Editorial.

THAT the intimate and important relations sustained by the teachers’ seminary to the common school system may be clearly seen it will be well to glance briefly at the true functions of each. That the office of the public school is to make good citizens, few will deny. The statement has been so often repeated that it has degenerated into a stale platitude. It is, nevertheless, a grave and important truth. Perhaps that object may be better defined as John Quincy Adams and Daniel Webster defined it: “It is,” said the former, “to carry into execution the sublime resolve of the original settlers of New England that all children shall be educated.” “It is,” said the latter, that “competent instruction shall be secured to every child that shall be born.” But what, let us inquire, does such education and instruction imply on the part of its recipient? It implies soul expansion and character building. It implies a consciousness of power, with the will and the way to use it for every beneficent purpose. It implies a knowledge of the laws and forces of the universe, with the disposition and the ability to make them subservient to the ends of a rational and unending existence. It implies a recognition of the relations between man and man, between man and that which is beyond and above him, from the mote that floats in the sunbeam to the Deity enthroned in the Heaven of Heavens.

True education implies growth from within through a natural, constant, and progressive course of self-activity, and not through a series of crude, spasmodic, irrelevant impressions from without, in utter disregard of the laws of human nature. It implies not only a growth in power, a growth in ideas, a growth in knowledge and in language, but a corresponding growth in that higher form of expression which manifests itself in wise, efficient, and noble action. It implies, as the eloquent Huntington expresses it, “the fitting of man for all spots and crises,” that he may “be prompt and busy in affairs, gentle among little children, self-reliant in danger, genial in company, sharp in a jury-box”—and may we not add, sharper still at the ballot-box?—“tenacious at a town meeting, unseducible in a crowd, tender at a sick-bed, not likely to jump into the first boat at a shipwreck, affectionate and respectable at home, obliging in a traveling party, shrewd and just in the market, reverent and punctual at the church, not going about as Robert Hall said, with an air of perpetual apology for the unpardonable presumption of being in the world, nor yet forever supplanting the world’s special consideration, brave in action, patient in suffering, believing and cheerful everywhere, fervent in spirit, serving the Lord.”

Now we affirm that it is especially the beginnings, the foundations, and the first steps of this education that are all-important and that should command our supreme attention. The home, the kindergarten, and the primary school are the prime factors in this fundamental work. Their functions are well and faithfully performed, comparatively little would remain to be done. But the average home as a beneficent educational agency must, alas, too often be a failure either from ignorance of the laws of childhood, or from an indisposition to observe them, or both. Many a child enters the primary school already spoiled, and frequently, to have the process of spoliation in his intellectual and moral nature indefinitely extended! The kindergarten, one of the grandest of modern educational conceptions, is yet, in a large sense, a thing of the future. Hence the common school system as it is, or rather as it may be made to become, must constitute our main reliance for giving “competent guidance and instruction to every child that shall be born.” The great question of the day is, therefore, how to elevate, perfect, and extend this agency. We hesitate not to affirm that in the presence of this mighty problem, all others before the American people sink into comparative insignificance. There can never be presented to any nation or race of men any question of mightier import than that of the ways and means of securing to every rational being whom its soil maintains that training and preparation essential to a wise discharge of his duties as a man and as a citizen in all his varied relations. Even the improvement of the home, that most primary of all human institutions, so to speak, must mainly depend upon an improvement in the motives, methods, and appliances for general education.

There is but one way to secure better regulated and happier homes, and that is first to secure better men and women, better fathers and mothers to reside over, instruct, and bless those homes. A better system of education, one more wisely adapted to the needs of society, and universally diffused, must be the principal means for rearing better heads of families than so many homes now possess. The art of teaching in its broadest sense,
the art of training and of educating through all the stages of human development, should become universal. The science of education should be everywhere thoroughly taught, and the art of teaching based upon it should be everywhere carefully studied. While it is true that the "proper study of mankind is man," it may be affirmed with equal truth that the greatest and best study of mankind is the art of rearing men. It is the art most necessary to human welfare, and yet it is the art that is the least understood and the most unwisely practiced. Why should it not, therefore, be recognized as an essential part of the higher education? Why are not the science of human nature and the art of human culture entitled to an equal place with the ancient languages and the higher mathematics in the curriculum of the college or the university?

The normal school is the only place where this almost divine art is systematically studied, and it must be confessed that it does not even here yet receive a degree of attention commensurate with its importance or with the educational needs of the community. It ought to be taught in all its bearings and especially in its relations to early training. The greatest difficulties of the situation lie in and near the foundations. How to get at and into a child's mind and heart, and what to do when we get there! This is the question. It is almost the entire problem in a nutshell. A graduating class from the normal school may have mastered the most elaborate curriculum, it may have achieved the highest victories in general scholarship, and yet failing in the intricate knowledge, the infinite patience, the consummate tact and skill requisite to get into a child's mind and determine what to do when it gets there, has scarcely reached the vestible of that profession whose true mission is to fit men and women for all "spots and crises." The teacher who cannot study the little child, at least as thoroughly and successfully as he has studied the Latin declensions or the theory of indeterminate coefficients, is wretchedly equipped for his difficult duties and grave responsibilities. He has mistaken his business. To have learned something of the nature of iron is not to have become a skillful blacksmith. To have studied the properties of pine lumber is not to have become an expert hewer of wood. Much less is a knowledge, however exact or extended, of the subject matter of education the sole qualification of an educator. There is, on the other hand, a knowledge of human nature in its broadest and deepest significance, there is a consummate art, and skill as subtle in its aims and methods as are those powers, emotions, and susceptibilities with which the teacher is compelled constantly to deal, that must be superadded to the qualifications of him who would truly educate his pupils. The specific course of preparation required in the normal school will hereafter be more fully considered in its relations to the work of the common school.

The Memorial of the Joint Committee of the National Educational Association and of the Department ofSuperintendence of that body, addressed to the Senate and House of Representatives of the United States, is reproduced in this number of the Weekly. We ask for it a careful perusal by our numerous readers. We next suggest that each reader should at once address a letter to some member of each house, urging his efforts to secure favorable action in behalf of the objects prayed for in the Memorial. The feeling in Congress is exceedingly favorable to some plan for national aid to education, and we do not hesitate to say that if the teachers and other active educational workers of this country will exert the influence they possess, something will be done worthy of the cause and the country. If nothing shall be effected during the present session, it will simply be the fault of those who should be up and doing. The Bureau of Education can be put upon its feet. A National Educational Fund can be created whose income would be employed, first, to suppress illiteracy, and, second, to pay the wages of teachers as specified in Senator Hoar's bill. Provision can also be made for a great educational museum. The question is, will the educational men and women in the country improve the opportunity or let it pass, away perhaps forever, unimproved? Which?

MUSIC AND DRAWING IN THE SCHOOLS—I.

Prof. E. W. Wetmore, Detroit High School.

There has been, of late, considerable discussion upon the above topic, and that not, as we are far to believe, wholly guided by wisdom. We do not, in making this criticism, claim that we are the people and that wisdom will die with us, nor does the fear of such a soft impeachment deter us from adding a word, wise or otherwise, to what has been said on the subject.

Upon one point all seem to be agreed—in themselves, both music and drawing are good, and therefore desirable. That the former is felt so to be is manifest in the tendency of all classes to dabble in the art. Every anxious mamma wishes her daughter to "play," and so the dealers in delicious (?) strains multiply apace, and the wish is oft repeated that, as far as these light-fingered gymnasts are concerned, Apollo would again "strike the lyre"—dumb.

But about the obtaining of this kind of music, there is no question—all who would acquire it, themselves pay for it at the time; their friends, alas! pay for it afterward.

Hardly subject to the same strictures, however, is vocal music, whose charms are felt in every land and in every home. There are few who cannot join in some way in a chorus, and the very blending of voices and unity of purpose necessitated by singing together heals many a long-standing heart-wound, and reunites many a severed thread.

The most precious memories of childhood days cluster about the family circle in the act of joining in a song, and there is nothing on earth more tender than the cooing song of the mother as she rocks to sleep her young babe; or more light-hearted and happy than the blithe song of the unconscious maiden while at her daily task. Perhaps more practical, though scarcely less a source of individual pleasure is the art of drawing, I mean the free-hand sketching which will enable one to express thought by a few lines appropriately placed, and thus to point and illustrate the meaning of what would otherwise remain obscure. The mere copyist's art is of secondary value to this in its relation to the masses, and one of the reasons why drawing has in a measure fallen into disrepute is that it has, when taught, been confined mostly to this inferior branch of performance.

Now the question is, shall these two valuable accomplishments be retained or be rejected from the course of public instruction as given in the common schools?

The answer to this question must be found in the objects sought, the ends rightly to be considered as the effect of the completion of a course of study by a pupil. A child is sent to school; the expense of his (or her) tuition may or may not be borne in whole or in part by the parent; in general, the cost is defrayed from the public purse and drawn primarily as taxes from the pockets of the property-holders.
What, then, may be considered a legitimate as well as judicious expenditure of the funds thus collected and appropriated?

It is a well-established principle of political economy that the limit of lawful taxation and consumption is "whether the benefit is greater than or equal to the value of the product consumed," and in regard to the equity of taxation for purposes of educational expenditure of the funds, it is greater than or equal to the value of the product produced by which he pays is better performed and the demand for what he produces is more universal and more constant." A thoughtful man will pay whatever may be necessary to secure the above results, without a grudge, but he wants to know that it secures in fact the promised end.

That a certain measure of education does accomplish this, no sane man, living under a representative government, will deny. But the real question to be met, is, what shall be the limits of the education to be furnished at the expense of the public? We are well aware that just here we tread upon debatable ground, and that almost any proposition that may be advanced will find some ready to oppose it. The number is not trifling who think that almost any proposition that may be advanced will find a ready to oppose it. The number is not trifling who think that the lawful boundary is reached with the three R's.

Amid such differences of opinion, the only safe basis for a general discussion is the "middle-ground"—that held by the large majority of competent and thoughtful judges. Public education should cease when the useful becomes merged into the purely ornamental. To this test the curricula of our schools may, we think, be safely applied.

If the proposition we have laid down be accepted as to the true scope of public education, it follows that for the proper broadening of the pupil, that he may become a safe and productive member of society—for it is only with this side of the question that we have now to deal—attention should be paid not only to his intellectual growth, but to his physical and moral development also. The latter should not, at least, be ignored, even if not lifted into prominence.

ITALIAN PEDAGOGY.


Perhaps there is no country in Europe which is undergoing a more rapid and complete transformation in respect of that which constitutes the higher life of a nation, than Italy. This national renovation is not the result of blind, unconscious impulse, but proceeds from the deliberate purposes of the leading spirits of the Kingdom. In the minds of these men, this re-in-vigoration of the nation's life means universal education through the schools and through the press. And then again, enthusiasm in behalf of education is not inspired by a blind zeal, by a vague feeling that education is in some way connected with good citizenship; but is rather the outgrowth of reasoned convictions, of logical conclusions, of a calm, philosophical adjustment of means and ends. The mode of progress is thus not tentative and empirical, but deliberate and rational.

The exponent, as well as the expounder, of the educational spirit which now animates Italy is the Archivo di Pedagogia, a bi-monthly journal conducted with singular ability by Emanuele Latino. The general character of this educational review may be inferred from the titles of the leading articles in a recent number:—Studies on Technical Instruction; The World as Will and as Representation (a review of Schopenhauer); Philosophy and its History; The Method of Modern Criticism. Then follows a succinct but carefully edited summary of educational news, from all quarters of the world; and a very full critical account of recent educational publications.

A marked feature of the Archivo is the fact that each of its leading articles is pervaded by the philosophical spirit. The purpose is not merely to show what ought to be done, but to recommend proposed measures to intelligent minds by disclosing the grounds on which such measures are based. The purely "practical" (empirical), as understood by American teachers, finds but little space in this journal.

The editor of the Archivo is also the author of Della Pedagogia, a concise treatise on the philosophy of education written in the true spirit of rational criticism. Its general character may be seen from the titles of its several chapters: The Place of Pedagogics in the Circle of the Sciences; Empiricism and Philosophy in Educational Researches; The Theory of Human Nature and the Science of Education; The Science and Art of Educating; Of the Historical Forms of Progress toward Human Perfection; The Practical Criterion and the Relative Efficiency of Education.

To all who care to study education as a science or as a philosophy this work by Professor Latino is full of living interest. The only English work with which it can be compared is Spencer's Education, to which it is superior in breadth of thought and in the soundness of its conclusions.

In April 1877 there was effected the consolidation of the Rivista Europea and the Rivista Internazionale under the editorship of Carlo Pancrazii. In his Manifesto, the editor declares that "it is his ambition to lay the foundations of a Review by means of which even Italy may acquire her Revue des deux Mondes, her British Review and her Central Blatt." In form and scope it closely resembles the Revue des deux Mondes. It is a semi-monthly of about two hundred pages, and is especially devoted to historical and literary criticisms, to political economy and to the philosophical, moral, and natural sciences. A peculiar and invaluable feature of the Rivista is its extended critical account of new books, Italian, French, German, English, Russian, etc. It is in fact, as well as in name, a Review, and in this respect is greatly superior to the Revue des deux Mondes.

I have mentioned the Rivista in this connection because almost every number contains an exhaustive, carefully prepared article on some important educational topic; and I scarcely know to what source I can so confidently direct the attention of the reader for fresh, masterly discussions of topics, general and professional, which are of interest to the intelligent teacher.

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The population of France is 36,905,788.

There are 140,000 drinking places in the country and 142,000 schools.

Over 1,000,000 sheepskins have been used up in binding Webster's Dictionary.

Punctuation was first used in literature in 1520. Before that time words and sentences were put together like this.
A SONG OF ANTI-CAPTION.

FROM the South a song shall come
After days, I dream;
Running waters cold and dumb,
With new life shall gleam.
But when the last leaf drops from the trees,
Glady, all day long;
In each flutter of the breeze
We shall find this song.
Where the forest boughs are bound
Now with chains of frost,
Here shall twine around,
I like the beauty lost
When fair Autumn's stately tread,
Long ago sailed past;
Foes with autumn's summer gave her dead,
Burial, at last.
Louder, swell its heralding
In the misty sky;
From the songsters' thrones, that sing,
Slowly drifting by.
But before all, I must know
Is the witching Spring;
She, who left us long ago,
For her wandering.

CHICAGO. LILLIE SURRIDGE.

MEMORIAL

To the Honorable, the Senate and the House of Representatives of the United States of America in Congress Assembled:

YOURS memorialists, a committee appointed by the National Educational Association at its recent meeting held in Louisville, Kentucky, acting in conjunction with a committee appointed by the Department of Superintendence at its meeting in Washington on the 11th of December last, whose names are hereto subscribed, beg leave most respectfully to represent to your memorialists, a committee appointed by the National Educational Association, in joint meeting held at Louisville, Kentucky, an adjournment of the Senate and House of Representatives of the United States of America in Congress Assembled, and the subjects and business which have been submitted to it for consideration and action.

That the education of the entire school population of this country is a matter of vital importance to the welfare of the people; that illiteracy and ignorance are the prolific sources of poverty and crime; and that the preservation of civil and religious liberty; that intelligence and virtue universally diffused, on the other hand, are the only secure foundations of peace and prosperity in the republic; that the sklilled, educated, and devoted, from which result the universal diffusion of knowledge, are the surest bases of individual and national wealth, and that it is the manifest policy and duty of the general government, cooperating with the authorities, and refusing the power of the several states and territories in every proper way, to "promote as an object of primary importance institutions for the diffusion of useful knowledge."

Your memorialists further represent that while the education of the people has heretofore been mainly confined to the voluntary action of the citizens and authorities of the several states and territories, yet experience has thus far proved that such action alone is inadequate to secure the results demanded by the rapidly growing demand for them. It is the manifest policy and duty of the general government, cooperating with the authorities, and refusing the power of the several states and territories in every proper way, to "promote as an object of primary importance institutions for the diffusion of useful knowledge."

Your memorialists ask that in furtherance of these objects your honorable House be therefore adjourned, and the following plans and purposes be submitted to the several states and territories for the consideration and adoption of their legislatures:

1. To enlarge the scope and strengthen the hands of the National Bureau of Education, by such liberal appropriations and further legislation as will enable it to meet the great and increasing demands made upon it by the educational interests of the country. Your memorialists ask that the Bureau be supplied with permanent and convenient rooms, for the accommodation of its officers and agents, and that its clerical force be increased, in order to meet the increasing professional library, and for the preservation of the rapidly increasing professional library, and for the reception and classification of the great annual influx of the schools from the pedagogical museum by foreign countries, as well as by our own people, is a prime necessity, and that speedy provision for the same ought to be made by our national authorities.

Your memorialists, a committee appointed by the National Educational Association, in joint meeting held at Louisville, Kentucky, an adjournment of the Senate and House of Representatives of the United States of America in Congress Assembled, and the subjects and business which have been submitted to it for consideration and action.

The educational weekly. [Number 53]

IILLINOIS STATE TEACHERS' ASSOCIATION.

COMPETITIVE EXAMINATION.

Extracts from Report of Committee made at Springfield, Dec. 27, 1867. Published at the request of the Association.

PLAN.

The plan of the committee embraced an examination of ungraded country schools taught by a single teacher, of the primary departments of fifteen counties, and of other high schools. The first class of high schools had the privilege of taking the examination of other high schools if they desired.

EXTENT OF THE EXAMINATION.

At their request, the questions for the examination of ungraded schools were sent to the superintendent of public instruction in the state, in quantities sufficient for the probable supply of their schools. Those for graded and high schools were sent, in whole or in part, to four county superintendents and to nine superintendents of city schools or principals of high schools. The answers already stated, the results have not been as extended as the plans. Returns have been received from the superintendents of eight counties, from the primary departments of fifteen towns and cities, from the grammar departments of seventeen towns and cities, from eleven high schools of the second grade, and ten high schools presenting first-grade work.
The number of papers received from the ungraded schools is as follows: in arithmetic, 171; letter-writing, 157; penmanship, 180; spelling, 161. Allowing these numbers to be five percent of the whole number examined in these studies, the total number of papers in arithmetic was 3,420; in letter-writing, 3,455; in penmanship 3,565; and in spelling, 3,220. These numbers are, however, somewhat in excess of the reality in those counties, as in some cases more than one report was received. A large number of pupils was examined in the questions prepared by the committee in those counties which made no returns, so that the above showing is, in the aggregate, less than the reality.

The number of papers received from primary departments was, in spelling, 123; in penmanship, 145; in arithmetic, 118. The total number examined in these grades was, as near as the committee can make out from the reports, in spelling, 2,466; in penmanship, 2,135; and in arithmetic, 1,662. In a few cases the number examined was, as near as the committee can make out, somewhat in excess of the reality in those counties, as in some cases more than one report was received.

There were received from the grammar departments 102 papers in spelling, 123 in letter-writing, 85 in geography, and 46 in arithmetic. The number of examinations on these secondary subjects was, in spelling, 1,843; in letter-writing, 1,688; in geography, 1,287; and in arithmetic, 917.

From the high schools of the second grade, there were received 30 papers in algebra, 24 in arithmetic, 49 in grammar, and 16 in natural philosophy. The number of pupils examined was, in algebra, 118; in arithmetic, 131; in grammar, 206; and in natural philosophy, 84.

In several cases high schools in towns of less than 5,000 inhabitants took examinations in studies of those of the higher grade. The papers received in answer to questions for first-grade in high schools were, 7 in zoology, 38 in geometry, 14 in English literature, 11 in Cesar, 6 in Virgil, and 21 in Latin reader. These papers represent 28 pupils in zoology, 121 in geometry, 56 in English literature, 62 in Cesar, 48 in Virgil, and 84 in Latin reader. These figures are based upon the assumption that where the number of pupils examined was not returned, the papers represent the proportion specified by the committee.

The total number of papers received from ungraded schools is 669, representing 13,380 examinations; from primary departments, 381, representing 6,463 examinations; from grammar departments, 356, representing 5,535 examinations; from high schools doing second-grade work, 119, representing 519 examinations; from other high schools, 97, representing 449 examinations.

The grand total of papers received by the committee is 1,522, representing 22,326 examinations.

Save a few specimens from other places, the only cities sending work in drawing were Springfield and Belleville.

LESSONS FROM THE EXAMINATION.

It has been made apparent by this examination that a school system, however excellent, is not self-enforcing. There must be some provision made for carrying it out. These results, made as they are, coming in from all counties, and is one of the best fruits of the undertaking.

The power of an army lies in the ability of its soldiers to do the work assigned to them. The work done under it be improved. This is especially the privilege of teachers who join in the examination.

FUTURE EXAMINATIONS.

In the consideration of this report the question may be raised, as it has already been asked several times, whether it is desirable to attempt another examination.

The committee venture to suggest two or three reasons in favor of their continuance.

1. The opportunity they afford teachers to test the results of their own work and of that of their fellow teachers, all done under the same circumstances, must be fruitful in suggestions by which each can profit, and to fit himself for better work in the profession. In this way will the professional standard be raised, and the work done under it be improved. This result is especially the privilege of teachers who join in the examination.

2. The examination has called the attention of many, teachers and others interested in schools to their work as it has never been done before. They have been asked to stop a moment and consider what they have done and what left undone. It has discovered too many serious defects, and has set them to searching earnestly for the remedy. The increased interest it has elicited among teachers and pupils has been attested by many letters received from every direction, and is one of the best fruits of the undertaking.

3. The examination has been made apparent by this examination that a school system, however excellent, is not self-enforcing. There must be some provision made for carrying it out. These results, made as they are, coming in from all counties, and is one of the best fruits of the undertaking.

In this way will the professional standard be raised, and the work done under it be improved. This result is especially the privilege of teachers who join in the examination.

In the work done little by little, and less by less, with effort gained in the opinion of the world, the accountant's note-book, the school and social relations are the best test of their excellence. By it we may be led to discern defects in our own systems, and merits in those of others, which any amount of theorizing would not make apparent.

II. It will be generally admitted that the effect of an occasional test of our work done little by little, and less by less, with effort gained in the opinion of the world, the accountant's note-book, the school and social relations are the best test of their excellence. By it we may be led to discern defects in our own systems, and merits in those of others, which any amount of theorizing would not make apparent.
Notes.

GENERAL.—The first number of the Illinois Social Science Journal has made its appearance. It is the organ of the Illinois Social Science Association, a body which was organized last October for the purpose of suggesting and developing “plans for the advancement of industrial, intellectual, social, educational, and philanthropic interests.” Its aim is to secure “better homes, better schools, better churches, better charities, better laws, better service for humanity and God.” Its president is Mrs. Elizabeth Boynton Herbert, of Evanston. Its other officers are women of marked ability and intellectual eminence. The Journal is edited by Miss S. A. Richards, Chicago, Mrs. Eliza R. Sumerland, Chicago, and Mrs. W. E. Clifford, Evanston. Mrs. Celia P. Woolley, Chicago, has charge of a Bureau of Correspondence. This first number of the Journal is well edited and printed. In most respects THE EDUCATIONAL WEEKLY was its model as to external appearance. It is published in Chicago. No subscription price is named, though it is sent free to all members of the Association. The membership fee is one dollar a year. In an editorial on “Our Public Schools,” we find the following words: “Thousands of dollars are spent annually upon our public schools with doubtful wisdom and equity. Besides failing to make suitable provision for the lower classes, those in authority seem oblivious to the growing demand for an education other than books. We are now reaping the fruits of our one-sided system. The city swarms with genteelly educated men and women, united for the practical work of life, who seek to eke out a living in the so-called genteel ways, while the marts of trade and labor are besieged with another swarm of untrained, unskilled applicants. * * * Our public school systems, then, need reform in two directions; first, the gamin should be reclaimed from the street, and if refractory, should be placed in reformatory schools; and second, our present curriculum should be modified by the introduction of polytechnic instruction.”——The N. Y. Tribune filed orders for 500 dictionaries, Webster's Unabridged, the second day of January, all in response to its unparalleled premium offer. For several weeks its orders have amounted to over one hundred copies a day.——The first prize at the oratorical contest of the Inter-collegiate Association, which occurred in New York Jan. 10, was awarded to Carleton P. Mills, of Williams College. The first prize in essays was given to C. W. Ames, of Cornell, and the second to Lizzie R. Hunt, of Northwestern University. Special attention was called to the fact that the Northwestern University had taken a prize in essays every time she had been represented. The first prizes in Latin and Greek were awarded to Rutgers College; in mathematics to the University of New York; in mental science to Princeton.—The Pennsylvania School Journal and the Ohio Educational Monthly are endeavoring to find out which was born first. As suggested by the former, they seem to be twins, both having been first published in January, 1852, though the latter under a slightly different title. They are both sterile monthlies, and being neighbors, their combined influence is felt over a large extent of territory. Their editors are both noted for eminent services in the cause of education, not only in their own states, but throughout the country. In this connection we are pleased to note an improvement in the typographical appearance of the New England Journal of Education. Its first number of the present year appeared in a new “dress,” which greatly improves its appearance. This looks like prosperity, which, again, is an inspiration to the WEEKLY.

SCIENTIFIC.—Dr. Julian J. Chisholm, Professor of Eye and Ear Diseases in the University of Maryland, has lately published a pamphlet wherein he takes strong ground in favor of chloroform as an anesthetic.——M. Trouvé, the well-known French electrician, has lately submitted to the French Academy of Sciences an account of experiments conducted by him upon the Bell telephone, by which the capabilities of that apparatus are increased, and its availability over greater distances is greatly promoted.——Mr. Daniel Cartmel, a distinguished English engineer, has contrived a kind of flat-bottomed boat, intended to be propelled by steam in the Arctic regions, as a substitute for the sledges which have heretofore been used. In Nevada, an enterprising engineer has devised a scheme by which he says he can warm every house and room in Virginia City, from the heat generated in the subterranean regions of the mines.——M. Marche, in Les Mondes, propounds the theory, reached after numerous experiments, that water is simply hydrogen plus electricity, or oxygen minus electricity; or, in other words, that normal electrified hydrogen constitutes water, and that normal de-electrified oxygen produces the same; or that hydrogen, oxygen, and water are precisely the same, differing only in degree of electrification.

REVIEWS.


This series comprises the Model First Book, Model Second Book, and the Model Condensed Arithmetic. These books are neatly and durably bound in cloth, and their attractive typography reflects credit upon the publishers. Each book contains about one hundred and eighty pages, is light, and of convenient size as a manual for the pupil. The first book is intended for children who have had some little instruction in arithmetic. Its pages are given to the development of a knowledge of the fundamental processes and skill in their application to the solution of practical examples. The Model Second Book discusses the properties of numbers, fractions, and denominate numbers. It contains also a clear and practical presentation of percentage, and mensuration of surfaces, and seems to be well adapted to that large class of pupils who leave school before passing over the full graded course.

The Third Book, or Condensed Business Arithmetic, contains ratio and proportion, the various applications of percentage, involution, evolution, series, and mensuration, with the addition of miscellaneous examples, tables of denominate numbers, and the metric system.

Taking the series as a whole, we consider it an improvement, in many respects, upon the leading text-books on arithmetic. The production of eminently practical teachers, it is admirably adapted to the thoroughly graded schools. We are glad that, after carefully examining these books, we are able to commend them warmly to those teachers who seek the best helps in teaching arithmetic.

Monday Chats. By C. A. Sainte-Beuve, of the French Academy. Selected and translated from the Causeries du Lundi, with an Introductory Essay on the Life and Writings of Sainte-Beuve, by William Mathews, LL.D., (Chicago: S. C. Griggs & Co., 1877. Price $2.00.)—This is the work of a scholar, translated by a scholar, and has been before the American public for three months or more. It has received favorable and complimentary notices from the press and from eminent American scholars. It is sufficient to say of it, that it consists of most admirable selections from one of the most critical and scholarly writers of the present century, translated by one of America's most popular and gifted essayists. The essays of Sainte-Beuve are conceded to be the finest, most striking and highly entertaining sketches of literary and historical characters that have ever been written, and Prof. Mathews has selected the most suitable for his American readers. The introductory Essay on the Life and Writings of Sainte-Beuve is presented in Mathews' best style, which seems to mingle the scholarly with the popular so successfully that his reader, though at first only the ordinary teacher of a common school, soon finds his taste cultivated to a special liking for things scholarly and critical. No teacher reads Mathews without intense delight—a delight which is fed by a conscious growth of intellectual and soul-culture.

Law for the Masses; for Every-day Use. By Toman Hastings, Esq. (Cleveland: W. F. Schneider, pp. 284. Price $1.25.)—This is a condensed course of instruction in the elements of jurisprudence. The author first prepared the work as a series of lectures, which were delivered before several senior classes in Western Reserve College. As a text-book for schools, it is of unquestioned value, since it is less voluminous than those used in law schools, and yet contains sufficient matter to fit a young man, or woman either, for entering upon the duties of citizenship with a good understanding of the legal obligations which are binding upon all. It is well printed and bound, and should be examined by such principals as contemplate the use of any text-book on civil government in their schools.

Correspondence.

THREE CENTS A POUND!

TO THE EDITOR OF THE WEEKLY:

I n the last Report of Sept. Burt, of Minnesota, I find a list of "Educational Periodicals" made up especially for teachers of this state. The leading "educational periodicals" in the West, if not in the country,—THE EDUCATIONAL WEEKLY of Chicago,—is omitted, while journals that have been dead for an indefinite time, like the Common School, the Illinois Schoolmaster, Schermhorn's Monthly, etc., fill up the list. If the rest of the Report is as valuable and as reliable, it must be worth about three cents a pound.

MINN.
TO THE EDITOR OF THE WEEKLY:

I am very sorry to report that in my discussion on page 391, Vol. II, of the Weekly, there are no less than one dozen typographical errors. Some of these are comparatively insignificant; but in such composition an apparently insignificant error may result disastrously to the argument. I beg leave to mention the more important of these.

In the fourth line, the "is" should not appear. In the eighth line the "the lengths should be read "the difference of the lengths." In equation (1) "r" should be read "g." In equation (2) the exponent of "x" should be "z", instead of "a." In the column of values of "y" the first decimal should have in it one less o. The last value of "z" appearing upon the page should not be preceded by the minus sign. It is unnecessary to call attention to the others.

CARTHA, Ill., Jan. 9, 1878.

L. F. M. E.

We regret that the above errors were permitted to escape our notice in reading proof. It is our aim to publish all contributions and correspondence without errors. It is a great help to us when the authors write without errors. In the above, for instance, the first two corrected were printed exactly as they were written in the "copy." — Ed.

QUERIES AND ANSWERS.

To Correspondents.—Make your answers as brief as possible and not sacrifice clearness.

Never send an answer or a question on a postal card. Never make any cancellation marks in your solutions. Always revise your answer before sending, to see that it is perfectly clear and contains no errors. The shortest and best answers will be published in preference to others. Questions will be reprinted for six weeks if no answer is received. When it is possible, send your own answer when you send the query.

January 10, 1878.

16. I offer the following equation to be reduced as a quadratic:

\[ \frac{x^2 - \frac{8}{3}}{x - \frac{4}{3}} = \frac{7}{9} \]

Theo. J. Smereh.

17. Each side of the base of a triangular prism is 2 inches, its length 14 inches; find the contents.

18. Two globes, each 5 inches in diameter; and two cubes, each 5 inches in length, were melted into one cube; how long was the side of this cube? Theos. Wilson.

19. A printer uses a sheet of paper for every sixteen pages of an octavo book. How much paper will be required to print five hundred copies of a book containing three hundred and thirty-six pages, allowing two quires of waste paper for every ream, the waste paper to be estimated only on the entire reams? A Subscriber.

January 17, 1878.

20. Give a concise and clear definition of a re-entrant angle.

K.

21. What influence, if any, has the revolution of the earth upon its axis in preventing the earth from falling into the sun; in other words, what tendency has the earth's daily motion to modify its annual motion? E. B. F. Jr.

22. "Jefferson, Madison, and Randolph were leaders of the Republican party."—Barnes.

"Washington, Jay, Madison, and Hamilton were leaders in the Federal party."—Ridpath.

"The election of Madison was a triumph of the Federalists."—Swinton. Will some one explain? S.


24. What is "like" in the following: "Pastime, like wine, is poison in the morning." What is "who" in the following: "I knew who ran the horse?" (but was not acquainted with him.) W. D. C.

25. The mouth of the Mississippi river is said to be some four miles higher—farther from the center of the earth—than its head. Why, then, does the river flow southward? Does it not run up hill? H.


27. Was there ever such a man as Rip Van Winkle? W. F. H.

28. Why are not quotation marks used in the Bible? E. F. L.

29. Should the word "Bible" be capitalized when written or printed? E. B. F. Jr.

30. Give a short and plain answer to this question: "What is a Clearing House?" E. B. F. Jr.

31. What gave use to the name "Porter-house steak?" P.

32. From what is the name "sandwich?" P.

ANSWERS.

Answer to Mr. Davison, in No. 51.

To Mr. Davison's question in No. 51, A replies that he did not aim to give a general solution of Prob. 71, nor did he suppose it to be the best possible, but he did aim to give a solution that he thought would be comprehended.

No matter what the heights of the towers are supposed to be, however, the principle remains the same, that is, that the foot of the ladder must be placed at a point in the plane of the triangle at the base of the towers, where a perpendicular to the plane of the triangle at the tops of the towers let fall from the center of its circumscribed circle meets the plane of the triangle at their bases.

And then how does he obtain his formula from these data? Will Mr. Davison give us a little light? A.

January 10, 1878.

1. It creates a tendency to whispering, very difficult to overcome.

2. Nothing. Tell your pupils in plain and choice language how to behave when visiting a school. They will be sure to tell their parents and in nine cases out of ten it will reach the offender's ear, and have the desired effect.

3. Yes, he should. The teacher should use discretion in preventing, as far as possible, improper or unnecessary calls; if not his place to know or inquire into the private outside business of his pupils.

4. It is; and too much cannot be said in favor of the "absorbing chalk eraser.

5. It is, provided such door does not open immediately to the open air. If it does it is always better to open a window from the top, and also one from the bottom on the opposite side of the room; the door less in too great a volume of air, especially in cold weather.

6. The best plan that I know of is to give each pupil a number corresponding to his number on the roll, and at the time of roll-call require each pupil, in turn, to repeat his number, the teacher marking as absent those numbers which remain silent.

7. Require each pupil coming in tardy to write his name upon a slip of paper, together with the number of minutes tardy, and place said slip of paper upon the desk before taking his seat.

8. Yes.

9. I think not.

10. It is, if properly conducted, creating a general interest in the school, and cultivating in those who participate the faculty of self-confidence so necessary to success in life.

11. I know not, unless it is because they are too lazy to study, but like the excitement connected with a spelling-school.

12. The passing of notes is an evil exceedingly difficult to remedy. Forbid it, and punish severely a known offender. Appeal to the "amor of the pupils to avoid it; and you will, at last, limit it to a very narrow circle.

13. In primary or mixed schools it is better, perhaps, to give, between the regular recesses, a three-minute recess to enable the pupils to obtain a drink. This, however, should never be during a recitation, in any school.

14. At recess or before school only.

15. It would have a better influence if the teacher would converse with or assist in some way the pupils, either in their work or in their play.

16. Because it has been customary.

January 10, 1878.

1. No.

2. The‎ is the hardest question in the whole number. We succeed in maintaining order by various methods, generally by giving such persons something to do.

3. Teacher ought to be able to tell by a glance whether the caller is justifiable. If there is doubt, inquire the cause.

4. Yes. But our dustless charcoal, so far, is unsatisfactory.

5. Yes.

6. No.

7. Set apart a small portion of black-board. Let each pupil write his name and minutes tardy, when he comes in. The teacher can copy at close of school.

8. Yes.

9. I have nothing general that is not general.

10. Seldom. Generally worse. The community is sometimes benefited.

11. Answer is apparent.

12. Positively forbid it. I find no trouble.

13. No.

14. During intermission.

15. No.

16. To keep the "old fogies" in the district from thinking them lazy.


JOSsEF F. LyTon.
Chicago, January 27, 1878.

Illinois.


Leslie Lewis, Hyde Park, President.

(Concluded from last week.)

Morning Session, Friday.—The Association opened with prayer. Dr. Allyn opened the discussion of the day upon the subject, "How shall our County Superintendent be made more effective?" He presented the following points as necessary to make it more effective: 1. Work to make public opinion in regard to the duties. 2. Interest teachers and scholars in the work. 3. Pay good salaries and cheerfully. 4. Examination of schools as well as teachers and reward merit in teacher and scholars. 5. Organization for permanency and system in the office. 6. Uniformity of qualifications of superintendent and teachers. 7. Trials of methods of teaching and government.

He was followed in a few brief remarks by Hon. S. M. Etter, Sup't. of Public Instruction. The following resolution, presented by Hon. J. E. Parker, was adopted:

"WHEREAS, The essential principle of Republican government, the doctrine of "the government of the people, by the people," necessarily renders education the most important subject of public concern; and,

"WHEREAS, There has never been a time in our national history when so much thought and expense were necessary upon the improvement of our public schools as at present—when so many vital changes are proposed and so many interesting methods are on trial, therefore,

"Resolved, That this Association respectfully urges upon the public press the importance of giving the educational question the same attention which the public and people may be promptly and fully informed of the results of experiments in new methods and be stimulated to increased zeal in the work of improvement.

"Resolved, That the Chicago Evening Journal, by its recent establishment of an educational department organized with a competent editor and reporters, thus showing the same interest in schools and colleges as in politics, commerce, and finance, deserves the thanks of our profession and all who are interested in the cause of education.

A paper was next presented by C. I. Parker, subject: "Do we have too many examinations?" followed by F. Walker, of Rochelle, and E. A. Gastman, of Decatur. Mr. Parker took the affirmative of the question, and Messrs. Walker and Gastman the negative. Mrs. Abbey Sage Richardson then entertained the Association with a very able paper upon the subject, "How can we awaken a greater interest in the study of English Literature?" Mr. S. H. White's paper on competitive examinations was ordered deposited with Sup't. Etter for preservation and future use. Voted that the same committee be continued upon the work of examinations another year, and that they be allowed the privilege of selecting one from each congressional district to assist if desired.

Voted that the committee on competitive examinations be requested to publish and distribute such parts of their report as contain suggestions for the future, with such additions as may seem well. Mr. Smith, of McLean, and Haight Brothers, of Alton, here entertained the Association for a few minutes by singing and reading. The following report of the Committee on President's Address was presented by Mr. Gastman, in behalf of Mr. Metcalfe, Chairman of the Committee:

"Your Committee to whom was referred the Address of the President, while substantially in accord with his spirit, deem it unwise to lend to certain of its utterances the endorsement of the Association, particularly in its relation to the school-room. We are convinced that the teacher's duties outside of the school-room are more important than those within it. And, further, we would in general counsel the teacher to keep aloof from the hot and partisan strife which so frequently accompanies the discussion of certain political and social questions.

"2. We would withhold approval from the following quotations from the address:

"I maintain that it is the duty of every teacher to identify himself with some church organization."

"* * * has come up to the age and stature of manhood without an abiding faith in the God of heaven."

"* * let him give up his school and take himself into some other profession where he, etc."

"* Respectfully submitted,

Thomas Metcalfe,
E. A. Gastman,
W. H. Russell.

"This report was, by a vote of 67 to 18, laid on the table. On motion, the Association, then adjourned.

Mr. Pickard, of Chicago, opened the afternoon session of the Association by a very able and entertaining paper upon the "Education of Women." The following resolution, introduced by A. F. Nightingale, of Lake View High School, was unanimously adopted:

"WHEREAS, The ably discussed and apparently settled question of co-education has been re-opened by its opponents with new force and new arguments in neighboring states and by the press of Illinois, and,

"WHEREAS, The new discussion is calculated to discourage and intimidate young women in their efforts for a higher education, therefore be it,

"Resolved, That the State Teachers' Association of Illinois again endorse with emphasis and without equivocation, the co-educational system of schools, the primary, secondary, and university, now in successful operation in this state, believing that the true interests, physical, mental, and moral, of both sexes, are far better subserved by this plan than by the system of separate instruction.

The report of the Committee on Publication was next presented and adopted, and the same committee were appointed to perform the work suggested:

"Your committee, appointed to consider the propriety of asking for publication the papers of Doctors Gregory and Bateman delivered before this Association at the high school question, and the publication of the general proceedings of this meeting, have carefully considered the subject and report as follows:

1. We do not consider it expedient to have the general proceedings of this meeting published.

2. Considering the importance of obtaining and making known all the facts, statistics, and arguments respecting all the grades of school work, we recommend that the papers of Doctors Gregory and Bateman be published in pamphlet form for general distribution. This committee of three be appointed to carry out the intent of this recommendation, and that said committee be empowered to draw upon the treasury of the Association to defray the expenses of the same.

W. B. Powell,
E. F. Nightingale,
E. C. Hewett.

The following report of the Committee on Nominations was presented:

"The Committee on Nominations recommend as the officers of the Association for the ensuing year:

For President: Hon. J. H. Harvey, of Paris; For Vice Presidents: 1st Dist., Ovreville T. Bright, Chicago; 2nd Dist., John H. Loomis, Chicago; 3d Dist., O. E. Haven, Evanston; 4th Dist. L. M. Hastings, Aurora; 5th Dist., S. B. Hursh, Carroll; 6th Dist., L. Gregory, Moline; 7th Dist., W. Jenkins, Mendota; 8th Dist., J. T. Evans, Payson; 9th Dist., Mary Allen West, Galesburg; 10th Dist., H. A. Smith, Rockford; 11th Dist. M. Sterling; 12th Dist., D. H. Harris, Jacksonville; 13th Dist., Chas. DeGraves, Normal; 14th Dist., J. G. Shed, Danville; 15th Dist., E. F. Wheelock, Shelocta; 16th Dist., Gen. W. B. Yancey, Louisville; 17th Dist., Henry Ruth, Belgian; 18th Dist., Mrs. G. O. Groves; 19th Dist., T. D. Greavely, For Treasurer, J. P. Slade, Belleville. For Secretary, Miss S. E. Raymond, Bloomington. For Members of Executive Committee: Joshua Pike of Jerseyville, Prof. Burrill of the Industrial University, and James Hanman of Chicago. All of which is respectfully submitted."

Moved that the name of Dr. Allyn be substituted for that of Dr. Harvey for President. A division of the house supported the motion by a vote of 50 to 52. Voted to ballot individually, only such members being allowed to vote as have become members of the Association by the payment of the regular fee. The Secretary called the roll, and the result of the ballot was as follows: Dr. Allyn, 78 votes; Mr. Harvey, 68 votes. Dr. Allyn having received a majority of all the votes cast was declared president for the ensuing year. By vote of the Association, the Secretary cast the ballot for the remaining officers, which resulted in the adoption of the report of the Committee. The following report from the Auditing Committee was received and accepted:

To the Illinois State Teachers' Association:

Your Auditing Committee have examined the following accounts, and recommend their payment:

1. Executive Com. General Acc't. $29.20
2. " " " Music . 2.50
3. " " " Printing, A. S. Kissel & Co 7.75
4. " " " " D. W. Lusk 1.50
5. " " " " C. W. Shelton 1.50
6. " " " " Chicago Journal 15.90
7. " " " Expressage 50
8. " " " Dr. McOosh 40.00
9. " " " Mrs. Richardson 30.00
10. " " " Leslie Lewis, Telegraphs, etc 3.00
11. " " " E. L. Wells 70
12. " " " Co. Sup't Section 675
13. " " " Expenses Com. Work 6.50

Total $145.70
The metric system is making headway in this state; in the
On Leaving balance due the Committee. . . . . . . . . $78.86
I. Acct. of
To interest on $653.06 at 5 per cent for nine months. 24.48
To interest on above (5
March 5, 1877. To bal. Centennial
showing the manner of growth of vegetable
drink, of
By bal. on hand.
at interest at his discretion all funds not needed during the year to de
plete the incorporation of this Association, if she finds upon the searching of
regard to the Centennial Fund,
the teachers of
been unanimously elected Superintendent of Connecticut Schools.--Mrs.
S
soldier's monument made out of iron ore, and
assoc. i. ons, 
for that purpose.--The Massachusetts
for this year; for printing the annual report, $300;
$3,000,
number to be printed; for agents,
$7,000; for postage,
$300; for printing, $400;
for postage, $100.00; for presentation purposes, $300.00, against $10,000 this year; for printing the annual report, $5,000, against $11,000 last year, but the Legislature cut down one-half the number to be printed; for agents, $8,500; for aid to Normal School pupils, $4,000; for rent to Normal School, $122.50.

THE EAST.

The Seymour Record, Conn., says that whenever the teachers of the public schools of Belchertown inflict corporal punishment on a pupil they are obliged to send the pupil to the superintendent with a certificate stating the offense, the instrument of corporal punishment, and the number of blows struck.—George E. Howe, Superintendent of the Ohio Reform School, has been unanimously elected Superintendent of Connecticut Schools,—Mrs. Woodman, of Greenwich, Conn., is an ancient lady of 94 years, who remembers shaking hands and talking with Washington when she was a school girl. "General George" came into the school, conversed with the pupils, and kissed the young girl at the head of the class.—Salisbury, Conn., is to have a $1,000 soldiers' monument made out of iron ore, and $150 has been already subscribed for that purpose. The Massachusetts State Board of Education held a meeting recently and appointed a committee to examine the school laws of the state for the purpose of determining if they need revision or alteration. A resolution was adopted in favor of closing the normal schools before the 4th of July. The Board carefully revised the estimates for the expenses of 1878, and decided that $7,000 less than this year would do. The total estimates amount to $107,633.50, divided as follows: For Normal School, $76,000, the same as this year, though a third more students have entered; for teachers' associations, $300; for teachers' institutes, $3,000; for expenses of members of this board, $400; for teachers' registration, $300; for printing and presentation purposes, $1,500, against $3,000 this year; for printing the annual report, $5,000, against $11,000 last year, but the Legislature cut down one-half the number to be printed; for agents, $8,500; for aid to Normal School pupils, $4,000; for rent to Normal School, $122.50.

THE SOUTH.

State Supt. Geo. W. Hill, of Arkansas, writes to the Eclectic Teacher as follows: * During the past year the increase in public sentiment in favor of public schools has been considerably greater than for any period of the same duration since the inauguration of the school system, i. e., so the reports come up. This change, it is hoped, is permanent. The increase of schools taught over those of the preceding year was more than ten per cent; and a corresponding increase in the amount of taxes voted, children reported in the cemeteries, etc., etc. It is to be hoped that the reports of examiners and others, the public school system of the state is growing in favor all over the state.*

FOREIGN.

Dr. DAVID ALLISON has been appointed Superintendent of Education in the province of Nova Scotia.—The Italian Parliament has voted in favor of compulsory education, and all children up to the age of nine years, at least, will hereafter attend the public schools, unless their parents show that they are receiving an equivalent education at home, or in private schools, or are in feeble health.—In Germany schools begin in summer at 7 o'clock and in winter at 8 o'clock.—Newspapers.—The newspapers in the United States, with about 120,000 inhabitants, has in the present day a population of about 260,000, of which nearly 50,000 are Roman Catholics, while upward of 60,000 are Protestants, and accept the Westminster Confession of Faith. Next to these in point of numbers rank the Episcopalians, who are about 47,000, and of course every variety of belief and non-belief has its representatives in this large and prosperous town. The National Library in Paris is said to be the most delightful place for research in the world. The galleries are now connected with the central desk by pneumatic tubes, which saves much time in procuring books.—A young lady recently carried off the highest prize in literary studies at the University of Naples.—Prof. Helmholtz was installed on Oct. 15 as rector of the University of Berlin. In his speech he reviewed the advantages of the establishment of the university in Transsylvania and regarding to Oxford and Cambridge, that they have been changed the least since then, even in things where change would have been very necessary. He recommend

PRESIDENT Angell, of the University of Mich., has submitted to the Board of Regents his annual report. The number of professors engaged in teaching last year was 51. There were in the department of literature, science, and the arts 359 students; total in the University, 1,110. A few more than half of these number were female. The proportion of Michigan students to the whole number is slowly increasing from year to year. The number of women in attendance was 97. It is gratifying to see how readily the more gifted young women who have graduated here, es-

The colleges.

THE EDUCATIONAL WEEKLY
Spelling Reform Department.

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

THE following is a list of the present officers of the Spelling Reform Association, together with its Constitution and By-Laws.

LIST OF OFFICERS:

President, Francis A. March, L.L.D., Lafayette College, Easton, Penn.; Vice Presidents, S. S. Haldeman, L.L.D., University of Penn., Chichester, Penn.; W. D. Whitney, L.L.D., Yale College, New Haven, Conn.; Hon. W. T. Harris, L.L.D., St. Louis, Missouri; C. E. Wilson, D. D., Amherst, Mass.; E. G. Jones, B. A., Liverpool, Eng.; Eliza Boardman Barns, New York; Secretary, Melvill Dewey, Boston, Mass.; Treasurer and Corresponding Secretary, Prof. E. H. Barlow, Easton, Penn.

CONSTITUTION.

ART. 1.—Name.
This Association shall be called the Spelling Reform Association.

The object of this Association shall be the simplification of English orthography. To this end it will secure the delivery of addressee, publish articles, circulate books, pamphlets, and charts, endeavor to introduce the reform in schools, and in all proper ways, as far as the means at its disposal will allow, will urge the matter upon the attention of the people.

ART. 2.—Members.

SECTION I. Any person, association, or organization desiring to cooperate in the work of this Association, after paying the annual assessment and signing the Constitution, may receive the official certificate of membership and be entitled to all the rights and privileges thereof being subject to ratification at the next regular meeting.

SECTION II. By the payment of twenty-five dollars, any member may receive a certificate of life membership, which shall permanently entitle the holder to all the rights and privileges of membership without payment of the annual assessment.

SECTION III. Such persons as are unanimously approved by the Board may be elected honorary members.

ART. 3.—Object.

The object of the Association is to spread the teaching of English through books, pamphlets, and charts, endeavor to introduce the reform in schools, and in all proper ways, as far as the means at its disposal will allow, will urge the matter upon the attention of the people.

ART. 4.—Officers.

SECTION I. The officers of this Association shall be a President, Vice Presidents, a Secretary, a Treasurer, and Finance, Membership, and Publication Committees, of three each.

SECTION II. These officers shall constitute an Executive Board, which shall hold regular quarterly meetings, and in the intervals between the annual meetings shall have full power to act for the Association, either directly or through the committees of the Board.

SECTION III. This Board shall have power to establish branch organizations and local committees of this Association to carry on the reform in different localities; provided that such branches shall adopt for their government the Constitution for Branches provided by the Association.

SECTION IV. The secretary shall keep a faithful record of those present at each meeting of the Executive Board, and of all business transacted, and shall give due notice of any election, appointment, meeting, or other business requiring the personal attention of any member.

SECTION V. The secretary shall keep an accurate account of all receipts and disbursements, with date, purpose, and amount, and shall pay no money without written order of two members of the Finance Committee.

SECTION VI. The Finance Committee shall have control of all receipts from donations, subscriptions, or assessments; they shall solicit and receive contributions for carrying on the work of the Association, make appropriations, audit bills, and give orders on the Treasurer for payment.

ART. 5.—Meetings.

There shall be regular annual meetings of the Association, at such time and place as the Board may select, and each member shall be notified of the time and place at least one month previously.

ART. 6.—By-Laws.

SECTION I. Any by-law not inconsistent with this Constitution may be adopted by three-fourths vote at any meeting.

SECTION II. Any by-law may be suspended by unanimous vote at any meeting, but shall be repealed only by three-fourths vote at two successive meetings.

ART. 7.—Amendments.

This Constitution may be amended by three-fourths vote of the members present at any meeting of the Association.

BY-LAWS.

1. The officers of this Association shall be elected by ballot at the annual meeting, and shall hold their offices till their successors are elected and duly qualified.

2. All committees not otherwise provided for shall consist of three members, and shall be appointed by the chair.

3. The records of both the Secretary and the Treasurer shall be kept in the office, and open to the inspection of the members; and in the intervals between the quarterly meetings shall be made in detail, and if found correct shall be so endorsed by the President.

4. The members present at any meeting of the Association, and at any meeting of the Board, five officers, shall constitute a quorum for the transaction of business.

Musical Department.

Conducted by Prof. W. L. Smith, Sup't of Music, Saginaw and Saginaw City, Mich.

SINGING AND READING.

Among the many claims that are made in favor of vocal music being taught in schools, we desire to call attention to one; that singing, being a means of vocal culture, greatly aids in making good readers and speakers. This arises from the fact that it furnishes just what is needed to give practice to vocal expression. By means of written music the pupil is taught to use symbols as expressive of thought, and at the same time practice is given in length, pitch, distinct articulation, and the proper quality of voice to be used in the expression of the thought. The human voice is a perfect instrument, but very few properly understand its use. Among the numerous faults in the use of the voice, we may mention the one most prevalent in schools, namely, the harsh, unnatural, screaming tone in which both teachers and scholars conduct their recitations. As Prof. Munroe, teacher of vocal culture in the Boston schools, has aptly said, "the natural, easy, musical quality of voice which marks refined society should be cultivated in the school-room from the beginning. Imagine a polite person asking a visitor to take a chair and be seated in the tone of voice used by scholars in reciting their mathematical lesson! Yet the forced and stilted tone is as fitting in the one case as in the other. It is true that one must often speak loudly in the school-room, but the tone may be loud and pleasant at the same time." That which gives the greatest amount of proper practice in a given time is the cheapest method of attaining the desired end. Suppose we have a class of thirty pupils in reading, and a half hour for recitation; we will have but one minute to give to the hands of every pupil. If we now use books and recorders of music, except such as may be reported as final by the Committee on New Spellings; provided that papers may, by consent of the Association or said committee, be published in the spelling of the author.

11. No assessment of dues shall be made upon editors or other duly accredited members of the press.

The Educational Weekly. [Number 53

5. The time and place of annual, quarterly, and special meetings shall be determined by the Board.

6. Each member shall pay to the Treasurer an annual assessment of one dollar.

7. No portion of the money entrusted to the Finance Committee shall be used for the purpose of office furniture, fixtures, or any other article to be retained as the property of this Association.

8. No officer or member shall print or cause to be printed, under the name of this Association or any of its committees, any matter not first approved in writing by the Publication Committee.

9. After each quarterly meeting, the Publication Committee shall issue a Bulletin containing such of the proceedings as are of general interest, and any other matter which they may select, and one copy of this Bulletin shall be sent to each member of the Association.

10. No changes in orthography shall be recommended for general use unless in publications of this Association, except such as may be reported as final by the Committee on New Spellings; provided that papers may, by consent of the Association or said committee, be published in the spelling of the author.

11. No assessment of dues shall be made upon editors or other duly accredited members of the press.

The Educational Weekly. [Number 53

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Jan. 17, 1878

The Educational Weekly. 45

Practical Hints and Exercises.

TOO MUCH MACHINERY.

A SHORT time since, the writer was much interested in reading of a most successful primary teacher who had never attended a kindergarten or a normal school.

The question is sometimes asked, Is there not too much machinery, too much system, too much form in our teaching?

Some of us remember very distinctly what a demand there was for West Point graduates at the breaking out of the War of the Rebellion. There was a demand for men who knew what to do,—who knew how to go to work. Sometimes, to, there were old, regular army officers, who seemed to care more for the precision of military movements, more for the red tape, and regular routine of military science, than they did for accomplishing a victory in an irregular way.

A marine force was put ashore on one occasion, to aid in dislodging a force of the enemy who had taken position in an old building. In order to get the men into a proper position, the commander of the land force gave some such order, as “By the right flank file left, march!” But the marines couldn’t understand. Their own command, seeing their awkwardness, said that it was no way to talk to his men, and addressed them, “Luff, luff, (my hearties), and weather that barn! And by a sudden and bold rush the position was captured at once.

We have seen classes, and teachers too, so bound down with the drudgery of written examinations that all elasticity, all freshness of thought was taken out of them.

We are not finding any fault with normal schools, or normal training. We trust we fully appreciate what normal schools are doing in giving us teachers who know how to go to work in a logical and correct way. It is poor economy for teachers to learn how to teach at the expense of their schools.

We appreciate what kindergarten schools are trying to do. But we distinctly remember teachers in our own early days who mailed the same spirit, and who used many of the ways and means now used in kindergarten schools. They did it naturally and easily and quietly, and without claiming that they had discovered anything new.

Everybody is in favor of trained teachers, and correct methods of teaching. But is not the true spirit of teaching sometimes partially sacrificed for the sake of the form?

LESSONS IN INDUSTRIAL DRAWING.—NO. II.

MARY E. BRADLEY, Akron, Ohio.

IT IS now supposed that the scholar has been made perfectly familiar with the square; can tell that it is a figure having four equal sides and four right angles—two horizontal and two vertical lines; that the bottom line is the base line; that it has an upper and lower left corner, and an upper and lower right corner; what the diameters and diagonals are; and that he can draw all readily. For the next lesson, we will begin with the three-inch square and draw its diagonals, numbering the corners and center. Next lay off from each corner both ways, the length of a semi-diagonal as 15, then by drawing oblique lines across the corners, joining the dots, we have a regular octagon; a figure containing eight equal sides and eight equal angles.

Now we will draw another square and divide every side into half inches, and join the dots by a vertical and horizontal lines. Now join the dots that are numbered in the regular order, beginning with 12, by oblique lines, and join the ends of the lines, by other oblique lines, to the dots below, and you will have the Greek cross, lying on its side.

Through the squares below, draw oblique lines to follow the upper lines, and you have another cross in the same position. Now line in the square that you find in the middle of last cross, and your figure is complete. The teacher should draw the figures on the board, making them so large and clear that they may be well seen from any part of the room. If possible, let scholars draw on blackboard at least once a week. Black-board practice will give a freedom and boldness of line and curve that can be obtained in no other way. Teachers may from time to time interest their scholars by any points in history connected with their drawing. For instance, Greek or Eastern churches are built on a ground plan like the Greek cross.

H. E. Ross, Davenport, Iowa.

WHY IS IT?

In a recent lecture on the life of a great statesman, by one of our most talented speakers, this thought was given: “He was a remarkable boy.” (A pause.) “But not all our remarkable boys become great men.” (Laughter.) Why is it? Who is responsible for it? Certainly not the boy, for he becomes just what we make him. What, then, are the influences which injure the bright child? First, greatest, and one most easily abused, is praise. For nothing will a child work so faithfully as the loving approval of parent or
teacher. Good so far. To do an irksome task because it is right; expecting no praise and receiving only the reward of conscience, requires a great and noble character. How can such a character be developed? Very little can be accomplished in the school-room only as an aid to that which is done at home. Shall we not then try? Yes. Let us try with our whole souls, working earnestly, well knowing that God and right are helping, though man may misjudge and censure.

The boy taught to rely on himself at home and school will trust the same power when the time comes for him to go into the world. When the world looks coldly on at best, perhaps sneers, the young man, strong in his manly independence, conscious of his own rectitude, looks fortune bravely in the face; calmly, firmly takes the helm, sees the breakers, and guides his life-boat safely to harbor.

The one who has all his life worked for and with praise, when the world gives no encouragement, becomes disheartened, loses courage and energy, and another bright life is worse than ended. Fellow-workers, let us take heed to it.

WELL

II.

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Our offer of Webster's Unabridged Dictionary is an unusually liberal one. Yet liberal as it is, we do not wish to make it "iron-clad". Two subscribers for one year are just as good as one for two years. And if any one prefers THE PRACTICAL TEACHER to THE WEEKLY, we will substitute the one for the other, and make the subscription for the two years each for $10.50, though this would delay the start of the new work. We will not delay to write to us and ask if the Dictionary is the latest edition, well bound, etc., for our advertisement tells the whole story. The Dictionary is the latest revised edition, bound in sheep. It is a grand offer, and should not be permitted to pass unnoticed.

NEW ADVERTISEMENTS THIS WEEK.


Bryan's Electric Belts, Henry M. Maloy.


A Beautiful Art, George Scripps.

Grand Prairie Seminary, Rev. John B. Robinson.

OPINIONS OF THE WEEKLY.

The WEEKLY is a favorite visitor. It is indispensable. -A. R. F. Fallas, Cheyenne, Mich.

Think it a great help to teachers and scholars. -Sept. H. C. Paddock, Kankakee, Ill.

I think it the best journal I ever saw, and something every teacher should have. -Geo. A. Shadle, Fergus, Ia.

The PRACTICAL TEACHER is a power all through the West, and authority everywhere. -Barnes' Educational Monthly.

It is a neat and well-edited paper, full of matter of value and interest to a progressive teacher. -The Religious Telescope, Dayton, O.

The EDUCATIONAL WEEKLY comes regularly to my desk. It is a welcome visitor. Without disparaging others, I may safely say that it is the best periodical of its kind in the U. S.

I have taken for my office THE EDUCATIONAL WEEKLY from its beginning, and highly appreciate its merits. I shall be pleased to commend it to all teachers and educationists. -Sept. J. O. Wilson, Washington, D. C.

You see I am glad to praise and reward your efforts, and I rejoice too, most sincerely, in the part you are taking in elevating the educational world.

It is by far the ablest and best of our educational papers. -J. B. Merwin, St. Louis, Mo.

I have just read No. 51 through and through, and like every bit of it.

You have raised educational journalism in the West to a high and exalted standard. Your good, square hits in the grand old cause of education are telling. Let the "blows still multiply." -Prin. J. M. DiArmond, Davenport, la.

I will soon send you $2.00 for THE EDUCATIONAL WEEKLY for 1878.

Permit me to say that the perusal of the WEEKLY affords me much pleasure and profit. It needs only to be read and appreciated, and I trust its circulation is commensurate with its merits. Wishing you and yours the complements of the season, I am very truly yours. -J. B. Thompson, Brooklyn, N. Y.

NEW BOOKS FOR TEACHERS.

[Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.


BOOK of Golden Deeds (A) of All Times and All Lands. Gathered and narrated by the author of "The Heir of Redclyffe." New issue. 1860. D. Lathrop & Co. -$1.50

BOWDITCH and PICKERING. -Public Hygiene in America; being the Centennial Discourse delivered before the International Medical Congress, Philadelphia, September, 1876. By Henry I. Bowditch, M.D. With extracts from correspondence from various sources. Together with a Digest of American Sanitary Law. By H. G. Pickering. 8vo. pp. 568. Little, Brown & Co. -$2.50

CENTENNIAL EXHIBITION. -Official Reports of the International Board of Judges. Three volumes. Chicago, 1876. -$2.50


DARWIN. -Different Forms of Flowers in Plants of same Species. By Chas. Darwin, 12mo. D. Appleton & Co. -$1.50

GARRETT. -One Hundred Choice Selections. 18mo. 75 cents.

GAUEZ. -Anthropology. By A. W. Wilkins, M. A. (History Professor, etc.) -$4.50


Parker's (The) Garland and Literary Register. 18mo. 75 cents. D. Lathrop & Co. -$2.00

WILKINS. -Roman Antiquities. By W. W. Wilkins, M. A. (History Professor, etc.) -$1.00

J. R. Green, M. A.) Illus. 18mo. D. Appleton & Co. -$1.00

PUBLISHERS OF THE WEEKLY.

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147 Madison Street, Chicago. 

We are seriously delayed in the preparation of the index to vols. I. and II. We shall publish it as soon as possible.

We are yet in want of Nos. 15 and 47. We have not supplied all orders received for those numbers.

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Read the advertisement of Madame Bredar's Guide to Painting on Porcelain and Earthenware. It is a very excellent manual, expensively published, and wholly practical.

We will mail one or more copies of No. 1 of THE PRACTICAL TEACHER to any one who will hand them to teachers who are taking neither the WEEKLY nor the TEACHER.

Our state departments are filled for a few weeks with reports from the State Association. The publication of the Atlantic informs us that this is not satisfactory money will be the refund.

Do not take the trouble to write to the publishers that you cannot renew your subscription to the WEEKLY at its expiration. The paper is always stopped unless a continuance is ordered. This is the only safe and satisfactory way to publish a periodical.

The Competitive Examination Paper may be obtained of us at any time. It is largely used now in states east and west, and though it costs a little more than foolscap, its superior quality and greater convenience render it a very desirable thing for all examinations which are important. We are also selling large quantities of the Library Binder, for preserving the papers after the examination, prices 35 and 45 cents.

Our correspondents these days are filling their letters with words of praise and encouragement for the editors and publishers of the WEEKLY. These words are all read and appreciated, and if it were possible, a cordial reply would be sent to each writer, thanking him for his kind words. We are glad to receive them; they are the next thing to dollars and dimes, and they help us earn the dollars and dimes with a much better heart.