The Educational Weekly.

THE UNION OF
THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, Wisconsin.
The Michigan Teacher, Michigan.
The Illinois Schoolmaster, Illinois.
The Nebraska Teacher, Nebraska.
The School, Michigan.
HOME AND SCHOOL, Kentucky.
The School Reporter, Indiana.

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CHICAGO, THURSDAY, DECEMBER 6, 1877.

Editorial.

SEVERAL bills are before Congress proposing national aid to education. We have seen none so liberal in its provisions, so comprehensive in its scope, or so eminently just in its terms as that introduced into the Senate by Mr. Hoar of Massachusetts on the 20th of November. It is entitled, "A bill to establish an educational fund, and to apply the proceeds of the public lands to the education of the people." As this bill is greatly in advance of any other measure ever introduced into our national legislature for educational purposes, and as it seems to mark an epoch in the progress of ideas upon this subject, we feel it a duty to present a synopsis of its provisions, and call the special attention of the friends of education thereto. This movement ought at once to arouse the enthusiasm of all who believe in universal education and in republican institutions. It ought to stimulate every teacher, school officer, and parent to active effort for its success. It ought to receive the unanimous support of the press, whose highest usefulness depends upon the increase of intelligence and the consequent desire of the masses of the people for that intellectual nourishment which a high-toned journalism is so well calculated to supply to the student of current events.

Section One of Senator Hoar's bill provides that the net proceeds of the public lands, the net proceeds arising from the issue of patents, and all sums hereafter paid to the United States by railroad corporations, either as principal or interest, upon any loan of money or credit, or bonds loaned to them, or paid for their use, or guaranteed for them, by the United States, shall hereafter be forever set apart for the education of the people. It is understood that the net proceeds from the operations of the Patent office now paid into the national treasury amount to not less than $150,000 annually, while the railway indebtedness, constantly accumulating, is at least $85,000,000. As to the annual profits of the Patent office, what more appropriate use can be made of this tax upon inventive knowledge and skill than for the increase of that intelligence which creates wealth and develops the material and moral resources of the people? As to the railway obligations, how could they be more profitably applied than in the building up of a magnificent endowment to be forever dedicated to the extinction of ignorance, the promotion of enlightenment, and to securing to every citizen his right to rational liberty and the pursuit of happiness?

Section Two provides that the Secretary of the Interior shall, at the close of each fiscal year, ascertain the net proceeds from the sale or other disposition of the public lands, and from the issue of patents during said year, and shall thereupon certify to the Secretary of the Treasury the amount of said proceeds from the disposition of lands and issue of patents respectively. Section Three requires the Secretary of the Treasury, upon receipt of the certificate aforesaid, to add thereto all amounts repaid to the United States within the year, in cash, by railway corporations as interest, in accordance with the First section, and thereupon to cause one-half of the aggregate to be invested in bonds of the United States, bearing interest at the rate of four per cent per annum, which amount so invested shall constitute a permanent fund in the Treasury of the United States to be known as the National Educational Fund. The Secretary of the Treasury is further required under this section, on or before the thirty-first day of July in each year, to certify to the Secretary of the Interior and the Commissioner of Education the amount so paid into the Treasury to the credit of said educational fund, the amount of said fund, and the interest due thereon at the close of the fiscal year last preceding such certificate. Section Four requires that all sums repaid to the government, in cash, as principal, by any railway corporation, as set forth in Section One, shall, in like manner, be added to the National Educational Fund.

Section Five authorizes the Secretary of the Treasury to accept, and add to the principal of said fund, any sums which may be given to the United States for that purpose by will or otherwise. Section Six directs the Commissioner of Education, upon the receipt of the certificate of the Secretary of the Treasury as provided in Section Three, to apportion to the several states and territories and to the District of Columbia, upon the basis of the population between the ages of four and twenty-one years, one-half of the net proceeds of the public lands for the previous year, together with the entire income of the educational fund so certified, the apportionment to be according to the last preceding general census of the United States. There is a proviso in this section that for the first ten years the distribution of the fund shall be made according to the ratio of the illiteracy of the population of the several states and territories, including the District of Columbia, as shown from time to time by the last preceding published census of the United States. Section Seven provides that each of the states and territories and said District shall be entitled to receive its share of the first distribution under the apportionment above named, which shall, before the first day of January, Eighteen Hundred and Eighty, or within two months of the first meeting of its legislature thereafter, have, by its legislature, engaged that it will provide by law for the free education of all its children between the ages of six and fifteen years, and will apply all moneys which it shall receive under this act in accordance with its conditions.
Under the Eighth Section, any state or territory may apply a sum not exceeding fifty per cent of the amount received from the United States, during the first year of such receipt, for the instruction of teachers of common schools. After the first year, this sum is, however, to be apportioned wholly to the payment of teachers’ wages. Section Nine specifies the conditions under which each state, territory, and the District of Columbia shall be entitled to receive its share of every apportionment after the first. These conditions are: First, that it shall have made the provision for the education of its children required in Section Seven; second, that it shall have applied all moneys previously received by it under this act, in accordance therewith; third, that it shall, through its proper officer, for the year ending the thirtieth day of June last preceding such apportionment, make full report of the number of schools free to all the children thereof, the number of teachers employed, the number of school buildings owned, and the number rented, the total number of children taught during the year, the actual daily attendance, and the number of months of the year during which schools shall have been maintained in each of the several districts or divisions of the state, and the amounts appropriated by the legislature for the maintenance of a system of free schools.

Under the Tenth Section, the Commissioner of Education is required, on or before the first day of September in each year, to certify to the Secretary of the Treasury as to what states, territories, etc., are entitled to receive their respective shares of the apportionment and the amount thereof under this act, when they shall thereupon be entitled to receive the same. In case the Commissioner shall withhold a certificate from either, its share of the apportionment is to be retained in the Treasury until the additional fund. The Eleventh Commissioner. and the number rented, the total number of children taught during the year, the actual daily attendance, and the number of months of the year during which schools shall have been maintained in each of the several districts or divisions of the state, and the amounts appropriated by the legislature for the maintenance of a system of free schools.

THINGS THAT ARE NOT CAESAR’S.

A WRITER in the 43d number of the WEEKLY attempts to lay “the serious opposition to high schools and state colleges,” which is now visibly growing up, at the door of teachers of other institutions not under public control. Is this fair? Is it can, did? Can it possibly be well-founded at all?

He who outruns facts, or generalizes too broadly and rashly from two or three instances, in order to assail, unjustly, a body of useful and honored educators, deserves at least to be recalled to the limits of justice and truth.

Now there is far more complaint of high schools at the East, where they are pushed farther, and where no state universities exist; more complaint of state colleges for which the people are taxed, of course, at the West, where these exist. The only notable Western attack on high schools was that of the St. Louis laborers, which certainly no more came from the “denomina­tional colleges”—even of Missouri,—than the public disturbances of laborers and communists. Those laborers asserted—I know not with how much truth—that “of 300 high school pupils in St. Louis, but one is the child of a laborer, i. e., one-third of one percent,” while in the district schools of that city it is said that 50 percent are children of laborers. This point was made, as I understand the reporter for your neighbor, the Interior, to show that poor men are taxed for grades of education above the reach of their children; but it was made by these men themselves, not by any denomination or denominational college, or college-teacher, past or present. Well nigh the earliest Eastern journal to question the policy of loading the high schools as is done, and thus of loading the tax-payers, was the N. Y. Tribune, of which it would be something very odd to say that it ever was anyway indentified with or influenced by such colleges. The writer in the WEEKLY seems to be entirely unaware how widely complaints have started, not among “the rank and file,” or “the majority of any denomination” (as he concedes), but among the mass of the people,—though there is double reason why they should come from the former source rather than the latter. The few gentlemen whom he quotes are noticeable from their relations to the denominations and to their colleges; but they are an ex-
ceedingly small number compared with the mass of objectors who never learned the objections they make as tax-payers from them. If the present "serious opposition" had waited for such men to make it, it never would have been what it is; it could not.

Again, he intimates that "men interested in denominational schools" are not only the mass of the objectors (which is impossible), and the leaders (which is plainly not true); but that they began the opposition to high schools and state colleges in point of time. The memories of many of us testify that this also is not true. Indeed, in the first number of the _Weekly_, Prof. Olney, of Michigan University, felt called upon to rebuke the hostile bearing of University teachers toward colleges. It was fitting and deserved. But that offensive conduct began long before college men had challenged the growing university policy and the various additions to it; and no such rebuke could have been framed for them; for there is no such bearing toward universities to this day among college men. Indeed, to them the universities have been largely indebted from the first in every state where they have been established, although started later than the colleges, and in competition with them. Their cooperation has only slackened as the spirit censured by Prof. Olney has displayed itself; as the tone of university opposition to colleges has grown more open and offensive; as the demand has been made that the state should monopolize the higher education; as the theory has been put forward that our first colleges were state institutions; as taxation has been greatly increased, compelling the colleges to help support the universities, and as the working of the high school system by university men has been made more inimical to the colleges in respect to supply of students. Even after what a few college men and former college presidents have been provoked to say by being thus crowded to the wall, it will not do to assert generally that "men interested in denominational schools have provoked such a fight." It was "begun by (some) public school men" long ago, long before high schools and state colleges were questioned as now.

The writer intimates that the opposition now rising results largely "from self-interest"—on the other side. A very unfortunate insinuation in point of logic and fact. For the temptation to self-interest exists where salaries depend on the taxation of the people, as well as on the other side, and more of it. The salaries are always larger. Nor is it even possible to obtain money bestowed by Christian benevolence upon colleges for such lavish use as is possible in state institutions. This we all know well. If the writer here referred to is himself connected with one, it is hardly au fait for him to intimate that the temptation is all on the other side—though this cheap suggestion has been heard before from men whose salaries come from the taxes of their fellow citizens, in part from the taxes of those whom they would stigmatize! Equally unfortunate is his easy prediction as to the outcome of this contention, the burden of which is thus sought to be transferred. For in a popular government no man who stands on a foundation laid in the taxation of the people can boldly affirm its perpetuity, especially if such a tone is assumed toward those who are not communists, but legitimate inquirers as to the policy of taxation.

The spirit of Prof. Olney is far better; his words far wiser. Render not unto Cesar the things that are not Cesar's.

Geo. F. Magoun.

P. S.—Let me thank you for your editorial in the same number on the true common school policy—"a few essential, funda-mental things, well done." You make friends most surely for our noble common schools when you point out how they can most effectually do their own work, and best subserve the union of labor and education. And this is the only way to forestall the assaults of laboring men who are either communists or misled by communists. Let me also thank Mr. Reynolds for maintaining that "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." Admissions without examination, save as "the teachers of the candidates examine upon their own instruction," would prevent the elevation of the college standards, and, indeed, degrade scholarship of necessity. And the colleges that require their own examinations will always do more and better for the higher education than those which for another end—drawing greater numbers—allow other examinations instead.

NOTES ON THE PUBLIC SCHOOL SYSTEM OF LONDON.—II.

Prof. J. H. Hooke, Prin. State Normal and Training School, Cortland, N. Y.

_SCHOOL HOURS._

The hours of school are:—From 9 A. M. to noon; from 2 P. M. to 4:30 P. M. Infant schools close at 4 P. M. if the children are under seven years of age. The doors must be opened in all the schools by 8:45 A. M., and by 1:45 P. M., and at least one teacher must be present in charge. The door of the school-room is closed at 9 A. M., the roll called, and prayer offered. Immediately after prayers the doors are re-opened, the pupils, if any there, allowed to enter, and the doors again closed. From this time up to 9:40 A. M. the religious instruction is given. At 9:40 the doors are again opened and the roll finally taken. The pupils assembling during the time when religious instruction is being given are taken into some room and there receive some kind of instruction. All the teachers are required to be in their places at least 10 minutes before the opening of each session. The actual instruction in secular subjects must occupy at least two consecutive hours in each of the daily sessions, except in the infant schools, where, in a part of the year, the time is limited to one and a half hours.

The playgrounds are open to the children until 8 P. M. in May, June, July, August; and until 7 P. M. in April and September. The school-keeper, or janitor, cares for the playground, and is responsible therefor.

_ATTENDANCE._

The head teachers must insist upon the regular and punctual attendance of assistant teachers, pupil teachers, and candidates; and they will be expected to make, as far as possible, by their own personal influence, the regular and punctual attendance of the children on the rolls. Reports of absences are made weekly to the visitor, who is the officer to inquire into the causes of the absence—he also visits the schools often, sometimes daily, to learn of the absentee. In case of persistent absence the visitor reports the cases to the Divisional Committee, which enters the case as a civil offense in the courts.

The Board holds head teachers, both masters and mistresses, responsible for the regular and punctual attendance of pupils. The masters are authorized to delegate one, two, or more, boys, and the mistresses of the girls' and infant schools the same number of girls, or boys of the girls' and boys' schools respectively, who have at least passed the third grade, or year of school, to visit absentees in all departments. For this service the girls and boys are to be paid a sum not exceeding twenty-five cents per week. The cost for this purpose must be kept within seventy-five cents a week in a department with an average attendance under 200. The rolls are examined at the close of every week, and every child that has been absent for a fortnight is to be removed from the lists. The regulations provide for cases of illness and reasonable excuses for absence.

_HOLIDAYS._

The holidays are: Christmas, two weeks; at Easter, from Good Friday to the Saturday in the following week, both days inclusive; at Whit'sun, one week; in the summer, three weeks, the time being so arranged as to include the first week in August; after each annual government examination, a half-holiday may be allowed. A Divisional member may grant an occasional holiday to a school under his jurisdiction.

_REGISTRATION._

The school is regarded as full when the registration shows an excess of 15
per cent over the accommodation in boys’, girls’, and mixed schools; and of
20 per cent in infant schools. The accommodation is estimated on the basis
of one pupil for 9 square feet of flooring in all the schools, except that for infants,
where the basis is 9.

TIME-TABLE.
Each school must have a time-table, a programme of daily exercises, con-
spicuously affixed. Each Department must have a distance time-table, and a
copy of it must be left with the Board. Notification of alterations must be
given the Board.

BOOKS, APPARATUS, LIBRARIES.
Books for the pupils, and all necessary apparatus, are supplied free of
charge by the Board, from the Board Store, upon requisition to the board inquirer
by the head teacher, under well regulated limitations. Every precaution is taken
to insure rigid economy, and to make available all the waste papers and worn-
out books by gathering and selling them. The Board does not provide text-
books for the use of teachers, but each permanently established school may be
supplied with an approved list of reference books, the total cost of which
must not exceed $25. Lending libraries are encouraged as voluntary efforts,
with the view of rewarding pupils for good conduct and regular attendance.
Rigid economy is enforced, in the matter of fuel and lights, by well digested
regulations.

SUBJECTS OF INSTRUCTION.
In the infant schools instruction must be given in:—The Bible and in the
principles of morality, in accordance with the special observance that neither
in letter nor in spirit shall the children be attached to any particular deno-
nination; in reading, writing, arithmetic; in simple object lessons, with such
exercise of hands and eyes as is given in kindergartens; in singing and
physical exercises; and, to the girls, in sewing.

In the Junior and Senior schools these subjects are essential:—The Bible
and religious instruction, in matter and manner as ordered by the School
Board; in reading, writing, arithmetic; English grammar and composition;
principles of book-keeping, in Senior schools; measurement in Senior boys’
schools; in systematically arranged object-lessons, including in the six school
years a course of elementary instruction in physical science, and serving as
an introduction to the science examinations of the Science and Art Depart-
ment; history of England; elementary geography; elementary social econ-
omy; elementary drawing; music and drill; needle-work and cutting-out for
girls.
The following are discretionary:—domestic economy; algebra; geometry.
These discretionary subjects are not to interfere with the essential ones.
The course of instruction is that established by the Education Department,
and embraces six years, called six standards, or grades.
One or more of the lady teachers in every girls’ school must be competent
to teach cookery.
The drawing course includes freehand, memory, perspective, geometrical,
and model drawing, and every department of a school must have a teacher
who is capable of teaching it.
The course in music includes careful instruction in reading and singing by
note.
The boys are drilled in companies, to file, to face about, in slow and quick
time movements, to form in squares, etc. The girls have lighter drill and
calisthenics.
The course in the sewing for girls includes six years of graded work, be-
ginning with threading needles, and hemming, then sewing, lidding, stitching,
buttonholing, etc., etc., etc., to patching fine linen, cutting out plain gar-
ments, and knitting socks and long ribbed stockings.
The following is a specimen of the requirements in Bible instruction, in the
first year of the course, as submitted by the Board, November 22, 1876.
The children must commit to memory the following:—Exodus, xx., verse
1-17; Matt. v., verse 1-12; Matt. vi., verse 9-13; Psalms 1. They must also
study the life of Adam, and the first seven chapters of Matthew.
The course extends over six years, and the work is both to memorize and
to study texts. All Bible and religious instruction is thus necessary, and is
thus directed by the Board.

REWARD CARDS.
The Board has ordered that there shall be such cards which shall be given
at the end of the quarter for regular and punctual attendance;—that two such
cards shall entitle the pupil to a book of the value of twenty-five cents, fifty,
or seventy-five cents, according to the grade of the pupil—the infants to have
a book costing only thirteen cents.
Certificates are given the pupils, showing their proficiency in their studies.

CORPORAL PUNISHMENT.
All occurrences of corporal punishment must be formally recorded in a book
kept for that purpose. This punishment must never be inflicted by any teachers
except the head teachers, and they are bound to exercise the utmost cau-
tion so as never to strike a child on any part of the head with anything
soever. Corporal punishment must not be inflicted during school hours, but at
some time set apart for the purpose. Head teachers may inflict immediate
punishment in exceptional cases, but full reasons therefor must be entered in
the recording book.

SCHOOL-KEEPERS.
The school-keepers are required to assume entire charge of the buildings
and grounds, being responsible for the condition of the rooms, when the
teachers are absent;—they are to wash thoroughly, at least once in three
weeks, all the floors of school-rooms, class-rooms, and all stair-cases, and
the use of water-squirts is forbidden in cleaning windows;—they see to
opening and closing the doors at roll-calls;—they are under precise instruc-
tions to be strict in their economy in all matters, and they are to be watchful
for the best care and interests of the school and the Board.

A WONDERFUL INVENTION.
From the Scientific American.

IT HAS been said that science is never sensational; that it is intellectual not
emotional; but certainly nothing that can be conceived would be more
likely to create the profoundest of sensations, to arouse the liveliest of human
emotions, than once more to hear the familiar voices of the dead. Yet science
now announces that this is possible, and can be done. That the voices of
those who departed before the invention of the wonderful apparatus de-
scribed in the letter given below are forever stilled is too obvious a truth; but
whoever has spoken or whoever may speak into the mouthpiece of the phono-
graph, and whose words are recorded by it, has the assurance that his speech
may be reproduced audibly in his own tones long after he himself has turned
to dust. The possibility is simply startling. A strip of indented paper trav-
els through a little machine, the sounds of the latter are magnified, and our
great grand-children or posterity centuries hence hear us as plainly as if we
were present. Speech has become, as it were, immortal.
The possibilities of the future are not much more wonderful than those of
the present. The orator in Boston speaks, the indented strip of paper is the
tangible result; but this travels under a second machine which may connect
with the telephone. Not only is the speaker heard now in San Francisco for
example, but by passing the strip again under the reproducer he may be heard
to-morrow, or next year, or next century. His speech in the first instance is
recorded and transmitted simultaneously, and indefinite repetition is possible.
The new invention is purely mechanical—no electricity is involved. It is
a simple affair of vibrating plates, thrown into vibration by the human voice.
It is crude yet, but the principle has been found, and modifications and in-
 improvments are only a matter of time. So also are its possibilities other than
those already noted. Will letter writing be a proceeding of the past? Why
not, if by simply talking into a mouth-piece our speech is recorded on pa-
per, and our correspondent can by the same paper hear us speak? Are we to
have a new kind of books? There is no reason why the orations of our
modern Ciceros should not be recorded and detachably bound so that we can run
the indented slips through the machine, and in the quiet of our own apart-
ments listen again, and as often as we will, to the eloquent words. Nor are
we restricted to spoken words. Music may be crystallized as well. Imagine
an opera or an oratorio, sung by the greatest living vocalists, thus recorded,
and capable of being repeated as we desire.
The invention, the credit of which is due to Mr. Thomas A. Edison, should
not be confounded with one referred to in a previous number, and mentioned
in our correspondent’s letter.

To the Editor of the Scientific American:
In your journal of November 3, page 373, you made the announcement
that Dr. Rossappel and Professor Marey have succeeded in graphically record-
ing the movements of the lips, of the vail of the palate, and the vibrations of the
larynx, of the principal movements, may lead to the application of electricity for the purpose of transferring these
records to distant points by wire.
Was this prophecy an intuition? Not only has it been fulfilled to the let-
ter, but still more marvelously by Mr. T. A. Edison, the ren-
owned electrician of New Jersey, who has kindly permitted me to make
public not only the fact, but the modus operandi. Mr. Edison in the course of
a series of extended experiments in the production of his speaking tele-
phone, lately perfected, conceived the highly bold and original idea of record-
ing the human voice upon a strip of paper, from which at any subsequent time

The Educational Weekly. [Number 47}
The South.

THE Democrats of South Carolina voted for the common school amendment to the state constitution as a means to influence the colored Republicans favorably. The amendment is referred to the Legislature for ratification, and it is suggested by Democrats that the Legislature will not ratify. On this question the Democrats are divided, one party claiming that the amendment should be repudiated. A writer in the Charleston Journal of Commerce says: "The state is committed to the system of free common schools by the provisions of the constitution, by the expressions of the press and from the pulpit, and by the overwhelming vote on the 7th of November last. Let the Legislature do its duty by confirming the will of the people, and we will escape the greatest danger which threatens us—the danger of broken faith; the danger of dishonor and disgrace." This would indicate that the South Carolina Democrats are intriguing to break down the free school amendment.—Chicago Inter-Ocean.

It is noted in relation to some of the Southern colored schools, that the work of educating the negro is sometimes a failure because the black parents will not submit to restraint. They won't allow their children to be punished in school or undergo anything that savors of coercion; they seem to think that discipline means servitude, and are apt to look upon the teacher as a "master" in disguise.—N. Y. Tribune.

The appropriation for the free or public schools for colored children in Spartanburg, S. C., was so small for the present year (1877), that it could support them for only one month. The colored people were, in consequence, so aroused on the subject of education that they resolved to have an independent school of their own. They held a meeting on the 10th of July, and issued an address soliciting their neighbors to aid, at the same time declaring their intention to help themselves. The committee worked earnestly and perseveringly. Funds were obtained, with, which from the Peabody Fund, warranted them to open the school on the 1st of August, with a fair prospect of being able to continue it for nine months. On the 19th of August, an enthusiastic mass-meeting of white and colored citizens was held at Spartanburg in the interest of this movement. The following account of it was published in one of their newspapers:

COLORED SCHOOL CONVENTION.

"An earnest effort is being made by our colored people at this point to establish a regular graded school, as announced by a circular published a few weeks ago, bearing the signatures of the trustees of the public school, and a colored committee, appointed to look after the matter. As the state school fund is not sufficient to support the schools for any length of time, it is the object of the committee to endeavor to secure assistance from the Peabody fund, which, supplemented by their own efforts, shall enable the colored people themselves to raise the funds needed. It is hoped that these efforts will be successful."—Spartanburg Herald.

Two young colored teachers, named Lewis and Dart—one a graduate of the North Carolina Dibble University, and the other a member of the Georgia State Institution for colored students,—are actively engaged in the work of raising and providing funds for the school, and called a meeting in its interest, on Sunday, Dec. 6, 1877, at the Court House, with the following proceedings:

"The meeting was called to order, and Col. Farrow was called to the chair, and J. L. Dart requested to act as secretary. Capt. H. S. Thompson, State Superintendent of Education, was present, and addressed the meeting at length, on the subject of education, its importance and advantages, urging the colored people, that the pledges made by Governor Hampton during the campaign, in behalf of our people, should be faithfully carried out as far as the state was able, but endeavoring to impress them with the importance of going to work themselves.

"President Carlisle, of Wofford College, made a few remarks, stating that Spartanburg had a right to be proud of the fact that the first effort to establish an institution for the Deaf and Dumb and the Blind was made by a Spartanburg man; the first donation to found a college in this state was made by a Spartanburg man; the first effort to establish a Female College of high grade was made in Spartanburg, and that this was the first convention of the kind held in the educational interest of the colored people and addressed by the Superintendent of Education. After asking many pertinent questions concerning the school, its objects and intentions, the character and fitness of the teachers selected, etc., he expressed a favorable opinion of their capacity, and a willingness to assist and assist them.

"Mr. S. Bobo then came forward and gave the colored people a good old-fashioned talk about their duties and responsibilities as citizens, showing a kindly feeling toward and a willingness to contribute to the furtherance of the work in view.

"Lewis and Dart—who are respectable, intelligent young men—both made clear, pointed speeches, showing a proper appreciation and conception of the duties before them, and making a pleasant impression on those in attendance.

"After a few remarks by the chairman and others, the meeting adjourned.

"Now that the government of the state is in the hands of the white people, and the colored people dependent upon them for all educational advantages (being poor and unable to help themselves to any great degree), we hope that a liberal policy will prevail. The colored man is dependent upon the white people, and what the colored people themselves can raise, is hoped will be sufficient to keep the school open for nine months of the year.

The colored people are divided, one party claiming that the amendment should be repudiated, and the other party in favor of ratifying it. The colored people of Spartanburg, by the vote of over a hundred in favor of the amendment, are carrying it out, and are determined to have a free common school in their city, and we hope they will be successful."—Spartanburg Herald.

STATE EDUCATIONAL ASSOCIATIONS.

No or more representatives of the Weekly will be present at the following meetings of state associations, and any subscribers who may wish to renew their subscriptions may do so through the following journals.

Indiana—Indianapolis, Dec. 24.
Michigan—East Saginaw, Dec. 27.
Iowa—East Saginaw, Dec. 27.
Minnesota—Minneapolis, Dec. 27.
Ontario—Toronto, Dec. 27.
Ontario—Canada, Dec. 27.

Our readers who may want to learn about the far West are referred to the advertisement of the Kansas Farmer, an old established and popular journal in the West. It is published at the Capitol of the state.
GENERAL.—It has been announced by the Commissioner of Agriculture that a variety of the tea plant is capable of extended culture in the middle latitudes of the United States.—More than 900 reports are sent to the head-office of the Signal Service Bureau every day, and are there promptly digested and sent out for publication.—The Chamber of Deputies at Rome has decided by a large majority against capital punishment.—The N. Y. Tribune offered a prize to the one who would secure the largest number of words from the letters of any monosyllable; H. E. Whitney, Monticello, N. Y., secured 1,911 words from the word "constrained," and T. B. Lovell, of Attica, N. Y., obtained, 1,912 words from "Transcibed." E. F. Smith, of Smyrna, N. Y., made 1,447 words from "Straightness," and another correspondent succeeded in getting 1,837 from the same word.—The Board of Managers of the Illinois Social Science Association met November 16, at Evanston, at the residence of the President, Mrs. Elizabeth Boynton Harbert. A large number of ladies were in attendance. A report was submitted by Mrs. Celia P. Wooley, chairman of the Committee on Department work and the formation of a bureau of correspondence, which was adopted. The report contained the following with regard to the Department of Education: "The Department of Education shall be represented by the following subdivisions: Home study, literature, higher education of women, public schools, kindergarten, and instruction of young children. The Committee on Home Study shall be Chairman of this department. It will be her duty to arrange courses of reading and plans of work, and aid with directions and advice such women as desire to pursue thorough courses of reading and study at home. The Committee on Literature shall have charge of all correspondence relating to the general culture of women, the formation of clubs, library societies, etc., throughout the state, and, so far as practicable, act in an advisory capacity toward those women who desire to engage in literary occupations. The remaining committees in this department shall have charge of matters pertaining to the various educational systems which obtain—both public and private. "All questions relating to the position of women as educators fall within the scope of this committee. Mrs. Jennie F. Willing, of Chicago, was made chairman of the committee on Home Study, and Miss Mary Allen West, the efficient superintendent of schools of Knox county, chairman of the committee on public schools. This association is of recent organization, and is proceeding very deliberately and wisely for the accomplishment of a great work in the years to come. Mrs. Harbert, the President, is editor of "Woman's Kingdom," in the Inter Ocean, a department always full of wholesome reading for young women. Miss West, who is quite prominently identified with the work of the association, is editor of an educational department in the Galesburg Republican-Register, which she conducts with marked ability.—The Paris Exposition Bill has passed both houses of Congress.

LITERARY.—The publishers of the Atlantic Monthly have signaled the completion of its seventy-seventh year by issuing a fine life-size likeness of the Quaker poet, John Greenleaf Whittier, which has received the commendation of many of Mr. Whittier's friends. The portrait is from the pencil of Mr. J. E. Baker. The dimensions of the picture are 24X30. It is offered only to subscribers and purchasers of the Atlantic Monthly, who can obtain the portrait, with the magazine for 1878, by remitting $3.00 to the publishers. The subscription price of the Atlantic alone is $4.00. The portrait will be sent by mail, carefully rolled, so as to avoid all danger of injury, and will be forwarded to any address on receipt of the price and subscription by the publishers. Readers of the Atlantic who buy the magazine regularly of their newsdealer can obtain the portrait through him for $1.00. Published by H. O. Houghton & Co., Boston; Hurd & Houghton, New York.—Pretty Little Blue-Eyed Stranger is the name of a very pretty new song and chorus, by Bobby Newcomb; published by F. W. Helmick, Cincinnati, 35 cents.—An important announcement is made by Messrs. Sheldon & Co. to the effect that they will soon bring out a new edition of Dr. Wayland's Elements of Political Economy, edited by Prest. A. L. Chapin, of Beloit College. Prest. Chapin has long taught this branch of science, and had charge of that subject as one of the associate editors of Johnson's Cyclopædia. The revised work will undoubtedly meet with a flattering reception. The same publishers have just issued "Essays on Rheticus," by D. J. Hill, A. M., designed for high schools and colleges.—Lippincott's Magazine for January will begin its twelfth volume. As a journal of popular literature Lippincott's is one of the best. It is always handsomely illustrated, and contains good serial stories. The new volume will present a story of English life, illustrated, and a new American story. A series of illustrated articles, embracing several on Southeastern Europe, descriptions of old English towns, and parts of Sweden; sketches of life in Norway, by Olive Logan, and some account of the Italian lakes are some of the things promised; also papers on French life and manners, by Henry James, Jr.; the Wind River Country, by Gen. J. S. Brishin, U. S. A.; and various short articles by S. Weir Mitchell, M. D., Sarah B. Wister, Edward C. Bruce, Rev. Leonard, W. Bacon and others are also announced.—The National Sunday School Teacher, published by Adams, Blackmer, & Lyon Pub. Co., Chicago, is the great giant among Sunday school months. During the last six months it has been very much improved, and any Sunday school teacher who has used it is sure to secure it for the coming year. The subscription price is only $1.50, or $1.25 in clubs of five.—The American Stationer, N. Y., presents a "holiday number" under date of November 15. The Stationer is a large and handsome weekly, very liberally patronized by advertisers, and invaluable to the trade.

REVIEWS.

INTRODUCTORY FRENCH READER. By Dr. Emil Otto, edited with notes and vocabulary by Edward S. Joyner, Prof. of Modern Languages, Vanderbilt University. (New York: Henry Holt & Co.).—We have carefully examined this little work, and take pleasure in saying that, in our opinion, this work is much superior to most so-called Introductory Readers. The inter-linear system, applied to the selections of Section I, must prove very helpful to the student of the language, as the given translations are followed by grammatical and other notes. On the whole this small work is something more than an Introductory Reader, its systematic progressiveness carrying the learner through all that is necessary to begin, with advantage, the reading of the French Classics. We heartily commend this work to educators, and feel confident that, after careful examination, they will introduce it in schools and colleges where sufficient time is given to the study of the French language, to use a first and second Reader.

The Outline of Modern Organic Chemistry. By C. Gilbert Wheeler, Professor of Chemistry in the University of Chicago. (A. S. Barnes & Co., New York and Chicago).—This little book, not professing to be a complete analytical manual for the use of students in the laboratory, yet embraces the necessary details and descriptions for the determination of most of organic products. It presupposes a knowledge of inorganic chemistry; and then proceeds, on a rigid system of classification, to define chemically and physically the various oils, resins, alcohols, ethers, organic acids, and alkaloids, that have known characters or chemical composition. One of its chief excellences is its use of the centigrade thermometer, and the metric system of weights and measures. It is beautifully printed on tinted paper.

The Encyclopedia Britannica. A Dictionary of Arts, Sciences, and General Literature; Ninth Edition; American Reprint. (Philadelphia: J. M. Stoddart & Co. Chicago: Moses Warren, General Agent, 103 State Street).—Wherever the English language is spoken or English scholarship respected, this great work is known and recognized as the standard encyclopedia of the language, if not of the world. Exhaustive in every subject it touches, it treats of nearly every subject within the range of human investigation that is worthy of study. It is itself a comprehensive library, and no one who is the possessor of it can be deemed poorly equipped for scientific or literary research. Indeed, it would be quite impossible to gather from the tomes of any library, however large, the vast variety and extent of information upon almost every conceivable subject that these ponderous volumes afford.

Six volumes of the Reprint are before us, each containing between seven and eight hundred pages, or, more exactly, an average of just seven hundred and forty-five pages. The topics treated within these 4,465 pages extend only to the fourth letter in the alphabetical arrangement. Hence, it is evident that comprehensiveness is a leading characteristic of the work. Among the subjects discussed and illustrated with great thoroughness of detail in the first volume we note Acoustics, Aeronautics, Aesthetics, Africa, Agriculture, Algebra, America, and Anatomy. To the consideration of Agriculture, 110 pages are given; to Acoustics, 17 pages; Aeronautics, 20 pages; to Anatomy, exclusive of the Digestive, Respiratory, Reproductive, and Urinary systems, about 100 pages. In fact, many of the subjects are so fully considered that the discussions rise to the dignity of treatises and meet the exacting demands of specialists in the more important departments, while at the same time, the simplicity of style adapts them to the wants of all intelligent general readers.

It should be understood that in this reprint the English edition of the Encyclopedia Britannica has been and is to be reproduced in every particular. In
Correspondence.

A LETTER FROM INDIAN TERRITORY.

We take the liberty of publishing the following letter, as it contains matter of general interest.

To the Editor of the Weekly:

I return you Nos. 40 and 42, as you requested in No. 43. I sent to Sherwood a copy of the last number of the Advocate, which contains an article on the importance of practical teaching. It is in the hands of a number of common schools, but the houses are poor and poorly furnished. Some are mere huts, no floor but the earth; panache benches. Not even a chair for the teacher. The Nation pays the teacher's salary—$40 per month—alone; each community must furnish the rest. The attendance is not given very regular. The Nation did support three boarding schools, one at Tullahassee, a mixed school for 80 scholars; Asbury mission, boys school, for 80; and Muskogee Female Institute, of which I was Principal, the Rev. J. M. Perryman, Superintendent.

I have visited Asbury Mission under the care of the Methodist church, South. I expect to visit Tullahassee soon. It is under the care of the Presbyterian Church North. I may remain in the Territory and continue to teach. If you would wish to inform the readers of the Weekly in regard to the educational interests of this Territory and especially of this Nation, I can write you from time to time.

Yours Truly,

R. C. McGee.

EUPALA, INDIAN TERRITORY, Nov. 22, 1877.

A SUGGESTION AS TO "QUERIES AND ANSWERS."

To the Editor of the Weekly:

I am very much pleased with your paper, it is just such a paper as teachers need, and I wish you success in securing every one in our state as standing subscribers. It furnishes just such an interchange of views and information on timely topics as will be of almost infinite value to every true teacher. The editorials are timely, spicy, and well chosen. The contributions are interesting to every one, and so are occasional poems. The spirit is very splendid. In my estimation the space devoted to this department is entirely too small. I think it should have at least one whole page as the paper could not be put to better use. Let each querist be required to furnish answers with his queries, when he can do so to his own satisfaction; publish all the queries in each issue until they are answered, or if not answered, till published three or four times, then publish the answer furnished with the query, and also when it is answered by other parties if the queries do not agree. Or if not answered with the Co. of your city for Webb's series of Model Readers, hoping to find

THE WEEKLY.

Nov. 22, 1877.

PRACTICAL TEACHER.

The copy of The Practical Teacher which you kindly sent me came duly to hand. I am very much pleased with the matter and with the mechanical execution thereof. A school journal is needed which shall meet the wants of the ordinary district school teacher, and if you will make The Practical Teacher what it should be, I shall feel very much obliged.

Yours etc.,

Olivia Branch, Ill., Nov. 23, 1877.

Elias M. Glasgow.
The Educational Weekly.

STATE DEPARTMENTS.

**Editors.**

- Iowa: J. M. Reedman, Principal Grammar School No. 5, Davenport.
- Michigan: Prof. Lewis McCloy, State Normal School, Ypsilanti.
- Kentucky: Dr. Grover A. State High School, Louisville.
- Indiana: J. B. Roberts, Principal High School, Indianapolis.
- Minnesota: O. V. Towner, Supt. Public Schools, Minneapolis.
- Kansas: W. M. York, Supt. Public Schools, Yankton.
- Ohio: R. W. Stevenson, Supt. Public Schools, Columbus.
- Nebraska: Prof. G. W. Palmer, State Univ., Lincoln.

**Educational News—Home and Foreign:** Henry A. Ford, Kalamazoo, Michigan.

The East—Prof. Edward Johnson, Lynn, Massachusetts.


**Chicago, November 29, 1877.**

**Kentucky.**

Louisville—system of public schools embraces two high schools—one for boys, the other for girls—seventeen secondary, seven primary, and three colored schools. About 25,000 thousand pupils are enrolled. The number of teachers is 2,550. The most commodious edifice is that occupied by the girls of the Female High School. Next to this is the Central Colored School, of which Mr. J. M. Maxwell is principal. In this building the Colored High School will be organized. The sum of $54,000 has been expended, within the last five years, in the erection of three large and handsome buildings for colored schools. They are furnished in the best manner. The schools are under the supervision of a colored Board of Visitors appointed by the Board of Trustees of the public schools of Louisville. The colored people are very proud of their schools and the best of feelings and the pleasantest relations exist between the teachers and pupils of these and the white schools. The colored teachers have an educational association of their own, and a branch of the University of Louisville Educational Association. Geo. H. Tingley, Jr., Esq., the noble Caucasian is evidently alarmed, for some reason. Of all inexplicable things, prejudice is the most wonderful. The children may play in the same puddle, and make pies in the same sand pile, but put them into the same school house, although separated by a flight of stairs and two or three brick walls, and the old prejudice flames up anew. The Board, probably, will continue the even tenor of its way, and Mr. Singletary, it is hoped, will lose no sleep over the matter. We have received the report of the Morris schools for the year ending June 21, 1877. The town of Morris contains a population of three thousand seven hundred souls, and a school population of twelve hundred and twenty-eight. The schools are in charge of Mr. Waters, who had, during the last year, eighteen assistants. Eight hundred and fifty-eight pupils were enrolled, and the average daily attendance was five hundred and sixty-three. The average age of the pupils was ten and eight-tenths years. The value of school property is $72,547. The superintendent receives a salary of $1,500 and the principal $1,200. The school has a fine library. The lowest salary paid is $340. The expense per capita, of average daily attendance for tuition alone is $129.44; for all expenses, including interest, paid out of the school fund, the amount is $25. The general statements are marked by the good sense that characterizes whatever Mr. Waters attempts to say. There seems to be trouble in Champaign county. As nearly as we can learn, the facts are as follows: Champaign county issued a warrant for the arrest of a young man who was charged, to the University, the consideration to be the location of the University at Champaign. One G. W. Kennard, a former county treasurer, was indicted for forging four bonds of the series. When he was brought to trial the indictment was quashed as irregular, being signed and attested improperly. It is not known whether Mr. Titcomb committed no criminal offense. Should the decision of the court be sustained by the higher tribunal, it will be an unfortunate day for the University. It is to be hoped that if the worst should come to pass, the people of the state will, in some way, act toward the indigent and discharged the indebtedness for which they or the students were placed.

**Dakota.**

An "OFF" year election has just occurred and our list of county superintendents met with some revision at the hands of the sovereign people. The county superintendents hold office with us for two years, but a few vacancies were filled at this election. The Black Hills counties seemed to poll the largest number of votes in their counties, but so far as can be learned, the common school still takes a low place in the heart of the neighboring people, while schools of vice are numerous, well endowed, and full of pupils. The contest in Yankton county was a triple one. Neither of the political parties named candidates pleasing to the voters, and the voters were divided, the Republican, won by a large vote, larger than both his competitors together secured. The Press and Dakota said the follow this, new, chosen as his own success. The days before the election: "Mr. A. W. Barber has been acting superintendent for several years past, and the recommendation of some of his commissioners when Mr. Ford removed from the territory. Mr. Barber is not a politician, but he is one of the most thorough and competent school superintendents in Dakota or any other country. He is just the man for this position, has done more valuable work and reform in his schools during the vacancy of less than one year, than all the superintendents the county has ever had put together. His heart is in his work and he has been truly indefatigable in promoting the educational interests. We are assured that the school officers of our fifty or more school districts are for Barber first, last, and always, and in the interest of the whole people, regardless of politics, nativity, sec.

**Michigan.**

A CORRESPONDENT of the Detroit Free Press has lately visited Dr. Tappan at his home in Beed, Switzerland, and under date of September 27, 1877, he follows this: "The doctor is called abroad:—'I was delighted, and quite unprepared to find him looking so fresh and vigorous. For I had supposed that the twelve years since I saw him last, had filled his head with some of the heavy thoughts and superstitions I found apparent. His hair and full beard are as white as snow, and his form, in the good old days when we knew him so erect and stately, is somewhat bent with age, more, I think, with study; yet his step is elastic, his manner as free and dignified as ever, and his mind just as clear and fresh and deep as when we used to drink from that fountain fifteen and twenty years ago. He takes regularly long walks, tells me his powers of endurance in that way are yet great, and he attributes his general good health to his natural good constitution, preserved by a regularity of habits, and a quiet, even, yet active tenor of thought—'well and evenly regulated activity of mind and body' is, I believe, the way he expressed it. Dr. and Mrs. Bronow are at home with the doctor, and their son Rudolph is a student in the University of Basel. The doctor's house is in the suburbs of the city, and there is nothing to see but her and the doctor on the other side of the Atlantic." All the old University boys will certainly be glad to hear of the old Doctor and of his continued health, and there is nobody they would be more pleased to see at the commencement next summer. From the Michigan Christian Advocate (Methodi-
The Educational Weekly.

3. Discussion of the School of Drawing in the Common Schools, D. McGregor, Ellen C. Jones, Samuel Beede, Committee.
5. General Business.

THE EXECUTIVE SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION, LA FAYETTE HOTEL, NOVEMBER 15-16, 1877.


THE MEETING OF THE WESTERN ASSOCIATION OF CITY SCHOOL SUPERINTENDENTS WAS HELD AT LA GRANGE, ILL., DECEMBER 16-17, 1877. THE ATTENDANCE WAS NOT LARGE, BEING CONFINED TO MEN WHO HAD ATTENDED REGULARLY. AMONG THOSE IN ATTENDANCE WERE DR. JOHN IRWIN, OF FORT WAYNE; W. H. WILEY, OF TERRE HAUTE; GEO. P. BROWN, OF INDIANAPOLIS; J. M. BLOSSF, OF EVANSVILLE; H. S. M'RAE, OF MUNCIE, AND EIGHT OR TEN OTHERS. THE DECISIONS WERE IN FAVOR OF THE PRINCIPLE, AND THE MEETING CAME TO A CONCLUSION.

The Educational Weekly.

Iowa.

SCOTT county reports 15,006 children of school age. Her apportionment of the state school fund is $3,604.72—or about 37 cents to each child.

Mr. S. P. Osgood has been appointed teacher of vocal music in the Keokuk public schools at a salary of $1,000 per annum for the school year.

Eighty-four pupils in the Keokuk High School study Latin, while 121 study English.

The successful competitor for the principalship of the Mt. Pleasant public schools is Mr. E. J. Thomas. An able corps of about forty teachers assist Supt. Jamison and these principals in looking after the mental welfare of the Keokuk boys and girls.

A committee of about forty teachers assist Supt. Jamison and these principals in looking after the mental welfare of the Keokuk boys and girls.

Among those in attendance were Dr. John Searing, of Minnesota; Maurice Kirby, of Kentucky. The following shows the occupation of the Rice County Teachers' Association.


Minnesota.

AZING has broken out in the University of Minnesota, and we do most sincerely hope that the authorities will prevent the spread of this plague so as to prevent its spread. If the victims of this "diabolical fun" would take such remedies as their own hands, a reform as salutary as that resulting from the operations of lynching law, when the arm of public justice is impotent, might be accomplished. We are satisfied that one senior who participated in the hazing here spoken of, will discover no more sport in this custom.

The following shows the occupation of the Rice County Teachers' Association.


Indiana.

Among those in attendance were Dr. John Irwin, of Fort Wayne; W. H. Wiley, of Terre Haute; Geo. P. Brown, of Indianapolis; J. M. Blos, of Evansville; H. S. M'Ra, of Muncie, and eight or ten others. The decisions were informal and entirely impracticable.

The questions discussed were "The Use of Text-books in Geography," "The High School," "The Amity, the School," "Methods of Promotion," "Salaried Teachers," "Selection of Teachers," "Promotion of Teachers," "Use of the Dictionary," and other minor questions growing out of these. A committee to arrange for the next meeting, to be held in Ohio, was appointed, consisting of the following gentlemen: W. C. Ross, of Ohio; J. M. Blos, of Indiana; E. A. Gastman, of Illinois; W. H. Payne, of Michigan; Maurice Kirby, of Kentucky.

The following shows the occupation of the Evansville high school: Mechanics, 55; clergymen and teachers, 8; manufacturers, 10; agents, 10; merchants, 45; lawyers and doctors, 7; clerks, 16; laborers, 19; officers, 4. Twenty-six members of the high school are children of widows.

The statistics of the Indianapolis high school correspond very well with this showing. It ought to be evident to all that the high school is not a rich man's peculiar institution.
Practical Hints and Exercises.

HOW TO TEACH GERMAN.—NO. VI.

By Dr. Zur BRÜCK.

In this number we shall speak of the comparative size of things, as large and small, gross and klein; thick and thin, dick und dünn. The teacher closes the thumb and index finger of the left hand, and extending the other three fingers of the same (they being spread out a little), says, beginning at the little finger, "Gross, grösser, grösst, dick, larger, largest." This is ascending from the little finger to the middle finger. Now pointing to the middle finger and descending to the little finger we say, "Klein, kleiner, kleinst, small, smaller, smallest."

We come now to dick und dünn, thick and thin, in this case we close all but the thumb and the little finger; the thumb being thick, we ask, "Ist der daumen dick?" Answer, "Der daumen ist dick." The little finger being thin, comparatively, we ask, "Ist der kleine Finger dünn?" Ans. : "Ja, der kleine Finger ist dünn." Again we may ask, "Ist der Daumen dicker als der kleine Finger?" (Is the thumb thicker than the little finger?) Again, "Ist der kleine Finger dünn als der Daumen?" Ans. : "Ja, der kleine Finger ist dünn als der Daumen.

To obtain the superlative degree of comparison, close the thumb and the little finger, extending the other three fingers, then commence at the little finger, saying, dick, dicker, dickst (or, am dicksten) thick, thickest (or, literally, at the thickest). Again, commence, if you please, at the middle finger, saying with the pupil or class, dünn, dünner, dünnst (or, am dünnsten), thin, thinner, thinnest (or, at the thinnest.)

Suggestion.—The teacher may take as excellent objects for comparison, a book and a sheet of paper, to compare "thick!" and "thin!"

For large and small we may compare various objects in the room, as, das Fenster und die Thür, the window and the door; or living objects, as, der Mann und das Kind, man and child; also der Hund und die Katze, the dog and the cat.

Suggestion 2. Larger pupils we may question as follows: Holding the fingers as before, "Ist der Ringfingers grösster als der kleine Finger?" Ans.: "Ja, der Ringfinger ist grösser als der kleine Finger." "Ist der Mittelfinger der grösste?" Ja, der Mittelfinger ist der grösste.

In the descending order of comparison, we may ask, "Ist der Ringfinger kleiner als der Mittelfinger?" "Ja, der Ringfinger ist kleiner als der Mittelfinger." Or, "Ist der kleine Finger der dünnste?" "Ist der Mittelfinger: der dickste? etc., etc.

CHAPTERS IN SCHOOL ECONOMY.

IV. ORGANIZATION.

Written Examinations. In schools where there are large pupils reasonably well advanced, written examinations may be employed to aid in determining the classification. The advantages of this method, wisely used, are numerous. The method itself is too well known to require a specific discussion, since it is better generally employed by superintendents in the examination of teachers. Some care is necessary in preparing the questions, that they be comprehensive and searching in thought, concise and clear in expression. The results reached by this method are usually more conclusive than those obtained by oral examinations. The written answers of the pupils ought to be carefully weighed and conscientiously estimated as well as accurately marked. Oral questions may be used to supplement the written examinations and the results of the two may be compared and averaged. In this manner a very close approximation to the actual capabilities of each pupil may be made and a just basis for classification obtained.

14. Permanent Classification. By whatever method the standing of the pupils may be determined, the teacher must aim to be positive and clear in his conclusions, so that in cases of need he may be able to stand on the defensive! The records of the examinations should be preserved until all doubt concerning the justice of the classification shall have been removed. The results reached by this method are usually more conclusive than those obtained by oral examinations. The written answers of the pupilsought to be carefully weighed and conscientiously estimated as well as accurately marked. Oral questions may be used to supplement the written examinations and the results of the two may be compared and averaged. In this manner a very close approximation to the actual capabilities of each pupil may be made and a just basis for classification obtained.

A PECULIAR EXERCISE IN FALSE SYNTAX.

Some months ago (in the WEEKLY of April 12) we furnished the materials for exercises in false syntax, based upon extracts from old authors, in whose days many forms of English speech were doubtless deemed correct, or passed without notice, which do not meet the demands of the modern canons of grammar; and also gave many examples of lapsus linguae (rather lapsus pluma, probably, in many cases), from the more eminent of the later authors, which are amenable to grammatical criticism. The same hand that furnished the former list has prepared for us another collection, which is given below.

After the most straitest sect of our religion I lived a Pharisee.—English Bible.

Use a little wine for thine often infirmities. —Ibid.

The wages of sin is death. (?)—Ibid.

Let's be no stoics nor no stocks.—Shakespeare.

The unkindest beast more kinder than mankind. —Ibid.

Is she as tall as me?—Ibid.

Gentle reader, let you and I, in like manner, endeavor to improve the enclosure of the car.—Swift.

To dogs and vultures, and to Pelusci's son.

She suffers hourly more than me.—Swift.

The boy stood on the burning deck, Whence all but he had fled.—Homer.
Her price is paid, and she is sold like thou.—Milman.

Who ever thinks of learning the grammar of their native tongue till they are very good grammarians?—Sydney Smith.

She was neither better nor wiser than you or me.—Thackeray.

He never did hear her name but once again.—Hale’s “The Man Without a Country.”

None like he the light riata on the maddened bull can throw;
None amid the mountain cajions like he the stately roe.

—Bayard Taylor.

Philosophers have often mistook the true source of happiness. (Given as “C. S.”) —correct syntax—in Fowler’s large English Grammar, revised ed., 1860.

Us isn’t a-going with she, but him are.—Example cited by Richard Grant White.

Boys, it’s a splendid thing to be good behaved.—Ibid (teacher’s remark).

Some important matters, and some especially clear illustrations, have been repeated in different connections, in the belief that repetition aided the memory.—Prest. Hoy’s Everyday Reasoning.

The irresistible reason for keeping arithmetic as a study in every common school is that every person must keep all their accounts by it.—Ibid.

By no possibility can any one escape the possibility of everyday reasoning; and the successes or failures that will come from their good or bad logic will come upon their own heads, study or no study.—Ibid.

The author intended to have included attention.—Christian Union, Oct. 3, 1877.

Bullions’s Series of Grammars. (?)—Title-page of B’s Grammar.

Let the class also make an effort to see what is affirmed in the following sentence:
Nobody can never say that none of our family was never guilty of no dishonesty!

ANSWERS TO QUESTIONS SUGGESTED BY A VISITING TOUR, IN THE “WEEKLY” OF NOV. 15.

1. No.
2. No.
3. No.
4. and 6. By inspiring pupils with respect for their teacher, which may be done in a variety of ways, the most direct of which may be to show by every word, expression, question, their familiarity with the work and mastery of the subject.
5. Fifty, if well graded.
6. By creating an intense enthusiasm in the children for the work of the school.
8. First: Not all teachers are qualified for any grade work. Second: Not all qualified have skill to teach equally well in all grades. Third: If a good teacher, one having qualifications and aptness, takes a class from grade to grade, the class so taken has the advantage over others in the school since it is hardly possible to find a sufficient number of such teachers; whereas one good teacher by remaining in one grade may “leave the whole.”
9. No.
10. No.
11. If he has good teachers, no.
12. In no case.
13. Yes.
14. No.
15. No.
16. Because of the unbusinesslike “make up” of school principals, which, combined with indifferent methods of teaching and discipline, tend to the demoralization of the pupils.
17. On account of the indifference of either the people or teachers or both.

The books on hand are not used either because of their inferiority or of the teacher’s.

INSTITUTE JOTTINGS.

The following “Institute Jottings” were adopted by a Teachers’ Institute at Beaver, Pennsylvania. Teachers will find them valuable.

Never be late at school.

Make few, if any, rules.

Never allow idle-bearing.

Avoid governing too much.

Visit the schools of others.

Never punish when angry.

Never magnify small offenses.

Cultivate a pleasant countenance.

Never be hasty in word or action.

Teach both by precept and example.

Never let a known fault go unnoticed.

Require prompt and exact obedience.

Labor diligently for self-improvement.

Encourage parents to visit the schools.

Subscribe for some educational journal.

Never compare one child with another.

Never attempt to teach too many things.

Never speak in a scolding, fretful manner.

Make the school-room cheerful and attractive.

Never let your pupils see that they can vex you.

Banish all books at recitation, except in reading.

Ask two questions out of the book for every one in it.

Never indulge in anything inconsistent with true politeness.

Never use a hard word when an easy one will answer as well.

Never tell a pupil to do a thing unless convinced he can do it.—Exchange.

Little children need personal attention and instruction, and a well-ordered primary school should never have over forty pupils, and thirty is better. The home is the true pattern of education, where the mother has a small number to teach, say from one to six or seven children. The kindergarten follows, with its classes of eight or twelve children. But when we come to the primary school, the common custom is to herd children together as a flock of sheep, and then to ask teachers to instruct, develop, and discipline them wisely and well.

If you have not a constitution like iron, you will break down in health in attempting to do what your considerate committee suggests, “keeping them still!” and isn’t that about the most foolish as well as wicked thing that was ever asked of a teacher, or proposed to be done with little children, namely, to keep them still? Why not suggest keeping lambs still, calves still, colts still, and have them grow healthy and strong! A primary school should never be still, any more than the spinning-room of a cotton factory. There should be order, but never quiet. The stillness that bears a pin drop is always suggestive of grave-yards and other solemn places. Break up such stillness, or you and your children will be in their graves long before the good Lord meant you should be. A good lively bee-hive in July is the best model for a primary school; and if there is buzzing and humming, it is a good sign of work. The winter’s honey is being stored in that hive.—The Primary Teacher.

KINDERGARTEN EXERCISE.

COME, happy children, fold each little hand, 1
What a pleasant sight it is, our kindergarten band!
Right, left, up, up, hands and fingers go.

Now they clasped above the head, 5 and now we drop them so.

Rise, little children, pointing to the east, 6
There the morning sun ascends, 7 when misty night has ceased.

Up, up, up, on, on, 8 on, 8 goes the rising sun, 9
Till we fold our hands 2 at noon, when rosy morn is done.

Turn, merry children, point again so high, 14
Where the sun at noonday lights the blue and sinking sky.

Down, down, down, on, 17 on, 17 sinking to the west, 18
Till we fold our hands 4 at eve, as quietly we rest.

Bow, quiet children, lean each little head.

Just as sleepy children do before they go to bed;

Sweet morn, bright noon, 14 sunset quickly fly. 15

Soon we’ll watch the evening stars that twinkle in the sky. 11

Fold hands.
Right hand extended.

Left hand extended.

Fingers twisted.

Stand.

Right hand slowly rises.

Rises higher.

Point to noonday sun.

Hand move towards.

Point to sunset.

Point to south.

Point to north.

Point to east.

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FAMTHELTS RECEIVED.

REPORT of First Ward Citizens’ Committee on Enlargement and Improvement of Public School Grounds, Robert C. Spencer, Chairman. We wish to present a report of the excellent work being done in the hands of every school board in the land. It discusses a subject of great importance in connection with that “full-owed education” which it should be the chief aim of our public schools to promote.

Circular of the State Normal School, Buffalo New York, Henry B. Buck­ hana, Principal; Oliver G. G. Breckinridge, President of Trustees.

Programme of Exercises of The Teacher’s Meeting, Milford, Mass. Hon. John W. Simonds, Supt. Public Schools. Topics for discussion: Professional Duties of the Teacher. Teaching Elementary Reading; the three methods combined; Teaching Reading to intermediate classes; Teaching Geography to intermediate classes.

Examinations, Standing, and Promotion; Graduation and Medals; Standards; Absence and Tardiness. Buffalo Normal School. Prof. H. B. Buck­ hana, Principal.


Circulares de la Escuela de Educación, 1876. No. 1.


Belleville Public Schools. Fourth Annual Report for the School year ending June 25, 1877. And various supplementary documents, exhibiting the condition of the schools. Henry Rasm, Supt. of Schools.

Rules, Regulations, and Course of Study of Lyndon Public Schools, Lyndon, Ill. Adopted January 1, 1877. O. M. Cray, Principal.

Manual of the Public Schools of Clark County, Indiana, for 1877-8. A. C. Goodwin, County Superintendent. This is an interesting little pamphlet, and shows its author to be a man of system and thoroughness.

The East.

R. George E. Emery, a noted archaologist of Lynn, has lately published several very valuable maps, exhibiting the northern coast lines, islands etc., of Europe, as understood by geographers at about the time America was discovered.

—The typhoid fever patients at Wellesley College are said to be mostly convalescent. The secret of this sad epidemic is not yet satisfactorily solved.

—Prof. Raymond has been reading the Merchants of Venice and Much Ado About Nothing, before the school of Oratory, Boston University. Prof. Hudson, the Shakespearian critic, has also been lecturing there. This is a fine school for all who wish to excel in this noble art.

—Mr. Drehcr, Financial Secretary of Rensselaer College, Vermont, acknowl­edges the receipt of $4,950 from friends in Boston, and liberal donations of books from Boston publishers.

—The handsomest Holiday books we have yet seen are “The Scarlet Letter” and “Christmastide”; both from James R. Osgood & Co. In all respects they are superb; in material and printing, in binding, and in their copious illus­trations. Whoever wishes to celebrate the coming season by making an exceptionally beautiful present to some friend, let him choose one of these elegant books. The first, everybody knows is the masterpiece of Nathaniel Hawthorne. Christmastide is made up of Whittier’s “River Path,” Long­fellow’s “Excelsior,” Lowell’s “Rose,” and Aldrich’s “Baby Bell,” a boquet fit to charm the most fastidious.

—We also like Charles Dudley Warner’s “Being a Boy.” It has the same crisp and breezy tone, the same captivating humor as “My Summer in a Garden.” It will please boys themselves, and all who believe in boys and love them.

—A book entitled “Harvard and its Surroundings,” edited by some pre­cocious freshmen in that institution, is announced for publication about Christmas time.

—We have received from the enterprising house of D. Lothrop & Co., a book entitled “At Eventide,” from the pen of Dr. Nathaniel Arnold. Of course what Dr. Arnum writes is scholarly, lucid, and orthodox while Lothrop sends out nothing that is not excellent.

THE WEEKLY.

Back numbers of the Weekly, from one to twenty inclusive, will be furnished for five cents each. All published since No. 20, ten cents each. Any who have extra copies of this or any other periodical which they can use in connection with the new subscription, are requested to send them to the Publishers’ Department, 348, The Educational Weekly, Boston, Mass.

—Remember that after January 1, 1878, all renewals and new subscriptions must be paid at the rates named above. If clubs wish to avail themselves of the present low rates they must be prompt in renewing.

—Large clubs for the Practical Teacher are every day arriving. That journal seems to have been in great demand, as nearly every subscriber says it is just what he wants.

—The Latin series announced by the University Publishing Company in the advertising columns of the Weekly is unsurpassed by any in this country. Having a small salary and no means of keeping up with the works of Greenough’s, but Gildersleeve’s is fast becoming the favorite among progressive teachers. It is purely the work of a scholar, and every teacher of Latin should possess it.

—A. H. Andrews & Co., of this city, are all the time studying to devise some new apparatus or means of illustration for schools. They have lately manufactured a new blackboard stenciller, which can be applied to any flexible blackboard, and when not in use can be folded as shown in their illustrated advertisement.

—Teachers who have not examined Reed Kellogg’s little books on lan­guage should send to Abram Brown, 46 Madison street, Chicago, agents for Clark and Maynard, for specimen copies.

—In No. 43 we announced that THE PRACTICAL TEACHER would be sent FREE with a subscription to any school library or reading-room, and so accessible to the students. By a typographical error in punctuation, our offer has been misinterpreted. What we wrote, and what we meant, was that we would send it to any “school library or reading-room,” etc. We make that offer only to such institutions as keep open a special room for the first year, and where other papers are kept on file. The offer extends only through the first year—till Nov., 1878.

—THE WEEKLY is not sent to subscribers beyond the time paid for. Be careful to renew long enough before the date of expiration to prevent our dropping your name from the list. By so doing you will save yourself and us much trouble.

—In spite of expirations the subscription list of the WEEKLY continues to increase. We hope to reach the twenty thousand next year. At the present rate of increase we shall do so. Every subscriber can help us.

—Many ask us why we do not have more advertising. It is because we employ no advertising agent. Since the first announcement of the WEEKLY, no special agent has been employed to solicit advertisements, and those which we have published have come to us from parties who knew the value of our columns and sought them, generally, without solicitation. We care more for subscriptions than for advertisements. If we can get a large list of subscribers we will publish a good paper, the advertisement paying for itself, and ourselves. Our advertising rates are very low, and by a little canvassing, or by accepting all kinds of advertising, and on all kinds of terms, as some journals do, we might every week have our paper half full of them. We prefer to have a few first-class, all cash, and such as we can recommend.

—The success of Little’s Living Age is owing to the fact that it enables one to keep a small outlay on foreign and home literature and foreign literature. Hence its importance to every American reader. The abler living contributors to periodical literature are represented in its pages, some of whose names will be found in the prospectus published in another column.

—It has always stood at the head of its class, both in the quality and quantity of the reading furnished; and in fact it affords, of itself, so thorough and complete a compendium of what is of immediate interest or permanent value in the various departments of literature that it will meet a favor on us by returning them. We will extend to those selecting their periodicals for the new year, would do well to examine the prospectus.