THE EDUCATIONAL WEEKLY.

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Editorial.

The Chicago Tribune, of October 29, contains an editorial on "The True Theory of Education," which plainly indicates that the writer thereof, however well versed he may be in the literature of modern politics, has yet much to learn concerning the status of modern education. The article in question appears to have been called out by the publication of the proceedings of the International Conference of Education held at Philadelphia last year, which publication the editor of the Tribune thinks has given rise to "some waste of paper and ink, since the Conference seems to have produced no results of practical value."

Allowing the writer of the article to be a competent judge, this is a rather severe verdict, and we may be pardoned the presumption of looking into its merits somewhat, even at the risk of differing from so eminent an authority in such matters. We suppose that the question as to whether the Conference was a failure or not must depend altogether upon the objects for which and the circumstances under which it was convened. As neither these objects nor circumstances seem to be familiar to the Tribune it may be well to make a brief statement of the same at this point.

In the first place, the leading purpose of the Conference was to bring together, for mutual consultation and acquaintance, the leading educators of the several countries represented at the Centennial Exhibition. Its aim was not so much to discuss "the True Theory of Education" as to compare notes on the systems of education in actual existence among the more enlightened nations, and to bring into a more intimate association and fellowship the executive officers and representatives of these systems. As the "true theory of education" has been the subject of discussion from time immemorial, and as it will probably continue to be discussed both by the learned and the unlearned, the competent and the incompetent, the expert and the inexpert, to the end of time, it was not deemed best to include "so vast a subject" in the list of topics which at best could be but briefly considered at an almos

informal meeting, called on short notice, and for purely practical purposes. In the second place, the objects of the Conference were largely tentative. It was, as before stated, convened on very short notice. No elaborate preparations were possible, and none were needed under the circumstances. It was called to consider the very topics to which the Tribune takes exception, and it accomplished its purpose in this respect. But there was another and still higher object aimed at. That object was to take steps for the organization of a permanent International Educational Congress in connection with the French Exposition next year, and this result was also reached. If the efforts being made to that end should prove successful, as there is good reason to hope that they will, then the Conference will have produced another result of practical value, alone justifying its existence and the pitiful expenditure required to publish its proceedings.

The paper of Dr. Harris referred to by the Tribune was a report prepared for the National Educational Association and read before that body at its meeting held in Baltimore during the week preceding the Conference. As the proceedings of the Conference were mainly extemporized, and unavoidably so under the circumstances, Dr. Harris was invited to read his report as an introduction to the proceedings. By vote of the National Association the discussion of the report was laid over to a future meeting on account of the extreme heat, and a want of time to give it due attention. The Conference was no place for the discussion of the report prior to its consideration by the body at whose order it was prepared. We entirely disagree with the Tribune in the assumption that the subject of courses of study is at present the all-absorbing question in education. However much courses of study may engage "the attention of scientific men who pretend to speak with authority on education," there are other subjects of greater importance "which mostly concern the friends of rational education everywhere." Among these subjects the Tribune, with singular inconsistency, mentions "the improvement of methods of instruction." With this conclusion we heartily agree. The best curriculum that human wisdom ever devised will be spoiled by wrong methods and a want of skill in the teacher. The paramount question is therefore the question of methods. The paramount question is how shall we secure the benefits of a good common school education to each and all of the fifteen million American children and youth who are soon to become citizens, whose course of study must necessarily be limited, and whose proper training is largely and necessarily a question of methods. There is no great divergence of opinion as to what these children should be taught. That is a simple problem because the school period of more than eighty per cent of the whole is limited to five or six years, and the subjects to be taught must therefore be brought within a comparatively limited range. The great question is how shall they be taught.

As this question is preeminently one of intelligence and skill on the part of the teacher, we think we can see a close relation between his character and fitness and the "amelioration of his condition." The Tribune and the rest of the world may rest assured that men and women competent to improve methods of instruction, to render courses of study effective for this purpose, to train, discipline, and prepare the children of the republic for
the duties of intelligent and honorable citizenship, will not be found, if they are to be paid starvation prices, if they are to be subject to the prejudices and caprices of arrogant, soulless, and sometimes ignorant school boards, if stability and permanence of employment are not to be the reward of faithful and honorable service, if they are not to be judged by their professional peers instead of ward politicians and nonentities from every other walk of life but their own, or if, in short, they are to be treated as inferiors in station, to the incumbents of all other offices and positions in the community. As "the improvement of methods of instruction" and the progress of education are mainly dependent upon experience and not on the dreams and vagaries of theorists, however scientific or pretentious of authority, we think we can see an eminently proper in the effort of American educators to ascertain from living witnesses what other nations, many of which are in important respects far in advance of us in the practical work of education, are doing, in respect to the organization and supervision of schools; to the teacher, his preparation, status, salary, and tenure of office; to educational museums; to science in public schools; to technical education; to normal schools and kindred subjects, all of which received some attention by the Conference.

The "principles of Pestalozzi," and the "benefits of a natural evolution of the faculties," are quite generally understood by intelligent American teachers as well as by those of other countries, and they are being illustrated by better examples than it was ever possible for such theorists as Herbert Spencer, John Stuart Mill, or Harriet Martineau to afford, because these examples are made practical in the work of the school-room, and hence their value may be judged by their results. We hope the Tribune will be charitable enough to give the Conference credit for comprehending the purposes for which it was called, and for wisdom enough to pursue those purposes so far as the time and all the circumstances seemed to warrant. It is true that "the common school system of the United States," as the Tribune says, "has its enemies." It is also true, and "'tis, 'tis true!" it has also "friends" who do not know enough of its condition, its needs, and the magnitude of its work, to defend it against the assaults of those enemies, or to yield it that intelligent and hearty support so essential to its complete success. If the press of this country would give half the intelligent attention to the best means of educating the people that it now gives to politics and partisan wrangling, illiteracy would soon be wiped out, the press. We know of no class, craft, profession, or trade less liable to be selfish than teachers, whether in convention or amid the cares of ordinary life, unless it be the editors of the secular press. Of course they rarely assume when meeting in convention that their interests are those of paramount importance, but their sole aim is to promote the interests of those taught through their benevolent columns! And yet we have a distinct recollection of an able address recently delivered before an editorial convention by a prominent member of the Tribune staff, in which it was argued that professorships should be established in connection with our colleges and universities for the special training of editors for their responsible duties. As selfish as this suggestion may at first sight appear, we are ready to applaud it to the echo. Let us have editorial normal schools as the first step toward a truly elevated and independent journalism!

THE DEGRADATION OF PUBLIC SCHOOLS.

The declaration of Dr. C. H. Fowler, at Princeton, that the state has no right to educate beyond the primary branches, is in exact accordance with the expressed view of the president of a leading eastern college, that all higher education is a special privilege, reserved only for those who are able to pay for it. Such utterances foreshadow the issue which certain unwise partisans of denominational institutions are attempting to force upon the friends of public schools.

I use the word force intentionally, because the controversy is not sought by those who insist that the state has a high duty to discharge in the education of its children. Public school men do not desire any legislation which would cripple our endowed schools and colleges. But, if we may judge them by their published opinions, some, not by any means all, who proclaim themselves friends of denominational schools, seek, in order to build up their institutions, to degrade the public school, until to teach in it would be a disgrace, and to be educated in it would be to wear the badge of a pauper. As if to complete the degradation, not only are we to be forbidden to teach anything above the rudimental branches at the public expense, but Dr. Fowler tells us that the state cannot teach, and has no right to teach morality. If there is such a thing as a Methodist morality, and a Baptist morality; if through the whole range of sects each claims a certain distinguishing kind of morality as its peculiar property, the statement is true. But the statement is absurdly false when we refer to that common morality which lies at the foundation of all Christian civilization, and forms the only dividing wall between well-regulated society and social chaos. There is a morality which forbids profanity, falsehood, obscenity, cruelty, meanness, and all their kindred vices, and inculcates truth, honor, kindness, justice, purity, and all their kindred virtues. When it becomes law that the state must not teach this morality, the degradation of the public schools will be complete. No conscientious man or woman will be found willing to take the teacher's position.

These utterances of Dr. Fowler are neither new nor peculiar to him. It is scarcely credible, however, that they could be
DENOMINATIONAL COLLEGES VS. STATE UNIVERSITIES.

WE extract from The Advance the following notes on an interesting discussion held at the late Council of the Congregational Church, in Detroit:

Deep interest was felt in the discussion of this subject. It was started by President Bascom, of the Wisconsin State University, who introduced, by special consent, the following resolution:

That we regard it as the true policy of the Congregational churches (1) thoroughly to endow the colleges already founded by them in the several Northwestern states according to a plan which shall equally unite in the support of state universities where these have been established.

The resolution was referred to a special committee consisting of Rev. Chas. R. Palmer, of Connecticut; Rev. Richard Cordley, of Michigan; and Rev. Richard Edwards, D. D., L.L. D., of Illinois. The remarkably well-considered report was presented through Rev. Charles Ray Palmer as follows:

The matured conviction of the Congregational churches is that for the promotion of Christian learning they cannot rely exclusively upon institutions supported by the state. Whatever admirable results institutions of this kind may have reached, or may yet reach, the results which we deem the best results we do not believe them fully adequate to secure, and their inadequacy is of the necessity of the case. This conviction has guided us in the past to the furnishing and endowing in the Eastern, Central, and Northwestern states of institutions of higher education independent of political patronage and control, the services of which, to liberal learning and to Christ and the churches, they do to us as the names they bear have done and are doing the fame of our nation. This conviction may lead us in the future also to multiply such institutions, but more wisely to endow and equip them so as to make them centers of influence favorable to true Christian culture, as Christian citizens we owe them and we yield them a heartly sympathy. These institutions belong not to the religious public, but to the whole public. It was very undesirable if they ceased to be the moral support of religions men, while legitimately fulfilling their proper functions in the commonwealth. It was disastrous if want of that moral support they practically passed into the hands of men wholly indifferent or hostile to religion, and therefore ceased to fulfill their proper functions in the commonwealth. That we want for our children something better than these institutions can be—in our understanding of the matter—does not in the least forestall our sincere desire that in their place they may deserve the confidence of all good citizens, and in a just measure receive it. That we believe, as the high aspirations of the scholar can only be those of which religion is the spring, and the grandest results in the direction of liberal learning will be achieved only as men most truly enter into fellowship with him in whom are hid all the treasures of wisdom and knowledge, does not in the least hinder our appreciation of all which good men may do, whom convictions or circumstances lead to confide in other aspirations, and to avail themselves of resources applicable to education under the limitations of political control.

President Andrews, of Marietta College, Ohio, said there were three classes of colleges: (1) those under state control, (2) those under control of ecclesiastical bodies, and (3) those whose trustees filled their own vacancies. The colleges in sympathy with Congregationalists are of the third class, and so are the best of the Presbyterian institutions. The New England colleges, and those in the West founded by New England men, are characterized by that large liberty which is the genius of Congregationalism. In all the elements of true breadth, both intellectual and religious, they have greatly the advantage of the other two classes.

The friends of these colleges have taken no attitude of aggression toward state colleges. But they have been compelled to act on the defensive here in the West. Persistent efforts are making to induce the belief that state colleges should absorb all the work of higher education. Their endowments by Congress and their appropriations for the states are referred to as rendering the non-state colleges unnecessary.

This Council has now been asked by the head of one of these state colleges to give them its unqualified endorsement, and has stated his reasons. There are two points for consideration: the support of these state institutions, and their control. The former is a point of objections to both methods. They do not believe the average politician a suitable person to control a Christian college. And they regard the system of taxing the people to support a single college in each state as unjust.

President Bascom began by saying that he was thankful even for the some-what narrow streak of sympathy for the state universities seen in the report. Alluding to the great national problem before us in the unification of our diverse population, he stated that in Wisconsin one-third of the population is of foreign birth, and another third are the children of foreigners. These come from many lands, and their diversities in regard to religious beliefs are still greater. The denominational college, he argued, tends to widen, rather than lessen, these differences, and to increase the antagonism. The common school does something to foster the common feeling, at the start, but childhood is soon over. Where then shall we find some common ground to stand upon for the formation of social and national unity? Congregationalists should remember their responsibility for the people and the state, as a whole. To isolate too sharply themselves would be to antagonize the others. These universities, especially in the Northwest, are an established fact; they are open to all, and perhaps in a better shape than the sectarian colleges. Theirelligible element is contrasted with that of the Christian, and that of the public college, which were in fact largely to be taught than in the distinctively religious colleges; there might be more un-religion in the Wisconsin University, but there was, he believed, more in religion in Williams; a class in psychology afforded, in his opinion, a better opportunity for grounding the minds of the young in the principles of a true Theism than could a class in the Westminster Catechism; the Wisconsin University, though a state institution, has now at least ninety-nine parts of a religious college; and finally, these state universities being a fact, where should their conductors come for religious sympathy and support if not to a body like this?

President Andrews gave a brief history of Congregational engagements. Each new state receives two townships of land for a college. As soon as it is established the institution asks the state for money, and for a few years past the states have been appropriating it. Thus, those who have founded and are supporting Christian colleges are compelled to pay to support others. In Ohio the legislature has refused any appropriations, though persistently important for the last twenty years. Pass this resolution, and you put the strongest weapon into the hands of those who would have state colleges monopolize all higher education. Let the state colleges use economically and wisely the resources they have, looking to their alumni and friends for what more they want, and not tax those who are sustaining by their own liberty colleges modeled after the most efficient and most successful institutions in the country. It is a principle in our country that the government should not attempt that which the people can do and will do just as well in their private capacity. If our history shows anything it is that the people can care for collegiate education better than the state can.

Rev. Dr. I. N. Tarbox thought that while there might be Christian ideas and influences in these universities at the present day, yet they cannot be Christian in any large and true sense. If we have such a conflict as to our common schools, we were certain to have trouble in the end with these universities.

President Angel, of the Michigan University, was emphatic in denying that there was any disposition on the part of universities to displace or injure the colleges. That at least he knew to be the case in Michigan. That there is danger lest excessive secularizing and irreligious tendencies may change for the worse these universities he would not deny; but that was, just the reason why he and President Bascom were there to ask this body not to withdraw their influence and sympathy, and thereby insure what they deprecate. These universities, he said, are here, and are here to stay. The simple question is, what should religious people do to keep them true to their highest aims?

Rev. Charles Ray Palmer admitted freely the force of President Angel's plea, but thought that no reason for disparaging the supreme need, now, and certainly not likely to grow less urgent in the future, of our distinctively Christian schools. In view of the difficulties which now beset the matter of any religious instruction in our common schools, can we feel confident that these universities, even if they are so now, can be kept on a Christian foundation? He hoped the utterances of this body would have no uncertainty as to the absolute necessity of our Christian colleges. We need them now, we are likely to need them still more in the time to come.

President Magoun, as President Chapin had done, most distinctly and cordially acknowledged the fact that some of the presidents and professors in these state universities, as those in Wisconsin and Michigan, were earnest and pronounced religious men, exerting a mighty influence for good, but as he had the best of reasons for knowing, this was far from being true in all the states, especially those in the West, where, he not unreasonably feared, there was a bitter animosity and contempt toward the Christian colleges. If the present secularizing tendency in these state institutions went on, Christian education would go to the bottom. He also dwelt upon the fact that the enormous...
funds, raised by the percentage on taxation, and likely to increase yet more, would give the Universities such overshadowing advantages as, in effect, to put unfairly in the shade, if not to sweep out of existence, the denominational colleges.

President Chapin, of Beloit College, shared the fears of the last speaker. He had the utmost regard for and confidence in the eminent brethren at the head of the Michigan and Wisconsin State Universities, but it was not certain, that sinister influence of one kind or another might not displace them within a year. He was clear that the old fashioned Christian college, founded and maintained by private endowment, and which had done such glorious work for our land and the world for the past 800 years, was worth perpetuating, and he could not favor any condition of things which seemed to put them in peril.

At this point Pres. Chapin was interrupted by the limit set to the discussion of this important subject, and the vote was taken on the adoption of the report presented by Mr. Palmer. The vote endorsing the sentiments therein expressed was unanimous and particularly hearty. As a whole, though quite too short, it was a grand debate over a question of the very highest concernment, alike to the state and to the Christian churches.

MODERN INFLUENCE OF THE ENGLISH LANGUAGE.

ENGLISH WORDS INTRODUCED INTO FRENCH.

ALFRED HENRYQUIN, A. M., Principal of the Michigan Military Academy.

THE history of the influence of the French language in England has, at all times, assumed a very great importance. If we look back to the time of William the Conqueror, we know, of course, that the Norman-French of that epoch materially changed the language then spoken in England. Since then, the French language has not only been spoken in England, as in most other countries, in what is usually styled the "high life"; but it has caused, in all circles of English society, the introduction of numerous French words and expressions. But on the other hand, if we closely study a large number of words of the present French language, we also find that the English speech contributes daily to the increase of the French vocabulary. What France did in 1066, England may be said, in some respects, to be doing now. It would be wrong, however, to infer that the English language is dethroning the French, and that the future dialect of France is to be broken English. It would also be wrong to believe that French will become less harmonious through the introduction of words less euphonious than those derived from Latin. What I really mean to say is, that one language must necessarily influence the other, when two countries entertain such close business and other relations as France and England. As for the pronunciation of borrowed words, when once they are introduced into the French speech, they become French, and therefore are pronounced as French words. In some few instances, the English words have been introduced into French through their pronunciation only. The French word for frock-coat is redingote, from the English riding-coat. Again, the pronunciation ay in the word tramway, is pronounced a, thus making the pronunciation of the word in French tramway, i. e., the nasal sound e rendered clear through the introduction of an e mute and the termination e instead of the drawing sound ay. English words also become French by as suming French terminations, implying the meaning of the word. Thus "to box" is, in French, boxer, and "a boxer" un boxeur. Finally, the masculine or feminine gender is given to English neuter words: un wetproof, masculine; un cottage, masculine; la fashion, feminine; la boxe, feminine, etc.

I have, in a former number of the WEEKLY, spoken of the relation of English to French, and have demonstrated how, through the careful analysis of certain English terminations, an extensive French vocabulary could be obtained. What I now propose to do is, in some respects, just the reverse. I will, while showing the modern influence of the English tongue on the French, point out the relation of French to English.

But would it not be most interesting and instructive to analyse more than the mere words which have passed from one language into another? Would it not be almost a feature of the study of history to find out the causes that brought such and such a word into French? For instance, why are all the English words referring to sport, taken from English? Merely because, what is usually understood by sports in England was unknown fifty years ago in France. We have now, on the other side of the Channel, footie-clubs; and even la boxe, so contrary to French ideas, is becoming somewhat popular. Now, if we put the words aside, and only see their influence on French habits, we undoubtedly see that Frenchmen are gradually giving up their more quiet games, such as billiards, etc., to find pleasure in rougher sports. In this, however, like everything that descendants of the Roman race do, the French are not long in becoming masters. Horse-back racing had only been introduced a few years in France, when a French horse won the Derby. This is due to the fact that French people add their natural vivacity of body and mind to the more clumsy English games. If we give our attention to French national games, we find that fencing, for instance, is only made an art of in France. Although fencing is an art of the greatest antiquity, very great improvements have been made in it, chiefly by French masters, who excel those of all other countries. This can undoubtedly be attributed to the agility and acknowledged power of rapid physical action possessed by this nation, and to the natural vivacity and mental quickness of the Frenchman. In this connection, I would say that, as an athletic sport, fencing ranks higher for physical development than the English national sports now being introduced in France. Sir Anthony Carlisle says: "According to my judgment, the exercise of fencing tends to promote bodily health, and the development of athletic powers. It is likewise apparent that the attitudes and exertions of fencing are conducive to the manly forms and muscular energies of the human figure."

But I find that I am very far from my subject. I do not intend to treat philosophically the subject of borrowed words, but shall now merely give a list of some of the most important English words introduced into French, and in some instances, call the attention of the reader to the special cause which brought about the introduction of such words.

In some future number of the WEEKLY, I propose to give rules for the actual creation of new words in the French language, and explain the laws which govern them. This subject is one which deserves, combined with the study of the relation of English to French, the greatest attention on the part of students of the language.

Bank note—Used in the same sense, but referring only to the English paper money. The same in French is billet de banque.

Bar—Same sense. French people, beginning to realize that time is money, have not only lately introduced bar in France; but the habit of wasting, often, one or two hours over a glass of beer in a café is becoming somewhat less popular.

Bijou—Is the English beefsteak. The rules of French cookery did not admit of such a simple way of preparing viands. An Englishman in France is often called a Raistif or a Bistre, implying that he is fond of heavy food.

Book—Term relating to turf. The French word livr meaning book is never used in this sense.

Box—A stall for horses.

Boxe—Feminine substantive, boxing.

Boxer—To box.

Boxeur—Boxer.

Building—More frequently written boulevard, used in the same sense as English.

Chipon—Same sense as in English.

Clergymen—Pronounced clercem.

Chum—Pronounced chum.

Club—Pronounced club.

Cock—Same sense as in English.

Coldream—Pronounced coldream.

Confort—English words, of French origin, which have reassumed their French orthography.

Coutel—Cottage—English sense.

Dandy—Same sense as in English.

Debater—From the English to debate. Same sense.

Detective—From the English detective.

Derby—English race-course.

Drainer—From the English to drain.

Drainage—Formed from the above.

Drink—Taken from American; used only when speaking of America.

Fashion—Used in the English sense when referring to men's clothing.

Fashionable or habits of high life.

Fisher—From the English to fish. An exclusively English habit, unknown to French customs.

Fistulation—Formed from the above; same meaning.

Gentleman—Used to denote, not the standing, but the ways of a "gentleman.

Grog—Hot brandy and water. A drink seldom taken by Frenchmen.

Groom—Same meaning.

Handicap—Term of racing.

High life—Referring only to the English nobility and the habits of the same.

Bite—Expression an idea unknown to the French people, who practically have no home.

Jockey—English sense.

Jockey-club—Same.

Lady—Meaning a refined person, not merely une dame.

Milor—Compound of my lord. Applying to men of wealth; in such sentences as "drchte comme un milord, rich as a lord."
The South.

We quoted a few weeks ago a portion of a speech by Col. Thomas Harlan, delivered at Mazon, Ga., denouncing all measures looking toward the education of the "unfriendly blacks." The Washington County Herald, Springfield, Ky., brings forward the following facts in refutation of our implication that the speech above referred to "represents a widespread opinion in the South." We are glad to publish them, as our purpose is to be not partisan or sectional in our discussion of educational matters. "In Alabama, the funds are equally divided between whites and blacks. The blacks have a normal school, whilst the whites have none. In Tennessee the blacks enjoy equal school facilities with the whites, their systems being equal, with such modifications as profound statesmanship would throw around them to securely protect them in this blessed boon. Georgia gives the blacks equal facilities with the whites. Kentucky, a state that has always been under Democratic rule, gives the blacks a three-months' school. True, the whites have a five-months' school, but the scattered condition of the blacks in Kentucky will not justify us in giving them five-months' schools. The per capita of blacks is not so great as whites, but our school law expressly says that all school funds derived from the general government, through lands or otherwise, shall be appropriated to the colored schools till their per capita is equal to that of the whites. In centers of population, wherever the thing is possible, the colored population enjoy equal facilities with the whites. The Louisville colored schools are under the same management, laws, and government as the whites. Next to the Female High School building, the handsome school building in Louisville is the colored school building."

Education in all the Southern States makes but a slow and difficult progress. Great obstacles must be overcome. But the work accomplished through the instrumentality of the Peabody Fund has been extensive and important. For example, in Virginia, there were before the war, properly speaking, no free schools. Last year, out of 482,789 children of school age, 200,057 attended school. The attendance in South Carolina increased from 30,448 in 1870 to 110,416 in 1875. Florida taught 32,771 children in 1875, although she had no public schools until 1868. Other states are making commendable progress. The Board of Trustees of the Peabody Education Fund recently held their eleventh annual meeting at the Fifth Avenue Hotel in New York City, on which occasion President Hay's was elected a member of the Board.—Harper's Bazaar.

The East.

BOSTON LETTER—NO. IV.

R. OSGOOD & CO. have lately published three books which possess not only uncommon literary merit, but a value for all intelligent readers, but may be selected and commended with emphasis to the attention of teachers. The first is "Household Education," by Harriet Martineau. This is a re-publication, in an elegant and convenient form, of a book which first appeared in 1848. It is one of the best known of this great author's many books, but it is not known as society needs to know it, considering the vast importance of its contents. Miss Martineau evidently regards the life we lead at home as the best part of our human existence, and that here we gain our principal schooling. Not only children, but parents and grand-parents are in process of development together, and from purely domestic sources should accumulate wisdom, virtue, and strength as long as they live. The school is but the supplement of home; the teacher only the parent's helper for a short time, and within narrow limits. This is a very comprehensive, deep, and useful treatise, not so much upon the teacher's specialty, but upon what the teacher equally needs to know to make the philosophy of his vocation complete. Though not the work of a Christian believer, this book is pervaded by a deep religious feeling, and bears testimony, though indirect, in favor of Christ and the Bible beyond what we should expect from one who found in these but little personal comfort and no assurance of immortality.

The second of our trio of books for teachers is Joseph Cook's Biology. It will be preserved as a remarkable fact in the history of this cultivated community, that men and women of every social and intellectual grade have so thronged to hear the Monday noontime discourses of this man. For the past two years he has wielded an unprecedented power for good in this city. No able defender of the conservative theology has in these latter times appeared, and no influence is carried more widely on the wings of the press all over the land. The object of these lectures is to present the results of the freshest German, English, and American scholarship on the more important and difficult topics concerning the relation of Religion and Science.

The selected discourses which make up the present volume are those which oppose the materialistic theory of evolution. They maintain the good old philosophy that man has a spiritual and immortal nature, in opposition to the dismal conjectures of such men as Spencer, Huxley, Strauss, and Haeckel. The teacher of course is interested in this grand debate. This interest Boston teachers have manifested as earnestly as any other professional class. Devoting their lives to the education of the mind, they cannot be indifferent to the question whether this is the exalted object of Christian belief, or the quiverings of subtle matter, mere modes of motion; for upon the way we answer this question to ourselves, much of our enthusiasm in our calling, and consequently much of our success must depend. This is a welcome volume to those who have enjoyed the original delivery of these addresses, and it must be doubly welcome to those who need this strong assistance and can gain it only from books. This, with Winchell's Reconciliation of Science and Religion, both studied and deeply pondered, will furnish a thoughtful man with sharp weapons against the rampant infidelity of the day.
Our third book for teachers is Miss Phelps' Story of Avis. This is just out and is light reading compared with the other two books. But fully one third of a teacher's reading, we claim, should be light; two thirds, rather, if it could always be such light reading as this. Teachers will then have heavy duties enough to make a solid average. Like all Miss Phelps' writings, this possesses great literary excellence. It is, moreover, a well planned, captivating, and instructive story. The scene is in a university town, and all its dramatic persons are in some way connected with a college community, its hero being a brilliant professor, and his heroine another brilliant professor's daughter.

Avis is a perfect woman nobly planned, but what of her suitor? He is rather ignorably planned, if we may venture to think. Her character is the consummate flower of culture; his the rank, rude growth of the forest, transplanted to a garden, and trimmed to much external comeliness. She was wedded to a noble art, and should have proved loyal to it. That, she sincerely intended, and in her noble intention persisted long and admirably, but importunity, an audacity as sublime as Ethan Allen's at Ticonderoga, the inevitable accident, an enlistment, a terrible wound, and a haggard convalescence were his arguments by which he broke her fine resolutions all to pieces. How the reader wishes Avis Dobell to explode these fallacies and stand true to her lofty sentiments by which he broke her fine resolutions all to pieces. How the reader wishes Avis Dobell to explode these fallacies and stand true to her lofty sentiments by which he broke her fine resolutions all to pieces. How the reader wishes Avis Dobell to explode these fallacies and stand true to her lofty sentiments by which he broke her fine resolutions all to pieces.

Yet the book is very pleasant and well arranged. A recitation in percentage by a class of seventeen girls and boys under the instruction of Miss Buhre was unusually interesting. Miss Mary A. Lewis has charge of the primary school. The little ones are allowed to go home at the afternoon recess, which is a wise plan. Mr. A. H. Andrews should visit this room. The adjustable kindergarten table which they have just put into this school is not patented. It is an object lesson table, made so that all the pupils can see what is placed upon its surface; this surface can be placed at any angle desired. Go and see it and let all primary school-rooms have one. Miss Lewis' sister teaches the branch school at Ridgeland and Avon. Miss Griffith has a large school, but some rich work is being done there in the way of discipline, penmanship, and rhetorical exercises. The pupils in Miss Woodruff's room show much enthusiasm in their recitations. In fact, whenever we chanced to go there, we found order, quiet, attention, scholarship, and independence. It is a great accomplishment to be in possession of modest self-reliance. The teachers here are paid salaries, ranging from $500 to $2000 a year. The library is good, and the philosophical and the other apparatus the best we have yet seen in any school—most new. The school has been the recipient of many rich gifts in the way of pictures, books, etc., from friends of the school living here. Prof. Dodge took the pains to make some experiments in connection with a very powerful battery which he is fortunate enough to possess, it being the only one of the kind yet made.

We had the pleasure of a short acquaintance with Prof. Geo. W. Wilcox, who is principal at River Forest. Missus Luck and Knapp are his assistants. It being after school hours, we did not see their pupils—but it is reported that much and good service is being faithfully rendered. As a rule teachers are being overworked by having too many pupils to discipline and to teach. Individual training pays well. When there are too many scholars, much concert and general instruction must necessarily be given. The Educational Weekly or The Practical Teacher is in the hands of nearly every teacher we have met; in fact, all read it, as there is no little amount of borrowing done. The teachers are joyful over the election of Mr. Lane as County Superintendent of Schools of Cook county. Subscriptions during this trip: for the Weekly, twenty, THE Practical Teacher, ten. It must be remembered that a fair number of the teachers we have met on this trip were already subscribers to the Weekly. We go on toward Geneva. A. H. Porter.

NOTES BY THE WAY.

KENSINGTON--GRAND CROSSING--AUSTIN--OAK PARK--RIVER FOREST.

CORDIAL greeting was given us at Kensington by Mr. B. Mercer, the teacher of the public school. The school is mixed and the work would furnish ample employment for two teachers. The school-room is well provided with outline maps, globes, charts, etc. The building is new and the site attractive.

At Grand Crossing Mr. Carter is principal, having under him three assistants. The school is well graded and the order first-rate. Austin has a public school of which any town would be proud. The building is a fine structure—two stories and a basement. At the head of the schools we find Prof. L. D. Buzell, formerly of La Fayette, Ind., assisted by Mrs. E. M. Zahn, a lady of fine accomplishments; Miss A. A. Blackham has the grammar school; Mrs. Helen B. Bradshaw, the intermediate, and Miss E. M. Haggard takes care of the little ones in a pleasant basement room. This is Miss Haggard's fourth year in this school. We have never listened to a better conducted recitation in reading in a primary school than the one we heard here. The order in going out of the room for recess in Mrs. Bradshaw's department was excellent. We failed to see a pupil who did not keep step. The principal gives instruction in vocal music to the different departments daily. Only the rudiments of music are taught. The apparatus of the school is quite full and in good condition. A new air-pump has just been purchased of E. S. Kitchie & Sons, of Boston, at a cost of $45. The library is very comprehensive and speaks volume for those who have in hand the shaping and direction of the school interests. Prof. L. D. Buzell has a rich selection of books in literature etc. will be added to this library in a few days. The high school-room is provided with a fine piano. The chemical laboratory is having some valuable additions.

The building is heated by steam. The last recitation we listened to left a good impression of Austin schools. We hope to spend some time in these schools again.

Oak Park has one of the best schools in Cook county. Mr. B. L. Dodge is principal, assisted by Mrs. H. B. Howell, Misses Buhre, Griffith, Woodruff, and the Misses Lewis of Blue Island. The rooms in the school building are very pleasant and well arranged. A recitation in percentage by a class of seventeen girls and boys under the instruction of Miss Buhre was unusually interesting. Miss Mary A. Lewis has charge of the primary school. The little ones are allowed to go home at the afternoon recess, which is a wise plan. Mr. A. H. Andrews should visit this room. The adjustable kindergarten table which they have just put into this school is not patented. It is an object lesson table, made so that all the pupils can see what is placed upon its surface; this surface can be placed at any angle desired. Go and see it and let all primary school-rooms have one. Miss Lewis' sister teaches the branch school at Ridgeland and Avon. Miss Griffith has a large school, but some rich work is being done there in the way of discipline, penmanship, and rhetorical exercises. The pupils in Miss Woodruff's room show much enthusiasm in their recitations. In fact, whenever we chanced to go there, we found order, quiet, attention, scholarship, and independence. It is a great accomplishment to be in possession of modest self-reliance. The teachers here are paid salaries, ranging from $500 to $2000 a year. The library is good, and the philosophical and the other apparatus the best we have yet seen in any school—most new. The school has been the recipient of many rich gifts in the way of pictures, books, etc., from friends of the school living here. Prof. Dodge took the pains to make some experiments in connection with a very powerful battery which he is fortunate enough to possess, it being the only one of the kind yet made.

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Notes.

LITERARY.—A. S. Barnes & Co. have published, in pamphlet form, two addresses relative to the Orphan Houses on Ashley Down, Bristol, England, and the other objects of the Scriptural knowledge institution for home and abroad, by George Müller. The addresses were given in Plymouth Church, Brooklyn, and are edited by S. 8. Hallday.—Boys who complain of not being able to find a good "piece to speak" should be directed to buy one of P. Garrett & Co's One Hundred Choice Selections in poetry and prose, of which No. 14 has just been published. It can be obtained by addressing the publishers at 708 Chestnut street, Philadelphia, enclosing 30 cents.—The chapters on Mound-Builders—Indians—Esquimaux, and Early Discoveries of Different Nations, in Quackenbos' American History for Schools, are the best treatment of those subjects for common schools that we have seen. The illustrations in the first chapter are full of instruction. The analytical reviews and outlines at the close of chapters throughout the book are very excellent features, especially in a work designed for school use. The publishers aimed to surpass all rivals in the preparation of this book, and it is confidently claimed that they have succeeded.—Another monthly journal containing selections for public reading and declamation is the Baltimore Educationalist, published by Rice, Benson & Co., Baltimore, Md. at $1.25 per year.—"Pansy," (Mrs. G. R. Alden), publishes with D. Lothrop & Co. a new and richly illustrated Holiday book, entitled, "Mother's Boys and Girls."—The excellent paper of Prof. L. S. Thompson, on Drawing, read at the last meeting of the National Educational Association, has been published in pamphlet form, and may, we presume, be had by addressing Prof. Thompson at Lafayette, Ind. By the way, we hope to present a continuation of Prof. Thompson's series of lessons in Dictation Drawing soon in the WEEKLY. The Athenaeum, published at Springfield, Ill., is one of the best of periodicals devoted to elocutionary literature. The National Teacher's Monthly has entered upon its fourth year. Its publishers have made a valuable effort to bring it before the teachers of the country as an independent national journal, and have not fully succeeded. Their lack of success in this particular is tacitly acknowledged by them in publishing the first number of their fourth volume.
Correspondence.

WHISPERING IN SCHOOL.

HEARTILY respond to the suggestion of your correspondent "C. C.," of Davenport, Iowa, that the Weekly be made still more, if possible, the medium of practical hints and helps to its readers. Trusting that its usefulness in this direction is to be extended rather than diminished, I offer these in response to his inquiry on the subject of whispering. The whole question of its prevention is a work of great difficulty, but its suppression is to be desired against as any other, and that its toleration is not to be thought of.

Let the teacher be his own monitor. Let every offense be noticed promptly, and if it persists, the teacher proceed to prompt and vigorous measures without showing any hesitation or uncertainty as to the justice of his course.

When a pupil is corrected for whispering or appearing to do so, let there be no argument or bickering on the part of the pupil, for if he is at work and attending to his own business, he will not openly expose himself to the suspicion of being disorderly. A vigorous campaign began at o'clock a.m., of the first day of school, will generally produce the desired result. I should have no more hesitancy in suspending a pupil for repeated violations of this regulation than for any other offense whatever.

H. E. OVID, IOWA.
The Burlington Hawkeye has this very reasonable advice to parents:—

"Let the tender infant among its first lessons be taught that honor and integrity are not simply things to be admired and emulate, but they are characteristics that every one does and must possess. They must be honest because they are right, and not simply things to be admired because it is expedient to be honest. This truth may be to them individually, that their integrity is to be prized more highly than wealth or fame; and let these lessons be repeated, and again accepted, that they may be applied to their thoughts and words as well as their deeds, and the number of such examples will be far too strictly limited to the intellect. The moral nature of the child is subject among its playmates to a multitude of deceiving influences which can only be corrected and counteracted by patient and persistent effort at the fireside. If it is neglected there, what wonder that in after years some stress of difficulty, some peculiarity and subtle form of temptation shall undermine the weaker spot, the tower of respectability and influence that is built upon the sands of expediency, and in its crashing dissolution many innocent are whelmed in irredeemable ruin."—Mr. W. P. Todd is principal of the public schools of Boone. The enrollment for the fall term up to Oct. 22 was 615. —The fourth annual oratorical contest of the Iowa State Legislation Association was held at Mount Pleasant, Thursday evening, Nov. 1. The orations were of a high grade and reflected credit upon the ten colleges represented. The judges were Hon. Buren R. Sherman, of Des Moines, Samuel Clark, of the Keokuk Gate City, and D. S. Tappan, of Mt. Pleasant. The decision of the judges awarded the honor of representing the state at the inter-state contest to be held at St. Louis, by the University of Iowa, to James G. Eberhart, of Cornell College, who spoke upon the subject of "Dante." The second honor was given to William D. Evans, of the State University, who spoke upon the subject, "The American Democracy."
1,184 men, 1,083 women. The total income for school purposes from all sources during the past year was $3,612,163.32; the total expenditures, $2,797,729.46. The valuation of school property is $5,923,243.94.

THE CENTENNIAL," which Mr. John Swett characterized as "the most graphic and interesting paper he had ever read before a teachers' convention." A resolution was adopted favoring the introduction of sewing for girls into the primary department, that it requires too many things to be taught children in the primary grade, that would be better learned, and without effort, when age shall have matured the child's mind." The following was adopted "by an immense majority, and the defeat of the opinion of this Convention, some of the text-books prescribed by law for use in public schools are entirely inadequate to meet the wants for which they are designed, and that we, as school officers and teachers, earnestly desire that the introduction of these books be pushed forward, so far as it may be made available as a means of education, and not as a trade, the women, as a rule voting in the negative. The following was also adopted: "Resolved, That our present state course of study, as applied to the common schools, is not fully designed to prepare the young boys and girls now entering the educational field should the organization of a kindergarten in connection with the primary department be adopted by law.

The board will enter upon its duties as principal and principal of the State Normal School at Cassopolis, under the management of Mr. H. C. Rankin, there are 55 pupils enrolled; of these, 29 are boys and 26 girls. The three members of the Board of Managers, Mr. Mr. F. H. Smith, H. J. Martin, publisher, of Topeka, in bringing out the "Weekly," are of that class who would have earned little or nothing had they followed the common course of study.

The principal of the Bush School, Larned, has given an address, on the "Technical Course." By adding the first, second, etc., columns separately, the board has made the child's schooling a pleasant one.

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Nov. 15, 1877] The Educational Weekly.
MUSICAL TEXT-BOOKS FOR PUBLIC SCHOOLS.

The subject of teaching vocal music in public schools having demanded so much attention within the last few years, and it having been introduced as a regular study in the curriculum of many of our best school systems, it is no wonder that book-makers and publishers have turned their attention to this department, and, as a consequence, are annually flooding the country with musical text-books for day schools. While a very few books have been issued that can lay any proper claim to suitability for such purpose, the vast majority seem to have been prepared with no other end in view than, like the Yankee's razor, "to sell," the persons issuing them undoubtedly presuming upon the ignorance of the public in regard to the wants of this department, and depending for success upon the jingle and tinsel of the trashy compositions,—which often seem quite pretty at first to the musically uncultured ear,—with which their books are literally filled. Others seem to have been published for the special glorification of the author and his immediate friends, as we find all the songs are written by only a few persons, most of whom were never heard of before outside of their own immediate vicinity, and, judging from their compositions, we may never be heard from again. Other books seem to have been prepared in some very peculiar manner as to the gradation of the music. We have sometimes thought that probably the compilers, having collected their material together, have thrown it into a wheel of fortune, and thence drawn it and placed it in their graded (?) readers in the order in which it came from the wheel; for we find in books intended for the youngest primary grades, songs embracing nearly two octaves in compass, difficult modulations, two, three, and often four parts, etc.; while in books for higher grades, little baby songs are introduced that could be used in youngest grades on y, if at all. In many of these books no attention seems to have been given to the sentiments expressed either by the music or the words. For instance, in a book just published we find such words as these:

"The frogs are jumping in the pond, Chug, chug, chug, chug, chug, chug, The boys stand looking just beyond, Chug, chug, chug, chug, chug, chug." We agree with the author and wish he were a frog, and that he had taken his last jump.

In another place in the same book we find the following:

"On ce there were three wand'ring Jews, Once there were three wand'ring Jews, Wan-wan-wan-dring,-dring,-dring, Wan-wan-wan-dring,-dring,-dring, Once there were three wand'ring Jews."

"The first one's name was Abraham, The first one's name was Abraham, A-bra-bra-ham,-ham,ham, A-bra-bra-ham,-ham,ham, The first one's name was Abraham."

Without taking the space to present all the remaining stanzas of this exquisite production, we will give only the leading line of each, and the reader may repeat the syllables as above:

"The second one's name was Isaac, The second one's name was Isaac, A-bra-bra-ham,-ham,ham, A-bra-bra-ham,-ham,ham, The second one's name was Isaac."

"The third one's name was Jacob, The third one's name was Jacob, Ja-Ja-Ja-cob,-ob,-ob,-ob, etc., The third one he said he, he, he, etc."

"The second one he said hi, hi, hi, etc., The third one he said ho, ho, ho, etc."

"Then they all said he, hi, ho, etc." We have not enough time to present the full text of the song, but will give the reader a taste by presenting the words:

"The fourth one's name was Joseph, The fourth one's name was Joseph, A-br-a-br-a-ham,-ham,ham, The fourth one's name was Joseph."

"The fifth one's name was Benjamin, The fifth one's name was Benjamin, B-e-n-a-jim,-min,-min, etc., The fifth one he said ben, ben, ben, etc."

"The second one he said ben, ben, ben, etc., The third one he said ben, ben, ben, etc., etc." etc.

In another book we find such an arrangement of words as the following:

"Oh, Mary had a little lamb, its fleece was white as snow, Shouting the battle-cry of freedom, And everywhere that Mary went the lamb was sure to go, Shouting the battle-cry of freedom." Probably it was quite pleasant for Mary, if she were in the least patriotic. But we would appeal to the good sense of educators, and ask, are such things conducive of any good thing? It may be argued that they furnish amusement to children. Well, suppose they do, are there not other songs that will furnish just as much amusement, and yet are not silly? Children will too soon in other ways learn enough frivolity without our taking up the time that should be given to proper instruction, in permitting the use of such songs. No wonder that some sensible persons should be opposed to music being taught in public schools, if such songs constitute the course of instruction. We would heartily join their ranks and say banish it, if nothing better can be accomplished. But there is music that will ennoble while it interests and edifies, and text-books that are valuable, and of these matters we shall take occasion to speak at a future time.

Practical Hints and Exercises.

CHAPTERS IN SCHOOL ECONOMY.

III. ORGANIZATION.

President Wm. F. Phelps, State Normal School, Whitewater, Wis.

TEMPORARY CLASSIFICATION. The confidence of the pupils having been gained by methods herefore suggested, the teacher may next proceed to the work of temporary classification. In country schools this is an undertaking of some difficulty, especially with young and inexperienced instructors. Too frequently no records of the previous classification will have been left by the former teacher. Whenever such a registration can be found, however, it may be used with advantage in making up the classes for the new term. By referring to it, and calling the names of the pupils, the teacher can soon determine the previous classification and work of such as may be present on the first day of school. Taking the list of each class, beginning with the higher, he can, in a few minutes, run through it, ascertain by questioning the pupils a little about how far they have advanced, and at once assign some work with which they may be occupied while he takes up a second class, and so on, down to the primaries. These latter he may engage in a short reading lesson, first ascertaining by judicious questioning precisely what they are and what they are not able to do. This having been accomplished, the little ones may be allowed to take a recess, while the teacher can retrace his steps and conduct a short reading lesson with each of the other classes. In a similar manner brief lessons may be heard in each of the branches pursued by the other classes with a view, especially, of ascertaining the exact proficiency of the pupils in the studies in which they may have herefore engaged.

11. Another method. But in case no class records are to be found, it will be found necessary for the teacher to adopt a different plan. He must, in that case, ascertain the previous classification by questioning the pupils themselves; or he may begin the work by requesting all who belong to the Fourth or Fifth Reader class, as the case may be, to take their places on the recitation seat. He may then enroll their names and allow them to read a few passages, giving such directions about the preparation of the succeeding lesson as may seem to be proper. The different reader-classes may be called and treated in a similar way. The classes in arithmetic, geography, etc., may also be thus brought out, questioned briefly, and assigned some work for the following day. In this manner some near approach may be made to the previous classification, which will temporarily answer the purpose of the teacher in ascertaining for himself the actual standing of each pupil in the several studies, with a view to a re classification if necessary. At this point it may be well to suggest that the teacher should reserve the right to change the classification of any pupil or even of the whole school, if on careful examination he shall deem it advisable to do so. The main object of these temporary arrangements is to afford an opportunity for the teacher to examine the school. This he will accomplish under cover of the daily recitations, care being taken to keep a suitable record of each pupil's work in the class exercises. These exercises may be made to reach forward or backward over the ground at present occupied by the class. The teacher may make them the occasion of a review to test the previous knowledge, or of an advance to determine the power of the pupils. In short he should make his daily recitations the means of a thorough examination of his school with a view to such modifications of the classification as the actual needs of his pupils may demand.

12. Other methods of classification. The foregoing plans have been suggested in order to avoid the danger of arousing the prejudices of both parents and children by making sudden changes or introducing sudden changes into a school while the teacher is a stranger in the district. There is nothing concerning which pupils, both large and small, are more sensitive than this matter of classification. Hence such changes as may be necessary should be effected only after the most careful examination into the needs of each pupil,
and until the teacher has had time enough to establish himself in the respect and confidence of the school. There may be cases in which other methods of procedure would be allowable. If the sentiment of the district be intelligent, if there be a generous appreciation of the advanced ideas of modern education, and if the reputation of the teacher be such as to once to inspire confidence, then a direct and thorough examination of the school for the purpose of classification may be entered upon, without the intervention of any of the temporary expedients that have been herein suggested. For young teachers, however, the preceding plans, or some modifications of them, will be far more safe and expedient. They are less tedious. They give the pupils steady employment at once. They give the school the form and appearance of organization, and cause the pupils to rest contentedly under an orderly succession of events to which they are accustomed, instead of making them resist under the suspense of a more formal examination which threatens to disturb their class relations. As this subject of classification in the country schools is a vitally important one, much remains yet to be said upon it, and its further discussion must be deferred to another paper.

TEACHING SPELLING.

PROF. T. J. LEE, of Loxa, Illinois, has published in the Charleston Courier some good thoughts on the subject of spelling. The following method of teaching is recommended by him:

Let the pupil, long before he studies grammar, and afterward too if necessary, be required regularly to fill the blackboard or slate or a page of blank paper (the blackboard is the best and is open to inspection by all) with his own thoughts on some simple subject then given him, and change the subject at every such lesson. Then examine his work and have him make all needful corrections, explaining to him why they are to be made. In this way he will soon lay before you for correction all the words he knows, and be adding thereto at every succeeding exercise. You will find him making the same mistakes over and over again. Be patient; these are the very words he needs to correct. In this way, too, he will see the necessity of spelling the same words differently, according to their relations to one another, and a curiosity, (which is the principle of the desire of all knowledge,) to learn grammar will be formed, without a knowledge of which the best memory spellers fall when putting pen to paper. Do not require or expect too much at first; the exercise will grow as the ideas expand.

With more advanced pupils, the same results can be had by requiring them to write essays on paper, taking care to have them original. After the essays have been corrected, require each pupil to expose all his mistakes, stating the rules, if any, for correction, in presence of the whole school, that all may be mutually benefited by one another's blunders.

The practical results of this plan I have found to be commensurate with the theory, some of which are included in the following:

1. The learning to spell is in direct proportion to the language used, and the circle of language increases with each effort to spell.
2. Attention is directed to the meaning of the words first, and the expenditure of time and labor has its immediate reward in such a way as to prompt to renewed interest and action.
3. The mind is impelled from day to day to healthful action, and in a way that leads to useful ready knowledge. It is an excellent mental drill.
4. It utilizes the sense of sight and associates the appearance of the word with the notion in the mind.
5. It trains the muscles through the eye to form the letters, and is a great aid to penmanship.
6. It works on the pride of the pupil; he sees himself as others see him, and cultivates a habit of going to his dictionary when he wishes to use a word about whose orthography he is doubtful.
7. It is a good drill in pronunciation and reading, because the pupil knowing what force he intends each word to have, will take such pains to read his exercise as will make his reading the best possible for him.

A GOOD SUGGESTION.

The following are given as specimens of analytical reviews that may be used with advantage by teachers of any subject. Let one of the class place the abstract on the blackboard, and the different topics be assigned in turn to different pupils called on promiscuously,—each to tell all he knows about his topic without being questioned.

I. Names. Why so called.
II. Position.
III. Size.
IV. Divisions.
V. Natural Features.
VI. Animals.
VII. Discovery.
VIII. Division.

NATURE OF AMERICA.
1. Mountains.
2. Rivers.
3. Forests.
4. Lakes.
5. The Great Lakes.
6. Plains.
7. The Great Plains.
8. Deserts.
10. The Arctic.
11. The High Arctic.
12. The Polar Regions.
13. The Tropics.
15. The Tropic of Capricorn.
16. The Equator.

From Quackenbush's American History for Schools. D. Appleton & Co.

QUESTIONS SUGGESTED BY A VISITING TOUR.

SHOULD the teacher talk very loud?

1. Should a pupil be deprived of a whole recess for a minor offense?
2. Should we keep pupils after school to learn lessons, etc.?
3. How may we best secure good order in going in and out of school?
4. Should pupils to take better care of their books and slate?
5. How may we best secure visits from the parents?
6. Why not keep the same teacher in the same school, promoting him from promotion to promotion?
7. Why not keep the same teacher in the same school, promoting him as you do the pupils that he may be with the class until they leave school?
8. Why not keep the same teacher in the same school, promoting him as you do the pupils that he may be with the class until they leave school?
9. If it well to have a Roll of Dishonor?
10. Is a very slow movement in order to secure quiet to be recommended?
11. Should the principal of school teach regularly in lower department?
12. Should pupils act as teachers?
13. Should pupils be allowed to make up their own minds to remain at school after school hours?
14. Is it well to give a half-holiday for excellence in school work?
15. Should examination papers be preserved?
16. Why do we find so much school apparatus out of order, and yet not very old?
17. Why are school libraries so much neglected—even those books on hand not used?
OFFICIAL DECISIONS.

FROM HON. S. M. ETTER, SUPT. PUBLIC INSTRUCTION, ILLINOIS.

In Fairfield, Wayne county, in one of the public schools, a lad over fourteen years of age failed through negligence, or some other cause, to learn and recite a certain grammar lesson as required by the teacher. For such failure the teacher ordered his punishment or expulsion. The teacher ordered him to pull off his coat and be whipped. The lad objected and was expelled.

The common sense of the people will assign to them this duty and good lessons without resorting to paper.

There has been enough of buncombizing already. Let us have a little means is not fit for the school-room, and the sooner a district dispenses with his services the better. The country is full of excellent teachers unable to supply the schools with inefficient persons. Children have rights and the people have rights, but many teachers ignore all these. Teachers are employed for a certain kind of work, subject to their employers. They should not forget this. I have written you thus fully because I am confident our schools can be managed without resorting to any kind of inhuman punishment.

A village lying remote from a school house, and without school privileges, can a new district be formed now, by petitioning the Board of Trustees? If it cannot be formed now, can we have the benefit of the school fund if a school is sustained this winter?

Ans.—1. New districts can only be formed at the regular meetings of the Board of Trustees on the first Monday of April and October. They cannot grant the prayer of a petition for a new district at any other time.

2. The benefit of the public fund for the support of a school can only be secured through the director, of your district. They have the power by law to establish a school in your village and pay the teacher; if you can establish your own school no portion of the fund can be paid for its support.

Are women entitled to vote at school election?

Ans.—The statute nowhere confers upon women the right of suffrage. They can hold school offices but cannot vote.

There is no school in California from the University down which is not confessionally perfect. There is not a teacher in any of these schools who does not constantly aim at improvement. Teachers anticipated almost every valid complaint that has been made against them, and while impatient grumblers are indulging in their vague denunciations, these practical educators are applying the salutary means that are desirable and possible. Educators themselves are led to educational reform. The common sense of the people will assign to them this duty and sustain them in the faithful performance of it. No assailant of our educational work should be listened to with any patience who does not tell us definitely what it is that does not suit him, and what are the changes he wants.

There has been enough of buncombizing already. Let us have a little common sense and common sense by way of a change.—Fitzgerald’s HOME NEWSPAPER.