The Educational Weekly.

The New York Tribune, of January 25, contains an editorial in opposition to the bill introduced by Senator Hoar, proposing national aid to education. The article is entitled "Federal Interference with State Schools," and the heading itself is calculated to convey an entirely wrong impression. No federal interference with state schools is contemplated in the bill. It simply proposes the creation of a national educational fund, from the proceeds of the land sales, from patents, and from the railroad indebtedness, and the distribution of its annual income to the several states and territories through the Bureau of Education at Washington, and the channels already existing in those states and territories. It contemplates the creation of no new offices, nor does it provide for the employment of any federal officers beyond those connected with the Bureau above named. The fund is to be invested in government bonds, and the annual interest only is to be distributed on such conditions as will secure its faithful application to the purpose of aiding and encouraging the local governments in the work of educating the whole people. For the first ten years the distribution is to be made on the basis of illiteracy as shown by the census, and afterwards on the basis of the school population, the funds to be applied in the latter case exclusively to the payment of teachers' wages. It is not true as stated by the Tribune, that "there will necessarily be some official or officials constituted by the federal government who will exercise in the several states, up to a certain point, the essential powers and jurisdiction which are now invested in state superintendents of instruction." Since the local distribution is to be effected through the latter, under the provisions of the bill, no such necessity as that indicated by the Tribune can occur, and, hence, this objection can have no existence in point of fact.

The doctrine of the article in question is that every state is able to furnish free instruction to its people, so far as such instruction is desirable, and that help from without does nothing to stimulate the sentiment in behalf of education. This is a strange assumption in the face of the facts of our past experience. In the first place, it is almost universally conceded by those best informed upon the subject, that there are some states in the South impoverished by war, and by the disorganization of their industries, that are not able to furnish free education to all their children. But whether this is true or not, it is a fact that they claim not to be able thus to do. In the second place, whether either or both of these positions be true, it is a violent assumption to affirm that such states would not be aided and encouraged to make the proper exertions under the incentives which this bill proposes. To what do our state universities and agricultural colleges owe their existence if not to national aid in the form of generous donations of land? To what is the splendid development of our common school system in the new states of the West primarily indebted but to liberal grants from the public domain? These grants were made on certain conditions imposed by the federal government, and in compliance with those conditions we see liberally endowed and ably conducted universities, colleges, and technical schools, already organized and in operation in many states, and gradually coming into existence in others. We see common school systems in the West endowed with princely funds, in some cases, that rival in excellence those of some of the older and more populous states of the East. Do such facts prove that beneficiaries become negligent and dependent in the matter of education? Are not Harvard, and Yale, and Columbia, and Princeton beneficiaries? Are they negligent and dependent?

It is a somewhat novel doctrine that grants and donations for educational purposes, made under proper guards, securities, and conditions, are debilitating in their influence upon their recipients. From a careful reading of the Tribune's article we cannot make it seem possible that its author has read the bill with any degree of attention. No measure could well be more guarded in its provisions; none more simple, direct, and effective. In comparison with the Agricultural College Land Grant Bill, it is a model of perspicacity and prudent forethought in its general scope and its details. Indeed, we do not see how it could well be improved in these respects. A partisan and a politician will, of course, see objections to every measure contemplating the expenditure of the public moneys for almost any beneficent purpose whatever. But we cannot comprehend how a statesman and patriot can discover any object or provision of this bill not in entire harmony with the genius of a free government and the wants of a free people.
the general government to educate the people. Who has asked the general government to educate the people? Is the creation of a fund, and the distribution of its proceeds among the several states and territories for these purposes, educating the people by the general government, any more than distributing the public lands for a like purpose? Is not the general government based upon the intelligence and virtue of the people? Is not universal education something more than desirable in the nation at large, as well as in a portion of the states? Has it not the injunction of Washington to the people of the whole United States to "promote, as an object of primary importance, institutions for the diffusion of useful knowledge"? Does the bill of Senator Hoar attempt anything more? And does it not provide that it be done through the existing and ordinary channels, and by the usual methods? If not, then have we read it to little purpose, and we must confess to an inability to comprehend the mother tongue.

At a recent election for Superintendent in the School Committee of the city of Boston, the Hon. John D. Philbrick, who has held the office almost continuously for nearly twenty years, was defeated. This action is another shining illustration of the sense of justice, of the high-toned disinterestedness and magnanimity of the modern school board. Mr. Philbrick is a veteran educator, widely and most favorably known both in this country and in Europe. He began his career as a teacher something like forty years ago. His first connection with the Boston schools began as a teacher, in the year 1834, if we mistake not, in one of the Latin schools. Here he remained two years, when he was called to the Boston City High School as sub-master under the principalship of Thomas Sherwin, one of the ablest teachers that Massachusetts has yet produced. A year later he was made principal of the Mayhew school, then under what was known as the double-headed system, having two masters with coordinate powers, occupying two separate rooms, the pupils attending upon both alternately, one-half being with each at a time. Remaining here nearly two years, he was about to resign and engage in the practice of the law, but was persuaded to undertake the pioneer work of starting a school in the city on the single-headed system, such as now substantially prevails. This experiment was inaugurated in the Quincy school, and introduced some radical changes in the old order of things, providing among other things a separate room for each teacher and a separate desk for each pupil. Another innovation was the employment of women instead of men in many of the subordinate positions.

In the arduous task of introducing this innovation upon the old system, continuing through a period of five years, as a matter of course Mr. Philbrick met with the most determined opposition from a powerful minority of the School Board, the most conspicuous personage in this opposition being one Doctor Ezra Palmer, then as now a member of the Board! He was also violently opposed by the masters of the other schools, many of whom felt that if this scheme succeeded, their services would no longer be required, as only half the number then employed would be needed. But under his eminently wise and judicious management, the plan did succeed, and the Boston school system was radically revolutionized. When the office of superintendent was created, as it was after long discussion in May 1831, the names of several distinguished persons, and among them that of Ex-Governor Briggs, were proposed for the position.

But Mr. Philbrick took strong ground against any non-educational man for such an office, and declared his intention of retiring from the service of the schools in case any such person should be elected. That scheme was accordingly abandoned and in the canvass of a suitable candidate Mr. Philbrick's name was proposed entirely unexpectedly to himself. But he was defeated by a school-book combination because he frankly told one of its representatives that if elected he proposed to own himself. Soon after this, he was invited to Connecticut to save its normal school interests from impending destruction, which task he successfully performed. At the end of the first year he was elected superintendent of the Chicago public schools, but Dr. Henry Barnard, unwilling to lose his services in Connecticut, resigned the position of State Superintendent and secured the election of Mr. Philbrick in his place. In 1856, after a year of great labor in perfecting the school system of Connecticut, he was obliged to resign from ill health. But in December of that year he was elected to the superintendency of the schools of Boston, and has held that important position continuously, with the exception of a little more than a year, since that time.

The defeat of Mr. Philbrick is no calamity to himself, but it is a calamity to the great public interests of which he has been so long an honored representative, and it is a disgrace to the Boston school committee. It is a conclusive proof that a majority of that committee are in the wrong place, and that they should themselves at once resign and join the noble army of ward politicians, of which it is evident they are the legitimate offspring. Mr. Philbrick has served the cause of education most faithfully and honorably for nearly forty years. He has served the city of Boston, as the Superintendent of its schools, for twenty years. He may be said to be the father of its school system in its present form. His name will be associated with that system in the future more than that of any other man heretofore identified with its history. It was eminently fitting and just that his official connection with it should be continued so long as he might feel willing to serve. Justice to long and distinguished service, no less than the fair fame of the Boston school authorities, demanded this. But evil counsels have prevailed. The disreputable methods of the ward caucus, and the scheming political ring have overborne the demands of justice, reason, and the public interest. A faithful public servant, whose honesty and ability are unchallenged, has been set aside to gratify the partisan feeling of a coterie of officials who have proved themselves unfit for the work of guiding that education reform that lies at the basis of all other reforms. Such acts are simply a travesty on public justice and upon the principles of sound and wholesome administration. The School Committee of Boston and the Chicago Board of Education may now strike hands as the representatives of a system of school management well calculated to drive from the service of the schools all subordinates with brains, independence, and character enough to respect themselves, and despise those who cannot rise above the devices of the demagogue and partisan in the administration of the most sacred and important of public trusts. Star chamber inquisitions and partisan intrigues are as much out of place in a school board as in a high court of justice. In the educational service reform that is surely coming, men, or women, capable of such rank misdeeds will be left to the merited seclusion of private life. If this case shall serve to draw the attention of right-thinking people to the "true inwardness" of the modern school board, it will not be without its valuable lessons for the future.
THE OLD AND THE NEW.—I.


The public schools of this country have been subjected of late to an onslaught of criticism quite unexampled in both character and extent. The inciting cause of it is easily explained. There has been a protracted season of severe financial depression; values have shrunk; business is at a standstill; incomes have diminished; laborers seek employment in vain; multitudes once-well-to-do find it hard to obtain a livelihood—harder still to pay taxes. Whatever, therefore, is maintained through taxation, is running the gauntlet of a censorious scrutiny; and since the support of public schools is the most onerous item of our municipal expenditures, the schools receive far the largest share of this capricious attention. The prevalent restlessness must find relief through safety valves; and it seems to be a prodigious comfort to multitudes of persons who know no more about what the schools are really doing than they know about the manners and customs of the people on the planet Mars—to berate them soundly.

Of course, the weak point of the schools with these persons is the new methods of instruction. Those methods, they charge, are wretched travesties of solid, healthful schooling—deplorable substitutes for the good old ways of doing things! Oh the good, old methods "of the daddies," would we might have them back again! Under them the children were trained to think and to work; but the present system scatters their brains and unfit them for laborious and profitable study. All the weaknesses and perversities of the rising generation—the outcome of parental mismanagement, the poisoned fruit of modern conditions of society, which allow the youth to ape the habits of their elders and engage with freedom in social dissipations almost as soon as they are out of leading strings, are laid to the charge of the new methods of instruction. We, who are supervisors or teachers of the public schools, can well afford calmly to endure this unintelligent criticism, confident that the work of our schools may be trusted to vindicate itself.

But there is another class of unfriendly critics of the new methods, whose strictures exhibit no more practical knowledge of school work than those of the critics just adverted to, but which are creating a great deal of disturbance, and therefore are not to be quietly endured. I mean gentlemen holding prominent educational positions, such as college presidents and professors, who by virtue of their high rank among educators, are possessed of commanding influence with many of those who have charge of public schools. Their personal repute prevents the character of their criticism from being carefully scrutinized, and an uneasy impression is created that the new methods are merely the tentative applications of a rash experiment which has worked very badly; and that they had better give place to the old ways they have dislodged. Of this cast is the lecture read before the North-Eastern Ohio Teachers’ Association by Prest. Hinsdale, of Hiram College, a year since. It is a studied depreciation of the elementary schools of the present day in comparison with those of from fifty to a hundred years ago. Yet it is manifest from beginning to end that the author has no practical acquaintance with the school he stigmatizes, for he does not draw for his data on personal knowledge in a single instance. His only authorities are Prof. Peabody of Harvard University, Prof. Church of West Point, and a mother who said once on a time in company that she learned faster when at school than her children are doing. Furthermore, the qualifications which he is fair enough to subjoin to his charges fully offset all their damaging force; so that the only residuum is the virus of his personal prejudice. I marvel that the address excited so much feeling among a body of teachers familiar with the real state of existing schools, and was thought worthy of publication.

Of the same cast—if he will allow me to be so frank as to say it—is the comment of the "0" editor of the WEEKLY * on President Hinsdale's address. Here again we have deprecative suppositions, rendered injuriously affirmative by the weight of the "0" editor's personal character, which are the exponents, not of practical experience, but only of what two or three other men have said.

Now this manner of treating so important a subject, I respectfully but firmly insist, is decidedly wrong. If the reformed methods are to be attacked, let it be by those who have investigated for themselves; who can illustrate their positions with facts drawn from their personal observation; and furthermore, who, when they are disposed to make comparisons between the present and the past, will be candid enough to take into view the defects of the old-time schools, as well as their merits, and the merits of the schools of the present day as well as their defects; and will be equally discriminating in respect to the circumstances under which the schools in all populous localities are now necessarily organized and maintained, as compared with those under which almost all free schools were taught fifty years or more ago; that so radically different the two as to render again.

And if, in addition to familiarity with existing school systems and schools, the critic received his personal education in the old-time public schools,—such as are set in contrast over against the schools of the present day—he will be conditioned to arrive at intelligent and candid conclusions in the premises.

Being personally thus conditioned, and I trust free from any bias of prejudice, I propose to put before the readers of the WEEKLY a plain, faithful statement of what the changes are which have been effected of late years in the work of the better class of elementary public schools in New England, tabulating the old ways and the new ways side by side, so as to afford opportunity to contrast them intelligently in detail. I begin with the primary schools.

PRIMARY SCHOOLS.—THE OLD SYSTEM.

Fifty years ago—which seems to be accepted as the dividing line between the present and the past, in connection with school history,—there were few public primary schools in New England. This class of schools was first organized in Boston in 1819, as a measure of actual necessity—for no child could enter a grammar school unless he had reached the age of seven, nor then, unless he "could read the English language by spelling the same." The consequence was that large and increasing numbers of children were growing up in ignorance and idleness. The institution of such schools elsewhere was gradual and slow, dependent on the same circumstances which induced their formation in Boston; that is, the exigencies of rapidly growing and populous communities.

What were these old-time primary schools? What, indeed, until within a comparatively recent period were the new time primary schools? Such of their teachers as may still survive retain, I doubt not, vivid memories of their monotonous and wearisome routine. They had only three prescribed exercises, reading, spelling, and numbers; and these were severally prosecuted

by arbitrary methods which rendered them as distasteful as possible to the learners.

The laws of nature were systematically and cruelly outraged. The only occupations of the scholars were rote lessons in connection with the three subjects of study, and they were compelled to pass the greater portion of their time sitting in silent and tiresome idleness. The harassing problem was ceaselessly pressing speedily; and recitations were often prolonged—the length depending on the number of children to be heard—until both minds and bodies were well nigh exhausted.

Moreover, the number of children allotted to a single teacher was something fairly abominable. Eighty, in many localities, was the minimum number to admit of the appointment of an assistant teacher, and rarely did the attendance of even this crowd secure the needful help. It was a common thing for from 90 to 100 little ones, whose ages ranged from five to seven years, to be herded together under the care of one poor woman, who was to govern and teach them all!

Such were the circumstances under which the primary schools of the former days, so warmly eulogized in comparison with those of the present, performed their work. In my next paper I shall present a picture of that work.

A CHANGED ISSUE.

The Weekly and its readers will notice readily that I have expressed no opinion upon the question of fact at issue between Dr. C. H. Fowler and Prof. E. C. Hewett. If the latter had raised this issue (Weekly, Nov. 8, 1877,) without traveling out of the subject to add unnecessary and unjust accusations of conductors of colleges on benevolent foundations, his communication would have passed without criticism. It was of the foreign matter I spoke; and on the question of the taxation of poor, or rich, for high schools, expressed no opinion. He now invites me to stand with Dr. F. for a certain position on that subject. I respectfully decline to have any position on any subject made for me. In all matters of opinion men choose their own, and take it when they think best to do so. In the point on which he gathers statistics I have no particular interest; there are far more important ones respecting high schools, in the judgment of most men, as all will presently see. I should not take the trouble to say this, but for my knowledge of the tactics of certain disputants. It is not to be said that by silence I accept Dr. Fowler's assertion, or any other. Being party to no such criticism on high schools, or any general assault upon them, I have simply and only made my protest that men whose interests are with state institutions shall not bear false witness against those laboring for other institutions, founded in a deeper philanthropy and a wider public spirit, as having begun a conflict on theories of higher education forced upon them by the encroachments and spirit of the other party, or as being responsible for attacks upon high schools made by very different persons, or as being actuated by self-interest above those whom they help support by their taxes, while they pay their own bills.

Iowa College, Feb. 8, 1878.

GEO. F. MAGOUN.

TEACHERS IN FRANCE.

Prof. ALFRED HENNEQUIN, Principal Michigan Military Academy.

I ENDEavored to give, in a former number of the Weekly, some general outlines of "Educational Institutions in France," pointing out the advantages the French government educational plan might be said to have over the American system of graded schools and universities. I now propose to speak about the different grades of teachers in France, hoping that this paper may be read by some of our leading educators, and hence tend to bring about, in a future more or less distant, a radical reform in the appointment of teachers. And first of all, let me ask one question: Ought a teacher to expect to ever become rich? Taking it for granted that this question will be answered in the negative, I pass on to another question: Should not teachers who have fulfilled their duties faithfully for a certain number of years, knowing that they would be left off—financial—when they could no longer teach than when they began—should not such teachers be rewarded for past services?

This is the point I propose to discuss, while speaking, in a general manner of teachers in France.

Those who read the paper referred to above will remember that the government or public school system in France is divided into four grades, 1. Primary schools; 2. Colleges and Lycées; 3. Universities; 4. Special post-graduate schools. There are, therefore, four grades of teachers in France: 1. Primary teachers; 2. College and Lycée teachers; 3. University teachers; 4. Special teachers. All these teachers, of whatever grade, are appointed by the Minister of Public Instruction, who stands at the head of education in France. His principal duties are to decide upon the courses to be pursued in the different grades of school, and to determine upon the merits of teachers as will be shown further on. He is assisted, in this work, by Inspectors, whose duties will also be spoken of in this paper.

Teachers of primary schools have to pass the following examinations, before they receive an appointment. Since there are two grades of primary schools, there are two corresponding examinations. For the first grade, the following is required: 1. Reading, writing, and spelling; 2. Outlines of the world's history; 3. Outlines of the world's geography; 4. French grammar; 5. Arithmetic; 6. Roman Catholic Catechism. For the second grade—1. The same as the above requirements; 2. Algebra; 5. Surveying; 4. Geometrical and topographical drawing.

Teachers who have passed the examination of the first grade are sent to villages or cities where their services are required. This may be hundreds of miles away from their homes. They take charge of the village school, and instruct all the boys and girls who attend school. If the pupils are too numerous for one teacher, two teachers of the same grade are sent to the same village. If they are detailed in a city, they are then mere assistants to teachers of the second grade. Teachers of the second grade always have charge of city schools, and have, frequently, as many as four or five teachers of the second grade under them. Teachers of the first grade receive a salary varying from $60 to $200; those of the second grade receive a salary varying from $200 to $400 per annum. The villages and cities themselves are divided into different classes, and a teacher may be a primary teacher of a village of the lowest class, or of a city of the lowest class, and gradually go up the ladder; that is to say, beginning with $60, on the one hand, or $200, on the other hand, and finally receiving, in the first case, $200, and in the second case, $400 per annum. The school house is the teacher's home. The buildings are large and commodious, and comfortably furnished. House-rent being quite an item in France, teachers find it very convenient to have no house-rent to pay.

Inspectors visit, four times a year, certain schools, and, after each visit, send a report to the Minister of Public Instruction. If these reports be favorable to certain teachers, they may be certain to receive a higher appointment at the end of the term. If, on the contrary, these reports are not favorable to certain teachers, they are sent to villages or cities of a lower grade, and hence their salaries are reduced. It is not as unfrequent that a teacher, receiving

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London thought probably written in Lynn. Boston would build a monument to such a man, and Salem would celebrate the centennial of his birth with great eclat.

Another volume by a native of this ancient town was shown me by the same enthusiastic lover of choice books. It was Mr. Isaac Newhall's attempt to solve the riddle, "Who was Junius?" It is a work which displays much research scholarship, and ingenuity. But his thesis in favor of Lord Temple is not generally accepted. Mr. Newhall was a native of Lynn. His book was issued in London, as well as in this country. Another very quaint and interesting volume in this library is "The Simple Cobbler of Aggavamn." This is a most zealous defense of the religion and church of those stern and intolerant, but unselfish and heroic men who first settled New England. Yet it is witty and amusing. It went through many editions in England before it was published in Boston, and was very much sought for in both countries. Perhaps the work I should select from this book-loving friend's library as the one most to be desired would be the beautiful edition I saw there of Johnson's Dictionary. What a monument to the might of the human intellect! Here is perhaps the greatest source of that knowledge of our mother tongue which makes possible the more modern and more fashionable lexicons of to-day. This book is just as its great author left it, with his whimsicalities embalmed there, together with his boundless love and his acute analyses. His well known definition of "cost," his bitter reference to Dryden in "mackerel-gale," and his Latin salutation to Litchfield—his native town—are examples of the way he allowed his personalities to invade the province of the great author. Scarcely another man that ever wrote could have done such a thing with impunity. They now add value to Johnson's Dictionary.

But I turn from old books to new. "His Own Master," one of Lee & Shepard's Lucky Series, is one of the raciest things I have lately read. J. T. Trowbridge is a fascinating story-teller, and his stories are full of sound instruction. That the typical American boy is in too much haste to become his own master is what all teachers notice and deplore; and we hope, so far as they can, endeavor to counteract; for inglorious failure is the notoriously frequent result; but here is a boy upon whom this self-responsibility was pretty roughly thrust, yet he proved equal to it, and developed a splendid manhood.

I do not like "Just His Luck" so well; but it is said to be by a famous author, and is truly an ingenious and pleasing story.

One of the most attractive of the many choice books that James R. Osgood & Co. are constantly publishing is "The Bride of the Rhine, or Two Hundred Miles in a Mosel Row Boat." It is full of illustrations, and one may well be uncertain which to admire the more, its artistic or its literary beauty. We may well tire of the beaten paths of European travel, and pray that every tourist may not feel bound to write a book; but Mr. Waring takes us to a novel and enchanting region and makes us enjoy it with almost the intensity of his own enthusiasm. By contrast partly, and partly by an equally picturesque style, he reminds us of Thoreau, and of that eventful week on the uneventful Concord and Merrimac. Thoreau could create novelty and enchantment wherever he went. Earth had no deserts to him, nor dead seas. He could find flowers anywhere, and pull fishes out of every stream, make a snow-ball of red snow, as easily as he could pick up an Indian arrow-head or, despite the inconstancy of the seasons, compute the exact day for the blossoming of a dandelion or a hollyhock. He may safely follow Mr. Emerson, who, of course, is too great to be deceived or to purposely exaggerate. Mr. Page, also the author of a late elegant memoir of Thoreau, published by Osgood & Co., looks through Emersonian spectacles, and of course clothes his hero with transcendental qualities. But the book is a handsome decodromo, written in a finished style and presenting its theme so as to edify the thousands throughout the land who admire this singularly gifted man.

The East.

BOSTON LETTER NO VI.

I have always had a passion for rare old books, and will mention a few which have interested me much of late. I do not believe I have entered a library new to me, for many years, without wondering whether it contained a copy of that rare little book—"Dennie's Lay Preacher," so deep an impression did this genial writer make upon me in my childhood; so much I loved to read over and over many times contain fugitive pieces, as the sermon on night in the "American First Class Book," before I knew where to find the volume from which they were taken. At length I found it, a diminutive and neglected book, in the old circulating Library on Market street. This volume with many others which have decended from the same respectable source, is now in our Public Library, and, though not often called for, gives more value to that collection than many a score of other books which the fashion of our times demands. It is a collection of wise and witty, piquant and pithy homilies. These sermons are strictly biblical, though they savour not of the pulpits. Their author, eighty years ago, was a recent graduate of Harvard, a lawyer too, who was quickly tire of his profession, and who was then editing a small paper in Walpole. He was an enthusiast in literature. He soon commenced his obscure sheet to the tastes of the best class of readers, and not very long afterward it became a literary sensation. This talented man lived but a few years, yet long enough to place his name among the foremost writers of his times. * Until recently I had seen but one copy of this book. I have inquired at many antiquarian book stores for it, but my failure to find it has been fully equalled by my inability to meet with one of these literary hacksters who had ever even heard of it.

I had an agreeable experience in finding in a friend's possession a copy of "New England's Prospects." I was not aware that this curious record of our earliest times was owned by any one within the township of which its author was one of the original settlers. I sometimes think we do not make enough of the fact that the first volume which in any sense can be called an American book was produced by one of the founders of our town. It was published in

London covers 700 square miles and contains 4,000,000 of inhabitants. It contains more Jews than the whole of Palestine, more Roman Catholics than Rome itself, more Irish than Dublin, and more Scotchmen than Edinburgh. Upwards of 300 persons are daily added to the population, a birth taking place every five minutes and a death every eight minutes. Of streets, 28 miles are opened every year, and 9,000 new houses are built each year. The port has every day 1,000 ships on its waters, and 9,000 sailors. In its postal there is a yearly delivery of 23,800,000. On the public register there are the names of 120,000 habitual criminals, and 38,000 drunkards are annually brought before magistrates. About 1,000,000 of the people are practically heathen, wholly neglecting the ordinances of religion.
Home and School.

This department is designed for the instruction and entertainment of parents and children.

HOW THE AFFECTIONAL and SPIRITUAL NATURE OF CHILDREN IS CULTIVATED IN THE KINDERGARTEN.

To the Editor of the Weekly:

I T IS not Christmas day yet, but our Kindergarten had their Christmas Festival Dec. 21, from 5 o’clock till 8 P. M. (for the real Christmas should be celebrated in the family circle). We had a lovely day, and every one seemed to enjoy it. The children left as free and happy as if they were entertaining company in their own homes.

The programme was as follows: 1. Song of welcome by the little ones. 2. Reciting of verses, one by each child, repeated in concert by all. 3. Movement games with singing in German and English. 4. Christmas Anheim with solos. 5. Marching with and without flags—organ accompaniment. 6. Distribution of presents made by the children in the Kindergarten for their parents. 7. Christmas story, written and recited by myself. 8. Appearance of “Santa Claus” with gifts for the poor children from the Foster Home. 9. Song by the Foster Home children.

STORY OF FIVE LITTLE TRAVELERS, AND WHAT THEY SAW ON THEIR JOURNEY.

There was once a dear mamma who was sitting in a rocking chair before a bright fire. On her lap sat a little girl, whose name was Lulu. It was getting dark, and she was tired of playing with her little brother Georgie, and now she was begging mamma to tell her a story or sing to her one of those pretty little songs with mottoes, which Froebel has given to mothers to amuse their little ones, and which this mamma had learnt to sing.

“Yes, ye, mamma,” exclaimed Georgie, sitting down on a cricket at her feet, “tell us some more about those five little travelers, what they saw on their journey at Christmas time.” “Who is that?” said mamma, drumming her fingers on her work-table (or upon the window pane).

“Down in the street five little men I see, They are tying their horses to a tree. Come in, come in,” said mamma dear, “and warn you by the fire here. These little children would like to hear What you saw in your travels far and near. Ah! here comes one bowing so fine. How do you do, little Thumbling mine? Pray tell little Georgie where you have been, And tell little Lulu what you have seen!”

“Oh,” said Thumbling (bowing all the time), “I saw the prettiest sight the other day, I was passing the corner of 8th and K streets. The wind was driving the rain into my face and I was quite in haste to get home, when I heard singing. I stopped a moment and looked over the stained windows (the upper part of them being left clear) into a large room, where three rows of children sat on pretty carpet chairs before some low, square ruled tables, working away as happy and as they could be. I watched one little fellow, who was working some slanting lines with green worton on a piece of pink Bristol board. Every time he put his needle in one of the punctured holes he held it up and inquired, ‘Is that right?’

Another, a little girl still younger—she could not have been over three years old, would not allow a young lady to take one stitch in her work to help her; no indeed, she would do it all herself. The ladies were busy enough, threading needles, making knots, and rapping out the wrong stitches. What does it all mean? I had always thought that to work was not pleasant for little folks. But there is a little fellow crying in this happy company, he is being punished for troubling another child, by having his work taken from him. I would like to have stayed there to watch this busy little company for a longer time, without noticing the rain; but seeing others so busy brought to my mind that I too had some work to finish before Christmas, so I hurried off. Good by, good by, Georgie, Good by Lulu.

“Baa, baa, what is that, coming now, Making such a pretty bow?”

“Tall Fore-finger is my name; To take a little rest I came.”

“I’m glad, dear Sir, Sit down right there.

These little children would like to hear, What you saw in your journey far and near?”

“I don’t know that you will like to hear what I saw one day, as I was passing at the corner of a street, where stood a large building with flower-pots in each window. I saw four or five little children with their noses pressed flat against the window panes trying to get a peek at the happy little singers inside; soon some other children came along, a little larger and somewhat better dressed, and they pushed those who were first; for they also wanted to see all they could, as long as they could not belong to the happy company inside the room. But now a lady opened the glass doors. The little bare-footed children quickly dodged round the corner of the street, out of sight; the others stepped back somewhat ashamed.

"Would you like to come in to visit our kindergarten?" the lady asked, ‘Come in.’ The children shook their heads, no. ‘Well, then you had better not stand round these windows; for there is a policeman who makes it his business to watch here, that no one shall disturb the scholars, and he might think you had. I should feel sorry to learn that he had taken any of you to the station house.’ What a pity, I thought, that these little things must be running and fighting round in the streets, when there are institutions in the city, where such little children are taught to love work, and be happy by being kind and gentle to each other. So much money is given every year for so many schools for larger boys and girls; but if people only knew how much evil could be prevented by gathering the poor little children into the kindergartens, there would be plenty of legacies and bequests to found free kindergartens all over the country.

“Good by now dear children; I cannot stop to-night to tell you anything more.”

“Look, children dear, Who is coming here? Tall middle finger, how do you do? We want to hear some news from you. We are glad your happy face to greet; What have you seen that is pleasant and sweet.”

“It was night, when I came trotting along my white horse. I saw a light in a large room; I got down from my horse and looked in. There were quite a number of ladies, two gentlemen, some little girls, and one little boy. Why what a variety of things were lying about in the room. Paper, gold and silver, blue and red, ribbons of every color of the rain-bow, silks, and kindergarten embroideries. One lady was getting to another some weavings to paste, and to another some ribbons to pleat. One young lady was making a pretty dress for a little child. ‘Mamma,’ she said, ‘I don’t like to give to one of those Foster Home children, whom you have invited to our Christmas Festival, simply something to put on. I ought to have some book or toy to go with this.’ ‘Let me give them something to play with,’ said the little girl, standing near Mamma. ‘So you shall, dear; you may give them a little cunning toy rabbit, which I was going to give you. Susie,’ she said to another daughter who was sitting with her knitting in a corner of the room, ‘Come and help us; our Christmas does not come for a week, and after our party you shall have all the time you want to finish your presents for the family.’ But I could not stop any longer, though I would like to have listened to some music a visitor was just preparing to play on the piano, and help them a little with their work, as I saw the other gentlemen doing, writing invitations, etc. Good by, good by, dear children, I must be off.”

“Here comes a little fellow,
With something bright and yellow,
Slipped tightly over his skin.
Let’s quickly call him in,
His story to begin.”

“Good evening, dear lady (the Ring-finger must be bowing as best it can), and you dear children here. Thank you, this is comfortable. It seems very pleasant to sit down after riding for such a long while.”

“What is your name, dear sir?” asked Lu,
“We’d like to hear some news from you.”

“My name is Ring-finger, and I am very glad to have such good news to tell you. You have seen my little brother Thumbling, and he told you of the pretty sight he saw in the National Kindergarten at Washington. Well, I saw these same little girls and boys growing up to be lovely women and good men. They were talking together, and selling each other how much better and happier they were for having been to a kindergarden when they were little children, and by and by I saw the youngest lady take the arm of the eldest, most benevolent looking gentleman, and go with him from one to another in the company, and each one put in to a silver bow, which she held in her hand, all the money he had in his purse. What do you suppose they were going to do with the money? Why, they were going to have a free kindergarden opened for poor children; but I could stop no longer, so I hurried away, feeling so glad, and rejoicing in my heart. It was a dream that I had, but I know it will come true by and by.”
"Gosh! by good by! I have some distance yet to trot on my little pony before I reach my home." 

"Wouldn't that be splendid?" cried George. "I will give them all the pennies in my savings bank."

"But who is that little dear, who is taking quite a fancy to you?" asked His Grace in quite a gentle way. "He's taking off his hat to you. He's coming in, how do you do?"

"My name, dear lady, is Little-finger (bowing low). I've come to present my respects to you, and bring you some good tidings too. I saw a sweet, a lovely sight. Some bare-footed little children were going into a very nice-looking house, others went in after them. I was quite curious to know what business they had in there. They all went in a little nearer to them. Could they all want to go begging at the same house? I followed them into a very cozy room, where a pleasant looking woman held a soft sponge under a faucet, and washed the little hands with soap. A young woman held a white apron ready, which she would allow to roam the streets, and grow up in wickedness, if it were not for the care and attention she gave to the little waifs. Some of these ladies are also paid from this fund, but others receive no pay, being glad to help us for the sake of learning how to conduct a kindergarten! How I wished my name were known to me! I would remain a while longer, but I had to be off; however, my business brought me to the same house two hours later, and glancing over the high fence, I saw this busy little company, some with spades, others with little rakes or wheel-barrows, while others were weeding, each one his own little garden; some of the larger ones were busy in the middle of the garden, a pretty piece of ground laid out in the shape of an octagon, which seemed the common property of all. 'This little violet is for mamma,' I heard a little wee totty say. 'I am only waiting for the other bud to grow a little larger, before I pick this one off.'

"How I wish we could see them too," cried little darling Lou. "Thank you for calling," said mamma dear. "Come in whenever you are near."

"Gosh! by good by! I must stay no longer now."

"That's right, your little finger should make a pretty bow."

I had hardly time to finish my story before "Santa Claus" made his appearance. The young lad who impersonated Santa Claus, with long white beard, shaggy eye-brows, and white hair cropping out from under his fur cap, and with toys hanging all about him, seemed so real to the little ones, that some of the younger children began to cry; but when he gave to each one some gift, they soon smiled, and even shook hands with him.

His gifts had all been brought by the scholars, and their eyes twinkled merrily as they recognized each one the toys that had been brought by them.

How grateful I felt, that I was permitted to be instrumental in laying up such joyous memories in these dear children's hearts and thereby bringing "God's Kingdom" a little nearer to them.

Vacation was never more welcomed than at this time, after spending so many busy days and evenings in making up the children's work into wall bags, card cases, needle books, pin cushions, and corncob pipe, for their parents. The stand on which we hung them looked bright and beautiful I assure you. Eighty gifts were hung thereon.

Yours most sincerely,

LOUISE POLLOCK
Kindergarten Normal Institute.

Tutes and a State Normal School. The following circular has also been issued:

Teachers of Ohio—Shall we have a State Normal School in Ohio? One of the wealthiest and most cultured of our public schools in names of modern art and invention? One representing in its organization all the national system of education? One that shall echo from its halls the concertaneous voice of the profession? One to which the young teacher may resort for that preparation which experience alone can give? One that shall represent the true science of education and the true art of teaching, as developed by study and practice? One that shall be an honor to our state and a blessing to our country! Or shall we allow the sacred interests and duties that cluster about the chosen profession of the Teacher? Must we have a more general bearing upon the national welfare, and the happiness and prosperity of our people—to drift away into incompetent hands; into mere catch-penny concerns, normal classes, normal departments, and private normal schools, so-called, none of which, from the very nature of things, can do the work either well or at all? Shall we, I say, suffer these sacred interests, that so much concern our children and the world, to become the badge of quacks and charlatans? It is for us to say. Your attention is called to a memorial, now in circulation, to the pre-eminent Legislature, for the establishment of a first-class Normal School in some central part of the state. I have taken the field in the interest of such a school, and of that class of educational literature which will most likely effect our purposes; among which are the Ohio Educational Monthly, the New England Journal of Education, The Educational Weekly, of Chicago, and others, all representing the best educational talent in the country. I hope to visit your county, or in order to confer with you on these subjects, and, if possible, to awaken a greater interest in them. The following will show the deep interest some of the leading educational men in the state take in these matters.

"To the Teachers of Ohio, and all others whom it may concern:"

"The undersigned take pleasure in saying, we have known Prof. John Ogden many years and have entire confidence in his honesty, integrity, and practical knowledge of educational science. He has contributed articles to the leading educational journals, and is an impressive lecturer. He has spent half a lifetime in the study and practice of educational philosophy, as applied to normal schools. Perhaps no man in the state is better prepared to give moral and mental training to the children and to the other, and an impressive lecturer.

He is now at the head of the Ohio Central Normal School, a private institution that reflects the true principles and methods of a thorough professional Normal School. We heartily approve of his projects to secure for Ohio a State Normal School. We are happy to announce that the School is now in good standing, and a donation given to the Memorial to the Legislatures, shall be an honor to our state and an inseparable agency in the work of normal instruction. We earnestly commend him and his enterprise, both public and private, to all friends of educational progress in Ohio.

"Hon. J. J. Burns, State Commissioner Common Schools, O."

"Hon. J. J. Burns, Ex-State Commissioner Common Schools, O."

"R. W. Stevenson, Superintendent of Education, Columbus, O."

"Geo. Twiss, Agent Metric Bureau, Columbus, O."

"John H. Hancock, LL. D. Sup't. Pub. Inst., Dayton, O."

"Editors of many newspapers, and others, are requested to insert this notice, together with the Memorial, in their papers, and in other ways, to give as wide circulation to them as possible."

"JOHN OGDEN, Principal Ohio Central Normal School, Worthington, Ohio."

By the courtesy of the Hon. Adam Crooks, Minister of Education for Ontario, we have the Annual Report of the Normal, Model, High, and Public Schools of that province for the year 1876, just issued. The main body of the work is occupied almost exclusively with statistical matter, and the appendices with extracts from the reports of Inspectors of High Schools, orders in council, decisions of the Minister, etc. Some of the matter included appears quite unique to a reader in the States, as the "Summary of maps, apparatus, and prize books supplied to the counties, cities, towns, and villages during the year;" the statistics relating to "superannuated public-school teachers" and their pensions; the Roman Catholic separate schools; the Educational Museum; and other topics. The Government Education Depository at Toronto despatched $60,834 worth of library, prize, and school books, maps, and apparatus for public schools during 1875. The operations of this arm of the service, and the character and utility of the Museum (as remarked in this Report), may well command the attention of educators on this side of the Dominion boundary. The schools of the province seem to be in a highly flourishing condition. One of the most interesting parts of the Report just mentioned is the dealings of the department with a pair of official examiners in the county of Dundas, for permitting the use of certain examination papers by candidates before the day of trial. Upon full inquiry by a competent commission, the two examiners, both Head Masters of High Schools, had their certificates of qualifications cancelled, thus revoking their appointments, and a number of teachers whom they had certificated were required to be reexamined. From another source we learn that since this affair, a considerable number of first and second-class certificates have been granted to teachers who had illegally obtained previous use of the examination papers. The punishment in these cases has fallen chiefly upon the candidates, forty-one of whom have been convicted at an average of $55 fine and costs in each case.

Notes.

GENERAL.—Professor John Ogden, of Ohio, has set about the work of educational reform in this state with an earnestness and zeal which betoken success. As the basis of true reform lies in the common school, and as the character of the common school is determined chiefly by the teacher, Prof. Ogden aims first to secure for the teachers of Ohio better facilities for fitting themselves to do their work efficiently and well. He has organized an educational campaign, and is now carrying it on throughout the state. A memorial to the state legislature, now in circulation, is published in our state departments. Prof. Ogden makes special arrangements with county and city superintendents by which he may address the teachers on the subjects of ins-

The Educational Weekly.
Evaluating the educational intelligence of a young individual immediately after graduation, he was appointed principal of the high school in his native city. He took office in 1872, to Miss Helen Clate, of Normal. Into his work he threw all the devotion and enthusiasm of his loyal heart. His ambition was unsatisfied with the mere teaching of textbook facts, and he aimed to impress upon his pupils the importance of the. problems presented in the classroom, and to prepare them for the highest positions of their natures. His success was large. Like every true teacher, he was an indefatigable student. Upon the foundation acquired at school, he built up a system of teaching, the validity of which he hoped some day to have a chance of testing. Whatever might posse: the years after four years of intense activity at Watskota, he took charge of the Lexington schools. With a kind of fierce energy, he threw heart and soul into the duties of his new position. The sequel could be: naturally forecast, the result, the following spring, that any months of labor, he was suddenly prostrated with hemorrhage of the lungs. He relinquished his position, and returned to Normal, the home of his wife's mother. Here he slowly rallied, and regained so much of his strength as to take charge of two of the Normal schools. But he was unequal to the task, and the dreadful hemorr:he returned about the first of November. Hoping to stay the progress of the disease, he went to the mountain region in the hope of finding the health atmosphere. His last letter addressed to Prest. Hewett was full of hope and good cheer, but on the morning of February fourth all were shocked by the unexpected tidings of his sudden death. His funeral took place at Normal February seventh, and was attended by a large number of students and friends. His remains were gently laid to rest under the trees of the sad city of the dead. Thus upon the threshold of a noble career, with a heart full of hope and love and good will to men, with his eager face aflame with high purpose, he passed away, teach:ing amid the herds of children, having earned the summons of the Master and "entered into rest." To the stricken wife and family are tendered, as well as feeble words can utter them, the heartfelt sym- pathy of those who loved him in the Highest region of the heart.

Michigan.-Frank Blackburn, last year principal of the High School at Pontiac, is now teacher of Latin and Greek in the Boys' High School, San Francisco, at a salary of $1,400. His sister, who was also engaged in the High School, is living in the same city, also teaching Latin, for whom his brother-in-law, D. L. Buzzell, is principal. The association of City Superintendents, at its last meeting, elected Supt. C. A. Gower, of Saginaw City, president; George A. Baker, of Paw Paw, vice-president; and T. W. Crissley, of Flint, secretary. The association has promised to hold a meeting during the summer vacation, perhaps before all. Superintendents and superintendent: principals of graded schools are eligible to membership. The Regents of the University met Jan. 22. A motion to reduce all salaries above $1,000 per year, except those which had already arranged, was passed. A committee was chosen to report at the March meeting. Miss Elizabeth Farrand was appointed assistant librarian at a salary of $400. Assistant Professor A. H. Pattengill was granted leave of absence from the end of this semester till the opening of the next college year, for the purpose of studying in Europe. Professor M. A. Halsey has relinquished the scapel and mortar for the present, to accept a more lucrative position elsewhere. He has, in fact, engaged to be the Principal of Ellsworth High School until the end of the coming year, a salary for which he is eminently fitted. The inadequacy of the two little places is well known. The next meeting will be held at Ellsworth to meet the want of competent teachers for our public schools is acknowledged by the Governor. The suggestions of the Superintendent of Schools are recommended to the attention of the state legislature, especially the one of appropriating an amount of the state money for the support of schools, according to the number of scholars, and apportioning it on the basis of the aggregate number of scholars on the basis of the aggregate number of days of attendance. The State Agricultural College asks for a total appropriation of $16,066.46. Of this, $9,586.46 is for running expenses and $6,500 for permanent improvements, shops, etc.

The school committee of Portland has passed an order requiring the principals of the various schools to report every month the number of pupils on whom they have inflicted corporal punishment and the various offenses for which the punishment was inflicted. The school committee of Indiana has united in marriage in Aug., 1872, to Miss Adaline A. Stockwell, of Maysville, is a student in the Woman's Medical College, in Philadelphia. The Legislative Educational Committee have voted to report a bill establishing a county board of school examiners, something akin to the territory at present occupied by the State Board of examiners for teachers of the public schools, like the state board proposed by Superintendent Corbhill. The State Teachers' Association, at its recent session, unanimously approved these resolutions. The school career at Bangor is progressing. The first meeting at Searsport. O. W. Lane, of Searsport, was chosen president. Resolutions were adopted in favor of the appointment of a County Board of Examiners for teachers; in favor of town supplying pupils with text-books, and in favor of abolishing the school tax. The savings bank trustees of the state were opposed to removing the savings bank tax from the school fund. The association adjourned to meet in semi-annual session at Belfast the middle of next May.

The school committee of Bangor remonstrated against the proposed county board of examiners for teachers.

Illinois.—There will be a meeting of the Executive Committee of the State Principals' Association at Mendota, Feb. 22. Any suggestions which teachers may make in reference to the programme of the next session of the Association will be most kindly received by J. H. Freeman, Chairman Ex. Com., Polo, III. Since our last number, another teacher has dropped out of line, and joined the ranks of the "silent majority." By a singular coincidence, he was, at the time that his health failed, principal of the Lexington schools, a position which was for some time held by Mr. Poor, whose death we noticed last week. Samuel W. Paisley was born in Golconda, Illinois, in 1846. Orphaned at the early age of three years, he was reared by an uncle. His early life was devoted to manual labor, and his circumstances were such that he enjoyed few opportunities for. educating himself. He answered the call to the field of work, and although very young, he entered the Union Army. After the close of the war, he attended the academy at Friendsville, and for several years thereafter taught in that school, and in a neighboring school, with characteristic energy, to fit himself for his chosen profession. In September, 1872, he entered the Illinois Normal School, and graduated with his class in 1872. During his life as a student he won the high esteem and confidence of his instructors and fellow-students. His was a life of intense study and enthusiasm for his profession. He was fitted as few men or women are, to perform the delicate and difficult task of teaching the young. Immediately after graduation, he was appointed principal of the high school in his native city. He took office in 1872, to Miss Helen Clate, of Normal. Into his work he threw all the devotion and enthusiasm of his loyal heart. His ambition was unsatisfied with the mere teaching of textbook facts, and he aimed to impress upon his pupils the importance of the problems presented in the classroom, and to prepare them for the highest positions of their natures. His success was large. Like every true teacher, he was an indefatigable student. Upon the foundation acquired at school, he built up a system of teaching, the validity of which he hoped some day to have a chance of testing. Whatever might possess him, after four years of intense activity at Watskota, he took charge of the Lexington schools. With a kind of fierce energy, he threw heart and soul into the duties of his new position. The sequel could be: naturally forecast, the result, the following spring, that any months of labor, he was suddenly prostrated with hemorrhage of the lungs. He relinquished his position, and returned to Normal, the home of his wife's mother. Here he slowly rallied, and regained so much of his strength as to take charge of two of the Normal schools. But he was unequal to the task, and the dreadful hemorrhage returned about the first of November. Hoping to stay the progress of the disease, he went to the mountain region in the hope of finding the health atmosphere. His last letter addressed to Prest. Hewett was full of hope and good cheer, but on the morning of February fourth all were shocked by the unexpected tidings of his sudden death. His funeral took place at Normal February seventh, and was attended by a large number of students and friends. His remains were gently laid to rest under the trees of the sad city of the dead. Thus upon the threshold of a noble career, with a heart full of hope and love and good will to men, with his eager face aflame with high purpose, he passed away, teaching amid the herds of children, having earned the summons of the Master and "entered into rest." To the stricken wife and family are tendered, as well as feeble words can utter them, the heartfelt sympathy of those who loved him in the Highest region of the heart.

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arc, however, requested to write the chairman of the local committee of the
district to which they wish to attach themselves, at an early day, and state whether
they will attend or not. The members of the State Board have been assigned
to districts as follows, viz: First, John S. Irwin; Second, John S. H. Henninger;
E. E. Little; Third, A. T. C. Pinkney; Fourth, E. A. Brown; Fifth, G. F.
Brown; Seventh, Lemeul Moss. The State Superintendent will spend one day
at each of the meetings, if possible. It is hoped that every county super-
intendent in the state will appoint one or two local committees of three
in each county to assist him in the meeting, for exchange, copies of circulars,
blanks, etc., which he may have issued for the use of his teachers or school
officers.

WISCONSIN. — Hon. G. C. Hixon and P. S. Elwell Eng have resigned their
positions as members of the La Crosse School Board. Mr. Hixon was Presi-
dent, and has been on the board several years, and has been very effi-
cient members. There is some excitement about a proposed new High School
building.--The Governor is reported to be strongly opposed to the text-
book bill now before the Board of Normal School Regents, Hon. W. H.
Chandler was elected to fill the vacancy occasioned by the resignation of Prof. Searing.

OHIO.—The Ripon Press makes very favorable comments concerning the schools of that
city, under the principalship of J. H. Firehammer. It says that it is a credit to the city, and an honor to the school system.

The Educational Weekly.
UNITED STATES HISTORY.*
LINCOLN'S ADMINISTRATION.—1861-1865.
1. Election.
   a. By whom elected.
   b. Meaning of the election.
2. Important Facts.
   a. Fort Sumpter bombarded.
   b. When. c. By whom. d. Results.
4. Civil war.
   a. Definition. b. Give the causes, both remote and immediate, that led to our civil war.

REVIEW OF THE CONSTITUTIONAL PERIOD TO THE WAR OF SECESSION.
1. What difficulties experienced.
2. Places held by Confederates.
3. Places held by Federals.
5. Important places held by Confederates.
6. Important places held by Federals.
7. TOPICAL ANALYSIS OF DESCRIPTIVE GEOGRAPHY, UNITED STATES HISTORY, PRACTICAL ARITHMETIC, AND PHYSIOLOGY AND HYGIENE, FOR USE IN OUR COMMON SCHOOLS. By George S. Wedgwood. Now in press by S. R. Winchell & Co.

MUSICAL EDUCATION IN AMERICA.

UNDER this head, a writer in Appleton's Journal declares that we Americans imagine ourselves making wonderful progress in the culture of music, whereas, in reality, our growth in musical enthusiasm is but popular belief formed from inadequate observation. The writer referred to says:

"What system should we adopt in our hopes for the ultimate advance of musical taste? what plan for the cultivation of an art the pursuit of which develops and calls into play all human nature's finer feelings and emotions? Can we hope to transmit to future generations a taste or tendency which, in view of its many elevating influences, could almost be termed a blessing?"

"To this we answer, 'Yes.' What we at first require is an acknowledgment from the educated portion of our community that music has a value beyond the mere charm of an accomplishment; that it should be part of a man's education, as much as Latin or geometry. In all of our schools we should have music taught in a thorough and systematic manner. To many it might be an uninteresting study, but to few a useless one; for, if they did not in after years continue the actual practice of music, there might still be a possibility of retaining that appreciation of its value which would lead their children to cultivate what they themselves had neglected.

"This might be a slow process by which to raise and to create musical standards, but who could doubt of its being a sure one? We can not suddenly make a musical nation of America by symphony concerts, regimental bands, and national jubilees. At present music is looked upon as such an entirely unnecessary accomplishment that our private schools give it no attention, and allow no extra time to such of their pupils as undertake the study. The consequence is, that parents are unwilling to impune upon their often over-tasked boys a study which for some years must necessarily be tiresome, and to most children uninteresting. The frequently adopted plan of willing to see whether the children 'have any taste' or 'show any love' for music is a wrong one. No child would prefer practicing scales to playing ball; and few boys, if the cultivation of their tastes depended upon the whims of their ever-flying fancies, would turn into educated men. First give them the opportunity of forming a taste, and for its development trust to the aesthetic element of their nature. This principle once recognized, as it is to a very great extent on the continent of Europe to-day, would, ere many years, insure to music an important place in the education and estimation of Americans. Then, and not till then shall we feel in their full power those refining and civilizing influences which music, like all beautiful arts, brings to those who award her the place which her votaries hope and believe she will yet hold in the New World, as she does in the Old."

Practical Hints and Exercises.

BOYS WANTED.

BOYS of spirit, boys of will, Boys of muscle, brain, and power,
Fit to cope with any thing — These are wanted every hour.
Not the weak and whining drones, But the nobler one, 'I'll try.'
That all troubles magnify— Do whate'er you have to do
Not the watchword of With a true and earnest zeal;
the continent—Bend your spirit to the task—
"Put your shoulder to the wheel."" Though your duty may be hard,
"I can't." Look not on it as an ill;
But the nobler one, "I'll try." If it be an honest task,
Do whate'er you have to do Do it with an honest will.
With a true and earnest zeal; At the anvil, on the farm,
Bend your spirit to the task— Wheresoever you may be—
"Put your shoulder to the wheel." From your future efforts, boys,
Though your duty may be hard, Comes a nation's destiny.
Look not on it as an ill;
If it be an honest task,
Do it with an honest will.

We protest against the practice of doing school-room work outside of the regular school hours. No teacher should correct compositions, spelling papers, or examine in any way pupils' work, outside of school hours. The school programme should be so arranged that all this work should be done in school hours. If it cannot be done then, it is plain that the teacher either has too many pupils, or there are too many studies or exercises in the school. The time outside of school should be sacredly devoted to the physical, intellectual, social, and moral growth of the teacher. The teacher whose time and strength are all exhausted by school-room work cannot grow, and the dread of a teacher's examination increases yearly.—Ohio Educational Monthly.
KOTES BY THE WAY.

At the temperance town of Onarga, we find J. V. Riggs, principal of schools, ably assisted by Misses Henry, Harper, Davids, and Soule. The building is well painted in pink color. Singing is participated in by all. Grand Prairie Seminary, an institution under the auspices of the M. E. Church, is located here. Prof. J. B. Robinson is President. The school is well patronized. Editor Edwards, of the Northwestern Advocate, lectured the night of our return, upon the subject, "John Quincy Adams." The principal, Robinson, is the author of several popular works and has prepared and delivered many good lectures. Onarga is a fine town for the location of a seminary. Six teachers are employed. Many good teachers of Iroquois county have received their training at this institution.

At Clinton, De Witt county, we find Prof. Moreau, now with ten teachers working faithfully, surrounded by pleasant walls, decorated with fine pictures, work of the pupils, spacious school-ground, and other things which add to the pleasures of school life. We know of no other town of the size of Clinton that has so fine a school-building and grounds. Mr. Hall is principal of the high school. We find among his assistants the following named ladies: Alice Graham, Ella McHenry, Allie Carle, Zada Wood, Mrs. W. S. Ford, Ada Wertz, and Eva Jones.

At Wapella we looked at Prof. Irvin in his school, and found him happy. He has the windows of the school again at Wapella. At Hoyworth the prospects were at first dismal in the extreme. Three large sign-boards boldly lettered "Undertaker," a large cemetery, a fine church, and many M. D.'s stared us in the face. Sunshine just ahead beam'd from the smiling countenance of Prof. A. M. Scott, who is principal of the public school here. He is assisted by Miss Huntoon and Miss Sutherland. A fine little school paper called the Review is published by the principal. The following gentlemen have at different periods taught here: Gloster, Law, Clark, Stevenson, J. R. McGregor Bentley, Jewett, Wadsworth, and Scott. All of the above taught in the same department during a decade or two. How is that for permanency? Exhibitions are occasionally held in order to secure funds to obtain library books, apparatus, etc.

A. H. P.

QUERIES AND ANSWERS.

TO CORRESPONDENTS.—Make your answers as brief as possible and not sacrifice correctness. Never send an answer or a question on a postal card. Never make any cancellation marks in your limitations. Always write your answer before sending, in order that it may be perfectly clear and contains no errors. The shortest and best answers will be published in preference to others. Send your own answer when you send the inquiry. Make as few diagrams as possible. Write only on one side of the paper. Questions will be republished for three weeks if no answer is received.

PROBLEM NO. 15.


R = K = O = L = R = L = U = L = X = M = V = M = Z = M = Z = N = Z = N = M = H. K M = the diagonal of square K L M N = \( \sqrt{A^2 + B^2} = 528.284 \) rods.


Each son, \( 33.534 \times 23 = 774.794 \) acres.

Each daughter, \( 33.534 = 774.794 \) acres.

Total, 774.794 acres.

J. A. HOLMES.

WINONA, Ill., June 17, 1878.

GRAND PRAIRIE SEMINARY, ONARGA ILL.

Let \( a = 1.2 \) = the side of the square; then ML = \( 2a^2 \) and H B = \( 4 - 2a^2 \).

\( 2a^2 \) = area of the circle.

\( 4a^2 \) = area of the farm.

J. M. Maxwell, of Louisville, Ky., has furnished a different solution of this problem, by which he makes the wife's share 23.54 acres; each daughter's share 33.617 acres; each son's share 86.24 acres; and the area of the whole farm 702.654 acres. O. F. Woodward, Onawa, Iowa, also sends the following:

Describe a square about one of the smaller circles. Let \( x \) equal the diameter of the smaller circle in feet, then \( x = \frac{1}{2} \) of the distance from the center of the smaller circle to the center of the larger one.

Find the area of the smaller circle, also the area of the square; take their difference, which divided by 4 will equal the corner near the center of the larger circle outside of the smaller one; this will be \( \frac{1}{2} \) of the wife's share. Then \( x \) is equal to the area of the smaller circle, from it subtract the sum of the four sons' and wife's shares; the remainder will equal the daughters' shares taken together.

"C. H.," in No. 54 of the Weekly, says: "The Society of Cincinnati does not exist." He probably means the Society of the Cincinnati, which was formed by the officers of the Revolutionary army, in 1853. Losing gives a fac-simile of a certificate of membership in his home of Washington. The words "Society of the Cincinnati" occur in this certificate. Johnson's Cyclopaedia makes mention of the Society of the Cincinnati. "C. H." was too hasty in his criticism.

BLACK HAWK.

Davenport, Iowa.


9. Adrian Block and his men built the "Ureest" on Manhattan Island, during the winter of 1613-14. This was the first vessel built on this continent by Europeans.

10. John Quincy Adams, President Monroe's Secretary of State, is regarded by many as the real author of the Monroe Doctrine.

11. The Panama Congress, proposed by the young republics of South America, and called to meet on the Isthmus of Panama, in 1867, was a failure. Upon the recommendation of President Adams, who then gave a new interpretation to the Monroe Doctrine, our government appointed two delegates to this Congress.

HISTORICUS.
19. This question was interpreted differently by different persons. One says: "If waste be reckoned on the entire room, it would not require any more sheets than if no waste occurred, as each sheet must suffer the same loss, and the number of pages per sheet is therefore 10,000 sheets. Another, divid-
ing 10,000 by 480, obtains 21, the number of entire sheets, and then adds 21 x 8 = 10,500, and obtains 11,508 as the number of sheets required. An-
other divides 10,000 by 480 and obtains 244 1/2, as the number of sheets required. Which is right?"

20. A quadrant angle is an angle of a polygon pointing inward.

21. From either angle of the base draw a perpendicular to the opposite side, =. Then by the rule of right-angled triangles = the square root of = + 1 = the square root of 25 + 1 = the square root of 26. Multiply the area of the prism equals the area of the base multiplied by the altitude, equals the square root of 3 multiplied by 14 = 24.25. 1/2.

25. The motion of the earth on its axis is the principal cause of its daily rotation. Taking the level of the ocean as a standard, the earth does not flow up hill. A. Conveni ent way of disposing of it, too. A.

24. "Like" is an adjective and belongs to the noun "pastime." Like is often used as an adjective when comparison is made between two or more objects. According to Clark, like, in this example, is a proposition, very convenient way of disposing of it, too.

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