him in ways he should not go. A child will grasp the idea quicker than some of the older heads; it soon learns that the attendance at school is merely a matter of convenience, subject to calls from any other source. We are not surprised when parents tell us that their children dislike to go to school. Who would not? There is not much pleasure in being behind the rest of the class. False education! Keep your children at home until the work is done and then send them to school with the understanding that nothing but stickers can keep them home, and at the end of the term, if your children do not like to go to school, follow them some night on the street for the reason.

"Hurry your children off to school in the morning and at noon. Every child should be on the school ground when the bell begins to toll; we do not toll the bell for children to start from home, but to form, preparatory to passing to their respective rooms. The teachers are anxious to break up the habit of tardiness and unnecessary absence, and, with the aid of the parents, it will be comparatively easy. If you will not help us it will be useless to present the subject to the consideration of your children. There is no need of arguments to show the bad effects of tardiness and absence on a school; these are settled points in education.

"We wish to call the special attention of parents to the provision in the school regulations which provides that pupils absent four half days in any month, and not bringing an excuse in writing to the teacher, giving a satisfactory reason for such absence, are to be expelled from school for the remainder of the term. We consider tardiness absence, and shall treat it as such. Such excuses as: 'Teacher, please excuse Johnny's absence as I was obliged to keep him home,' and 'Please excuse the absence of Mary to date,' are simply ridiculous and invalid. Four such excuses are equal to, 'Parents please keep your child at home the rest of the term, cause—four half days excused absence.' The School Board sustains in this.

"If the names of the tardy ones are within publishing limits, they will appear with our next report.

"We are sorry that no provisions were made to accommodate visitors when the school building was erected. Provided not more than ten come at one time, we are now ready to entertain you. In the Higher Department we have had a fair number during the month, but fear many have come up as a matter of curiosity. Well, we say, come any way, from whatever motive.

"Another paragraph, and we close. We ask parents not to judge our work by reports from the children; visit the schools and then you can express your opinion intelligently, remembering that it is poor logic to draw a conclusion from one visit."

"THE TEACHER MUST NOT SOW PLANTS INSTEAD OF SEEDS."

Principal LEWIS FUNK, Bay View, Wisconsin.

EARLY three hundred years ago, Moravia presented a man who wielded a powerful educational influence upon all the principal countries of Europe. By virtue of his originality in thought and the adaptability of his methods to the wants of the public, he was repeatedly sought after to go into surrounding countries to organize educational work after his own systems. This man was John Amos Comenius. Of humble birth, but true nobility of soul, he won the esteem and patronage even of kings, who repeatedly became interested in him, both as an educational author and a practical educator. His saying: "The teacher must not sow plants instead of seeds," is full of meaning and practical suggestion.

It is too often the case that teachers fail in imparting instruction simply because they do not present ideas sufficiently simple and elementary. The mind of a child is not the mature mind of a man, hence the thoughts must be simplified to such an extent as to be comprehensible. Especially is this true in elementary work. The natural disposition of the child is to have faith, and take for granted very many things it cannot understand. This is all well enough in its place; still the teacher should, even at the beginning of a child's education, awaken original thought and lead the mind to individual growth. This I conceive to be the secret of the success attending kindergarten instruction. Just as the plants take to itself certain elements about it, to promote its growth, so the child, of its own accord, and by virtue of its own observation, takes to itself the food that is to develop mental growth. It is a very easy, matter so to dwarf the mind of a child, in the stages of its earlier development, as to cripple it for all future study. Let the child be crammed with thoughts to him meaningless, and allow his school work to be always a little beyond his comprehension, and in a few years you have so bound and hampered the powers of the mind, as to render it utterly unfit for original investigation.

Very few of the pupils who attend our graded schools and high schools complete the courses of study in use. The best that can be done is to acquire rudiments or germs which are susceptible of future growth. In my estimation, the truly honest and earnest teacher will seek to impart instruction that will be of the greatest lasting benefit. It is all well enough to make a grand display on oral examination days by presenting numerous facts and multitudinous second-hand ideas. Patrons may smile and approve, but I should much prefer the after-gratitude of the earnest student, when he comes to meet the realities of life and finds, within himself the power to overcome.

The conclusion is—sow seeds of learning, containing live germs of thought, and in due time will appear the plant, the blossom, and the mature fruit.

NOISY SCHOOL ROOMS.

WHAT things contribute to make unnecessary noise in the school-room?


First, The feet, when owned by careless pupils, make unnecessary noise in cases of tardiness, through doors, halls, and aisles, which should at the time be unused and quiet; shuffling during study-hours; in passing to and from recitations and other parts of the room.

Second, The slates come in contact with desks and other hard surfaces while in the hand; they fall to the floor.

Third, The pencil is sharpened upon the desk; it is dropped upon the slate or floor; in slate work the "etching" noise which all teachers understand.

Fourth, The book is thrown upon the desk; it is dropped upon the floor; the leaves are made to rustle in turning them; it is closed with too much vehemence; it is put in or under the desk with noise.

Fifth, The whispering noise may be made by moving the lips in study or in conversation.

Sixth, The talking is done as the whispering.

Seventh, Doors and windows are insecurely fastened open; the doors are slammed.

The teacher is called on to preside over a school new to him. Is he prepared to be what he desires to have his pupils become? How desirable it is that the teacher be an excellent model. Is he careful how he walks upon the floor? Does he impress his pupils, in his manner of placing slates and books upon the desk, how he wants it done by them? How does he sharpen pencils? Does he whisper to visitors? Are doors and windows closed with care? How does he ask questions and issue orders—in a boisterous manner? Not so does the successful teacher.

So, then, first of all, let the teacher by example and precept impress upon his school his ideal of that to which he aspires. A. H. PORTER.

SKETCHES OF LESSONS IN PRIMARY READING.—FIRST YEAR.

Miss ISABEL LAWRENCE, State Normal School, Whitewater, Wis.

NOTE.—In the series of sketches to be presented, an effort has been made to unite the advantages of the word, sentence, and phonetic methods, and to avoid the disadvantages which arise from the exclusive use of either one. The word method is first used because of its simplicity. The abbreviations Tr. and Ch. will be used to represent teacher and children, respectively, in the series.

Object.—To cultivate perception, conception, and language.

Point.—To teach children to distinguish between the picture of the cat, the word cat, and the cat itself.

Matter.—The word cat.

Method.—Tr. presents a picture of a cat. "What is this?"

Ch. This is a cat.

Tr. How many think this is a cat? All hands are raised.

Tr. Can a cat do? Ch. A cat can run, catch mice, etc.

Tr. Make this cat run.

Ch. We cannot.

Tr. Why not? Ch. It is the picture of a cat. Ch. find other pictures of cats, stating in full of each, "This is the picture of a cat."

Tr. How many have cats at home? What is the color of your cat?

Many similar questions leading children to talk freely of cats they have seen.

Tr. prints on the board the word cat. This means what you say, when you say cat. What do you call this? Tr. or Ch. This is the word cat.
A CHAPTER OF INTERESTING FACTS.

ENVELOPES were first used in 1839.
The first air pump was made in 1850.
The first steel pen was made in 1830.
Anesthesia was first discovered in 1842.
The first balloon ascent was made in 1784.
The first lucifer match was made in 1829.
The entire Hebrew Bible was printed in 1488.
The first iron steamship was built in 1820.
Coaches were first used in England in 1659.
The first horse railroad was built in 1826-7.
Gold was first discovered in California in 1848.
The first steamboat plied the Hudson in 1807.
The first watches were made at Nuremburg, in 1477.
The first complete sewing machine was patented by Elias Howe, in 1846.
The first chimneys were introduced in England in 1398.
Glass windows were first introduced into England in the eighth century.
The first steam engine on this continent was brought from England in 1753.
The first printing press in the United States was incorporated by Congress in 1790.
The first newspaper advertisement appeared in 1652.
The first compass was used in France in 1190.
The first glass factory in the United States was established in 1815.
The first newspapers were established in the United States in 1790.
The first scientific survey of Western America was made in 1849.
The first daily newspaper appeared in the United States in 1807.

A NEW BOOK OF PRACTICAL TEACHING.
[From the press.]

A New English book dealer, say no American publishing house ever got out a book equal to the general style of printing in Vogue in England. He does not refer to binding or outside show but to the print, the taste, the ink, and the quality of the paper. In some particular the American book is sure to fail, be it only in the proportions of margins.

The colonial possessions of France are dispersed over Asia, Africa,