Editorial.

WHAT are the friends of education doing in support of the proposed Congressional legislation in behalf of that national fund, the Bureau, and the pedagogical museum? Are they alive to the supreme importance of the measures provided for in Senator Hoar’s bill? Have teachers nothing to do but teach? Have superintendents nothing to do but superintend? Are educators of every shade and grade to content themselves with wishing when they ought to be working? Every man and woman who can circulate a petition or memorial ought to be at it. Every person having anything to do with education who can write a letter ought to be writing it. Every honorable member of the Senate and House of Representatives in Congress assembled ought to be the recipient of scores of these letters urging prompt and liberal action in favor of the education of the whole people.

The teacher who contents himself or herself with performing the daily routine of the school-room is scarcely qualified even for that routine. The teacher who takes no interest in those measures that are designed to elevate both his calling and himself should abandon that calling; for he is scarcely worthy of it. The teacher or superintendent that is willing to leave the weighty questions of legislation in behalf of education to those who know the least about them, deserves to be a vassal and deserves not to hold the office of honor and sacred trust confided to him.

This is plain talk, to be sure. But plainness of speech becomes those who would speak the truth when great interests are at stake. Here is a measure of the most vital importance to the future of education and of the nation, awaiting that-pressure of intelligent public opinion which shall give it the force of law. Here are two hundred and fifty thousand teachers, not less than seven hundred and fifty thousand school officers of every degree, at least fifteen millions of children, and perhaps ten million parents that will be affected by the measure for good should that measure pass. More important than the “silver bill,” more important than the ascendency of republican or democrat, more important than the fortunes of all the ephemeral politicians that ever obstructed legislation, defeated appointments, or imposed upon a confiding people, more important than any civil service reform that is likely to become operative until a reform of parties and partisans is effected, this measure for national aid to education should receive the united and hearty support of every teacher, superintendent, school officer, and parent in the land. Let the people speak. Let the friends of education and of that reform which strikes deeper than the civil service, let all who are in any manner connected with education be heard. Let all who read these lines write to members of Congress urging their support of the bill now pending in the Senate. That bill proposes to create a great national educational fund the proceeds of which are to be distributed among the several states on such conditions as will greatly stimulate and encourage state and local action. It proposes to aid in eradicating illiteracy and in elevating the position of the teacher by improving his qualifications, his character, and compensation. For teachers to be indifferent to a measure of this kind is to ignore their own interests and that of the cause they are in honor bound faithfully to serve outside as well as inside of the school-room.

Governor Robinson of New York has signalized the opening of the second year of his administration by another attack upon the public school system. Last year his onslaught was upon the state normal schools. The legislature answered him by voting almost unanimously the usual appropriations, amounting to nearly $150,000. His brilliant success has, it appears, encouraged him to try again. This time it is the high schools. But the legislature cannot answer his last argument because the legislature has nothing to do with the high schools which are supported by local taxation. The people in whose interests the high schools are established and supported through their own voluntary action, will unquestionably return quite as conclusive a reply to his weak sophistries as did their representatives a year ago. The governor seems to make the serious mistake of supposing that communities intelligent and liberal enough to create such institutions are not abundantly competent to be judges of their own best interests, and need advice from an official who appears to be profoundly ignorant of the scope and object of our common school system. He can find no excuse for raising money by general taxation for the purpose of supporting high schools. We beg leave to ask his excellency, however, what excuse an intelligent people need to give for voting their own money for whatever useful public purpose they please. He says that the only good reason which can be urged for taxing one class of citizens for the education of the children of another class (sic) is the necessity of
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giving to the children of all classes a sufficient common school education to enable them to understand their duties and exercise their rights as citizens of a free country governed by the popular voice.

Very well. This reason abundantly justifies the establishment of high schools at the public expense. Does the governor imagine that a little reading, writing, and arithmetic constitute "a sufficient common school education to enable them to understand their rights and duties as citizens of a free country?" Has not every citizen the right to become a governor? And will such an education fit him to discharge the duties of such a position? Is it not one of the duties of every citizen to judge accurately of the character and qualifications of candidates for office of every grade? Is it not his duty to distinguish between the statesman and the demagogue, the patriot and the partisan? Since he is to vote on public measures as well as for public education to enable them to understand their duties and exercise a little voice.

Is it not of supreme importance to themselves to build, equip, and support these high schools have: wisdom or folly? And will the governor's crude notions of a common school education come up to the requirements of an intelligent American citizenship? The people who tax themselves to build, equip, and support these high schools have already answered this question with an emphatic negative. And since they understand their own interests far better than the governor appears to understand them, since they comprehend their duties and rights as citizens more fully than he comprehends them, and since they are masters of their property and possessions they have no need of the volunteered advice of his excellency upon a subject of this nature.

What does the governor mean by "the children of another class?" The classes that vote the money are the classes that own the property and generally raise the children. In fact, the people vote money and build high schools to educate their own children. They build high schools to perfect that excellence up which they have no need of the volunteered advice of his crownings, and harmonize matters as best he can. But a failure to do this certainly subjects him to an entire responsibility, and, in fact, to a censure for culpability. The teacher should be only partially responsible for disobedience. The very fact that he had provided against the act which the disobedience wrought should exonerate him from a full criminality. He should, however, feel some responsibility in this case, as an entire irresponsibility would make him careless and indifferent to a repetition of the disobedience.

No teacher can avoid feeling a degree of concern for the proper care and preservation of school property under his charge. And yet, I do not believe that a teacher should be entirely answerable for damages and annoyances that occur by the accidental or wilful destruction of property of this class, unless it be the result of his own neglect. But the exculpation of courts and corporations cannot divest the teacher, entirely, of a feeling of responsibility.

As long as the pupil is in, or about the school-building, we all agree, and accept the responsibility. But beyond the limits of the school-grounds, we are met with doubts of our own, and the opposition of the patronizing world. We claim the right to go beyond the grounds; return and reprove a pupil for misbehavior that transpired within our view. If we can transcend the boundary and reprove for that which occurred within sight, can we not extend the circumference of our dominion and include all that are within hearing distance, also? And shall we not again extend the circumference and include all that we can hear of?

There is certainly a limit even to a teacher's authority and privilege. No one would think of following one of his pupils into a neighboring city or state, however elastic his authority may be, though the pupil may still retain his connection with the school from which he is absent. But there is a nearer limit, though none the less indefinite. Is the home gate the mysterious limit? Or shall we invade the sacredness of home itself, and there assert our dominion, as well as our influence.

What is our true relation to the pupil? The laws regard us in loco parentis. But when are we in the place of the parent? All the time, or merely while the child is at school? If all the time, the child is well provided,—with a natural parent and a parent ex-officio. The teacher is a kind of guardian with unlimited (?) authority, and the father has a little (?) privilege at home.

But this reasoning is unsatisfactory to me. I claim that the parent has absolute control of his child at home, and may enter the school at any time and take his child from the custody of the teacher. But on the other hand the teacher has certain rights and privileges with the child which the parent cannot interfere with, without forfeiting his right to the privileges of the public schools. These we all recognize. But whether we can enter the home of the pupil and there exact anything at all or not, is the question.

I believe the decisions of courts, which are law, in the absence of legislative enactment, will sustain us in exacting from our pupils responsibility to us, for any departure away from school that would have a hurtful influence upon the same.

But while we should keep a jealous eye over the dignity of our schools, and do everything possible to exalt and honor them, we should not forget that our subjects are children, and are often indiscreet where we in our maturity would be wise. And we should carefully guard the extreme of paying a premium for every case that can be reported for our investigation. We thereby transform ourselves into jurists, our school-houses into courts, and our lives into intolerable prolongations of wretchedness.
Then to summarize: Feel entirely responsible for that which you could have avoided; have as little to do beyond the school limits, as is at all consistent with the peace and success of your school; pay no premiums for the transferring of family feuds into your school; and meet and punish every case that hurtfully affects the school, no matter where or when committed.

VILLAGE AND CITY SCHOOLS.—IV.


The duties of the superintendents of schools do not differ in principle from the duties of superintendents of industrial establishments.

The head of the school, in order to be effective, must be familiar with the detailed workings of each part of the system, however remote that part may be from him. He should have quite definite notions of the amount of work that pupils of certain ages and grades ought to do; this necessitates, as our schools are at present, a familiarity with all the text-books in use in his schools, from the lowest primary to the high school—an acquisition by no means easy. Many young teachers are much aided by having a definite work set before them for the month or the term; older and more experienced teachers do not so much need this. The principal is the one to assign these tasks; it is evident that it cannot be intelligently done without an excellent knowledge of the text-books. It is easier to make a reasonable assignment for the work of seven years than for one year, so more judgment is required in allotting tasks to be accomplished in shorter time. If during the vacation a principal should prepare a written statement of the work he desires to be accomplished by each teacher—complete and minute—and at the commencement of the term hand to each teacher the paper that related to her work, with the request that she transcribe a copy and return the original to him; if at the end of the term he should go to that teacher’s room with this paper in hand, and hear each class recite anywhere and everywhere from the term’s lessons, both principal and teacher would be able to judge of the manner in which the time has been spent. If at this examination the principal takes careful notes of the working and status of each class, talks with the teacher from these notes, lays out the work for the next term, and at that examination compares his former notes with those he may take then,—if this experiment should be tried, I should be disappointed if the results did not appear very encouraging.

Principals need to dive down deep into details, to watch and work up the thousand little defects; the school, as a whole, will then show itself improved. It should be remembered, however, that in this business, time, much time is required to produce brilliant results.

The principal should be able to answer questions relating to class work and methods. Assistant teachers have an impression that that is no small part of his business. They think that he is paid, not only to supervise, but to assist them over hard places, to tell them how to overcome the apparent stupidity of a class, to suggest a flank movement in the case of some contumacious pupil. They have a right to this notion. It is a true one. A juiceless, dried-up principal is not a pleasant associate for the wide-awake and lively girls that throng our teachers’ institutes, and that are now doing better class drill work than has ever before been done in the Mississippi valley. The amount of academic instruction to be given to the teachers ought to be expressed by zero. It ought not to be necessary to spend time with teachers in doing that which they are supposed to have done before obtaining a certificate to teach. If they are not proficient in the branches they are expected to teach, there are two courses for them: to go back to school and book up, or go to their rooms and read up. It is a mistake to turn teachers’ meetings into high schools and academies. Time is too valuable.

THE KINDERGARTEN A MORAL POWER.

Sarah E. Wiltsie.

At a time when opposition to high schools was at its height in one of our western states, an uneducated man used this argument against them in a meeting of tax-payers: "The high schools make farmers’ sons too nice for honest work. Where do our defaulters, forgers, and tricky men come from, but from our high schools where the boys learn to look down upon rough-handed mechanics and farmers?" He pointed his moral by an allusion to two young men in the penitentiary who were graduates from the school which he was trying to suppress. Many laughed scornfully at the ignorance of the man; more were highly incensed at such an attack; while a few of the warmest friends of the free schools went home to meditate upon Herbert Spencer’s query concerning the relation between the moods of a verb and the morals of a man.

Herbert Spencer should be in the hands of every Christian teacher, for he is an honest, philosophic opposer of free schools and compulsory education, and honest attention to his grounds of opposition would do much toward removing those grounds.

He asks who would expect to improve the physical condition of the race, by giving babies long lectures upon hygiene and physiology? or who would teach a child to walk by tying it in a chair to tell it about the strength of the arch in its foot, and by giving diagrams of the muscles brought into play by the forward movement of the leg? Yet that is what we are doing in a moral point of view, in too many schools. A mere lecture on generosity and a problem in geometry have about equal effect upon moral growth. There is no relation between Greek roots and the Golden Rule. To be a good citizen a man must practice, not simply listen to preaching. Thus a philosopher insists upon action as the basis of moral growth. Pray what has that to do with the kindergarten?

Fröbel, the German philosopher, makes action the basis of all growth. The babies must deny themselves for the good of others; he would have them become honest, unselfish, kind, and forbearing, by constant use of the powers of good within them. Listen to the kindergartner: "That is not kind to your play-mate."

So we look hopefully toward a better state of society, to be evolved from the union of moral and intellectual training, in which all thinking shall be connected with doing; and for the present, strive to unite "philanthropic energy to philosophic calm," willing that the system shall be submitted to the crucial test of time.

There are now thirty-six reigning sovereigns in Christendom. Of these ten are nominally Roman Catholics, twenty-four Protestants, and two members of the Greek Church. Thirty-two of the sovereigns are married, and have among them ninety-five children.

Of sixty-nine words which make up the Lord’s Prayer, only five are not Saxon.
HAVE WE TOO MANY EXAMINATIONS? *

T HIS is a paper on examinations, so, after you have heard it read and over, you know that it was read but that it may be read—

—it may be infinity; and, after all, what's the difference? Time will still continue its flight, the stars will sparkle, the sun still shine, figures still lie, ex-

aminations will come in every way, more frequent, yearly examinations, for promotion, examinations for graduation, competitive examinations, county superintendent's examinations, school board examinations, state examinations.
of an ordinary mind a lifetime to master. For the state diploma, to the branches already mentioned, chemistry, logic, and geometry, with the requisite dilations as regular drawing exercises. Place a dot at the centre of the space to be used. Place a dot half an inch above the centre dot; another dot half an inch below the centre dot; another, one inch to the left of the centre; another, one inch above the left dot; another oblique line from the upper dot to the right one; another from the left dot to the lower one; another from the right dot to the lower one.

Remarks.—The result of this lesson will be a rhomb, or what the children will probably call a diamond shaped figure. When the rhomb is completed its name may be given, etc. (See last part of Lesson XX in Weekly No. 21.)

LESSON XXI.
(Same as Lesson XX in Weekly No. 21.)

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot; another, one inch below the centre dot; another, one inch to the left of the centre; another, one inch above the left dot; another, half an inch to the left of the centre; another, half an inch to the right of the centre. Draw an oblique line from the upper dot to the left one; another oblique line from the upper dot to the right one; another from the left dot to the lower one. Another from the right dot to the lower one. Another.

Remarks.—The rhomb has another, a rhomb. It may be called a horizontal rhomb, to distinguish it from Lesson XIX, which is a vertical rhomb.

LESSON XXII.
(Same as Lesson XX in Weekly No. 21.)

Place a dot at the centre of the space to be used. Place another dot as follows: a dot one inch above the centre dot; another, one inch below the centre dot; another, one inch to the left of the centre; another, one inch above the left dot; another, one inch below the left dot; another, one inch to the right of the centre; another, one inch above the right dot; another, one inch below the right dot; another, one inch to the left of the left dot; another, one inch above the left dot; another, one inch below the left dot. Draw straight lines as follows: a straight line from the middle upper dot, through the centre, to the middle lower one; another from the middle left dot, through the centre, to the middle right one; another from the middle right dot to the middle lower one; another from the middle left dot to the lower left one; another, from the right upper dot, through the centre, to the lower left one; another, from the left upper dot, through the centre, to the right lower one.

Remarks.—The result will be four right angled triangles, each having one of its acute angles at the centre dot. These lessons are given on the supposition that drawing from copy and memory drawing are carried on simultaneously with dictation drawing. The children are supposed to know, from lessons given for the purpose of teaching them, what right, acute, and obtuse angles are when they see them. If they do not know these things, they may be taught at this stage of their progress, also, what is a triangle, and is a right-angled triangle. By a slight change in the language, the above drawing may be reversed, the dots remaining the same.

LESSON XXIII.
(Same as Lesson XX in Weekly No. 21.)

Place dots as in the last lesson. Then draw straight lines as follows: a straight line from the middle upper dot to the middle left dot; another, from the middle left dot to the middle lower one; another, from the middle right dot to the middle lower one; another, from the middle left dot to the upper right one; another from the middle right dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one; another from the upper left dot to the upper right one. The teacher will supply each pupil with four right angled-triangles of the above size, cut out of thick paper or card-board, many interesting designs may be invented by the children. These designs may be formed by different arrangements of the card triangles on the paper. The children may after-ward draw these inventions as regular drawing exercises.

These Lessons are a continuation of those begun in Volume I. of The Educational Weekly. The last Lessons are re-arranged and partly re-written as indicated above.
Notes.

LITERARY.—Suggestions for an Oral Course in Arithmetic for the First Two Years. (Chicago: Geo. Sherwood & Co.) Every teacher of primary classes in graded schools should send for a copy of this little pamphlet.

—Edwards' Monthly Report Cards, published by the Western Bureau of Education, Chicago, contain one feature of special merit, that is, the full and clear explanation on the back, for the benefit of parents. They are arranged for a rank in class and a rank in school, so that it is possible for every pupil to rank high in one or the other. Samples will be sent upon application.

Poor Zeph, by J. W. Robinson, one of Harper's Half·Hour Series, is a very thrilling story that reads like real life. Another of this series is My Lady's Money, by Wilkie Collins. The convenient size, and the low price, can hardly fail to render popular the stories published in this form. This is an English story with the usual sprinkling of lords and ladies. It is nominally an "episode in the life of a young girl," but really seems to be a sketch of the life of a pet dog.

—Messen, Tanton Brothers, Merrill & Co., of 758 Broadway, New York, have just published a new series of arithmetics (compromised in two books) by Prof. M. MacVicar, LL. D., Principal of the New York State Normal School at Potsdam. Prof. MacVicar is widely known in the West, as well as at the East, as a thorough scholar and an experienced and eminent teacher, and his name is a sufficient assurance that these books will have an extensive circulation and take rank among the standard text-books for school use. Read and King's Higher Lessons in English has been adopted in seven state normal schools in the Western States, and seems to be a remarkably popular little work.

REVIEWS.


Every student and teacher of history recognizes the value of carefully prepared tabulations. They assist the teacher in presenting the subject to the eye, the most efficient avenue of the mind; and the student in fixing the most important events—the land-marks or guide-posts in history—more firmly than would otherwise be the case. Of course, the more concise and systematic the tabulation, the more satisfactory the result. We have, in the work before us, what we should call a model tabulation—concise and systematic.

Beginning with the legendary history, prior to 2400 B. C., the author takes us through ancient, mediaval, and modern history, by means of forty-three large, well-printed, and well ruled pages; each prominent topic indicated in bold, clear type; one page given to each century of ancient and mediaval history, and two pages of modern. The headings being given, the student is required to fill out the blank space under each heading as he will readily suggest themselves.

In addition to the frame work of General History, ten pages are devoted to U. S. History; two, to a review of the Great War of Modern Times; four, to Literature, Culture, and Art; two, to Forms of Worship and Belief; eight pages are left entirely blank; and the closing page bears the heading, Historical Works of Reference.

We risk nothing in saying to teachers and students, that there is not published in this country a better aid for the purposes indicated above, than the Chart before us.


This small volume of one hundred and forty pages meets a want that almost every teacher has felt, that of a "hand-book" of algebra which should contain all the topics usually embraced under the head of elementary algebra, with just enough of explanation, illustration, and examples to awaken the interest of the pupil and help him, with judicious hints from the teacher, to gain a really practical knowledge of the topic studied.

There are several points of excellence which will commend the book to all earnest teachers. Take, for instance, Problem III., page 39. To divide one polynomial by another. Four examples are given. It is expected that the teacher will show how the operation is performed instead of the book doing it by rules and solutions. The pupils are then expected to work varied exercises and afterward construct a rule as an expression of their understanding of the mode of operation. The method of presenting the definitions following the development of the idea of the thing defined is an admirable feature of the work.

The "explanations" under the various problems, excellent and very full in some cases, and designed to show why the operations are performed as they are, is a sufficient number of examples to enable the student to gain a clear conception of the operation.

The book was prepared, as the author states, for use in his own classes, and seems to be well adapted to the wants not only of pupil teachers in normal schools, but also to all teachers of graded and district schools where the study of algebra is commenced.

The "explanations" are said by the author to be designed in each case—and he says truly—to be a real demonstration of the process or "Rule," as it was in the author's mind. The work covered by the general problems embraces three divisions which are intended to be separated and distinguished from each other: (1) What is to be done? (2) How is it done? (3) Why is it so done? In the presentation of the definitions which are given, that maxim of teaching which requires that the thing to be defined shall first be discriminated, has been properly applied throughout the book. Our readers who are young in the business of teaching will find this algebra a valuable text-book for their classes. Indeed, all teachers can use it with interest and success.


The name on the title page of this work will explain to the teacher the nature of the author's design, viz., to exhibit the aesthetic feelings as constant subjeets of the study of the abstractions and conceptions of nervous states. The author quotes Mr. Darwin's remark that "the perceptive powers of man and the lower animals are so constituted that brilliant colors and certain forms, as well as harmonious and rhythmical sounds, give pleasure and are called beautiful; but why this should be we know no more than why certain bodily sensations are agreeable and others disagreeable." The author endeavors to meet this difficulty by showing the general relation of pleasure and pain to our organism and its circumstances, and by proving that our existing likes and dislikes in aesthetic matters are the necessary result of natural selection. How well he succeeds, the reader of his book must judge. His line of argument is original and plausible. The style of the work is scholarly and all cultivated minds will derive interest and profit from its perusal.

"Ten·Times·Ten" Series. Butler's Literary Selections, designed for School·Room and Family Circle; for use in Public and Private Schools, on the Platform, at the Teacher's Desk, and by the Family Fireside. Edited by J. P. McCaskey. (Philadelphia: J. H. Butler & Co.)—This series of choice selections, which has already attracted considerable attention from teachers and students, consists of three small books, of a little less than 200 pages each, handsomely bound in cloth, and well filled with a variety of selections in prose and verse from the writings of standard authors. Each volume contains ten times ten selections. Excepting two or three from Shakespeare, the books contain no dialogues, yet there seems to be not one unworthy selection in the three volumes. Boys at school and teachers who are troubled to find good "pieces" for declamation, will highly prize such a careful and excellent collection of short pieces as these books present. The next volume will be devoted to character sketches, humor, sentiment, and pathos.

Home and School.

This department is designed for the instruction and entertainment of parents and children. Original contributions and translations are solicited.

A HYGIENIC DINNER.

My dinner would consist of baked potatoes, boiled beef, baked squash, boiled rice, and graham bread.

The potatoes should be baked until they are thoroughly cooked, and so that the skin epidermis—which is wholly indigestible—can be easily removed without disturbing the nitrogenous matter immediately beneath it. The latter is very nutritious, and therefore the valuable part of the potato as a food.

As potatoes contain but a small proportion of nitrogenous matter and very little fat, I would associate them—first, with well manufactured bread, that contains no diahydrous, yet there seems to be not one unworthy selection in the three volumes. Boys at school and teachers who are troubled to find good "pieces" for declamation, will highly prize such a careful and excellent collection of short pieces as these books present. The next volume will be devoted to character sketches, humor, sentiment, and pathos.

A prize essay by a member of the class in Physiology in the State Normal School at Whitewater, Wis., the price in the case being a year's subscription to THE PRACTICAL TEACHER. It was written by Miss Coral Manning.

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water. The latter coagulates the albumen near the surface of the pieces, and thus prevents its further escape. After boiling for about five minutes, the heat should be reduced somewhat and kept at an even temperature until the completion of the process.

I prefer beef rather than any other meat, as it contains very little, if any, fat, and is highly nutritious, abounding in nitrogenous matter, that is, albumen, musculin (or lean meat), and oftentimes gelatin. Before the meat is entirely cooked, I would add a little salt.

The next article of food—the squash—should be mealy, or very dry, as it is sometimes termed.

The squash should be first cut into quite large pieces, and its seeds and pulpy part removed; then washed to remove any dirt that may have been transferred from the shell to the interior by cutting and trimming it. Next it should be placed in the oven, only the shell touching the grate; other wise it will burn, as it must be baked by quite a hot fire.

As the squash abounds more or less with nitrogenous matters, but not in oolaginous substances, we associate the nutritive part (the part separated from the shell) with butter.

The boiled rice is to be served with sweetened cream. The first thing to be done in its preparation is to place the rice in a pan, pour on a little cold water, enough to wet it, then give it a thorough rubbing with the hand to remove the husk. Afterward pour off the water, and then wash in sufficient water to separate the husk and that from which it has been removed. Then put it on the stove in a pan, and pour on cold water, that it may have plenty of time to soak before coming to a boil. Before it is sufficiently cooked, add a little butter and sugar. And, as rice abounds in starch, it must be thoroughly cooked in order that the starch granules may be broken up.

The other article of food—the graham bread—to be properly made, must be thoroughly mixed and kneaded, and thoroughly baked. This is to be eaten with butter, also.

I would not have cake nor anything of that sort, as I think that a purely hygienic dinner would exclude pastry. By this I mean, that even if pastry be properly prepared and masticated, yet it is not needed, at least in this case, to complete the principal constituents of food requisite for the health of the body. Now that the food is properly prepared, and that its nutritious properties may be converted into the same material as our bodies, it is, the blood, which is the heating power.

The process of digestion which takes place in the stomach is called gastric digestion, the object of which seems to be the conversion of the nitrogenous constituents of the food into albuminose called Nitrogenous digestion, or the preparation of the food to be made into the tissues of the body.

A part of the liquid portion of the chyme called chyle is conveyed from the stomach by means of veins, which, uniting with those coming from the intestines, spleen, and pancreas, form the so-called Portal Vein. Thence the chyle is carried to the liver, and, after being distributed throughout this organ—thus changing it to blood—passes through the hepatic veins to the ascending Vena Cava; thence to the heart, whence it is sent into general circulation.

Lymph is also obtained to some extent from the fluid portion of the chyme, and is carried from the stomach by the lymphatics.

The food in the stomach is prevented from returning to the esophagus by the sphincter muscles of the cardiac orifice, and from passing to the duodenum by the sphincter muscles of the pyloric orifice and a valve called the Pyriform or "gate keeper," which guards the entrance to the duodenum until proper chyme presents itself, thus proving that the food has completed all the previous steps of digestion and is thoroughly dissolved or made into a liquid condition. Then the food passes the pyloric orifice into the duodenum, where the bile, pancreatic fluid, and the mucus of the intestine mix with it, performing the second or intestinal digestion, called calorific or heat making, since it prepares the food (chyle) which supports the heat of the body; that is, the blood, which is the heating power.

After the real intestinal digestion, the remaining part of the food passes onward in the intestines, where all the nutriment that is left in it is also reduced to a liquid state by the intestinal juices; but, be there much or little of this sort of digestion, the large intestines act mainly as a receptacle for the waste portion of the food.

By means of the Lacteals and Thoracic Duct, the nutritive portion, also called chyle, is carried from the intestines to the blood-vessels, when it undergoes its last complete change into that remarkable fluid, the blood; thence it is distributed throughout the body, and furnishes materials for the support of every part of the animal fabric.

Young Girls.

Our young girls do not understand the witchery of bright eyes and rose lips, but set off their beauty by all the artificial means which lie in their power, never reflecting that by so doing they destroy their principal charm—that of innocence. The rounded cheeks, the bright eyes, the waving hair of a girl in her teens need only the simplest setting. Rich fabrics and sumptuous adornings are more for the matron, her dress gaining in ample fold and graceful sweep as she puts on the dignity of years. The seasons teach us something here, if we go to nature for an object lesson. How different her charm from the deep, maturing summer, when the hues are decided, and the air is loaded with perfumes from a thousand sources. The school-girl is only the threshold of summer. She has not crossed it yet. Let her copy the sweet grace of the spring on her graduation day, and discard artificially for nature—Selected.

The Rev. Dr. Howard Crosby gives, in Sunday Afternoon, advice to mothers about the training of their daughters. He says that the idea of uselessness as a fashionable necessity for a young woman is wrong. "The boys, after leaving school or college, naturally gravitate to commerce, law, medicine, science, or divinity; but the girls at a like period begin to play the fine lady, spending their day in pretty idleness. The only question that seems to be asked is, 'How can I best amuse myself?'" Dr. Crosby's remedy for this evil is regular daily tasks for girls, either of household or charitable work, or of self-improvement. He thinks that young women trained in that way are more likely to get good husbands than those who devote themselves to folly. He adds: "Perhaps you have a notion that if your daughter is out of 'society' she might as well be in Sahara or Kamchatka, and you have brought yourself to believe that the only 'society' on earth is that which is distinguished by white kids and 'germans.' Did you ever soberly think of the possibility of life outside of the charmed circle? It is humbly believed by some that men and women, both old and young, who have had brains and hearts, have managed to enjoy life without initiation into the mysteries of fashion. Some have even dared to think that true refinement is best cultivated in a less artificial atmosphere."

When you are tired of twirling your thumbs, sit down and see how fast you can say, "Shoes and socks shock Susan in an inexplicable manner, and inexorably she ceaseth sheathing her shoes." It is worse than, "Peter Piper picked a peck of pickled peppers,"
Answer.—He cannot. If he cease, he can only do so for the time specified in the law. When once renewed, it is good for two years if of the first grade, and for one year, if of the second grade.

Question.—Must the teacher make up the time lost by the holidays?

Answer.—When a district sustains school more than five months during the year, this question depends entirely upon the contract. The directors have the authority to give the legal holidays, but if the teacher has failed to have this matter settled by his contract, the director can compel him to make up all the time he has failed to attend. If the closing date has passed, he should offer to make up the time and an adjustment be made.

It is required that one hundred and ten days school shall be absolutely taught during a year, before a district can claim any portion of the Public Fund, and if a district sustains school but five months in a year, all the time lost by the holidays, not made up, and the months must consist of twenty-two days each, as the district will fail to have the required time taught.


IOWA.

1. If a boundary between two independent districts is the line of the civil townships, it cannot be changed. The districts may unite and form one, under the provisions of Section 1841.

2. A teacher's certificate should bear no other date than that on which the examination took place.

3. In independent districts in which the population has been 500 or over, and has fallen below 500, the directors now elected hold office, but at the next annual meeting no one is to be chosen unless vacancies reduce the board to a less number than three. At the second annual election, one director is to be elected for three years; at the third, one for three years, and one for two years.

4. In the event of a tie vote in the election of a school director, secretary, or treasurer, or in case of a failure to qualify, the previous incumbent holds over for the full term for which his successor was to be elected. He should be given an opportunity in which to qualify anew.

5. A teacher's certificate is valid for any school in the county. There is no provision by law which the revocation of a certificate may be made to apply only to a particular school.

6. To be re-elected to the same good reasons, may order a short vacation. But they cannot shorten the term included by the contract, without consent of both parties.

7. To determine the date from which the thirty days within which appeal may be taken commence, the filing of a copy of a plat, in the district, under the county auditor and treasurer, as required by section 1796, shall be deemed the completion of the change of boundaries by the board.

8. The power and effect of an act does not terminate with the date of the public hearing. The force and effect of an act does not terminate with the date of the public hearing.

9. A teacher's certificate should bear no other date than that on which the examination took place.

10. The preparation of a school for the third term of school year does not determine the completion of the three year period for which it is to be held.

D E M O N S , Jan. 23, 1878.

C. W. Von Colen,


THE DETROIT COUNCIL AND PREST. BASCOM.

To the Editor of the Weekly:

The colleges founded by Congregationalists for the purpose good have always held such a place in their regard—they do now, and state universities have been deemed so inadequate from the nature of the case! (to use the words of the Council), that they could give the latter neither the first place nor much of the credit which they so justly deserve. They are so likely to vote to abandon those already established for state universities, if properly supported, at the head thereof found no more, but give up the rest of the field of higher education to the state forever. Therefore the Council declined Pres. Bascom's resolutions, and let their own colleges in their own place.

The effect of his movement and speech, is, of course, a legitimate subject of opinion. No one would dare to disturb his mind about his own success notwithstanding the adverse vote without discretion; but a number of leading gentlemen expressed to me the contrary opinion from him.

Since that Council the opinion has also been expressed that every other Christian denomination really holds the same position with the Congregationalists, and would declare it if a like attempt was made to change its attitude toward its policy for the purpose of intruding. The same reasons which led to founding existing colleges will lead to founding some future ones. State universities will always show inadequacy of the necessity of the case.

If all denominations would narrow and chain themselves down after-endowing colleges already established—as his brethren declined Pres. Bascom's invitation to do—state universities, supported by all as their second choice, would have an immense and fatal advantage over each and all the religious bodies to which they are rivals. This is the natural course of secessionism and the state, every existing college. Every one would be crippled by it. Pres. Bascom does not think well enough of his brethren, and does not give them the credit of foreseeing that they would indeed have been the same thing, the Council to little interest in it, and if he had the same recourse that those composing the body regard their colleges as preferable to universities, now and hereafter, as they always have done.

And though a Congregational body would be likewise, in easy good nature and unsectarianism, to to his own as the Congregationalists in Wisconsin, Michigan, etc., etc., patronize state institutions regardless of their own, more than any other class of Christians—yet any other body would respect the project still more enthusiastically. And in fact it was first tried where it was.

A MEMBER OF THE COUNCIL.

NEW BOOKS FOR TEACHERS.

[For book named in this list may be obtained by forwarding the price to the publisher of THE EDUCATIONAL WEEKLY.]

DE ROLM.—Comparative Psychology; or, The Growth and Grades of Intelligence. By the late D. C. P. Smolten, Jr. 8mo. 1876. $1.50


ERRORS in Speaking and Writing corrected, with Familiar Expressions and Words of Similar Sound Distinguished. New ed. 1860. pp. 69. Pap. $2.00

FINLAY.—A History of Greece. From its Conquest by the Romans to the Present Time. 2 vols. A.D. 814. By Geo. Finlay, LL. D. 1836. $5.00

GOULD.—Cases Pardoned by Display; A Record of the Lives of Eminent Persons. By Parke Godwin. New ed. with Supplement brought down to August, 1870, 1870. Paper. $2.00

MAURY.—Physical Survey of Virginia; Her Resources, Climate, and Productions. Preliminary Report. No. II. By M. E. Maury. With notes and additions by his son, J. G. Maury. 1870. With a Map. 1870. 8vo. pp. 145. 2 W. Randolph & Co., Paper, $0.50; same on paper, 1.00


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Advertisements to be judged by the directions published from week to week at the head of that column. They will thus save the editor a great deal of unnecessary labor. It is desired that all the queries should be answered, especially after they have been published three times. We cannot publish all the answers, but are glad to receive any number, if sent according to directions.

OPINIONS OF THE WEEKLY.

The Educational Weekly comes to us with the closing number of the current year. We are glad to know of its success and prosperity. It is greatly edited by the most cultured and scholarly gentlemen in the profession. No one interested in education—especially no teacher—should be without it. It is no mental employment to teach, but one which requires the highest accomplishments, to maintain the broadest views. A teacher, above all others, must keep abreast of the times, and know everything that comes to the surface in history and science. Such a paper as THE EDUCATIONAL WEEKLY calls the gems and furnishes them invitingly.—Chicago Inter-Ocean.

We will publish it with much care, and commend its ability and tone.—N. Y. School Journal.

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Adopt the best books, J. H. Butler & Co.

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Spelling Reform Department.

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

I n one of the late English journals the following questions are asked and answered. The replies would indicate a bad state of things in the schools over the water, and we do not wonder that the Spelling Reform is taking such deep hold in England.

While we are unwilling to admit that no better work is done in our own schools, it is not true that a great part of the illiteracy of our people is due to the difficulty of mastering our irregular and inconsistent orthography?

1. Can a percentage of 80 of the children now under instruction in the Board Schools of this country be taught to read fluently and intelligently in six years, from the time they commence to learn words of one and two syllables? The experience of every one connected with education answers, No.

2. Is it not true that Government reports establish the fact that of the children leaving school at the end of their career there, 80 per cent do so without having acquired an education that will be of the smallest service to them in after life? These reports confirm the fact that 80 per cent do so leave school?

3. What, then, has been the gain to the country in compelling these children, at a vast expense, to attend school? There has been no gain.

4. Are there five per cent of the children leaving school at the end of their career and not too well prepared for life? Certainly not.

5. Are there ten per cent, at the close of their school career, able to write a well composed and well spelled letter? No.

6. Is it a satisfactory result, considering all the time, trouble and money expended in the effort to secure a sound national education, that but one pupil for each teacher and pupil teacher throughout the whole country should reach the VI standard? Surely not.

7. What is the percentage of the children leaving school who have acquired such a knowledge of etymology and the principles of philology that they are likely in after life to make the subject one of special study? I would venture to say not one in a thousand. Indeed, I think this percentage much too high.

8. Of the educated classes in England, are there 20 per cent who study philology, or indeed, who ever trouble themselves at all about the history of words? I think that I may safely say, There are not.

9. Which would be the more valuable result, to have every English-speaking child able to read fluently and spell well; or, to preserve to about one in 5,000 the power to trace back the history and origin of words? I must leave the answer to this question to the conscience of every one to whom it comes.

10. Putting aside, however, the idea of changing the present spelling, and language, can there be any possible objection to the introduction of Phonotopy as a stepping stone to learn the romanic orthography, when by doing so, fully 90 per cent of the children attending our Board Schools would be able to read fluently and intelligently a book or newspaper placed in their hands, when they had reached the age of nine years? I would call especial attention to this question.

11. Can the above result be attained by adopting Phonotopy as recommended? Absolutely. It can. It has been demonstrated as a fact over and over again by repeated experiments. The experiments set on foot, and carried out in the National Schools, Waterford, Ireland, put the matter beyond all question.

Practical Hints and Exercises.

Principles.

A great outcry has been raised against theories in education, and we are continually asked to write something that will be practical. Our little demand of every-day work it does not arrogate to itself anything that is practically useful. It is the part of leader to present practical theories in such a way as to create a desire for them in the hearts of the people. The little petty detail of every-day work belongs to the day and its necessities, but it is the part of leader to present practical theories in such a way as to create a desire for them in the hearts of the people.

There are a few simple principles which must be understood before one is fit to cultivate an orchard. There are certain things necessary for one to know in regard to the nature, habits, and needs of the strawberry plant before one may venture to set out his acres and expect a crop. There are a few simple principles that underlie mental and moral growth and development, and these should be studied by the teacher as the principles of agriculture by the farmer or the theory of stock raising by horse fanciers. Unless these principles are to some extent understood by us, we, fellow teachers, are mere quacks. We take our patient and practice on him while he is under our care. Perhaps now and then we hit upon the right remedy, but in a vast number of cases we turn out mental invalids.

There was once a young quack who had bought a few medical books and had begun to "practice." He was called to a shoemaker sick with a fever. Not knowing what to give, he left him some simple, harmless powder, and went away. The next day he found his patient rapidly recovering, and learned that just after taking his medicine he had eaten a bowl of soup. Accordingly the Doctor jotted it down in his note book, "Patients with fever to be given a bowl of hot soup." A few days after, he was called to a carpenter sick with the same disease, and immediately ordered hot soup. The carpenter ate it and died. The learned doctor added to his former note, "In case of fevers give hot soup to shoemakers but not to carpenters." When teachers come to us with those little details in which all teachers who have any individuality must differ, and when we have seen those peculiarly bewildering questions filling up our educational papers, we have often longed to answer, "Give him hot soup if he is a shoemaker's boy, but if the son of a carpenter try something else."

WILLIAMS.
HELPING. [For very little boys and girls.]

1st. Planting the corn and potatoes, helping to scatter the seeds,
2d. Feeding the hens and chickens,
3d. Feeding the garden from weeks,
4th. Driving the cows to the grazing pastures;
5th. Feeding the horse in the stall;
All. We little children are busy, sure there is work for us all,
6th. Spreading the hay in the sunshine,
7th. Raking it up when dry,
8th. Picking the apples and peaches,
9th. Down in the orchard hard by;
10th. Gathering nuts in the fall;
All. We little children are busy, sure there is work for us all,
11th. Sweeping, and washing the dishes,
12th. Ironing, sewing, and knitting,
13th. Helping to make up the bed,
14th. Taking good care of the bath,
15th. Watching her little she shall fall;
All. We little children are busy,
16th. Oh, there is work for us all,
Helping mamma.

Boys. Work makes us cheerful and happy,
Making us both active and strong.

Girls. Play we enjoy all the better,
When we have loured so long.

Boys. Gladly we help our kind parents,
Quickly we come at their call,
Girls. Children should love to be busy,
There is so much work for all,
Helping papa and mamma.

COURSE OF STUDY
FOR THE COMMON SCHOOLS OF MADISON COUNTY, APPROVED BY THE COUNTY BOARD OF EDUCATION, AT THE SEMI-ANNUAL MEETING, HELD SEPTEMBER 1, 1874.

Primary Department.—Spelling, First and Second Readers—McGuffey's, Slate-Writing, Object Lessons in Numbers, Language, etc.
Intermediate Department.—Spelling, Third and Fourth Readers—McGuffey's, Writing, Eclectic Copy Books, the abols. 1, 2, and 3, Geography—Eclectic No. 1, Arithmetic—White's, Primary and Intermediate, Grammar—Oral Lessons, Harvey's First Lessons, and Harvey's Elementary. Dictionary—Webster's.
Grammar Department and Grades.—Orthography, Fifth Reader—McGuffey's, Writing, Eclectic Copy Books Nos. 4 and 5, Geography—Eclectic, No. 2, Arithmetic—White's Complete, Grammar—Harvey's Practical, Dictionary—Webster's.


Explanatory Circular.—1. This Course of Study is to apply to each pupil rather than to the classes or the school. It will be the teacher's duty to see that pupils shall keep up all the studies of the department in which they belong. Any one in the primary department must complete that course before being permitted to take up anything in the intermediate department. The intermediate course must be completed before the pupil is permitted to take up anything in the grammar course. Teachers will not vary from this rule except upon the command of the parent and with the permission of the Trustee.
2. Pupils who are found well advanced in some subjects and deficient in others, should not be "set back" in any thing, but should be required to bring up the studies in which they are deficient. If necessary, let them leave off the studies in which they are advanced, until the others are brought up.
3. Teachers must keep records showing the standing of each pupil in the Course of Study, and at the close of the school leave such records with the Trustee. The more it is the grades will call the number of pupils in each department. 4. The great evil of our schools heretofore has been the promotion of pupils beyond their advancement. Teachers will hereafter be held to a strict accountability in this matter. The greatest skill in school management is evinced without scaring and discouraging pupils. 5. It is hoped that teachers may not under-estimate the amount of study in this course. Very few schools will include any pupils beyond the intermediate department. Teachers with third and fourth grade licenses should not attempt to teach beyond the intermediate department. 6. Spelling may be taught from the Spelling-Book or the Readers, as teachers prefer; but the use of the Spelling-Book in the primary department is of questionable propriety. McGuffey's Spelling-Book is the text-book adopted. 7. Special attention is called to the "Oral Lessons in Grammar" in the intermediate department. The teacher may use any text-book in preparing his lessons. The pupils are not to have any books. The course of instruction should, however, prepare the way for the use of Harvey's grammars. In those lessons pupils should be taught: a. To construct easy sentences; b. To point out the subject, predicate, and modifying elements, in easy sentences; c. To distinguish the parts of speech; d. To state those proprieties most easily described. 8. Pupils should pass from any department into a higher only upon a careful examination. In the primary this will necessarily be oral. In the intermediate it may be partly oral and partly written. No one should be promoted on an average of less than 70 per cent. The discretion of the teacher must be relied on in examinations as no general plan is yet prepared. Let teachers ever remember that a thorough school is always more creditable to them than a mere advancement. 9. Teachers who find themselves in any doubt about the management of this Course of Study, should communicate with the County Superintendent in person or by letter. Township Institutes will always be favorable opportunities for obtaining information.

R. L. HAMILTON, County Superintendent.

OFFICIAL DECISIONS.
ILLINOIS.

QUESTION.—Must directors in all cases require teachers to teach twenty-two days to the month? Are they forbidden to contract with a teacher for a less number of days to the month?

Answer.—Not at all. Directors are at liberty to make any contract with the teacher in respect to compensation and time, that may be acceptable to both parties. They may agree to pay the teacher by the year, by the term, by the month (of such number of days as may be agreed upon), or by even the week or day, and they may agree to any agreement they choose in respect to holidays, days of rest, etc., provided only, that not less than one hundred and ten days are actually taught during the school year.

If, however, a teacher is simply employed to teach a certain number of months, and at the end of the month, nothing having been said in the agreement or contract as to the number of days to be taught for a month, the teacher can be required to teach the full legal month as provided in the 54th section.

It is therefore of very great importance both to directors and teachers that a definite contract should always be made in writing clearly setting forth the requirements of both parties.

Question.—Can a treasurer legally refuse to pay a teacher's order because the certificate does not represent that twenty-two days were absolutely taught for the month?

Answer.—He can not. It is not the business of the treasurer to inquire into any contract made between a teacher and a board of directors, as to the number of days which shall constitute a month's work. At the time when the semi-annual distribution of the public funds is made, it is the duty of the treasurer to examine the schedule and if he finds that the district has not had 110 days school absolutely taught during the year, the treasurer cannot legally allow his use any portion of the public funds to such district. From the 110 days there can be no deduction for holidays or anything else.

Question. If the teacher does not teach on the legal holidays, should these days be put in the schedule as time taught?

Answer.—Not by any means. A schedule is a legal record, and must in all cases accord strictly with the facts. To enter as days taught, holidays or any other days, when the school was not actually in session is to falsify the record and to commit a fraud. If a schedule should be returned to the treasurer containing days not actually taught, the treasurer would be justified in rejecting it because it was not made in accordance with the provisions of the law.

Question.—Must schedules be kept and returned since the public money is not distributed upon the attendance represented by them?

Answer.—The law requires that schedules must be kept and returned to the treasurer before the teacher can be paid for services rendered, and without these, the district can be paid no part of the public funds.

If a teacher has been employed to teach vacation days in the public schools; and if employed can he be paid out of the public funds for his services, if he does not hold a certificate of qualification from the county superintendent?

Answer.—The directors undoubtedly have authority given them by law to employ a teacher to give instruction in vocal music, and to arrange all the details for such instruction, but before he can be paid for such services from the public funds he must have a certificate of qualification.

He is a teacher in the school the same as though he were teaching reading, arithmetic, or any other branch, and the 52nd Section of the School Law says, "No teacher shall be entitled to any portion of the common school funds etc., holding a certificate from any State Board of Education, but shall be under the control of a Board of directors of any school district in this state who shall not at the time of employing him have a certificate of qualification, etc."

Question.—Can a county superintendent grant a certificate for less time than one year?

Answer.—The law provides for only two grades of certificates, and defines clearly how long each shall run. A certificate of the first grade is good for two years and a certificate of the second grade is good for one year. Each of these certificates is good only for the time it is granted, but this time cannot be made less than that specified by the law.

Question.—Can a superintendent renew a certificate for three months?

Answer.—If the teacher desires to renew a certificate, he may do so at any time.
Educational Intelligence.

EDITORS:

Maine: Prof. J. Marshall Hawkes, Principal Geely Institute, Cumberland Center.
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The News-
Prof. Edward Johnson, Lynn, Massachusetts.
The South-Prof. G. A. Chase, Principal Female High School, Louisville, Ky.

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

CHICAGO, FEBRUARY 7, 1878.

THE STATES.

ILLINOIS.-D. J. Poor, for many years a teacher in the schools of Illinois, died very suddenly on the 28th ult., at his residence in Lexington. Mr. Poor was the son of the late Mr. John Poor, a well-known school director in those days. Mr. Poor had been engaged in the school work for many years, and was a man of much experience and great ability.

An annual teachers' institute, under the direction of Prof. Castell, was held at Deerfield Academy, Deerfield, N. H., January 22, and continuing for a term of four weeks. Prof. John Hull, of the Southern Normal, has been engaged as a teacher for the entire term. Prof. E. A. Gaudette's services have also been secured. The home talent will make up the rest of the list of instructors, provided assistance is needed. John Truax, county superintendent, is working up a good interest in the institute, even at this early date.---At the last term examination of the class in philosophy at the Maple Grove school, the average of the class was 87.---Mrs. M. E. Shoup, of the State Normal at Normal, gave an address on the subject of语音学.

The result was an average of 76.2 per cent.---Mr. Kilborn, asked the Board of the State Normal for leave to resign his office as professor of English.---A science institute will be held at the Western University, Kalamazoo, in May.---The Palatine public school employs 30 teachers, a large number for a district of that size.

Four of the Mint of the state.---The result of examination at the State Normal at Normal was: English, 81; mathematical, 15; scientific, 39. Total, 135.

The Board of Education at the Michigan State Normal held an adjourned meeting on the fifth of January, in order to perfect a board of examiners selected by the State Superintendent. The questions are prepared by him or under his direction, and all the answers, with the reports on them, are to be submitted to him for inspection and approval.---The editor of this department is especially anxious to receive items of educational news from various parts of the State.

Concerned if they will take some pains to send facts of general interest.---The East Aurora school board discontinued supervision in their wards last summer. A spasm of economy had seized them and they felt that they could do without the services. Without the assistance of the labors of their superintendent, so took the action noted above. After an experiment of two months they are fully satisfied of their mistake and by a unanimous vote have restored the supervision work.---The appellate court in the case of the Inspectors of School District No. 6, with the claimant, Mary B. Ewing, conducted with the directors of one of the districts in McLean county to teach school for six months for $250. At the end of three months the directors discharged her on the ground of incompetency, and she sued them. The case was tried at the close of the term, the court giving a verdict for the defendants. The jury instructed the that they were to decide with regard to her competency from the evidence submitted. If in their opinion, in the matter of the content of the certificate, she should be deemed just. If incompetent they should find for the defendants. The jury decided her to be competent, and under the instructions assessed the damages at one dollar. The appellate court held these instructions to be incorrect, and they directed the case to be reversed. Finally, they remanded it for a new trial, and instructed the jury that they should be instructed that the certificate was a public document, and possessed the model of educational intelligence required to assess the damages for the unpaid balance on her contract.

The Educational Weekly.

Miss B. L. McCabe died at her residence in Ottawa, Jan. 28, aged twenty six years. Commencing at sixteen years of age she remained in the same school for ten years, her work at different periods covering the primary and intermediate grades. Perseverance, tact, a high sense of duty modified by womanly graces endeared her to pupils, parents, and associates. She possessed in a high degree the peculiar qualities that make a model "primary" teacher.---The Educational Intelligence, printed at the M. O. Board of Education's Institute to be held at the school-house, in Golconda, on Saturday, the 9th inst: Morning session.---10. Advanced geography, river systems of N. America, Harry Cameron.---Percentage.---11. Grammar. Percentage.---12. Arithmetic. Percentage and rate given to the find, H. C. Hemphill.---2. The adj. class exercise, Pauline Clanahan. Use of the comma, T. J. Carr.---3. Adjustment.

For a petition has been read before the state legislature to prohibit old herons from holding school offices.---Supt. von Ccelli's Biennial Report receives much praise from all quarters for its elaborateness and completeness.---Supt. von Cellei, Prin. W. J. Shoup, of Dubuque, and County Superintendent, of Scott, are hard at work preparing a course of study for normal institutes for this year.---Prin. R. B. Rankin, ofavenport, has been requested to prepare the course in reading.---The Clinton Age wants the General Assembly to submit the question of a Convention for revising the Constitution to the people in June next.---The attendance at the Iowa Reform School for Girls is located at Salem in Henry county.---Supt. A. A. Guthrie, of the Iowa City public schools, is one of the officials interested in the school, and was present at the session of the Board of Education at Des Moines.---The adjourned meeting on the fifth of March to consider the question of the presidency of the University.---Thaddeus McRae, of Cedar Rapids, has been chosen for the West Point cadetship.---The Library contains 5,000 volumes, free to all students. C. W. Single will continue the publication of "The University" in the city of Iowa City during the summer vacation of 1878, beginning on Tuesday, June 25, and closing on Friday, July 5, occupying the forenoon of each day.---The privileges of the Institute are offered to members of the State Normal, to students of the state Normal, and to county superintendents. The work of the Institute will consist of special lectures and laboratory practice in elementary science. Persons intending to avail themselves of the privileges of the Institute are requested to notify the corresponding secretary, Prof. S. N. Follot, as soon as possible. Names will be registered for the several classes, in the order received, until
each is full. The privileges of the Institute are offered to the educators of Iowa free.

MICHIGAN.—The medical school year at the University having been extended from six to nine months, that department will have two "commencements" this year, one in March and one in June. Hereafter "University Commencement" will be celebrated on the first of May, when the faculty will be given to the alumni, and Tuesday to the graduating classes. The compulsory school attendance act of this state has been nominally in force for nearly seven years, but with no perceptible effect upon the schools and no general conviction of the value of the laws. The students of the University and Manual educational meetings, was waited on by his Latin class, who presented him with a silver ice-pitcher, goblets, etc., valued at about thirty dollars.

The following is the Jefferson County, Ind., 1878, which has rendered a decision in the Osbosh Normal School case, which is to the effect that neither President nor faculty have power to suspend or expel a scholar. They must, however, file a certificate with the principal that he has failed in any exercise; it could not delegate it to any person or body. We are informed that Judge Conger gave a somewhat similar ruling in the Burpee case at Janesville.

Each of the papers at Berlin contains a weekly report of the condition of the public schools of the state, and gives a general statement of the financial condition of the various school districts. The report of the J. C. C. for the week ending October 10, states:

"The total value of school property in Nebraska as estimated for the present year is $31,014,432. The total of school expenditures was $1,862,385.88. The total of school expenditures was $1,862,385.88. In 1875, there were 3,952 teachers employed (average 536 in 1870), the average salary of male teachers was $35.46 per month, and the average salary of female teachers was $31.80. There are 56,774 pupils enrolled in the schools.

INDiana.—C. S. Landrum, principal of the high school at Frankfort, and H. Kohler, county superintendent, have assumed the charge of an educational department in the Frankfort Central. The Journal says that James H. Smart, the present Superintendent of Public Instruction, has consented to remain in office at the request of the Board of Education, and has already removed to the office he now holds, and adds: "This is equivalent to saying that Mr. Smart will be the next candidate for the Democratic side of the House." Charles W. Van Cleve, of Ypsilanti, Mich., has succeeded Miss Harmon in the Ekalaka high school.
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