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Editorial.

WHAT are the true objects of a free common school system under a republican form of government? How may these objects be the most effectively and certainly realized? To what limitations, if any, should the system be subjected in order that its paramount purposes may be accomplished? These are questions of transcendent importance and they demand a most earnest and careful consideration. They sustain a vital relation to the perpetuity of the government and to the welfare and happiness of the people. It is conceded on all hands that free universal education is indispensable to the existence of such a government as ours. Intelligence and virtue are at the basis of all self-control whether of the individual or of the masses. An ignorant and untrained child affords no guarantee of becoming an industrious and law-abiding citizen. He is rather the prophecy and the pledge of an opposite character. The whole people must be taught and trained. This single sentence epitomizes at once the necessity, the policy, and the duty of a government of the people. The question is how far is this necessity actually felt and how far is this duty actually being performed by the people as represented in the government of their choice?

There are, it is to be feared, too many indications that we are falling far short of the exigencies of the situation and of the demands of the hour. In the first place, there can be no doubt that the essential, paramount purpose of the American common school is to lay, firmly and thoroughly, the foundations of true manhood and of good citizenship. It is to train the child to think clearly, to know accurately, and to act wisely, efficiently, and justly. It is to give him possession, so far as possible, of all his faculties, and incite him to the pursuit of noble ends by noble means. In this beneficent work the school must ever play an important part; and a course of study, or more comprehensively, a course of training, must be its leading instrumentality. The studies of a school are only a part of its course of training. The mere knowledge of books acquired by children is secondary in importance to the knowledge of their own powers and the skill rightly to use them. The studies proper have a far less influence in the determination of character than the methods and the discipline of the school. The knowledge of the branches acquired by pupils is not so important as is the manner or method in which the acquirements are made. In early education, especially, the method is everything, because the power acquired by the exercise of the mind depends upon the manner in which it is exercised. There is a no less fearful waste in mental than in manual labor when misdirected. Education may be said to consist largely in acquiring right methods of using the faculties.

There is little or no power or discipline acquired through the cramming processes so common in most schools. Children compelled to memorize the thoughts of others through forms of words are more frequently injured than benefited thereby, not only because much of the language is beyond their apprehension, but because the method itself is faulty. The true principle is best enunciated in the maxim of "ideas first and their expression afterward." The power of inferring the unknown from the known is one of the most important functions of the human mind, and its cultivation should be carefully attended to from the beginning of the educational process. Each new lesson should, to a great extent, be a voyage of discovery. Truths mastered in this way are a positive acquisition, while the mind itself is expanded and strengthened in the process of acquiring them. Herein lies the secret of growth in learning, while in the opposite or memoriter process is to be found the explanation for most of the so-called stupidity, the inaccuracy and lack of real interest and progress among children. True methods of teaching produce activity of mind and interest in school work, and most of the stupidity should be credited to the wrong methods of the teachers rather than the lack of apprehension in their pupils. Thought and its expression, language, must be a growth from within rather than an impression from without. Ignorance of this grand principle, and the inability to apply it on the part of teachers, is the real secret of the unsatisfactory results now produced by our schools. We want to generate the power and the disposition, the way and the will to learn, rather than to attempt scholarship in our common schools. Scholarship is a life work. School should be a preparation for life work. When this truth is properly appreciated and applied we shall have more good schools and more good citizens.

Our common schools attempt too much and they attempt that in the wrong way. Their chief business is not to cram a little of everything into the heads of their pupils, but rather to train them to the right use of their powers and thus lay the foundation and inspire the right disposition to make life a perpetual school. A few essential, fundamental things should be done, and well done. Their work should be limited to the essentials, and not until these are accomplished should the schools be allowed to undertake the desirables. The art of thinking, of expressing, and of apprehending thought, implies the mastery of the mother-tongue, that is, of reading, speaking, and writing the language. The art of computing implies a knowledge of the processes of arithmetic. The art of observing, of planning, and executing implies a knowledge of drawing. The art of living within one's income, and of laying up against the hour of need implies a knowledge o
accounts or book-keeping. Now we undertake to say that these
subjects thoroughly taught and mastered, with such incidental
teaching concerning the material objects and forces of nature as
will be afforded in a good school by a competent teacher will
furnish a better preparation for life than is now actually acquired
by three-fourths of those who graduate from our common schools
under the existing order of things. The art of thinking we as-
sume will be developed in connection with all the subjects
harnessed by those rational methods now known and practiced only
by the best teachers, whose numbers, however, are alarmingly
small.

It is creditable neither to the common schools nor to the in-
telligence of this country that fifty per cent of the candidates
for admission to the Military Academy, and fifty-eight per cent
of those at the Naval School at Annapolis, are rejected for in-
competency, when it is known that the requirements are only of
the most elementary sort. It is demanded only that young men
should be "well versed in arithmetic, reading, and writing, in-
cluding orthography, and have a knowledge of the elements of
English grammar, of descriptive geography, especially of their
own country, and of the history of the United States." Were
these subjects intelligently handled by skillful teachers in our
common schools, a knowledge of them would be built up in the mind,
and hence would have a real existence there, so that when de-
manded it would appear. But mechanically taught, impressed
through language but half apprehended, and crammed into minds
that become mere passive recipients, they lie there un-
gested and unassimilated, soon to fade from consciousness like a
fitful dream of the past. The groundwork of education being
thus superficially laid, the early habits and associations being of
the most crude and mechanical sort, there can be but little hope
of the future. It has been truly affirmed that what is required
for admission to West Point is what every American citizen
ought to have, and precisely what our common schools ought to
Teach. These facts carry their own commentary on their face.
They should arrest the attention of every thoughtful man in the
nation and lead to those comprehensive measures of reform so
clearly demanded by the needs of the country.

OPPOSITION TO PUBLIC HIGH SCHOOLS.

The short article from H. L. B., on page 246 of the 41st
number of the Weekly, set me to thinking, or rather it
intensified a current of thought which has frequently been
started in my mind of late by utterances from various sources.
There can be little doubt that there is quite a serious opposition
to high schools and state colleges in the minds of some of our
Protestant people; some of this opposition may result from care-
ful thought, much of it originates in very superficial thought,
and I can but believe that a great deal of it results from self-inter-
est,—from the same source as the lawyer's famous decision in re-
gard to the ox gored by the bull.

At the recent state meeting of my own denomination, an essay
was presented on the proper attitude of the denomination to the
public schools. One of the points of this essay is reported as
follows: "We should insist upon the schools attending to their
legitimate work, keeping them to the work of furnishing pri-
mary, not advanced education." Now, in this, I do not believe
the writer spoke the sentiments of the rank and file of the
denomination, any more than he did in some other things he took
occasion to say. But, note the fact, that the author of this essay
is at the head of a Literary Institute.

Dr. Sturtevant, in his new book on the "Science of Wealth,"
seems to favor similar ground, on page 255. Can it be that the
fact that he has been for many years at the head of a denomina-
tional college has, is this respect, biased the Doctor's usually
clear and logical mind?

Dr. Fowler was for some time president of a denominational
college, also, and his present position would not be likely to be
antagonistic to any bias that he might have formed in the same
direction. But, when he asserts that "high schools tax the poor
man to educate the children of the rich," he asserts what is sim-
ply untrue, and he ought to know it; and I very much fear that
he does know it. Last summer I was present at the graduating
exercises of a large class from the high school in one of the cen-
tral cities of Illinois. As one young lady read her essay, a friend
near me remarked, "Her mother is a washerwoman;" of another,
"Her father is a drayman." And so on; it appeared that a majori-
ity of that class were the children of poor parents,—some of
them very poor.

Now what was true of this class is true of many classes, per-
haps most who graduate from our high schools. If Dr. Fowler
does not know these facts, he ought to know them; and he, and
others like him, may take either horn of the dilemma, ignorance
or dishonesty, as he pleases. The very opposite of his statement
is much nearer the truth.

But I do not believe such sentiments are held by the majority
of our religious people of any denomination, whatever ecclesi-
asics or those interested in denominational schools may say.
Even among Roman Catholics, the bishops and priests cannot
speak for a large part of their people on the common-school ques-
tions; for some of the best friends of public schools belong
to that church.

I have no sneer or disparaging remark to make of denomina-
tional schools and colleges. They have done a noble work, and
there is a noble work yet for them to do. In these times, all
the friends of learning and culture need to stand together, shoulder
to shoulder. But, if a fight in our own ranks must come on this;
I am glad to know that it is not to be begun by public school
men. And I believe I know enough of the opinions of our
people, to predict that the outcome will show that men
interested in denominational schools can least afford to provoke
such a fight.

E. C. Hewett.

It is with some degree of interest that I have read the Circular
of the President of the University "To the Principals of High
Schools in the State of Wisconsin." For one, I appreciate its
words of encouragement to these principals for what they have
already done to raise the standard of high-school scholarship,
but at the same time, I wish the circular had been more specific
in the suggestions it offers in regard to preparatory work. I be-
lieve all examinations for admission to our colleges should be
made by the faculties of the colleges, for thereby they, in a
measure, supervise the work of the preparatory schools. The
faculties examine upon the subjects, whereas the teachers of
the candidates examine upon their own instruction, which may be
more or less limited in its range and in its thoroughness. It is
very proper that the deficiencies in the preparation of the can-
didates should be made known to their teachers in order that those
deiciencies may be avoided in future.

It can, do doubt, be safely said that the character of the
work of the preparatory school depends on the examinations
and the requirements of the colleges, and that the excellence
and the thoroughness of preparatory work will never, on the
whole, surpass what the colleges demand, just as a school never studies better, and more thoroughly, than it is taught.

If this position is tenable, the colleges should make their examinations thorough and searching, and if candidates do not come up to their demands, let them be rejected and let the deficiencies be pointed out specifically.

It is not wise for any institutions to increase the quantity of their requirements for admission very much at any one time, but they should at all times insist on the quality. The examinations should be on the very rudiments of the branches required, and these examinations should be longer continued in order that the candidate’s self-sustaining power, ability to think, his knowledge as well as his ignorance may be thoroughly tested.

It may be replied to the Circular of the President of the University that, if the standard of scholarship is raised in the high schools, it will come through the enforced demands and these examinations should be longer continued in order that the University, Beloit, and other colleges insist on better preparation of their candidates. So preparatory work in Wisconsin will improve just in proportion as the University, Beloit, and other colleges insist on better preparation.

HAZING IN COLLEGES.

B. M. REYNOLDS.

CAN it be expropriated, or is it, like human depravity, a thing which most of the churches confess in their creeds is absolutely ineradicable? This question has been brought to my mind vividly the present autumn by the annual newspaper articles, in rather more than usual abundance and with a little more than their usual emphasis, demanding that college officers shall put the practice down.

There can hardly be too much time devoted to this subject and to kindred matters relating so directly to the happiness and moral progress of the youth of our colleges, now in training to fit themselves for the leadership of affairs in the not distant future.

Let me confess that I do not greatly fear for the young men alluded to. They are of good blood, and are of a nature not to be easily spoiled by a little rough treatment. Nor do I fear, so much as the newspapers do, greater damage than heretofore has happened to the young men in college whom hazing is played. Nor yet for those who practice the jokes. Nor yet for those who practice the jokes. Our current boy and young man-human nature is in such a condition already—whether totally depraved or inherently noble—that it is not likely, in my opinion, to be made much worse by pretty large transactions in the line of college jokes or scrapes either. So I do not write in any mortal fear of new and extra harm to be done by hazing.

But I do write in the interests of ingenious and pure minded youth, of unsuspecting and trusting, loving and noble-spirited young men and women, and I wish to say why, as it seems to me, hazing has not stopped before this date, October, in the year of grace one thousand eight hundred and seventy-seven. If my reasons are good they will suggest a remedy—not absolutely instantaneous—but not distant and not uncertain.

Let me make a true extract from a letter.

* THE GREAT AMERICAN COLLEGE. Sept. 23, 1877. *

"I have now been in college two weeks—am really a freshman, and am having a fine time. Never had such fun—can't fight, rushes, and all sorts of fun with the Sophs. I have been put to bed several times by the Sophs, and my chum also, but I rather enjoy it. * * * Yrs. &c."

Now that young man is not an exceptional fellow. He prepared for college at a high school which has sent successive classes to college, and he has heard the stories written back to companions, first by the freshmen, such as he is. In these are allusions to "fun." Then sophomores write to describe the fun more particularly; and that whole school has a sort of aching to experience and enjoy such fun. All the preparatory schools in the country, or nearly all, are in the same state of mind. The boys themselves have been trained, partly by their companions who have gone to college before them, to think it poor fun if they are not hazed. Their teachers have often told them stories of college life in which hazing was made to seem manly, or at least necessary to the reputation of a manly class, and these boys who hear what their teacher himself did or what he heard laughed at, are they going to be the "fellows" to disappoint their teacher and dislike the "fun" of hazing when it is practiced on them, or refuse to practice it on a future class, who, as they know, will "rather enjoy it"? These lads in the preparatory school know too well what is expected of them by their companions in school, and by their teachers also; and they are too spirited to be willing to disappoint such expectations. Here is the first reason why hazing does not stop when every nice newspaper and every enlightened editor in the land denounces it as a barbarous custom, an indignity which a free young man ought never to endure. But these young men do submit and enjoy it; and the next year in turn they will play it on those whom by personal experience, they know to like it also. Is it strange that the barbarism still lives? Can you kill any family of evils which has such allies and such food on which to thrive?

There is another, quite similar, yet more fruitful cause, and far more widespread than the above. In every neighborhood of our land are college-bred men. Scarcely one of these lives—no matter how elevated his position, or how sanctimonious his calling, or how just and charitable his character—who has not at some time told precious stories of college life in which hazing, or something closely akin to it, figured in such style as to provoke laughter from an audience partly of ambitious and imitative boys. Such tales win great admiration, and, often enlarged and embellished, perhaps almost unconsciously, they provoke resolutions to repeat them. Sometimes it is the preacher, in a moment of unbelief dignity; not unfrequently the doctor, to soothe the father's rheumatism or the mother's nervousness; and occasionally the father himself to an old associate who tells the marvel. But the wide open ears and minds of the boys drink it in and profit in such a way as afterwards makes the mother sigh and the sagacious editors utter their sagast advice to college men, on the ease with which college hazing can be eradicated.

These lads who hear will go to college, and are they to be behind their fathers in shrewdness? How often is it said that hazing in West Point and Annapolis is a national disgrace and could be readily and effectually banished? So of the hundreds of colleges where it flourishes. The faculties have but to say—to appeal to the honor of the sophomores, enlist the freshmen, who on course on this theory hate the thing, call on public opinion to sustain them—and lo! the nuisance is abated, is at an end forever! Or is this not thought best, increase the faculty police and of course the monster is throttled. Now who will contradict all this, specially when the newspaper oracles affirm its practicability? Do not these impersonalities know what the public demand, and cannot they prescribe the exact remedy for every social evil? Of course, and of course, most certainly, and without shadow of doubt! Say the printed word, and, Alleluia! the right reigns! Hazing dies and the freshman sleeps in peace!

Not quite, gentlemen. The boys love it; their fathers loved it; their teachers expect it; and you will destroy hazing just when you have m'd all these and the whole community to hate and dishonor it. I know that this whole thing of playing practical jokes anywhere involves lying, cruelty, and sneaking craft, so abhorrent to a just nature that it is difficult, if not impossible, to explain how it could have gained such a hold on human minds. The thing is so insipid that even the doctrine of total depravity "well lived up to" will not account for the popularity of the practice of tormenting and torturing youth by hazing, and subjecting children to deceit and fool's errands. Hazing in colleges is not the worst thing practiced on the young. Nor is flogging at school the basest cruelty inflicted on scholars. They are bad. Say your worst and you fall short of their merits. I trust I shall never cease by pen and voice to denounce them. But they are natural growths from a soil as widespread as vegetation made in a virgin country. You may as well expect a weed not to grow in such a soil when it is left fallow under the power of summer rains and sunshine, as hope to destroy hazing when families deceive their tender ones, and treat these deep questions with ridicule and falsehood. Fathers, mothers, newspapers abroad in tales of wrong. The whole society, is more or less,—a few humbly tender and divinely wise ones excepted—in a plot to cheat and defraud the young of truth, and to rear children to "enjoy the fun" of evil and meanness. See how almost half the world labors to debase the appetite of a boy, and lead him to imagine sin to be manly!

While this goes on, how are you to eradicate hazing? How are you to bring up your sons in honor? Yet this is possible. It has been done. There is an art which rears youth noble and true in the midst of all this vice and diabolism. Good men and true women have done it, and it can be done
again. But how much better if the evil was banished! The world needs every voice that can stimulate its virtue and abash its vice. Let the newspaper cry aloud and spare not. But do not think that a voice is to do the work of purification and salvation, while practice favors the wrong. The home is the place where hazing is to be cured, and then the disease cannot spread to the college. Common life is to be made pure, and then public life cannot be corrupt. Current conversation is to be reformed and vice is to be not only shunned but denounced. The cure must be in the body of society, and every word or act that looks to this purgation is a hopeful sign.

ENGLISH SPELLING.

A. R. ROBINSON, Hinsdale, Ill.

A PERSON accomplished in English orthography is fast becoming a rarity, and undoubtedly the public schools are in a great measure to blame for this. In the old system of education the proudest boast a child could make was, "I can spell the spelling-book through from end to end, and not miss a word," while to-day scarcely a fifteen-year-old can be found in any of our public schools that can make such a boast truly. Not only are the public schools the cause of this but the parents and public generally share in the blame. The new education has filled the course of study in our public schools with an immense number of "ologies" to the exclusion of the "epics" and "graphies." The pupils are crammed with names whose significations are as mysterious to them as the "Rite of Memphis," or a doctor's prescription. They learn to interpret the flight of birds and their various notes as accurately as a Roman augur, but they cannot, through any possible means, separate a word of their own tongue into its elementary sounds, or give one of the rules governing the spelling of words derived from monosyllabic stems.

They are given to understand that they are held responsible for history in a history recitation, geography in a geography recitation, and spelling only in the recitation in spelling—and they learn accordingly. At home their advancement is measured by the amount of unintelligibility they can give evidence of in the "ologies" which, from the very fact that they are mysterious to the parents, give a learned air to the parents, who would go down to the foot every time over the orthography of "separate," and to whom "fuchias" would be an insurmountable difficulty, though its calyx and corolla, its stamens and pistils, in number and arrangement, and the method of its fertilization are liable at any moment to roll from his tongue, and crush the luckless uneducated into the valley of humiliation. The value of the teacher is also measured by this adventitious phenomenon, and the blinded parents, unable to see wherein the true growth lies, criticise and blame the teacher who attempts to lay the very foundation stones, of a true English education.

So long as our language uses spelling that is Romanic—no, I do not mean Romanic, which is essentially the same as phonetic, I mean rather hieroglyphic,—so long as each word is but little better than symbolized by one character as the Chinese, so long will this trouble exist. The Germans with their alphabet of phonetic spelling in two years, in the primary departments, as we do in four. This cannot all be attributed to their insurmountable and unsurpassed methods of kindergarten work, but must to a great extent be credited to the phonetic element of their language. Such a drill as we require in the primary grades to prepare the pupil for reading the first books intelligently is wearying as well as stultifying to the teacher, and no wonder so many teachers who started off with bright minds, and good prospects, are dropped after a few years, as "behind the times" or "in a rut." This never occurs in Germany, where "once a teacher always a teacher" is the rule. But that the rock is hard and wears the chisel is no reason that we should spare the blows. The teacher devotes both mind and time to the work, and to teach only what is liked and improves the teacher is to be false to the interests of both child and country.

A celebrated writer has said, "Alphabet writing is essentially phonetic. It was the result of a siftmg process conducted with little conscious design, by which all the other suggestions of picture writing were eliminated. The historical development of letters tells us what their essence and function is, viz., the expression of the sounds of words. Spelling is the counterpart of pronunciation. But there is a law at work to sever the natural affinity. When a language becomes literary, its spelling has already begun to be fixed. Pronunciation is ever insensitively on the move while spelling grows more and more stationary. Orthography is always in the rear of pronunciation, and the distance is continually increasing." As a language grows old it tends more and more to follow precedent, and thus spelling becomes fixed, while pronunciation is changing to suit new climate and new habits of life, whose influence is to change the organic structure of the organs of speech and develop new euphonic tastes.

The agitation for spelling reform which occurs from time to time aims at restoring the harmony between these two warring elements, spelling and pronunciation.

Two great obstacles oppose themselves to this reform. 1. There are not a sufficient number of letters in the alphabet to represent the variety of elementary sounds found in the language. 2. Traditional association cries out against removing the old landmarks. Thus orthography has in it the meaning of a known mode of spelling and not a mode that at all accords with pronunciation.

To the last obstacle in the way of spelling reform there is one potent answer: "Let the dead bury the dead." The old gods were all driven out by modern science, and poetry had to seek new fields which it has found as productive of poetic thought. Even in modern days and in the light of science, the poet Keats drank the toast, "Confusion to the Memory of Newton!" yet notwithstanding this, many of our poets have shown what a poet can do without dryads, satyrs, nymphs, and mermaids gamboling through his verse.

In case of this reform the linguist could find new fields for his talents as pleasant and as profitable as the one in which he now labors. The mass of the people do not care whether a word is derived from the Latin or Greek, but appreciate it so far as it expresses their wants in the best and briefest manner; and, since we are working for the mass, and not for the few, why not use the best means in our power for their education?

But though we see the place where failure is upon us, we can do but little to correct the fault, so we must use the best means in our possession to overcome the dullness of our tools.

How to teach spelling is a question that every teacher asks himself, if he does not ask his friends, for false modesty might lead him to suppose that "any fool can teach spelling," but such is not the case. To teach it so that it will remain in the mind and that the true results expected from the instruction may be reached, requires skill, study, and experience. It is not sufficient to be able to "put out" the words to pupils standing up in a row, giving correct pronunciation, which is no small accomplishment and is generally ignored, but one must be able to distinguish between different shades of meaning, to guide the pupils in order that they may obtain correct ideas of the meaning of the words as well as pronunciation. A free use of dictionaries is very necessary for procuring the best results in any study, and on this no teacher can insist too strongly. The failure of pupils to prepare a lesson, and the saying that it is not understood, is mostly traceable to a neglect to use reference books, and a consequent inability to interpret the language of the text.

The time allotted to spelling is usually short, and, if anything is omitted from the day's work it is this exercise.

In assigning the lesson, look first to the state of the class in regard to their advancement, and secondly at the character of the exercise required. From 15 to 25 words are sufficient for any class. Require a thorough preparation for spelling and definition orally.

In this exercise all words pronounced incorrectly should be noted and recited again. For the next lesson the words so spelled should be given out for a written exercise subject to the same criticism and penalties as the oral recitation, while an oral lesson is recited to be written the next day. The time consumed need not be over twenty minutes.

For advanced classes twenty words may be assigned by writing them upon the board. These are to be spelled, defined, and a sentence containing the word correctly used given as an example. Besides, it adds to the lesson as a complete exercise if the words so assigned be parsed and their relations in the sentences given, as it serves to point out any mistake which might occur in the use of the words.

For the next day's work these words are combined in a written composition in the exact order in which they were assigned. This whole exercise is subject to criticism on all points,—punctuation, capitalizing, spelling, and rhetoric being taken into consideration. This may be combined with the phonie spelling and writing of the words, more especially with regard to obtaining correct pronunciation.

Any one method, however, adhered to for too long a time, tends to create inanition and loss of interest. Something that excites is what the average pupil of to-day demands, and even in spelling this may be taken advantage of, by applying the different prefixes and suffixes to word stems and noting the variations of spelling thereby produced. The influence of consonants on preceding and following letters, and what changes are produced merely for euphony will explain the spelling of many words. Rules can be found for all those changes in any work on orthography.
In regard to spelling, it is the duty of the teacher to "cry aloud and spare not." Either we must have the written language made phonic or more attention must be given to spelling that we may avoid being called a race of blunderers. Small things make up the sum of scholarly attainments. A gentleman once told the following story in my hearing, which seems applicable, though referring to spoken and not to written language. He was present at a meeting of the "fellows" of Oxford University, when the question of electing a professor to a vacant geological chair was being discussed. On his asking why a certain prominent geologist of England was not mentioned, one of the fellows asked, "Have you not noticed that he sometimes drops the h?"

And this in a land where we are led to suppose the h to be generally ignored!

If such is the loss from so small and general a fault, how much greater must the loss be where words are rendered permanent in writing?

CHICAGO NOTES.

CHICAGO PRINCIPALS' ASSOCIATION.—REPORTED BY A. H. PORTER.

The last meeting of the Principals' Association questions were submitted and decisions and opinions given by the president, with additional comments by teachers present, as follows:

1. Will Friday following Thanksgiving be a holiday? Will try to have it so.
2. Single sessions on account of foul weather. Ten days, a large number in any one year, and five a fair number when it may be necessary.
3. Shall principals place music and drawing upon transfer cards? Yes.
4. Caution. Inquiries have been made in regard to pay-day. Due notice always given officially; take no notice of rumors.
6. The matter of attendance of teachers at teachers' meeting optional. Attendance should be encouraged.
7. A course of lectures given to higher grades. Some work of this kind is being done, by clergymen, lawyers, doctors etc. These lectures will be of great service.
8. Criticism upon preparation of pupils in the last year of grammar school for the high school work; they are found having too little self-reliance and independence in their own powers. Cultivate.
9. Metric System. A full set of weights and measures may be found in the office. Teachers are invited to examine. Soon to be used. They will serve to greatly abbreviate our present work. A consumption devoutly to be wished.

Learned it himself in a week or ten days. A gentleman says he can teach the fellows in a language where we are led to suppose the h to be generally ignored!

Mr. Merriman offered the following resolution:

"Resolved, that the thanks of this Association be tendered to Prof. Broomeb for his very able and convincing lecture on Phonetic Reform, and that he be requested to furnish a copy for publication in our Educational Journal and daily and weekly papers." Unanimously carried. Moved and carried that discussion of Mr. Broomell's paper be the order for next meeting. Association then adjourned. This being teachers' pay-day, about 700 teachers, mostly ladies, visited the office of the Board of Education for their well-earned salaries.

"The pen is mightier than the sword" only when used to raise up those whom the sword would strike down. And the educator will be more powerful than the soldier only when he rises to the full measure of his responsibilities and duties.—Peels' Teacher's Hand-Book.
Notes.

LITERARY.—A bright new monthly, resembling *The Youth's Companion* in appearance, comes from Rockland, Me., called the *Young People's Courant*. Subscription price, sixty cents a year. It is largely devoted to temperament.—J. H. Sampson, of Columbus, Ohio, has published a *Class Book of Federal Government*, in easy lessons by questions and answers, especially adapted to the intermediate classes of public schools.—Prof. E. O. Valle's address on Spelling Reform, which was published in *The Educational Weekly*, has been republished in a neat pamphlet by Burns & Co., New York.—Prof. S. Edward Warren's *Descriptive Geometry, Shadows, and Perspective* was issued in response to a large demand for a short course on those subjects. It contains 93 problems in Descriptive Geometry; 15 problems in Shadows; and 15 problems in perspective; also examples of trihedral, transversals, spherical, axonometric, and oblique projections. It is published in an entirely new volume, large print, at $3.50, by John Wiley & Sons, Scientific publishers, 15 Astor Place, New York. It contains 282 pages and 24 fine plates.—A New Edition of Mrs. Clara Bates' "Classics of Babyland," with additions, will soon be ready. Messrs. D. Lothrop & Co. met with large sales of this book last year.—Davis, Bardeen & Co., of Syracuse, N.Y., have published Prof. T. B. Stowell's *Syllabus of Lectures in Anatomy and Physiology* for students of the State Normal and Training School at Cortland, N.Y. Like all such outlines of lecture courses on scientific subjects, it is suggestive as a guide to students and teachers, as it gives a directness and a definition to the study. It is not a text-book, but an aid to the use of any complete work on the subject of which it treats. It will greatly please the chi.

The engineering of an inter-oceanic canal will soon be an accomplished fact.—Negotiations are in the east—announces the *New York Times*, is offered as an effort to assist the spread of printing Reform among the press of the country, has met with its reward in the favor which greeted the *Weekly*, has been republished in a neat pamphlet by Burns & Co., Chicago: Hadley Bros.

GENERAL.—A "Live Educational Journal" in the east—announces the nomination of a candidate for the State Superintendency in Iowa two weeks after the election had been held, and another man elected.—Four recent graduates of Princeton High School are in the Boston School of Oratory, where Miss Mary S. Thompson, a Graduate and former teacher, is an instructor. One is in Amherst College, and one in Ann Arbor. The High School did not compete for a prize in the recent county exhibit. It was excluded from competition by request.—The famine in India continues unabated.—The Russians in Turkey are making gradual advances.—Interest in the Darien canal project has been revived by the report of Lieut. Wyse to the Paris Geographical Society. Lieut. Wyse reports a practicable line for a ship canal from the Pacific to the Atlantic by way of Columbia, and expresses the belief that an inter-oceanic canal will soon be an accomplished fact.—Negotiations are pending for a new treaty with Mexico,—indeed, Minister Foster has been instructed to conclude and sign such a treaty. In this the Diga government will virtually receive recognition from the United States, and a mutual good feeling will probably be the result.—General Grant continues to be richly honored.—The Orthographic Projection of Geometrical Solids, the Intersections of Cylinders, Cones, and Spheres, and the Development of Surfaces, each receives due attention. The Projection of Shadows, Isometric Drawing, a most practicable method for Mechanics, Linear Perspective, Mechanical Drawing, Topographical Drawing, and the Conventional Methods of Representing Wood, Masonry, Metals, Earth, and Water are clearly explained. The Orthographic Projection of Geometrical Solids, the Intersections of Cylinders, Cones, and Spheres, and the Development of Surfaces, each receives due attention. The Projection of Shadows, Isometric Drawing, a most practicable method for Mechanics, Linear Perspective, Mechanical Drawing, Topographical Drawing, and the Conventional Methods of Representing the Natural and Artificial Features of a Locality, give evidence of being treated by a practical teacher. We do not know of any other book which contains so much reliable information, in so compact a form, on the various departments of Industrial Drawing as the one under consideration. Teachers of drawing, and others who would not be left behind in this forward movement all over the country, in favor of technical education, would do well to procure the book.

Houston's *Physical Geography*, published by Eldredge & Brother, Philadelphia, merits the favor which has been shown by it teachers. It wins respect at first sight by the elegance of its appearance, and upon closer examination it is found not to be wanting in the many requirements demanded in textbooks of the better class. The endeavor of the author "to supply a concise yet comprehensive text-book suited to the wants of a majority of our schools," carried out with conscientious care, has met with its reward in the favor which greeted this book upon its appearance, and which has increased upon better acquaintance with the work.

Its general accuracy, the excellence of its topical arrangement, and the evident fact that it is abreast with the advancement of science, commend it to the teacher, while the pupil cannot but be delighted with the beauty of its illustrations. It is a scholarly work, and its reasonable price makes it available.

Epochs of Modern History; The Age of Anne. By Edward E. Morris, M.A., of Lincoln College, Oxford; Head-Master of the Melbourne Grammar School, Australia. With maps and plans. (New York: Scribner, Armstrong & Co. Chicago: Hadley Bros. & Co. 16 mo. pp. 251. Price $1.)—The author of this book, who was also the originator of the series, disclaims all thought of original research and the reader will find no new facts stated and no new theories advanced. It is offered as an effort to assist the spread of the study of history in schools. Short as is the period of the reign of Queen Anne (fourteen years), it is a period of peculiar interest to the student of English history, and it is also a period which the general reader, through ignorance, perhaps, of what author to choose, is inclined to neglect. Every student reads Macaulay's history, which ends with the beginning of Queen Anne's reign, and then chooses, perhaps, Lord Mahan's as the best of the larger histories covering a later period than Macaulay's, which begins with the end of Queen Anne's reign. This little book may be therefore very acceptable to those pursuing a more extended course of reading in English history than the bounds of school-room study allow.
As a school history it may be cordially recommended. It is written upon the theory which underlies the whole series of which this is the tenth volume, that history should be studied in short periods and be thus treated with fullness, without which the author believes the study to be comparatively unprofitable.

Much of the earlier portion of the book is taken up with the general condition of European nations in the time treated of, which is necessary to an understanding of contemporary English history. The closing chapters are devoted to a review of the social life of the English and the condition of literature and art during the period embraced in the volume.

The Complete Life of General George A. Custer, including his brilliant services during the late war, and his wonderful exploits as an Indian fighter, is an octavo volume of about 700 pages by Capt. Whittaker, published by Messrs. Sheldon & Co., New York; A. G. Nettleton & Co., General Agents, 69 Dearborn Street, Chicago, and 180 West Fourth Street, Cincinnati, Ohio.

No person who takes up this royal volume will be willing to lay it aside until he has read every page of its thrilling narrative of one whose life was a perpetual romance, and whose name is now a household word in every American home. Born in comparative obscurity, struggling in early life against obstacles that too often discourage weaker souls, young Custer, at the age of 16 years, steps from the post of duty as the teacher of a humble district school in Ohio, into the position of a cadet at the United States Military Academy at West Point, which institution he entered in June, 1857, graduating in June, 1861. Leaving West Point on the 18th of July, he was ordered to report to Lieut. General, and at Washington. He reached Washington on the 20th, and was dispatched to the headquarters of General McDowell at Bell Run, participating in the bloody conflict on that field. Having been assigned to the Second U. S. Cavalry with the rank of Second Lieutenant, he remained with his Company in the defenses of Washington until the army under McClellan moved out to attack the enemy. From the commencement of active operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations in 1862 to the close of the war, his career was brilliant and his operations and bravery as an officer, and to his courtesy and generosity as a companion.

Many thanks are due to Prof. Salisbury and Johnson and for their labors in our behalf while in our midst conducting institutes.

I am most respectfully yours, W. S. Sweet.

QUERIES AND ANSWERS.

QUERIES.

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

71. At each angle of an equilateral triangle, sides 200 feet, is a tower 30, 40, and 50 feet in height, respectively. What length of ladder would be required to reach the top of each tower without moving the foot?

72. A tree valued at $275 per cent of cost, making the increased rate of gain 55. Is the tree valued at $120 per cent as it should be by the conditions of the question.

73. What is the difference between infinitives and participles?

J. B. Rockhill.

74. Which is the correct way to write the day of the month, with or without the letters th after the number telling the day? They are nearly always omitted in printing but generally used in writing.

John F. Lewis.

75. Is the School Festival still published, and where?

76. What is the name of the last territory organized by the U. S. Government?

77. Why does the sun set north of west in the summer in northern latitudes?


Course of Study with Rules and Regulations of Plymouth Public Schools, Plymouth, Wis., 1877. Warren J. Briar, Principal. This is a neat little pamphlet.

Proceedings of the Fifth Annual Normal Institute held at Sterling, Ill., commencing July 9, 1877. O. M. Cray, County Superintendent, Conductor.

Sixth Announement and Fifth Annual Catalogue of Kemper Hall. A Church Institution for girls and young Ladies, at Kenosha, Wis., 1875-76. Rev. George M. Everhart, D. D., Rector.

To the Editor of the Weekly:

Through the columns of your much esteemed paper, I learn that you have not been informed of the "details" of the organization and progress that have attended the efforts put forth for the Richland County Teachers' Library Association. Flattering myself that this information might be acceptable to the many readers of your paper, I respectfully submit it.

At the fall Institute held by Prof. Terry and Bundy in 1876, the plan concocted by Supt. Parsons was brought before the teachers, and receiving almost unanimous favor, fifteen of them became members by contributing one dollar to be used in the purchase of books.

A clause in our constitution provides that the books purchased shall be divided into five lots; each of which shall be placed in different parts of the county subject to the change of the Superintendent once a year.

Connected with this society, a Teachers' Association was formed which held meetings once a month during the school year, for the discussion of methods of teaching, and general improvement. We have now a membership of ninety, and one hundred and twenty volumes in our Library, which is all located at Richland Center, as yet, but about to be distributed to its appropriate parts of the county.

The spirit of improvement is already felt, and we look forward with great confidence to a future of prosperity and strength. We think that our humble county can claim to be the "alpha" and "pater" of this sort of educational improvement within the limits of Wisconsin. If this claim be incorrect, we stand ready for correction.

Many thanks are due to Profs. Salisbury and Johnson and for their labors in our behalf while in our midst conducting institutes.

I am most respectfully yours, W. S. Sweet.

The Educational Weekly.
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STATE DEPARTMENTS.

Iowa: J. M. Dearmond, Principal Grammar School No. 4, Davenport.
Indiana: Prof. Lewis McLovyn, State Normal School, Vincennes.
Indiana: J. R. Roberts, Principal High School, Indianapolis.
Minnesota: O. V. Tolhurst, Supt. Public Schools, Minneapolis.
Dakota: W. M. Brewton, Supt. Public Schools, Yankton.
Ohio: R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska: Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, NOVEMBER 8, 1877.

Kansas.

INDUSTRIAL EDUCATION.

NOT the least of the things of which Kansas has a right to be proud is its magnificent educational system. At the start a wise and vigorous policy was adopted for the education of its people. Under a government of freedom, war or peace, poverty or plenty, the state has steadily developed and carefully fostered its various educational agencies. In addition to its manifest endowment of the public schools, it has provided higher institutions for three distinct kinds of instruction, namely, normal schools for the special training of public school teachers; a university for the education of those proposing to enter the professions of law, medicine, or theology; and an agricultural college for the practical education of those who will engage in any of the industrial professions or pursuits, as distinguished from the "learned professions." The relative demand for the three forms of education is indicated by the proportion in which the citizens of Kansas follow these vocations, as shown by the last United States census. Of the time the people are engaged in a vocation by which money is gained, the ratios were as follows:

- Normal education:
  - Teachers, 1.13
  - Professional education:
    - Ministers, 0.43
    - Lawyers, 0.55
    - Doctors, 0.73
  - Industrial education:
    - In agriculture, 59.13
    - In manufacturing and mechanical, 14.63
    - In personal service, 13.50
    - In trade and transportation, 15.67
  - Total, 100.00

Wisconsin.

PREST. BASCOM of the State University has in press a work on "Comparative Psychology, or the Growth and Gravities of Intelligences."—The Law Class of the State University are setting pins for a separate commencement day next June.—In Wood county there were five candidates for the office of County Superintendent. Among them was a woman, Mrs. Mary E. Platt.

The La Crosse Sun says that there is a rumor that owing to the appointment of E. W. Keyes as a Regent of the State University, Gov. Washburn has declined the Democratic nomination for county superintendent.

Mr. Richmond has done two men's work this year. Besides attending promptly and efficiently to his regular duties, he has given an extra amount of time to institute and association work, and the benefit arising from his system of educating teachers has already been felt in the improvement of many county schools. He has assisted great many schools during the past two years, spending his time where he was most needed to bring up the average. He will yet turn to the schools of the course of his term, and all those not yet visited will be. Mr. Richmond has put in every day, and made a long evening to the work, in fact his ambition and zeal made him to overwork."—The following items are from the educational column of Kenosha Telegram, under the able management of H. E. Barnes: "Owing to stormy weather and very bad roads the meeting of district officers appointed for last Saturday was a failure. Another meeting, probably, will probably be called some time during the winter. Mr. P. R. Barnes, a well-known Kenosha Co. teacher, is now principal of the High School at Maukon in this state. The former principal, Mr. W. G. Spencer, also from Kenosha Co., is engaged in the more home study in the office of Senator Cameron at La Crosse. Mr. Hudson Bacon, now 50 years of age, one of the prime movers in the establishment of the first free school in Wisconsin, and the man who engaged the Hon. J. C. McVeyn to teach his first term within the limits of the state is now a resident of the city of Green Bay."

Illinois.

IT IS quite a common thing for district school teachers to remark substantially as follows: "Those methods will work very nicely in the graded schools of a town or city, but you can't do anything with them in the country schools." No mortal ever eased a troubled conscience with a falser statement. The very best and freshest methods in use in the graded schools can be employed, with a very little modification, doubtless, in the country schools. What is to hinder the introduction of the freshest methods in use in the graded schools can be employed, unless it be the ignorance of the teacher? Yet fully one-half of the time can be saved to the pupils by this method. Many who read these lines may wonder if the old a, b, c method still lives. If you have any doubts on the subject, ask your county superintendent.

What is said of reading is equally true of number, geography, language, and all the rest. Teachers do not seize the best methods and adapt them to the circumstances by which they find themselves surrounded, because they do not care to take the trouble to inform themselves respecting details. They have ways of doing things that answer, after a fashion, and so they content themselves to teach as they were taught. What is the remedy? The answer is—intelligence, intelligence, intelligence.

This writing may not reach the eyes of our readers until after the election of superintendents. Should it be at hand before November sixth, let it serve to remind you that as the superintendent is, so the average of the schools will be. If you have an efficient man, keep him. Whatever may happen, keep him. Whatever he be, Republican or Democrat, "greenbacker," prohibition, anti-secret society, labor-reformer, president's policy, bi-metallic currency, anti-resumption, or what not? Is he a good school man? Then elect him.

Charles P. Bates is principal of the Buckley schools. G. R. Shaway, of Champaign county, declined the democratic nomination for county superintendent. Mr. D. W. Lockwood, principal of the Chicago Normal School at Lyons, has been elected Supt. of the Group schools. Messrs. A. W. Stengel and A. E. F. H. Hammonds, have been elected superintendents of the Madison Group schools.

Freepost has a new twelve thousand dollar school house. The superintendent of this county is allowed one hundred and fifty days for visitation and sixty for "other work." The Tiskilwa School Board visits the school every Monday.

Educational News.

ARKANSAS.—Miss Ida J. Brooks was elected president of the State Teachers' Association for the ensuing year. The next meeting will be held December 27, 28, 1878. By a mistake of ours, the quotation in the Arkansas department last week was credited to Supt. Hill, it should have been credited to the Spirit of Arkansas.

CALIFORNIA.—The State Teachers' Association convened a week ago at San Francisco. Addresses were announced by Dr. E. S. Carr, Supt. Public
We select the following from the Minneapolis Tribune: The University of Minnesota closed its tenth year of existence on Monday, the 6th day of October, 1877. With formal existence dating from the passage of an act by the territorial legislature in 1851, no work was ever attempted until the opening of the University in 1856. The first class was organized. Four years later, in 1873, the first class was graduated. The number of degrees conferred up to this time is 41. Nearly 1,500 youth have at some time been in attendance.

In the earlier years of the institution very few students came with the expectation or intention of taking a full college course. It is now well understood that the business of the University is to furnish a complete undergraduate education. All other work is incidental. Accordingly, the courses of study have been so arranged that they are so necessary that many of the students are anxious to learn English idioms, ask books of the department, in which we find the following quotation from the New York Times, which was adopted by the corporation of the University:

"The chemical laboratory can hardly be surpassed by any of its size in the country. It contains an educational feature of the utmost importance. The agricultural college is carried on with such a degree of success that the University of Minnesota has been obliged from time to time to increase its buildings and plant. The agricultural department, with its farm, garden, and plant-house, offers opportunities for instruction and instruction which ought to be sought by our farming people."

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PRINCIPLES.

1. Reproof. Punishments approved by public sentiment will generally be found safest and best. Teachers who rack their brains to invent new punishments render themselves unpopular, and hence unsuccessful.

2. Cowardly punishments are always injurious. Children not less than adults deserve a mean, cowardly person, who wantonly punishes the helpless.

3. Scolding is the worst of this class of punishments. It is the rasping utterance of a chafed and cowed spirit. The roar, whining, threatening, despotic, keeps the school continually irritated. The wise and sweet tempered teacher or parent never scolds, never threatens, never irritates. These are the resources of a sore, mean coward. The wretchedness caused by this base and criminal punishment is beyond computation. Persons to whom the habit of scolding has become chronic should be excluded from the school-room.

4. Cruel punishments work harm. Placing pepper on the tongue, putting split sticks on the ears, having pupils stand long on one foot, having pupils hold weights at arm's length, etc., are of this class. All tortures, all harsh and cruel punishments, are injurious.

5. Vindictive punishments injure both parties. Any punishment administered in anger is more or less vindictive. That a parent or teacher should punish a child simply to gratify spleen and without reference to the good of the child is hard to conceive. That such punishment is common is a humiliating fact.

6. Vindictive punishments tend to crush out the noblest traits of child nature —tend to foster all hateful passions.

III. JUDICIOUS PUNISHMENTS.

Punishments that tend to work in the child a love for the right and a hatred for the wrong are just. Such punishments will be found to accord with the above principles, and will tend to make the pupil strong to do the right and resist the wrong.

Reprouut, privation, suspension, and corporeal, are the punishments most approved.

1. Reproof. This is an efficient corrective of nine-tenths of the faults of children. Let teachers and parents learn to rightly administer reproof and they will find the child heart responding as does the rosebud to the summer sun. Reproof may be general, or private, or public.
The writing class.

By J. W. Payson.

LET us enter the Primary Department in one of the busy bee-hives of education, in this or some other city, and superintend, with the teacher's kind permission, the introduction of writing among pupils, whose flexible fingers, and soft, pliant muscles, are quite ready for training and practice. We shall assume this to be the first presentation of the subject. Let this opening exercise be purely conversational and illustrative.

I shall first inquire of the children, How many of you could tell your parents or friends what you have done in school to-day? All say they could. How many of you could tell this to your parents or friends, if they were away from you? All say they could. Would you like to be able to tell about what you are doing, or about what is taking place, to those who are absent? All say they would. Well, I am going to teach you how to do this; but, first, let us have a little talk about it. What is that your teacher has in his hand? They answer, "A book." Will you tell me something about the book? George says, "It has red covers;" Susie says, "It is a small book." You have told me that your teacher has a small, red book. When you said "book," "red," and "small," you made six sounds, which meant book, red, and small. I will now make on the blackboard some signs which you all know. There are two ways of using words, speaking them, and writing them. Will some scholar spell aloud the word red? Harry spells, "Red." How many sounds did Harry use in spelling the word red? "Three." How many letters did I use in writing the word red? "Three." You see that the spoken words are made up of single sounds, and that the written words are made up of single letters. Speaking, then, is telling what we think by the use of certain sounds; and writing, is telling what we think by the use of letters. These letters are signs of the spoken sounds.

Will you now give me some short words to write on the blackboard? The children put me with words faster than I can write them. I put down, in Roman letters, rose, bee, blue, boy, girl. Did you think these things before you spoke them? "Yes." I now add one or two short words to the above written, and call upon the pupils to read the phrases aloud. They read, "A white rose;" "A honey-bee;" "The blue sky." Did I think these words before I wrote them? "Yes." Then, children, you spoke what you thought, and I wrote what you thought, so what you think can be either spoken or written. You have already learned to speak what you think; you must now learn to write what you think. In speaking, you use the voice and mouth; in writing, you use the hand and arm.

In the next lesson I will teach you how to sit when writing, how to hold your pen or pencil, how to place your writing tablet, or copy-book, and begin to teach you how to make letters.

REV. ROBERT ROBINSON'S TACT.

Among Robinson's most eminent qualities were his didactic talents, as well out of as in the pulpit. He was a great favorite with the children. It is many years since I heard the following relation:

"I went one morning into the house of a friend. The ladies were busy preparing a packet for one of the children at school. Betsy, a little girl between five and six years old, was playing about the room. Robinson came in, when this dialogue followed:"

"B.-I am glad you have learned so much."

"R.-I think it may be true."

"B.-No, it is not true."

"R.-It is not enough that a thing is true; it must be worth writing about."

Thus kindly and considerately dealt with, the offender feels that he is in the hands of friends who mean to do him good. He feels ashamed of his conduct and resolves to reform. The tremendous moral influence of the school strengthens him. In the effort to ait another each pupil is benefited. Silently but surely the work goes on. The erring one feels, reflects, resolves, —yields to the power of public sentiment. —American Journal of Education.
MARKING FOR SCHOLARSHIP.

Supt. Frank F. Dinsmore, of Douglas county, Kan., made a report to State
Supt. A. B. Lemmon in response to an inquiry as to the feasibility and
wisdom of teachers marking the scholarship of their pupils at each recitation
and reporting the same. After expressing his disapproval of such marking,
he says:

"In order to make out a report of scholarship that will be worthy of the
name, it will be necessary for the teacher to keep either (a) a daily class
record of recitations, or (b) subject the entire school to a monthly examination,
or (c) use a combination of the two. Suppose that he adopt the first. In
looking over the recitations of the school, the teacher should make a special
effort to remember precisely the worth of each answer of each pupil
in the class, instead of giving his undivided attention to instruction,
for which alone he is employed and paid by the district. Again, at the end
of each recitation he must stop the whole rooming of the school and
look up the name of each member of the class, and makes the appropriate
entry opposite the name. Take an average school of forty pupils, each pupil
having four studies, and reciting for a day. We find that the teacher for
the worth of the recitation, find the name of the pupil, and make the particular mark three hundred and twenty times every six
hours! Does it pay? Now, outside of school the system of marking and
grading of papers in each branch of study, the striking of averages, the summing of results, etc. Experience teaches that
the evenings of a week are required properly to go through the papers of a
class of fifty. Wouldn't it be better for the school to have the teacher
employ this time in posing himself in methods and matters? Another drawback
is the standard. In order to get at the true mental dimensions of various
schools, it is necessary to have a common measuring unit. It is known that
different teachers will place very different estimates upon the worth of a given
recitation, according to their own bias and grading. I can't see, for instance,
how it is possible to establish and maintain this common unit among a
corps. Teachers will vary the looking over the recitations, while in an examination he cannot. In the
work of our teachers is to give
a full and fair trial of each, have abolished both the
system of marking and the reputation of themselves hinge
on a certain number of dry, tests. And how seldom is he disappointed!
The term of our districts schools are so short that they cannot afford this kind of work; and in the majority of cases they would substitute a weekly review. During a review a teacher can take occasion to explain foggy points, while in an examination he cannot. In
the graded schools of cities where regular and frequent promotions depend upon
school, a teacher is required sometimes in the night. And of course, I
would substitute a weekly review. During a review a teacher can take occasion to explain foggy points, while in an examination he cannot.
The above are my reasons for believing that it would be unwise to de
mand a monthly report of scholarship from the districts of the state.
If such a report is to be made, I would suggest that it be an annual one,
based upon an examination at the close of the term. It would seem to me that the grand work of our teachers is to teach, and that anything which interferes with that is out of keeping with the object of our schools. I am opposed to the conversion of the school-year into a statistical bureau. A report of
attainments which is kept up and from which teachers are not kept by every teacher. Such a report will not clash in the least with regular school work, while, in my opinion, it is all-sufficient."

A common mistake of teachers is the practice of advancing pupils too rapidly. Various matters are passed over not thoroughly understood and the consequences are felt for a long time. Teachers should be thorough in giving instruction. Superficial acquirements are ever a delusion and a snare. The
cause of the failure of many persons in practical life is due to the inane de-
sertion of a reputation for advancing pupils rapidly that their teachers had. —O. M. Craey.

Unintentionally we have delayed a notice of the fact that the publishers of the Institute Song Budget, Davis, Bardeen & Co., Syracuse, N.Y. (it is no
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siderably to its value.

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