The Educational Weekly.

Editorial.

Referring to the Country School Programme that appeared in Number 42 of the Weekly and Number 1 of The Practical Teacher, several of our esteemed correspondents appear to think that it is good, with the customary "but it can not be used in such a school unless the pupils can be selected," and similar objections. Now in reply to these "buts" we are moved to suggest: 1. That probably no programme could be made for any one school, whether in city or country, which would exactly suit the circumstances of every other or perhaps of any other school. No two schools are, can be, or ought to be, exactly alike in all their details as to class of pupils, character of teachers, organization and management. Hence, is it either to be expected or desired that the same programme in all its details as to studies, time-table, order of exercises, and other particulars should be exactly fitted to all circumstances? We think not. On the other hand we think that above all things teachers of country schools and all other schools need to cultivate and to exercise that common sense which largely consists in the power of adapting one's self to the varying conditions and circumstances in which he is placed; which consists in extracting good from every hint and suggestion, and applying it wisely to the work in hand, and which is able to seize upon the principles underlying particular cases, methods, or examples, and building thereon an efficient and successful system of practice.

2. We are moved farther to say, very positively, that the programme referred to embodies all the essential facts of the rural district school; that having been in the business we can speak intelligently and somewhat pathetically of the actual situation; that if such a programme be not adapted in all material respects to a country school, then it is the business of the teacher of that school to bring it up to the conditions of the programme as speedily as possible, and that lacking in this ability he should attend vigorously to the personal and professional equation until he can make his side of it equal to the emergency! The teacher of every school should make himself master of the situation, instead of allowing the situation to master him. In respect to their scholarship, gradation, and the like, it is self-evident that all country schools must be somewhere between the primary and the high school. This being the case, they must be susceptible of some sort of classification approximating that of the city schools, and in the hands of earnest, determined, skillful, and industrious teachers, that approximation can be realized in practice. It is true, there are difficulties to be surmounted. But for what is a teacher licensed and employed, if not to wrestle with difficulties, and those, too, of no ordinary magnitude frequently? What the country schools, the city schools, and schools everywhere need is energy, courage, tact, industry, patience, and skill, as well as scholarship. Let them have their full share of these qualities and we shall find most of their difficulties yielding to the treatment of master workmen. Labor omnia vincit!

Finally; if the programme of that normal student shall be studied, if the principles embodied in it shall be mastered, and its provisions, under suitable modifications in particular cases, shall be enforced in every country school in the land, we hesitate not to say that the value of these schools will be increased at least ten fold. We hear too much said against theories. All practice, whether in the teacher's profession or any other profession, that does not rest upon a true theory, another name for sound principles and immutable laws, is simple quackery. He who masters these principles and grasps these laws is alone fitted to devise wise methods and successful systems of practice in any department. What is the telegraph, stretching over all lands and under all seas, but the practical application of pre-discovered laws and cunningly-woven theories? What are photography, locomotion, and the multifarious forms of labor-saving machinery but the practical outcome of a previous mastery of the true theory of molecular forces? And so until the true theory of education shall likewise become more fully unfolded and more generally understood, its practical methods and measures will continue to produce their imperfect and unsatisfactory results. We must learn to look through and beyond particular examples to their underlying principles. We must seek to draw wisdom from every suggestion and to gather fresh inspiration from every well-conducted plan that promises to improve the condition or increase the efficiency of our means of education. We are in no immediate danger of an excess of these plans and suggestions. Our country schools are less likely to suffer from the use of imperfect programmes than from no programmes at all. Let us therefore welcome every attempt to reduce the work to system, and seek to learn those sound principles of school economy upon which all successful practice must be based.
CHAPTERS IN SCHOOL ECONOMY.

SCHOOL RECORDS.—II.

Prof. H. B. Buckham, Buffalo, N. Y.

THE second question is, For what purpose are school records to be kept? In the discussion of this question, as intimated, additional light may be thrown upon part of the first topic, viz: whether such records should be made at all.

I take it for granted that no one will keep records without some purpose to be had constantly in view. Judgments of a pupil's lessons and conduct as an abstract mental exercise would not be very fruitful of good; if it has no application to school and can be made of no use in school, it would seem to be hardly a question whether it would be worth while to keep a record. The purpose will be found within those ends which the whole discipline of the school seeks. That discipline aims at the intellectual and moral training of the pupil, and most separate parts of this discipline, or most acts regularly done in school, combine in themselves both these results. The record, if properly made,—that is, justly and with good judgment—stimulates the pupil to proper exertion. It does this:

1. By giving him a daily standard by which to measure the merit of his lesson as a lesson. He comes to know what the teacher regards as a perfect lesson and to prepare the lesson accordingly. He learns to estimate his work at what it will pass for in the class, and to ask, how must I have this lesson to satisfy my teacher? What sort of explanation will be required? What kind of question will the teacher be likely to ask about it? What points will the teacher try me about to find out whether I know it all? Records will serve this end only when they are strictly and uniformly made. Their benefit, if any, will be mutual. The teacher must have a standard of requirements and he must hold to that standard if his record is to have this effect. The pupil very soon comes to know how much he can depend on the teacher's laxity and shifting requirements, and in general he will do only what he must. If he thinks, from former experience, that a lesson poorly prepared will pass muster, he will prepare it just so as to pass muster, and this not from a conscious design to shirk, but because he unconsciously adopts his teacher's standard.

The teacher who exacts what he requires will generally have it, and if he is just and prudent he is right in doing this. No teacher can uniformly get from children much more than the lowest he will generally receive, and if he insists upon it he will generally get from the average pupil nearly what that pupil has learned to expect he must give.

2. By inciting his ambition to stand high in the class. I do not say to stand first in the class, because the highest is not of necessity as high as the ordinarily good pupil ought to stand. Any pupil in all the right frame of mind would rather rank with the best of his mates than with the poorest. If he is not quite the most diligent pupil he does not relish being regarded as among the dullards and incapable of doing at least well. He would rather be considered one of the boys who always has his lessons, who stands a good chance to win a prize or a medal, who can help the other boys if they get into a tight place, than as of no account and only a drag on the rest. Now judicious records, rightly used, by informing the pupil how far above the lowest and how near to the highest he stands, by showing him how much he is improving or falling off, or how others are doing comparatively better than he, or how he is doing compared with last term or last year, may excite a wholesome desire and effort to do continually better. "Marks may create any degree of wrong feeling in a class, but it is not inherent in them that they should do so, but only from a faulty object in view and an unwise use of them. It is natural that pupils should want to know how well they stand, that is, how well they have done; and if ill-feeling arises it generally shows that something else besides this dissatisfaction with the teacher's judgment about lessons is wrong. If they see that they have been marked fairly they will accept it and try to maintain and improve their record. Most pupils, under right school influence otherwise, will work to keep a good rank or to get out of a low rank, and if this is not the highest motive it must be remembered that few of us do really act from unmixed motives, and that children in the nature of the case seldom work without hope of some kind of reward; they do not know much yet about knowledge's being its own reward, and they cannot yet quite rise to that plane of virtue which is indifferent to the recognition by others of the degree of merit which rightfully belongs to them. It is an unpromising sign if a pupil would as lief be at the foot as at the head of his class; to know where he stands is a constant spur to his instinctive desire to excel, and if by this and other discipline he can be made to understand that to excel one's own past and present is worthy of any one's ambition, and that to maintain a good standing in the teacher's books is right and proper for himself while it does no wrong in anyway to others, a good lesson for school and for life will have been learned.

3. By being a history of the school and of the individual pupil. The steps of progress and the rate of improvement and the steadiness or uncertainty with which an acquired position has been maintained, are sometimes of great value in a school. A pupil does not want to fall below what he has at one time been able to do, and a class is generally ambitious of doing as well as the best of its predecessors. The records show what character for scholarship and conduct has to be maintained, and an appeal not to degenerate but to advance has weight. A traditional pride in this matter is a help to the pupil who looks back upon a creditable record for himself ever since he has been in school and determines to maintain it. It is a good sign if a class or a whole school come to feel that they cannot afford to let the history of the school as shown by their records suffer at their hands and to resolve that it shall not suffer.

4. By being in this way an indication to the teacher whether he is doing his part toward keeping the school up to its honorable traditions. If he finds his classes falling below what they used to be and so the tone of the whole lower than it was, he will at once inquire into the reason and begin, if he can, the process of recovery. He has relaxed effort, or not noticed a very gradual degradation of the character of lessons, or has not been vigilant enough to pick up the little threads of power which mark the difference between first-rate and second-rate teachers, until this is revealed in the falling off of the record. It is a periodic reminder that he must not omit for a single day, to do all his duty, for any school begins to drop just as soon as the smallest detail of discipline is neglected or suffered to fall into disuse.

5. By furnishing the necessary data for the information of parents. This, if parents can be induced to make a right use of it, might be, as it should be, a powerful stimulus to the pupil. A record daily made, and as an aggregate in some way reported at stated times, gives the parents who are disposed to make use of it, an opportunity of assisting the teacher in maintaining the proper standard of lessons. But whatever use may be made of
it, and whether, indeed, it is at all considered or even understood by them, may, if it is the only means of letting any outside of the school itself know how pupils stand in the judgment of the teacher. If the child knows that his school work is judged by the teacher and recorded every day and may be reviewed by the parent, he will have the triple influence of those two and of his classmates all tending in the same direction of good lessons.

In all these ways records of lessons may stimulate the individual pupil and the school to do their best. This alone will not secure the best results, but it will help toward this end. The most skillful teacher will make everything done in school contribute directly or indirectly toward whatever result is desired; it is scarcely possible to separate one part of his work from another; all parts play into and assist each other. This daily, or rather this constant judgment of the pupil should make the teacher both more just and more charitable and should accustom him to use these means in such a way as to acquire the perfect confidence of the pupil and a firmer hold and control of all he does in school. It should teach the pupil to judge himself while he respects the teacher's judgment and accepts the relative position which is assigned him. It should lead him not to study for marks, but to submit to a superior opinion of his merits and to strive to win a high place in that superior's regard. Especially if the child knows that the teacher recognizes and gives credit for what he can properly ascertain of effort made, and that this is honored as well as the actual lesson recited, he will find that the two are a constant and powerful encouragement of the best effort he can put forth. Some, indeed, will always be disappointed and dissatisfied with their record; their lessons were as good as such another's; the teacher does not like them, and so on. Those again, who habitually stand low will not like the records, or will not care how they stand. But it is impossible, if it is desirable, to satisfy chronic grumblers either in school or out; their discontent is no argument against any plan, but rather in its favor. There always will be some who do not respond fully to whatever method of inciting them to do their best the teacher may use. By strictness and uniformity of judging a lesson and by steady perseverance in applying such judgment to the improvement of lessons, nearly all may be reached; as many, probably, as can be reached by any one means. To make no record of lessons seems a loose and indifferent way of dealing with the intellectual part of school work; to make such record seems to use one of the most powerful means of intellectual stimulus. Very much, however, depends on how this record is made, and what is done with it.

The record of conduct I will consider in the next paper.

TEACHER AND DISTRICT.—IV.

C. M. Woodruff, of the Michigan Bar, Detroit.

Sec. 2. Amount of Teacher's Wages.

The amount of the teacher's wages depends upon his contract with the board. In the absence of any statutory regulation, when there is no contract expressed, a teacher may recover whatever the value of his services were reasonably worth; for a teacher teaching in a school without a written contract is entitled to receive the reasonable value of the services performed.

When the rate of compensation is expressed, the question sometimes arises as to the term for which a teacher shall receive wages. It has been held in South Carolina, that where the custom prevails for schoolmasters to charge by the quarter and the defendant's children continued one quarter and part of another, he was held liable for the entire quarter; and when a teacher contracted to teach a district school a specified time, and during the time he was absent two days at one time, without the previous consent of the prudential committee, and he closed the school a few days before the time agreed upon, and this also without the previous consent of the prudential committee; but it appeared that he had sufficient reason in both instances for so closing, and the prudential committee, when the cause was made known, were entirely satisfied; it was held that the teacher was entitled to recover pay for the time during which he actually taught, at the same rate of compensation agreed upon for the entire term.

In an English case where a child at school, for whom payment was made quarterly, was sent home on account of illness four days after the commencement of a quarter, and did not return, it was then decided that the master was entitled to a whole quarter's schooling, although there was no express contract for a quarter's notice, or a quarter's pay, and although the school was a day school, in which the child was the only home in attendance; and when a similar teacher contracted in writing on the 9th day of May to teach the defendant's school for three months from and after April 18, 1871, at $42 a month, and thereupon taught from said 9th day of May till the expiration of three months from said 18th day of April, it was held that he could recover for said tuition at said stipulated rate.

A teacher, having a proper certificate from the town superintendent of schools, was hired to teach a school for the defendant for the term of three months. He taught six weeks, when most of the district became dissatisfied with his school, and only one or two scholars attended. The stove legs and pipe were carried from the school house, and the plaintiff had to close school, but was requested by the prudential committee to hold himself in readiness to go on with the school the remainder of the term, which he did and could get no other employment. The prudential committee made no effort to put the school house in condition for the school to continue. Held, that the plaintiff was entitled to recover for the full term.

Generally, a school month is four weeks of five days each week, unless otherwise stipulated.

Sec. 3. When is the Teacher's Salary Forfeited?

The teacher must ordinarily have performed all that his contract with the district requires of him to entitle him to receive wages, before he can demand such wages. The salary may be paid in installments in such sums and at such intervals as is agreed upon, or as is customary. Any statutory requirement constitutes a part of the teacher's contract, although no mention may be made of it. It has consequently been decided that a teacher could recover no pay for his services, until he had filled up and completed the register of the school kept by him in compliance with any statute which may require such register. And the school committee have no power to waive a performance of this duty by him.

In Vermont, however, when the public money given to a district depended upon the actual attendance of scholars, and the teacher was required to answer statistical inquiries to teachers contained in a school register, and to certify to the correctness of her record of such attendance, and comportment of scholars, it was held that a teacher of a common school does not forfeit her salary by neglect to answer such inquiries, and to certify to the correctness of such record; but that the teacher is liable to make good to the district the amount of public money which her neglect may cause the town to lose. New Hampshire, under a similar law to that in Massachusetts, follows the decision in Jewett v Atkinson, above quoted, holding that the teacher cannot be lawfully paid for his services, until he has made a report to the Superintending Committee, as required by statute. But when the teacher is prevented without any fault on her part from teaching to the close of the term, the fact that she did not make the entries in the school register which the law requires to be made at the close of the school does not prevent the recovery of her wages. On the other hand, it is held that an act of the legislature requiring that the warrant drawn for the salary of any teacher should be accompanied by a statement of the number of children taught, is merely directory, and such statement was not meant to be a necessary adjunct of the warrant, without which it could not be paid.

In Michigan the statute requires among other things that "all contracts (with teachers) shall be in writing, and signed by a majority of the district; said contract shall specify the wages agreed upon, and shall require the teacher to..."
The principal should know the exact financial condition of his town, and especially of the board. A man is improvident indeed who, without regard to his income, goes on investing in houses, lots, furniture, or luxuries for home. A school board is not less improvident if, with a small treasury, it invests, at the suggestion of the school-master, in costly apparatus and fine furniture. Every man that has charge of a system of schools has an eye to the fine appearance of his buildings, inside and outside; all desire the best and most elegant furniture. Many boards spend money upon the advice of the principal; he, then should always be prepared to know for what he can in reason ask. He should be prepared to deny himself and his school any luxuries or even so-called essentials, when the financial condition will not justify their purchase. Maps, reference libraries, philosophical apparatus, desks—all these are often counted necessities. They are not. Whatever one does, he should remember that fine buildings and furniture will never make a good school; a poor house may contain an excellent school.

The appearance of the school building and its grounds must be regarded, to some extent, as indicating the character and work of the principal of the school. True, as has been said, he is not always directly responsible, but all necessary power will, in time, be vested in him.

In closing this paper, perhaps nothing better can be said on the principal's care of property than this. Let him treat all the property as he would if it were his own, bought with his own hard-earned money, and repaired and renewed from his private purse.

The school-life of children affords ample time for obtaining a thorough education, equal to what has been usually called an academic education. It is a hurtful error to suppose that it is necessary for a child to spend years to obtain a progress that ought to be acquired in as many months. Yet many children spend ten or twelve years in school and never extend their course of study beyond simply reading, writing, and the first principles of arithmetic, and such seldom arrive at more than a limited attainment. It is not a distraction to say that a large portion of children shamefully idle away most of their school-life. This ought not to be, and ought not longer to be permitted. It is a breach of trust committed to those who are responsible for it, and a waste of money appropriated for our schools.

VILLAGE AND CITY SCHOOLS.—I.

Sept. AARON GOVE, Denver, Colorado.

Attempts to make laws or formulate theories for the guidance of principals of village schools are often made without desirable results. Although such schools all over the land are counted by hundreds, yet, like the passing clouds, two are found that are the same in position, condition, or surroundings. Young men, when taking charge of such schools, are prone to follow literally that which they have learned from others, not taking care to modify their own working to suit the condition in which they find.

There are, however, some principles which can be stated that are applicable to all such work; and others, that can be put in such form as will invite or compel modification, and which may be good for all village schoolmasters. The purpose of these papers is to review some of the duties of the class of teachers to which the reference has been made; to note what observation and experience have taught the writer to be sins of omission and commission. In making these statements the young teacher is constantly in mind, for it is to our young men that the profession must look for its preservation and prosperity; they must be taught, urged, coaxed, if need be, to work arduously for the elevation of the teacher's professional condition.

Let us first look at those duties of the principal which relate to the care and protection of property. He is the custodian, for the time, of all the buildings, furniture, apparatus, and surroundings. Although the title to the property is not in the same name, in that of the board; although, nominally, he is protector of nothing, really, he is guardian of every dollar which his town has invested. This alone is a great trust.

A student, with his college diploma, brand-new, who has never been the possessor of more than a thousand dollars at one time, by being placed in charge of the village school becomes the custodian of fifty, often (more's the pity) one hundred and fifty thousand dollars. Any single capitalist having that amount of children shamefully idle away most of the school-life. This ought not to be, and ought not longer to be permitted. It is a breach of trust committed to those who are responsible for it, and a waste of money appropriated for our schools.

TEACHERS have work to do outside of the schools, in establishing literary societies, reading-rooms, and fostering lyceums, etc. You should each be the educational head of your county. It would be a great work to organize a literary society in every school-house in the state,—it would draw both boys and men from the tavern and the store, and give them an interest in books and papers. I know you have a man's work on hand now; but I know, too, that the man to do work is the one who has most of it to do,—nobody expects much of an idle man. No man knows how much he can do till he has tried; and you will do your present work better for this addition. As you lift up public sentiment you lift up the schools.—J. P. WICKERSHAM, Superint. Pub. Schools.

The society formed in France a year or two ago for the purpose of surveying for a canal to unite the Atlantic and Pacific by the Darien route, is making progress in its operations. Its explorers are basly at work in the United States of Colombia, under the direction of Lieut. Wyse, who reports his confidence that an inter-oceanic canal by way of Colombia will soon be an accomplished fact. He specially favors the Colombian route, because it will not require such expensive locks as the Nicaragua route, while the lowest gradients and the narrowest isthmuses are also to be found in Colombia.

SELECTIONS FROM GOETHE.—II.

MAXIMS AND REFLECTIONS.

Arranged by S. P. BARTLETT.

EVEry one must think in his own way; for he will always discover some sort of truth or approximation to truth which helps him through life. But he must not let himself drift along; he must exercise self-control; it becomes not man to allow himself to be ruled by mere instinct; unlimited activity of any kind must at last end in bankruptcy.

—Originality challenges originality.

—Men come to mistake themselves and others because they treat the means as an end; the consequence being, that their very activity prevents their accomplishing anything, or perhaps effects the reverse of what was designed.
The South.

The Arkansas State Teachers' Association was postponed from the holidays until some time in the summer of 1878. —The Electric Teaclur favors a southwestern teachers' association. —Hon. H. S. Thompson, State Superintendent of South Carolina, will present a "bill" to the legislature which will, if it becomes a law, correct many of the evils which at present exist in the public school system of that state. —The proceedings of the last Georgia Teachers' Association have been published and are full of interest. Copies may be obtained by sending stamp to W. B. Houndsell, the Secretary, Atlanta. —Hon. Alexander Stephens has educated more than sixty young men in the schools and colleges of Georgia. —The school boards of Atlanta, perhaps the best in the state, have about twenty-five hundred pupils enrolled. —In the public schools of Macon there is an increase of twenty per cent in attendance over last year. —Atlanta has a private Kindergarten. —The University of Georgia has graduated six governors, twenty-six United States Senators and Congressmen, and forty-nine judges. —Miss Julia Kendall has been elected principal of the colored Normal School with Prof. E. J. Edwards as assistant. It is the purpose of the Board to secure the services of competent lecturers. —Weekly Louisiana, New Orleans.

Kentucky.

Facts and figures in regard to the system of public schools in the state show an urgent need of activity on the part of the friends of popular education. There are, as shown by Supt. Henderson's Report for the year ending June 30, 1877, 40,000 white and 50,000 colored qualified voters who cannot read and write—equal to one third of the electors of the state. The revenue for school purposes for the current year yields only $1,05 per capita for white pupils and only 20 cents for colored. Formerly all the taxes paid by colored people went into the school fund for the whites; now they are applied to the education of colored children. In 1871, the number of pupil children was 405,427; now there are 470,327 an increase of 64,896. In 1871 real estate stood at the highest valuation; it has been constantly declining since that year; so that Kentucky is poorer in 1877 than she was in 1871 by $50,000,000. Again, the school revenue in 1871 was $608,376; in 1876, $323,614. The great decrease in the valuation of real estate and the increase of children can readily be seen as the cause of the falling off in the amount per capita. For the purpose of giving our readers a proper idea of some of the defects of our laws regulating school finances, we quote from the State Superintendent's Report, as follows:—"As long as the revenue laws remain as they are, the State Auditor will not be able to furnish an exact estimate of the school revenues. The amount that will be paid teachers this year is not money collected last year and laid up in the State Treasury, but is money to be collected the current year in which the schools are taught. The Governor, Auditor, and the Superintendent have urged upon the legislature a change of the revenue laws so as to secure an earlier payment of the taxes; but though the subject has been before the last several legislatures, and favorably reported on by the committees, the General Assembly has failed to rectify the matter."

Facetiae.

A LITTLE girl who had often heard her mother speak of her father, who was somewhat bald, as being a self-made man, asked her one day, if her father was a self-made man, why he didn't put more hair on his head.

—In a Connecticut district school a few days since, a little boy, six years old, was seen to whisper, but denied doing so when reproved, by the teacher. He was told to remain after school, when the teacher, trying to impress upon his youthful mind the sinfulness of not speaking the truth, asked him if they did not tell him, in the Sunday school, where bad boys went who told falsehoods. Choking with sobs he said: "Yes, marm, it's a place where there is a fire, but I don't just remember the name of the town."

—A Scotch dialogue from Punch: "'Been to school, little lassie?' 'Aye, sir.' 'Good girl—there's a penny for you.' "Thank you, sir. I'll ha' to be steppin'—but aw'm gawn to skel' the mornin'—wall ye be this way I' the etternum?"

—Professor: "In one evening I counted twenty-seven meteors sitting on my piazza." Class expresses great astonishment at the sociable character of the heavenly bodies.

—A teacher in one of our grammar schools inquired, "What was the cause of the Revolutionary War?" The prompt reply was, "The Yankees wanted the Fourth of July and were bound to have it."—Boston Traveller.

—A bright lad was reciting some English poetry to his mother, and, among other things, gave the "Burial of Sir John Moore." "What do you like best in that piece," asked the mother? "Few and short were the prayers they said," was the boy's reply.

Facts for Teachers.

(Is gleaned from the Press.)

Isthmus Canal Project.—Lieut. Wyse, of the French Navy, reports favorably on his official explorations of the Isthmus of Darien, with a view to the project of an inter-oceanic canal. He believes that it could be most easily executed directly from the valleys of the Tupisna and Tiazi to the Gulf of Uraba, and would not require any locks. Another line surveyed connects the valley of the Tuya (a river flowing into the Pacific, and of which the Tupisna is an affluent) with the Caquiri, flowing into the Gulf of Uraba; but this would need five locks, each with a rise or fall of more than thirty feet, and also a short tunnel. Lieut. Wyse estimates the cost of the proposed work as not excessive.

—The superintendent of a factory in Canada which manufactures paper from wood says that the process is now so much improved that the paper can be made ready for use in six hours from the cutting of the tree.

—A Natchez newspaper, describing the changes in the course of the Mississippi River, says that St. Joseph and Rodney have been left inland; Vicksburg is left on a lake; Delta will soon be washed away; a cut-off has been made at Grand Gulf, and by another season Port Gibson and Claiborn county will have no landing.

—The report of the Postmaster-General shows a decrease of nearly $5,000,000 in the sales of stamps, etc., and the money-order business, and a deficiency, excluding the accounts of previous years, of about the same sum; but the expenditures were $3,530,000 less than the estimates. In transmitting supplies of stamps, amounting to over $26,000,000, only two packages were lost, and their value amounted to but $82.15. The loss of registered letters is but one-doth of one per cent.

—The buildings of the coming Paris Exhibition in 1878 are the largest yet conceived for the purpose. The nave of the main building is nearly 2,200 feet long; the vista, which includes the two vestibules, is more than 2,950 feet, and each of the transepts and vestibules, more than 1,100 feet. The eight industrial courts are all parallel, and are divided into two series of four each; one series being devoted to the productions of France, and the other to the rest of the exhibiting nations. In the center of the garden between the two series are two ranges of fine art galleries. On the opposite side of the river is the Trocaden Palace, which is to be devoted to the history of man from the savage state down to the most modern appliances of science and art. It will afterward be used as a municipal museum.

—That the ocean has its region of calms is a well-known fact; but that there is such a quarter on land is not so generally understood. It is claimed, however, that there is just such a quiet region, and that it is due to this natural phenomenon that the climate of Kentucky, Tennessee, and the northern portions of Mississippi, Alabama, and Georgia is so congenial.
Notes.

Mr. Thomas A. Edison, the inventor of the talking phonograph which was recently described in these columns by an article from the Scientific American, has constructed a new and larger machine, which not merely speaks with great clearness, but loud enough to be audible at a distance of 175 feet. Professor Huxley defines technical education as the teaching of handicrafts, and the requirements thereof he sums up to be reading, writing, ciphering, a taste for one’s calling, an acquaintance with the elements of physical science, a knowledge of a foreign language, and the scrupulous avoidance of the practice known as “cramping.” As to the means for carrying out this ideal education, Professor Huxley strongly advocates the more extended teaching of natural science in the public schools, and he thinks that the mode of instruction should be especially practical and experimental. He also recommends some special means for utilizing in the public interest unusual talent or genius found in schools. Fifty large-sized, first-class locomotives have lately been ordered from Russia, and are now being manufactured in Philadelphia. They are to be completed during March next. In all, nearly 2,000 men will be required on the job for which about $500,000 is to be paid. English capitalists are said to have decided to construct an underground railroad the whole length of New York City. The formal opening of the American Museum of Natural History at New York occurred Dec. 22, 1877. President Hayes performed the ceremony. President Eliot and Professor Marsh were among the speakers. The N. Y. Tribune has been introduced into the reading classes of the Riverside Seminary, N. Y. — Ralph Waldo Emerson has been elected one of the foreign associates of the French Academy of Moral and Political Sciences, the fifth coordinate division of the Institute of France.

Literary.—The Galaxy has passed from the hands of Sheldon and Company to the enterprise of the publishers of the Atlantic, H. O. Houghton & Co., who will merge it with that magazine. It was always a welcome magazine, and always contained at least one article of extraordinary interest. The Atlantic will undoubtedly have the benefit of some of this freshness and vigor. The first number of Vick’s Illustrated Monthly, January, 1878, has appeared, and proves to just what is wanted by the thousand and marked patrons of that enterprising horticulturist. The price is only $1.25 a year. Address the publisher at Rochester, N. Y. — The January-February number of the North American Review contains the following articles: “Charles Sumner,” Senator Hoar, “A Cumb for the Modern Symposium,” Prof. John Fiske; “The Art of Dramatic Composition,” Dion Boucicault; “General Amnest,” J. R. dolph Tucker; “The English Aristocracy,” W. E. H. Lecky; “Reminiscences of the Civil War,” General Richard Taylor; “The Origin of the Italian Language,” W. W. Story; “Euphor, Cyprus, and Mycenae,” Bayard Taylor; “Capture of Kilka and Fall of Plevna,” General G. B. McClellan; “Currency Quacks and the Silver Bill,” Manton Marble; and notices of Woolsey’s “Political Science,” Proctor’s “Myths and Marvels of Astronomy,” Geikie’s “Life Sciences,” and Words of Christ, Sullivan’s “History of Art,” James’s “Family Pictures in Prose and Verse,” Linderman’s “Money and Legal Tender in the United States,” Victor Hugo’s “Histoire d’un Crime,” Cook’s “House Beautiful,” Trowbridge’s “Book of Gold and Other Poems,” Kllneger’s “Upper Egypt,” and Habberton’s “Badge and Toddle.” For sale by all booksellers and newsdealers generally. — The new year for Littell’s Living Age opens with the number for the week ending January 5. Owing to the recent establishment of important periodicals abroad—notably The Nineteenth Century in England—and to the simultaneous improvement of others, a fresh impetus has been given to foreign periodical literature; the ablest living thinkers and writers being enlisted in its service to an extent heretofore probably unequalled. The Living Age presents with satisfactory completeness what is most valuable in this literature. The publishers already announce for early numbers of the new year articles by Louis Kossuth, ex-Governor of Hungary (on the Turkish Question), Prof. Max Muller, Prof. Goldwin Smith, the Duke of Argyll, Rt. Hon. W. E. Gladstone (on Courses of Religious Thought), Richard A. Proctor, Prof. Owen, and others (Studies in Science), Francis Power Cobbe, Alfred Russell Wallace, Prof. J. C. Blackie, Edward A. Freeman, Matthew Arnold, J. Leslie Stephen, John Ruskin, and other eminent writers. In the department of fiction the best foreign authors will be represented in serial and short stories. The publication of a new story by William Black is to be begun in January, from advance sheets, and other attractions will follow. The beginning of a new volume is a favorable time for new subscriptions, and the publishers still present to new subscribers for 1878 the last seven numbers of 1877, which contain the first installments of a fine new German serial, translated for the Living Age; also a serial story by Miss Thackeray, and the usual large amount of other valuable matter. Littell and Gay, Boston, are the publishers.

REVIEWS.

Complete Arithmetic, Theoretical and Practical, by William G. Peck, Ph. D., LL. D., Professor of Mathematics and Astronomy in Columbia College, and of Mechanics in the School of Mines. (A. S. Barnes & Co., New York, Chicago, and New Orleans. Price, $1.12, sent by mail, post-paid.)—This little book, which is printed in large, readable type, professes "to present in logical order and within moderate limits all the fundamental principles of arithmetic, together with their most important applications to the wants of the student, the artisan, and the man of business;" and to a considerable extent it accomplishes its professed object. The author has not gone far from the well-beaten track of arithmetic makers. He has, however, either entirely eliminated or judiciously curtailed the proportions of some of the more abstruse topics, thereby giving opportunity for more extensive work in topics which are of the most practical nature. In this respect, the author is well worthy of imitation, and the book of consideration as a textbook. We note with pleasure the accuracy of some of the tables of factor, composite and prime numbers, on page 65, but regret that the same accuracy could not have prevented the careless use of "exactly" in definitions on page 72. By those definitions 4 is a common divisor of 8, 17, and 29, since it will exactly divide each of them.

The continuance of the habit of instructing our youth in the subjects of ratio and proportion from a French stand-point, we regard as decidedly objectionable. Most modern arithmetic makers agree that in the question, "What is the ratio of 17 to 17?" the answer expected is with special reference to 3, the inquirer using 17 simply as a unit of comparison. The answer from an English standpoint then, appears logically to be 1, and not 5, as is laid down by Messrs. Davies & Peck in their entire series of mathematical text-books. We suppose ratio to mean and to suggest the concept of relation. Suppose a teacher should say to one of his pupils: "Jane, what relation are you to the old gentleman with whom I saw you walking yesterday?" If the gentleman were her uncle, would she not naturally reply, "Niece?" Would not Messrs. Davies & Peck with all their pertinacity in the matter of relation, consider the young lady a candidate for a Strait jacket, if she should reply, "Uncle?"

Little Paul. From "Dauney and Son," by Charles Dickens. Illustrated by Darley. (New York: John R. Anderson. Price $1.00. 1878.)—This is the first of a series of twelve volumes to be issued under the general title of "Dickens' Little Folks." It is handsomely bound, and will be at once welcomed in all families where the larger works of Dickens have found a place. The design of these volumes is simply to present, in the words of the author himself, those scenes and sketches in which the characters of children were originally portrayed, and which have proven so entertaining to both old and young.

Elementary Lessons in Physical Geography. By Archibald Geikie, Director of the Geological Survey of Scotland. (London and New York: Macmillan & Co. 12mo. 375 pp.)—This is a work, supplementary and more extended, by the author of the Primer of Physical Geography, of the "Science Prime" Series. It is what its name purports, an "elementary" physical geography, and dwells on the familiar physical features of the earth, and their causes. Our common school physical geography is too often a mere synopsis of all the natural sciences, cumbersome and amless. This is an easy, and yet thorough investigation of the causes of the present condition of the surface of the earth in its main aspects. Its design is to lay a foundation for the teaching of science. It groups a few facts to elucidate a principle, rather than multiplies them to form a cyclopedia. After a chapter on the earth as a whole, related to the rest of the universe, it has chapters on the atmosphere, its composition, pressure, temperature, moisture, and movements; then on the sea, its currents, temperature, saltness, and its offices; on continents and islands, their mountain-s, plains, and valleys, and their origins; the effect of running water, underground water, and frozen water; all treated as dynamical agents in working out the great unit, the earth. The book closes with an interesting sketch of the geographical distribution of animals and plants, describing the marked biological regions of the world. It is illustrated by some colored maps and wood-cuts. It would make a good school text-book.
Correspondence.

NOTES BY THE WAY.

LA SALLE—PERU—OTTAWA.

E W. SCHEELE, a graduate of Michigan University, is superintendent of the public schools at Peru, Ill.. The town is four miles from the western terminus of the Illinois and Michigan Canal. Here are located the great zinc factories in this part of the world—four in number. The mineral is brought from Wisconsin and Missouri. Here and at Ottawa may also be found glass factories and extensive coal mines.

The public schools of Peru are under the skillful guidance of Supt. G. B. Stockdale, formerly occupying a lofty position in Philadelphia. Prof. Stockdale is a gentleman of high literary culture and is an old veteran in school affairs. Miss A. E. Waugh is the efficient assistant in the High School. Mr. Faller is teacher of German and civics and extensive coal mines.

The train took us to Ottawa through scenery that reminds the Yankee of "Down East." "Rocks and rills" were seen, and as we swiftly passed them by it left an impression on the mind of nature at its best, but at the close of a pantomime entertainment. "Starved Rock" could be seen just across the river, east of Utica. The brakeman hailed "Ottawa," and we landed to be hauled, pulled, and cordially invited to take a look at the White House, etc. We can't tell you all about the cordial reception we received at the hands of Supt. H. H. Smith, Supt. R. Williams, Col. E. B. Gray, and others. Ottawa is a kind of educational center. Twenty-nine teachers employed in the public schools of this city. Twenty-five different subscriptions were taken up as many teacher's. of the other four, three had sisters who subscribed, and the other will soon be more or less half, i.e. she resided in order to wed.

CAPITAL.

Although the railroad roads were almost impassable, yet the railroads during the holidays just passed. We called out more ladies than any other. There are but 9 subscribers for the Chicago Educational Weekly. The following were seen, and as we swiftly passed by the large circle, also tangent with each other. Each daughter should have a three jar, a five ounce vial, a six quart can, etc. Do the best speakers say a five ounce vial, a six quart can, a ten feet pole, etc.

John M. D.

QUERIES AND ANSWERS.

JANUARY 5, 1878.

1. What sea was formerly the commercial highway of nations, and what may be termed so now?
2. What are the latest discoveries made in exploring the unknown regions near the North Pole? The South Pole? Give dates of discovery and by whom? Is the region around the North Pole more an object of investigation than that around the opposite part of the globe? LIEBA.

JANUARY 3, 1878.

1. What sea was formerly the commercial highway of nations, and what may be termed so now?
2. What is the region around the North Pole more an object of investigation than that around the opposite part of the globe? LIEBA.

JANUARY 10, 1878.

11. Why is venous blood dark colored? Our text-books tell us the dark color is due to impurities; yet the impurities enumerated are transparent, and are represented as being held in solution, only, not in combination.

B.

12. What must be the power of an engine which moves with constant speed of 20 miles an hour, over a level track drawing a train whose weight is 40 tons, the resistance from friction being 500 pounds?

J. L. GROVES.

13. I should like to learn through the columns of The Educational Weekly what authority, if any, there is for such expressions as the following: A ten feet pole, a three gallon jar, a five ounce vial, a six quart can, etc. Do the best speakers say a five ounce vial, a six quart can, a ten feet pole, etc.

E. B. F., JR.

14. The books say, "The multiplier must always be received as an abstract number." Is it not equally true that the multiplicand must be conceived as an abstract number? Can there be any mental operation on numbers unless they are conceived as abstract?

H.

15. A man left a cirlear farm one mile in diameter to be divided among his four sons, four daughters, and wife. His four sons should have one of each of four circles, whose circumferences are tangent with the circumference of the large circle, also tangent with each other. Each daughter should have one of the four corners situated between the point of contact of the small circles and the points of contact of the small circles with the large circle. The wife should have the portion enclosed between the small circles. How many acres does each one respectively have? Will some one give a solution without the use of logarithms?

D. W. MILLER.
Education Intelligence.

EDITORS:

Maine: Prof. J. Marshall Hawks, Principal Greeley Institute, Cumberland Center.
Colorado: Hon. J. C. Shafroth, State Sup't Public Instruction, Denver.
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Indiana: J. B. Roberts, Principal High School, Indianapolis.
Wisconsin: J. Q. Emery, Sup't Public Schools, Fort Atkinson.
Michigan: Prof. V. O. Tompkins, Sup't Public Schools, Mecosta.
Ohio: W. M. Bristoll, Sup't Public Schools, Youngstown.
Nebraska: Prof. C. B. Palmer, State Univ., Lincoln.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JANUARY 10, 1878.

WISCONSIN.


(Concluded from last week.)

FRIDAY Morning, Dec. 28.--Association met in the Senate Chamber. Prof. Kerr presented a memorial address on the death of Prof. O. Q. Smith, of the Academy. The address was extended to Prof. Kerr for his address, and a copy requested for publication. On motion, the discussion on the subject of a 'State Tax' was postponed.

Prof. Marytt was asked to furnish a copy of his paper on "Compulsory Education" for publication in the Journal.

Mr. McGeorge read the report of the committee on the "Study of Drawing in the Common Schools."

Prof. Haskins, of Milwaukee, gave a lecture on "The Telephone," for which he received a vote of thanks from the Association.

Discussion on Mr. McGeorge's paper:

Mr. MacAlister and Prest. Albee thought the paper the best ever presented before the Association on this subject.

Mr. Salisbury thought the teachers in the institute took great interest in the subject of drawing whenever it was properly presented.

Mr. Thayer had an experience similar to that of Mr. Salisbury. He thinks that systematic work can not be done in the common schools.

Mr. Parsons has found teachers using the suggestions given in institutes. Moved and carried that this paper with the other proceedings of the session be referred to the Executive Committee for the purpose of considering these suggestions on the advisability of printing the same, and to report to the Association.

Supt. Searing read the report of the committee on a "Course of Study for Mixed Schools, which includes:

Course of Study for Mixed Schools.—The Committee strongly favor the thorough and systematic course of study for mixed schools. There are, however, many practical difficulties in the way of the successful adoption and use of such a course. Among those difficulties are: 1. The varying lengths of school terms. 2. Irregular attendance. 3. The constant change of teachers.

The independence of district boards, and their unfitness to do so by the study of Greek and Latin. He would prefer to drop the study of Greek, but not of Latin, and would substitute a part of geometry and take in place thereof trigonometry and menurination. More Latin can be learned in two or three years than was generally supposed. If there were one tenth as much grammar, and ten times more reading, good results would follow.

Mr. Lovell was glad to see that the tendency to place on the school machinery, but could only prepare a small beginning. At present the schools might ask for the whole of their time to supervise, could successfully put a course of study in operation when it requires the whole time of a superintendent and a principal to do the same work in every town employing ten or a dozen teachers.

Mr. Emery thought we could not have much machinery, but could only group studies, and at stated times, hold examinations.

Mr. Shaw thought there was a great deal of care in persuading district boards to adopt a course of study, as they are already dissatisfied with the present lack of system. The fault is with the teachers, who have no faith in the matter. The grading can be done reasonably close. We must be satisfied with a small beginning.

Prest. Bascom would leave each school perfectly free to act its pleasure in regard to the matter.

Mr. Chandler thought the whole merit of the system lay in the possibility of its accomplishment. The great diversity of the work does make the matter of its accomplishment inferior. This might do in Prest. Bascom's New England typical district school, but not in our Wisconsin schools.

He would have a course of study and would not have one group of studies begun until the one next preceding was finished.

Prest. Phelps said but little can be done for the schools until they are classified. This is not altogether an experiment. In some counties of Illinois the scheme has been in successful operation. In Indiana it is an experiment, but a success.

Supt. Searing said that in New Hampshire such a course of study has been prepared and in operation for some years.

He is in favor of a course that shall tell, in detail, what to teach and how to teach it.

Mr. Albee thought that the teacher would need a great deal of backbone to put such a course into successful operation.

The members of the Committee presented a "Course of Study for Mixed Schools" which was discussed by Messrs. Maryatt, Prest. Phelps, and Supt. Bascom.

Prof. Bench read a brief paper on "The Functions of the High School in the System of Education."

A carefully prepared paper, which elicited thorough and spirited discussion, was read by Prof. C. A. Hutchins, on the "Course of Study in High Schools."

In the following discussion Prof. Howland said he felt justified in finding there was a variety of opinions on this subject, as he had had some doubt as to which of various methods should be pursued. He believed a more definite shaping of the high school course was necessary. There were strong reasons for favoring the thorough study of a few of the high school branches—so-called—in preference to the taking up of many of them more superficially, though there were also some good reasons for doing the latter.

Prof. Lovell was glad to see that the tendency to place on the school machinery, and to have a part of geometry and take in place thereof trigonometry and menurination. More Latin can be learned in two or three years than was generally supposed. If there were one tenth as much grammar, and ten times more reading, good results would follow.

Prof. Wescott said that the high schools were fit students for college for they must do so by the study of Greek and Latin. He would prefer to drop the study of Greek, but not of Latin, and would substitute a part of geometry and take in place thereof trigonometry and menurination. More Latin can be learned in two or three years than was generally supposed. If there were one tenth as much grammar, and ten times more reading, good results would follow.

Prof. Albee said that the high schools, though not an inculcation of the lower grades, and the children taught to use their own powers of observation. He would be sorry to have either Greek or Latin taught in the high schools of Ohio. The children begin the study of mathematics at a later age, and thinks as much would be accomplished in them if they were not taken up so soon by at least two years.

Mr. Wescott thought that the high school should be prepared without reference to fitting the scholars for any particular line of business. He believed in laying down a course that would fit for the highest citizenship. Prof. Wescott thought that the precipitation by the teachers of the branch not specifically named by any of the speakers, viz.: double entry book-keeping, which would add to the course of study, and have taught orally by a competent teacher.

A long discussion by several gentlemen followed, on the propriety of studying Latin over German, which is the value of studying the classical languages as a help to the study of mathematics.

Prof. Shaw suggested that the smaller high schools ought to fit pupils for the Scientific course of the University, or the higher schools might prepare pupils for two of the courses of study; and the larger city high schools prepare their pupils for the three courses of the University.
Prof. Hutchinson presented the following resolutions, which were unanimously adopted by the Association:

Resolved, That we recognize the press as one of the chief means of intelligence, and hereby express our thanks to the publishers of state papers for cheerful and candidly submitted resolutions of the Association, and we feel especially grateful to the Wisconsin State Journal and the Madison Democrat for the full reports of the proceedings of the meeting of the Association.

The following gentlemen were appointed to the committee to draft resolutions respecting the subject of the residence of members of the Association, viz.:—Prof. S. A. White, of Peoria, and Prof. H. J. Raymond, of Bloomington.

On motion of Prof. Salisbury, "Roberts's Rules of Order" was adopted by the Association as its parliamentary guide instead of "Cushing's Manual."

Prof. Shaw introduced the following, which was adopted:

Resolved, That this convention recognizes with great satisfaction the recent departure of the Chicago Times Journal, in introducing into the high standing of the Association, and the papers and reports ordered published, in a single number of the Journal, and to promise such compensation therefor as may be satisfactory to himself and them. Adopted.

On motion of Prof. Shaw, the papers of Puett, Phelps, Prof. Hutchinson, Prest. Bascom, and W. H. Chandler were ordered published in the proceedings of the Association.

Prof. Salisbury presented the following resolutions as being the sense of the Association and moved their adoption. The motion was warmly seconded with various commendations of commendation by Prest. Phelps, Prof. Hutchinson, Prest. Bascom, and W. H. Chandler, and the resolutions were unanimously adopted by a rising vote.

Resolved, That we, the members of the Wisconsin Teachers' Association, desire to formally express our full confidence in the State Superintendent of Public Instruction, W. E. Wilford, and our hearty wishes for the success of his administration; and we do hereby pledge to him our earnest cooperation in all agencies looking to the greater efficiency of the educational agencies of the state.

Resolved, That we would convey to the out-going superintendent, Hon. Edward Searing, now for four years our honored official leader, the assurance of our continued esteem and admiration for him as a man, an educator, and a patriot.

Resolved, That we wish to congratulate him in a particular manner upon the gratifying success of his administration, and to thank him for his conscientious and fearless devotion to the interests of education in Wisconsin.

Resolved, That we would convey to the out-going superintendent, Hon. Edward Searing, now for four years our honored official leader, the assurance of our continued esteem and admiration for him as a man, an educator, and a patriot.

Resolved, That we desire to express the sense of the Association in motion the Association adjourned to meet at the call of the Executive Committee.

I. M. W. MILLER, Sec. pro tem.

JAMES MACALISTER, Prest.

PROCEEDINGS OF THE TWENTY-FOURTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION, SPRINGFIELD, DEC. 26-27-28, 1877. LESTIE LEWIS, HYDE PARK, PRESIDENT.

The Association convened in the Hall of Representatives on Wednesday evening, Dec. 26, at 8 o'clock. The address of welcome was delivered by Gov. Cullom, in which he spoke earnestly of the importance and responsibility of the teacher's profession, and warmly welcomed the members of the Association to the task of discussion. The President, Hon. M. Cullom, in behalf of the Association, responded briefly, thanking the governor and the people of Springfield for the reception and courtesies extended, and welcoming the governor to the meetings.

The meeting was then called to order by Eliza H. Raymond, of Illinois, chair of the Executive Committee, in which she sketched briefer the history of the Association and its progress during the past year. She also spoke of the benefits of associated work in the profession, of the responsibilities and duties of teachers, and urged all to remain true to the requirements, needs, and demands of their chosen avocation, and, in closing, congratulated the Association upon its growth and prosperity during the twenty-three years of its existence, and predicted for it a bright future.

The Association adjourned, the property of Mr. Morris, C. I. Parker of Chicago was appointed R. R. Secretary.

Mrs. Carpenter, the Secretary of the Association, being absent, on motion of S. A. White, of Peoria, Sarah E. Raymond, of Bloomington, was appointed, Secretary pro tem.

On motion of the Association adjourned to meet Thursday morning at 9 o'clock.

Thursday Morning. The Association convened at Representatives' Hall at 9 o'clock A. M., with President Lewis in the chair. Prayer was offered by Dr. Robert Allyn of Carbondale. The regular programme of the day was opened by Supt. Brooks, of Springfield. Subject, "Should our High Schools give instruction in the elements of the study of law and the law of Rockford upon the same theme. Both papers were able, and although the disputants took opposite positions, they showed a commendable zeal in their earnestness, and adherence to what they each believed to be right. Mr. Edwards of Mt. Carroll, who was to present the proposition, was unavoidably absent. At this point the discussion was arrested, and an invitation from General Harlow, Secretary of State, was extended to the Association to visit the City of Madison. The Association adjourned at 11:30 and spent the remainder of the afternoon in visiting the various parts of the building. The next topic for discussion as per programme was "What can be done to develop in us a higher taste for the fine arts. This was discussed ably by Professors J. B. Ely of Mt. Carroll, and H. L. Boltwood of Princeton. The latter argued that this drill was necessary before the abstract principles and the text-book were used.

President Lewis announced the following auditing committee: John W. Harlow, of Madison; M. Allen West, of Knox county; J. L. Wright, of Ogle county. Dr. Baily, of Lake Forest University, now presented a paper upon "Manners and Morals in our Public Schools," in which he urged their cultivation.

A brief recess was followed by a song from Haight Brothers of Alton, and a reading by Prof. W. H. Smith, of McLean county. Mr. Haight of Alton then reads extracts from an essay which was presented by Prof. Vaile, at the Ohio State Teachers' Association, whereupon the following resolution was read and adopted: "Resolved, that a committee of five be appointed by the chair which shall take under consideration the subject of reform in spelling, and report at the next session of this Association, upon the advisability, and practicality, of making spelling reform for the present session of this Association. Signed, W. B. Powell, T. Burrill, J. Hall, Robert Allyn. E. L. Wells.

Thursday Afternoon. Mr. E. A. Gastman, appointed at the meeting of the State Association in Dec. 1876, as a committee to settle with Shelby M. Cullom, Treasurer of the Educational Centennial Fund, made the following report:

"Shelby M. Cullom, Dr. 10 amounts received,$4,326.84.

"10 amounts disbursed,$4,326.84.

"Balance paid E. A. Gastman, 4,326.84.

"The amount of $329.57 was also received from Hon. S. M. Eeter, State Supt., making a total of $1,089.63, as the remaining Centennial fund not yet expended. This sum have placed in the hands of the Treasurer and received the treasurer therefor.

The committee on competitive examination, appointed at the meeting of 1877, made a full report of the extent and expense of the work, through S. H. White, of Peoria. After quite an extensive discussion concerning ways and means of securing better results, further consideration of the report was postponed until Friday at 11 o'clock. The financial report of the Committee was by vote referred to the Auditing Committee.

On motion of N. C. Donahue, of Mt. Morris, the following resolution was adopted: Resolved, That His Excellency, Gov. S. M. Cullom, Hon. Geo. H. Harlow, Jas. McComb, D. D., and all visitors from other states be made honorary members of the Association upon the signing of their names with the Secretary.

The report of the Committee appointed by the Association of 1877, on revision of the school law, was accepted and the Committee discharged. The next subject of discussion was "Elementary High Schools." Papers upon this subject were presented by Dr. Newton Gateman, of Knox College, and Dr. C. W. Gregory, of the Industrial University. The paper of the latter was read by Prof. Cook, of Normal, on account of the unavoidable absence of Dr. Gregory. Following the reading of the paper the Association adjourned for the night.

The final topic of the afternoon, "What can be done to make our pupils speak better English," was argued by Prof. O. E. Haven, of Evanston, and J. T. Ray, of Oregon.

Since a committee of three be appointed by the chair, upon the President's Address. Noted a committee of three by appointed by the chair to take into consideration the publication of the entire proceedings of the Association.

On motion of S. H. White, of Peoria, it was voted that a committee be appointed by the chair for the purpose of gathering facts relative to the matter of truancy and report at the next meeting of the Association. By vote of the Association Mr. Leslie Lewis was made chairman of that Committee. The following gentlemen were appointed by the chair upon the President's Address: A. C. Raymond,Normal; E. A. Gastman, Decatur; H. W. Russell, Kewanee; Upon truancy, Leslie Lewis, Hyde Park; S. H. White, Peoria; A. M. Burks, Springfield.

The following gentlemen were appointed on the publication of the entire proceedings of the Association: W. B. Powell, Aurora; A. P. Nightingale, Lake View; E. C. Hewett, Normal. The Committee on nominations was Mr. Everett, Jno. W. Hall, and Jao. Cook. On motion, the Association adjourned to meet in the First Presbyterian Church at 7:30 P. M.

Evening Session.—The evening session opened with prayer by Rev. Herbert Parker, by a challenging a speech by Dr. J. W. Harlow, of the Iowa State Teachers' Association were presented through Mr. Lewis. The evening was devoted to a lecture by Dr. McGosh, of Princeton College. Theme, "Upper Schools Necessary to Elementary Instruction." The Association adjourned to meet at Representatives' Hall at 9 o'clock A. M., at Friday morning.

(Concluded next week.)
MINNESOTA.—O. M. Lord, superintendent of Winona county, is a most indefatigable worker, if we may judge from the number of subscriptions which he picks up at each school. He is most insistent, and is evidently a success. His last annual report of the schools in his county is brimful of valuable statistics, containing a vast amount of information in a most concise form.

NEBRASKA.—State Supt. Thompson is very busy with his official duties and conducting teachers’ institutes. His annual report is approaching completion, though no provision has been made for its publication. Prof. C. E. Woodbury has recently entered upon his duties at the State University, as Professor of English Literature and Rhetoric. Prof. W. A. is a recent graduate of Harvard University.

MICHIGAN.—Summary of superintendent’s report for first twelve weeks of current school year, at Howell: New enrollments, 459 (High school, 53; grammar grades, 159; primary, 247); number of days school, 58; average attendance, 384.45; average tardiness, 3.177; average number belonging, 403.70; per cent of attendance, 93.25; per cent of tardiness, 82; number belonging Nov. 23, 406; receipt for foreign tuition, $215.71; number of departments, 8; number of teachers (including superintendent), 10.—A dramatic entertainment given by the school, for the school, Nov. 25, netted nearly $50.—The metric system of weights and measures has been introduced in the public schools of Ann Arbor.

**Spelling Reform Department.**

Conducted by O. C. Blackmer, Director of the Northwestern Branch of the Spelling Reform Association.

**THE SPELLING REFORM.—IV.**

The following paragraphs are taken from Prof. F. A. March’s address before the International Convention for the Amendment of English Orthography, at Philadelphia, August, 1876.

The new letters introduced are those recommended by the American Philological Association, and by the Spelling Reform Association, at their annual meetings in July, 1877. They are used on Prof. March’s plan.

Prof. March is not, however, responsible for the spelling, that being made to correspond, as nearly as possible, to the principle given by Prof. Alex. Melville Bell, in his “Visible Speech;” viz: “The principle may be safely laid down that the less difference a speaker makes between accented and unaccented syllables—the better is his pronunciation.”

In accordance with this principle the same character is used to represent the full vowel in an accented syllable, and the corresponding stop, or quarter vowel in an unaccented syllable. Examples, eat, eternal; mate, maternal. In Mr. James W. Shearer’s “Combination Speller” the reader will find the subject of unaccented syllables mostly treated, and illustrated by examples.

That this reform of our spelling will be no hindrance to etymological students need hardly be mentioned, it has been so often explained by our great philologists. We have the records preserved of all the old forms of spelling, and scholars like nothing better than to search them out, and give them to the public, who may find them in their dictionaries. It will, however, make it harder for foreigners to learn our language, or to the other foreign tongues. It is thought that it will be hard to introduce this scheme; that the printers can not use it for want of types, and that no one can read it without study. These objections have force against the sudden use of the whole scheme, but may be met by its gradual introduction and by temporary expedients.

Three lines of movement are needed, one to render the new types familiar to the public, a second to carry out a system of uniform use of all the letters, a third to drop silent letters. Something may be done in each line at once, but the first naturally leads the way. The new letters may be substituted for the old ones which they resemble, when the old ones have the intended sound, without embarrassing any reader; and when the new letters have become familiar, they may be gradually used wherever their sound occurs.

An appeal may be made with much reason to all associations which are formed to support our free institutions and to promote Christianity, such as the freedmen’s aid societies, the home missionary and the Bible societies. The freedmen will not learn the present spelling. The missionaries among the pagan populations in California and elsewhere can not use the press to reach them. We print Bibles and other good books in strange dialects in the hope of reaching a few thousand Asians or Africans. An English Bible in reformed orthography may well reach millions in a single generation who otherwise would never read it.

Publishers must be ready to take an interest in the reform. Some will doubtless do so from pure benevolence and love of progress; but they ought also to have money in it. There are writers among us, scholars and popular authors, who may insist on using in their own publications more or less of reformed spelling. A single new letter is worth introducing, or a single reformed word. Many newspapers and periodicals could be easily opened in this way. Several papers are now printed in a reformed alphabet, and they may be encouraged. Merchants and other advertisers may insist on putting their business advertisements and class signs in the same manner. Dictionaries must be made, and other standard works of reference in which publishers will invest. Is it not possible that the publishers of primers and spellers may adopt a uniform statement of our alphabetic sounds, and change the names of the letters to the sounds which they oftener represent? That would be a great gain, worth holding a convention for.

Teachers are our best hope. They need the reform most. They understand it best. They must teach it to the generation who are to use it. The way should be made easy for them. Primers, spellers, readers, and all other school-books, and other printed apparatus of the best kind should be furnished in reformed spelling. It may be made a matter of discussion and instruction in their insititutes and conventions, and in their printed periodicals. The superintendents will lead the van. Win the school-room and the cause is won.

Want of faith and want of concert are the greatest obstacles to rapid progress. Scholars, especially, think how slow changes in language have been, and how little influence the learned classes have exerted upon them; they sleep in the fields of Giant Despair. But year by year the power of reason increases in every form of activity, as year by year the means increase of collecting and concentrating the assent of thinking persons. What with our railroads and telegraphs and newspapers, and our societies and associations, with their meetings and conventions, it is not extravagant to say that a wider and more powerful concentration of opinion can now be effected in a single summer than would have been possible in a hundred years three centuries ago. Changes of pronunciation, general changes of spoken language, depend in great part on little known causes which work upon whole nations through their physical organisation, and which we may well despair of controlling; but orthography is independent machinery over which the consent of reason has full control. Several modern languages have had their spelling reformed by the influence of learned academies, or by government; and surely no language needs reform more than ours, and no rage are more ready reformers.

**Practical Hints and Exercises.**

**THE MOUSE IN THE SCHOOL-ROOM.**

* (To be read aloud to the pupils of the primary grade.)

The school-house is a much better place for mice and rats to live in than the church building. Do you know why? Who is it that brings nice pies and cakes, and cheese and doughnuts, bread and butter, apples, and many other dainties in dinner-pails and baskets to school, to be partaken of at noon? In some schools the door is left open, and they build their nests in the plastered walls of the partitions. Where will you see the door-sill or corner of the room near the floor a little hole—the door to their dark and cozy little mansions, just out of your reach? What a fine place for a mouse to live in! No cats, no dogs, plenty of time to dance in the school-room after all have gone home; time to gather up the fragments of victuals that have been cast away by the children, who loved play better than their biscuit. Those most fond of sport have taken a bite or two from the slice and hurried the rest away. The exciting games of Fox and Geeze, Full Away, Leap Frog, Base Ball, Swing, or Roll the Hoop, have called them away, and the little mouse looks out of some crevice which he has for a window, and quite likely talks to himself in
This mouse had opportunity to see and learn very much; he saw, also, a great deal of mischief done by those who sat upon the back row of seats. But how glad our little mouse would be when school closed; and oh how impatient he would be if the teacher had to keep some of the naughty pupils after school; then the janitor would have to sweep after that; and then maybe there would be a spelling school just after the janitor was through sweeping, and so in this way the little mouse and family would have to go hungry for some time.

A gentleman visited a school at one time in Milwaukee, where all of the pupils were busily and quietly engaged in their studies; no chasse s were reciting for their eyes, stare, and try to make all think that they should be highly honored by making so important a discovery. The teacher said it was a very little matter to make so much ado over, and told them that if they were as quiet as the mouse the room would be still. Of course the mouse ran back into his den, but came out again, and the boys again saw him and began to laugh as usual. The teacher then said that the boy who laughed again at that mouse she would kindness. The teacher then said that the boy who laughed at that mouse she would to-morrow when school closed; and oh how our little mouse would be when school closed; and oh how our little mouse would be when school closed; and oh how our little mouse would be when school closed.

Sometimes pupils will laugh at things while school is in session which they would hardly notice at any other time. Sometimes a little two-year old visits the school and talks out loud and then those who should know better laugh aloud. These are times when we should be more quiet than ever. If we are as quiet as the mouse then will our school-room be a pleasant place for study and thought.

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**STRAY THOUGHTS.**

**PEARL MONROE.**

"I DIDN'T COME," exclaimed a bright-eyed little German maiden, as she opened the school-room door one rainy morning, "I just rode all the way."

By and by other children came in, and although the scraper had been vigorously used, and bits of sticks patiently employed, the soiled little boots and shoes showed all too plainly that they had "come."

Over and over the self-same day a teacher explained an intricate problem, for I think that a boy needs that most of anything on a farm. * * * * * I believe in education, for if a man can do his own 'coutin' up' he stands a better chance to make money now days when a man must be pretty sharp to make anything."

"Did you learn anything?" asked the teacher, as she entered the room. "No, I didn't learn anything," replied the little girl. "I came to school to be learned."

"But how glad our little mouse would be when school closed; and oh how our little mouse would be when school closed; and oh how our little mouse would be when school closed."

The teacher then said that the boy who laughed again at that mouse she would upon the school. "I am not coining figures to illustrate some supposed condition of affairs, but using realities to show realities."

The above sentiment shows most clearly not only how exalted and noble(?) the motive for acquiring an education, but it also shows, with glaring foreboding, that what a grand height(?) the standard of education is held by the mass of the men who help to shape the course of this nation by their unreserved right of franchise. When examining this matter in its various lights, and reflecting upon the natural results of such a state of public sentiment concerning the cause of public education in our land, what earnest teacher "longer wonder at the loud and ceaseless lamentation, "Corruption!" "Corruption!" which is heard throughout the length and breadth of our country, because of the real or supposed bad state of the political affairs thereof? Why is it that men will deliberately vote for an officer to-day, and tomorrow curse him for his inefficiency or for his want of honor? It is for the same reason that our jails and penitentiaries are so much better sustained and represented than our schools. Why is it that in a land of such plenty as ours—a land of such great variations in climate, soil, and productions—a land of univalued facilities for enabling its people to become a peaceful, prosperous, happy, and contented nation—there is so much crime, destitution, and homeless and shameless discontent? The reason is the same as exists for the bloodshed, destruction of property, stoppage of the machinery of commerce, and the dark shadow of indefinable fear and dread that fell upon and darkened thousands of American homes, last summer, during the great strike, when frenzied men formed riotous mobs in many of our great cities, and made night—and day—hideous with their fearful imprecations, senseless threats, and unreasonable demands, proclaiming in paths of the vile and abandoned.

The essentials of such a system of education are found in our noble free public schools. Why is it that men will deliberately vote for an officer to-day, and tomorrow curse him for his inefficiency or for his want of honor? It is for the same reason that our jails and penitentiaries are so much better sustained and represented than our schools. Why is it that in a land of such plenty as ours—a land of such great variations in climate, soil, and productions—a land of univalued facilities for enabling its people to become a peaceful, prosperous, happy, and contented nation—there is so much crime, destitution, and homeless and shameless discontent? The reason is the same as exists for the bloodshed, destruction of property, stoppage of the machinery of commerce, and the dark shadow of indefinable fear and dread that fell upon and darkened thousands of American homes, last summer, during the great strike, when frenzied men formed riotous mobs in many of our great cities, and made night—and day—hideous with their fearful imprecations, senseless threats, and unreasonable demands, proclaiming in

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**THE DEFECTS OF PUBLIC SCHOOLS.**

A recent meeting in Boston, of the school committees and superintendents of Norfolk County, one speaker said one result of the teaching in our common schools was the inability to think. Our schools are all wrong. Ask a question of a young lady in the high school, and if she has no quotation...
from a book on the end of her tongue, she replies that she does not know.

Another member said that it is how to teach that our primary teachers want to understand, rather than what to teach. That is the main idea. He would have pupils taught by topics rather than from page to page. The quality of a teacher is regulated by the freedom which is allowed to him or her. Colonel Parker, of Quincy, attacked the A B C method, which is opposed to the science of education. Our method of teaching by text-books, also, from page to page, is false. A science is taught by steps. The first two years of primary education are the most important; and if that is wrong, there is no teacher in the universe who can eradicate the vitation the child has received. The schools with teachers of ignorance are common. "How many stupid teachers there are in this Commonwealth! Don't rear your costly and magnificent reform schools, but let the children be sent into the wide, wide woods and by the airy shore. Do not force them to sit in the presence of so much petrifed and pantalooned ignorance."

FROUDE ON AMERICAN SCHOOLS.

"I go to a school in New England," said the historian Froude, in a recently published article, "where the modern system is developed in its highest completeness. I see the most admirable mechanical arrangements. Ancient languages and modern science and art, history and philosophy, poetry and mathematics, nothing is omitted, nothing is unattempted, and progress is made in all.

"Yet the system has now continued for a generation or two, and the fruits are less apparent that they promise. By the 1842, the boys had produced more vigorous original thinkers; a more elevated standard of taste; information more exact as well as more diffused, and nobler principles of action."

A discussion in the Convention of Librarians, at London, brought out some curious facts concerning the British Museum. Several speakers advocated the compiling of a complete catalogue of the books in the Museum, which, it is estimated, would cost not less than $1,500,000. It would have to contain 3,000,000 titles. A quarter of a century would be taken up in the printing of the catalogue, and by that time there would be an accumulation of 500,000 to 400,000 new titles.

A GRAMMATICAL TRAGEDY.

SALLY SALTER, she was a young teacher, and taught. And her friend, Charley Church, was a preacher, who prought. Though his first name was called him a schrecker, who scraught.

His heart, when he saw her, kept sinking and sunk; And his eye, meeting hers, kept winking and wunk; Though his friends all called him a schreecher, who scraughi. In secret he wanted to speak, and he spoke, For his love grew until to a mountain it grewed,

And his eye, meeting hers, kept winking and wunk. For his love grew until to a mountain it grewed;

So he let the truth leak, and it leak. He asked her to ride to the church, and they rode; And so they did glide, that they both thought they glide,

And her eye, meeting his, kept lightening and lighted. She, in her turn, fell to thinking and thunk.

He hastened to woo her, and sweetly he wooed, And his eye, meeting hers, kept winking and wunk; For his love grew until to a mountain it grewed,

And the kiss he was longing to do, then he did. And as soon as they wished to arrive, they arrivo,

And he said, "I feel better than ever I fole."

So they to each other kept clinging, and clung. At the feet where he wanted to kneel, there he kneel, And the kiss he was longing to do, then he did.

And homework, he said, let us drive, and they drove, And as soon as they wished to arrive, they arrivo,

And this was the thing he was bringing and bruing. He asked her to ride to the church, and they rode; And his eye, meeting hers, kept winking and wunk;

The man Sally wanted to catch, and he didn't. That she wanted from others to catch, and had snatched—Was the one that she now liked to scratch, and had scraught.

And Charley's warm love began freezing, and froze, While he took to teaching, and cruelly one

The girl he had wished to be squeezing, and squeuze. She, in her turn, fell to thinking and thunk.

"Wretch!" he cried, when she threatened to leave him, and left, "How could you decease me as you have deoff?"—Punchinello.