EDITORIAL.

A meeting of the Northeastern Ohio Teachers' Association held in December, 1876, President B. A. Hinsdale, of Hiram College, read a lengthy paper making some severe strictures upon our graded common schools. He presented what purported to be a brief history of the development of the school system from 'the Massachusetts tree' until its cuttings were thickly planted across the Alleghenies in the region of the great lakes, in the valley of the Mississippi, as far south as the mouths of the Ohio and Missouri, and until they have been carried beyond the Rocky Mountains and set in the soil of the Pacific slope. In the course of his remarks, President Hinsdale took occasion to criticise, not to say ridicule, some of the new or modern methods of teaching, claiming that they are inferior to those pursued in the time of our forefathers, and that the results produced are correspondingly detrimental to the scholarship of the children and youth sent forth from the public schools. In support of his assumptions, for they can scarcely be regarded as anything more, he produced certain scraps of testimony, from individuals, from West Point professors, and from a few eminent persons whose distinguishing characteristics as witnesses in a case of this kind seem to consist in their occupying positions entirely unfavorable to that close and accurate knowledge of the facts which is essential to give value to their testimony. What opportunities, for example, have General Sherman, Professors Church and Michie of West Point, or the distinguished Boards of Visitors sent annually to the Military and Naval Academies, to learn that the young men selected through political favoritism for appointments to those institutions are fair representatives of the scholarship produced in our graded schools.

These criticisms of the Ohio college president are such as have been floating about for the past four or five years, and they are the result, in part, of a lamentable ignorance of the history of the common school movement, of its wonderfully rapid development, of its necessarily increased cost, and of an unfortunate feeling of jealousy that has sprung up in the breasts of some few who represent the interests of private as distinguished from public institutions. They are also, in part, a consequence of the financial stringency of the period which has led to a very close scrutiny into all public expenditures, into the objects for which those expenditures are incurred and the results to which they are expected to lead. Too many well-meaning people make the mistake of supposing that money invested in schools and education, like that which is expended for real estate, or for the ordinary exchangeable commodities of commerce, ought to show equally tangible results. To a certain extent this may be so, as when school buildings are erected and furnished, apparatus and books supplied, or grounds decorated. These however are but a small portion of the objects of such expenditures. By far the greater and more profitable return for educational investments is that which appears in the cultivated minds, morals, and manners of the rising generation, fitting the children and youth of to-day for the duties of citizenship, of manhood and womanhood to-morrow. Such results, although scarcely visible to the eye of flesh, or adequately measurable by any material standard of value, are none the less real, none the less vital to every human interest, and none the less important in swelling the grand total of a nation's resources.

Such criticisms as those to which we allude, however unwarranted, unjust, or absurd they may be, yet have their utility in the economy of our great public school system. They lead to calm consideration. They incite to a careful investigation of the history, motives, methods, and results of that system. They serve in the end to eliminate the false from the true, and tend greatly to strengthen the cause they might otherwise weaken and destroy. Mr. Hinsdale's paper was published in pamphlet form, had quite an extensive circulation, and excited considerable attention and comment. At the request of the body before which the paper was read, Superintendent Rickoff of Cleveland prepared a reply, which has also been brought out in a pamphlet of 87 pages. The publication is entitled the "Past and Present of our Common School Education, with a Brief Sketch of the History of Elementary Education in America." In the Introduction Mr. Rickoff remarks that "the delay of this reply has been attributed by some to that timidity which is naturally felt in attacking a strong antagonist, but it is believed that this paper will show that the natural advantage of our position is so great that it really requires no moral courage or forensic skill to defend it against any arguments that have been or may be brought against it." After a careful reading of the reply we hazard nothing in saying that Mr. Rickoff has fully justified the strength of his position, and that his vindication of the schools and the methods of to-day as compared with those of the past time is triumphant and complete.
In the production of this timely discussion the Northeastern Ohio Teachers' Association and Mr. Rickoff have rendered the cause of education in the entire country an invaluable service. Within the brief space of 87 pages an amount of historical and documentary evidence as to the past and present of our public school system, its methods and results, has been condensed that is nowhere else to be found except in volumes and reports that are out of print and impossible to obtain by the mass of readers. Any person not conversant with the original sources drawn upon for these facts will be surprised at the contrast between the old and the new. Few are, after all, aware that the grand educational system of this country as it now exists is the work mainly of the last forty years, and of men, many of whom, are still on the stage of action. Few are aware of the amazing contrast between the schools even of New England as they existed forty or fifty years ago and those which are to-day dotting the whole country from ocean to ocean, furnishing a vastly superior education to that of a generation ago to millions of American youth. A careful study and comparison of the schools as they existed a hundred years since, and as they exist now, would show the statement that "there is reason to believe that more and better work was done by our schools in the early days of the Republic than is accomplished now" to be a pure figment of the brain and entirely contrary to fact. And yet such a statement was made in the official report of a school board sitting in the shadow of Harvard University, in 1875.

We cannot undertake to give even an epitome of the pamphlet under notice. It presents a very concise yet graphic history of common school education in New England, and in many of the Middle, Western, and Southern States as embodied in official documents and in the testimony of men eminent in learning, in ability, and in their devotion to the cause. It describes the schools of the old good time to which so many worthy people of the United States aspired. The schools of the present time, the authors of the pamphlet say, are the same. The schools of the present time have been improved. The schools of the present time are more uniform. The schools of the present time are more comprehensive. The schools of the present time are more efficient. The schools of the present time are more popular. The schools of the present time are more valuable. The schools of the present time are more invaluably serviceable. The schools of the present time are more invaluably serviceable.

VILLAGE AND CITY SCHOOLS.—V.

Supt. AARON GOVE, Denver, Colorado.

The efficiency of any school which requires two or more instructors can be increased by frequent consultations between the teachers. The manner of conducting these meetings, and the frequency with which they are held must be determined by the circumstances. The propriety of devoting such hours to academic instruction is doubtful. If the teachers have not properly prepared themselves in relation to matters of fact in the branches they are required to teach before obtaining their certificates, it is their duty to study diligently at home in advance of their classes, or, better, leave school and enter an academy or normal school, and devote the entire time to learning. The following is suggested as one method of conducting teachers' meetings in village schools. The plan supposes the school to be an entirety under the control of one manager. The meetings should be held weekly; not evenings, because it is not convenient for ladies unaccompanied to assemble evenings; nor Friday afternoons, because teachers are tired and worn by five days' hard work. Monday seems to be the least objectionable. If school is closed on Monday afternoon one-half hour before the regular time, the teachers of the village can assemble in one of the school rooms within fifteen minutes from the time of closing school. The superintendent or principal should call the meeting to order. Let him then call on each teacher by name for remarks. The teachers have learned to prepare for this call by keeping careful notes during the week. Let the argument that keeping notes weakens the memory pass for what it is worth, it is true that teachers have come better prepared for the work of teachers' meetings when every event worthy of comment has been committed to paper promptly on the day of the occurrence; besides it is neither convenient nor proper to speak of every matter of school discipline whenever teachers happen to meet in the school rooms. There will be time to listen to the remarks of every teacher. Most of the notes will be in the form of questions,—What to do under the circumstances; How to reach this dull pupil; How to discipline that mischievous one; How to remedy tardiness in a particular family, or obtain better attendance. Each teacher will have cases of especially bright or forward pupils whose classification needs changing, or stupid ones that need urging in some extraordinary manner; some one wishes to omit some study that ought to be the regular work of all her class; another wishes to take an extra study in the grade above that in which she is. These are examples of subjects that will come before the meeting every week, and each one brings up a case with modifications that make it unlike any other case that ever before existed. As no case of discipline ever was or ever will be exactly similar to any other case, no question of school economy has an exact counterpart in the history of the school. The united experience and wisdom of all the teachers, whether there be three or twenty, should sit in judgment on every one. The teachers will not agree as to the methods of cure in each case. It must be the principal's duty to make the final decision; but his judgment ought to be formed not merely from his own experience, but from the sum of the experiences of all. Then, too, no one teacher in a village school can be conversant with all the families represented in school. All teachers together can manage to learn something of all families and report for the benefit of the whole; for, upon home discipline and surroundings, more than upon any other one thing, depends the course of treatment that ought to be pursued in any individual case.

The principal has during the week kept careful notes of all he has seen, whether good or bad, in the conduct of the school. From these he makes his remarks to the meeting. Errors in teaching or disciplining are thus brought to the notice of the entire corps, and by making the criticisms thus general, the pride of any individual teacher is not wounded by special or direct reprimand. Better results are reached than would have been had the correction been confined to the ears of but two. The one or ones who are in fault will never fail to appropriate the criticism.
GIVE your daughters a thorough education. Teach them to prepare a nourishing diet. Teach them to wash, to iron, to darn stockings, to sew on buttons, to make their own dresses. Teach them to bake bread, and that a good kitchen lessens the apothecary's account. Teach them that one dollar is one hundred cents, that one only lays up money whose expenses are less than his income, and that all grow poor who have to spend more than they receive. Teach them that a calico dress paid for fits better than a silken one unpaid for. Teach them that a full healthy face displays a greater luster than fifty consumptive beauties. Teach them to wear strong shoes. Teach them to purchase, and to see that the account corresponds with the purchase. Teach them that they ruin God's images by wearing strong bodices. Teach them good common sense, self-trust, self-help, and industry. Teach them that an honest mechanic in his working dress is a better object of our esteem than a dozen haughty, finely dressed idlers. Teach them gardening and in his working dress is a better object of our esteem than a

NORMAL TRAINING.

J. L. Pickard, Chicago.

I N discussing the remedy for the frequent change of teachers, unavoidable on account of the large preponderance of female teachers, normal training was suggested. This subject has been so ably discussed in the editorial department of The Educational Weekly in its general bearings upon the schools through the teachers, that I will touch only upon one point—its economy.

The schedule of salaries almost universally recognizes the value of experience—and within certain limits an increase of value with increase of years. Teachers of experience are preferred to beginners, and a higher salary is given such as have profited from former service. This increase varies from $50 to $100 or more for each additional year of service, until a reasonable limit of three to five years is reached. Chicago may be taken as a type of other cities in this matter of recognition of the worth of experience. For many years the rate of increase in salaries has been $100 annually for three years—now $100 biennially for six years, or $50 each year. Teachers who have come from abroad after successful experience have been placed upon the schedule $150 to $200 higher than our own Normal graduates even for their first year's teaching. Experience therefore has cost the city $150 or $200 in each such case. The work done has been but little better than that of the Normal graduate—perhaps on an average no better. Normal training in the field of labor to be assumed is therefore found equal or nearly equal to experience in other fields. The city pays for experience. The city pays also for its equivalent—special training. How stands the account? Experience is charged with $150 to $200. Normal training has cost the city apparently for two years' instruction, taking the two years of the greatest expense, each $162.73. I say apparently because from this must be deducted the saving to the city in the work done in the School of Practice equal to the service of three teachers whose average pay during the two years named would have been $700 per annum each, or $2,100 in all. This sum divided by the average number of pupils for the same two years (78) gives the cash value of the service of each pupil $26.92, thus making the actual cost to the city for each Normal pupil $162.73—$26.92 or $135.81, considerably below the least bonus paid for experience gained elsewhere.

If the city had been without a Normal School, and had secured equal benefits in the employment of teachers from abroad whose services would have been equal to those performed by Normal graduates, it is not to much too assume that the cost would have been greater than the whole expense to her of the Normal School she has sustained.

If the city had been without a Normal School, and had employed her own girls, as she has done largely, but without any special training, she would have lost in each case what her own schedule of salaries declares to be $100, and her practice rates at $150 to $200.

Great advantage secured to tax payers without expense seems to be the conclusion inevitable from the figures given, taken in connection with the able editorials of past issues.

TEACHER AND DISTRICT.—VI.

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

Sec. 3. Concerning the Validity of the Teacher's Contract.

Let us ascertain what special rules exist in relation to the teacher's contract. The validity of a teacher's contract depends, in the main, upon the power of the parties contracting, and the contents of the contract itself. The statutes of Michigan require that the district board shall hire such qualified teachers as may be required; and all contracts shall be in writing, signed by a majority of the board, on behalf of the district. Said contracts shall specify the wages agreed upon, and shall require the teacher to keep a correct list of the pupils, and the age of each attending the school, and the number of days each pupil is present, and to furnish the director with a correct copy of the same at the close of the school. It has been held under this statute that the provision requiring the contract to require the teacher to keep a correct list of the pupils, etc., is merely directory and its omission from the contract does not render the contract invalid. It is, of course, needless to say that a contract between the district board and an unqualified teacher is null and void.

A clause in a contract between a teacher and a school district board, reserving the right to discharge the teacher, whenever he fails to give satisfaction, is valid under a statute which provides that the county superintendent may dismiss for "incompetency, cruelty, negligence, or immorality". A contract signed by a minority of a district board would be invalid, so far as binding the district is concerned, and would not be admissible in evidence in an action on the contract brought against the district to recover wages for teaching under such contract. But there seems to be no question but that a contract made with a majority of a board is binding, the action of the majority being

1 Everett vs. Sch. Dist. 39 Mich., 249.
2 School Dist. vs. Colvin, 10 Kan., 206.
3 McLain vs. Snyder, Township Sch. Dist. 10 Penn. State, 204.
the action of the board itself. So it has been held in Illinois that when two of
three school directors consent to the employment of a teacher, and he ex-
hibits the proper certificate required by law, of qualification to teach, at the
time of his employment, and makes out and delivers a schedule to one of the
directors, who signs and retains it, the teacher will be entitled to recover the
wages agreed to be paid him.

Sec. 4. Of the Powers of District Boards in Contracting with Teachers.

In Michigan, as in most of the states, the power of hiring teachers is vested
in the district board, and includes the power to fix the compensation to
be paid them and to bind the district to pay the same; and a contract made
in accordance with the statute, by the district board, is obligatory upon their
successors in office; so a contract made by the sole trustee of a school district
with an individual to teach in a common school in said district, for a period
extending beyond the trustee's term of office, is valid, and binding upon his
successors in office. But in North Carolina, under the laws of that state, a
school committee have no authority to employ a teacher for a period extend-
ing beyond the time when their office expires, and in Missouri, a board of
directors have no power to contract for the services of a teacher, after their
successors in the school board have been elected and qualified, even though
the contract of the old board be made before the commencement of the next
school year. In Vermont, under a similar statute to that in Michigan, with
the exception only that the power of employing and dismissing teachers is
vested in the committee of the taxing district, instead of a school board, the district
having no power over the subject; a teacher who has been employed by the
prudential committee, to teach the school, is entitled to all the benefits of
the contract, unless he has relinquished it, or been guilty of some dereliction
of duty, or failure to perform his part of the contract. The district have no power
to vote to annul the contract. This decision would undoubtedly be followed
in Michigan. The district have power however, in the latter state, to deter-
mine at their annual meetings "the length of time a school shall be taught in
their district during the ensuing year, which shall not be less than nine months
in districts having eight hundred children over five years of age and under
twenty, and not less than five months in districts having from thirty to eight
hundred children of like ages, nor less than three months in all other dis-
tricts," and the district board, of course, is restricted in this respect to the
determination of the district. In case the district fail to vote for at least
the minimum length of school required by said section, it is the duty of said
district board to make the necessary provisions for such minimum length of
school. All contracts with teachers with teachers must certainly be confined to the determination of the district as respects the length of time a school shall be taught, and the
sex of the teacher, and this power vested in the district cannot be taken away
from it, in any manner. If they fail to exercise it however, it seems that the
district board may exercise it. A contract, therefore, made before an annual
meeting, and extending beyond an annual meeting, would be subject to the
determination of the district, at such annual meeting, even though such contract
was made in pursuance of the determination of the district at a previous an-
nual meeting. Where it is the custom or the law for the inhabitants of a
school district to appoint a teacher for their district, in case they do not so do,
the board of directors may appoint, but if the district acts in respect to them,
its action is conclusive, and the committee must conform thereto.

A school committee appointed by a district have no power to hire a school-
master, where the power is vested in some other person or persons by statute;
or can a school district by vote deprive a committee of the power to provide
board for teachers, where such power is vested in it by law.

Supposing that for some reason, or without any reason, the district board,
or other proper employing power, refuse to employ a teacher, what remedy
has the district? An interesting case is that of the School District vs. Money,
quoted before, which arose in Massachusetts. In that state, they have two
district committees, the one being the prudential committee, whose duty it is, among other things, to employ teachers; and the school committee of the
township, which acts as the general supervintending committee of the
schools in the town, and is the proper authority for examining and granting
certificates to teachers. The prudential committee has selected a teacher, but
the latter failed to obtain a certificate of qualification, and said committee
notified the school committee that they should not employ another teacher,
and some portion of the regular school term had elapsed. It was decided in this
case, that the school committee of the township might proceed to employ
a teacher, and take possession of the school house for the purpose of establish-
ing a school.

The East.

BOSTON PUBLIC SCHOOLS.

Our school committee are now all elected at large like the aldermen. This
method has many objectionable features, and it does not work so well as it
was believed it would when first adopted three years ago. The School Board
now consists of 24 members, one-third retiring every year. There is a bill now
before the Legislature proposing to change the manner of election back to
the ward system, but its passage is very doubtful. A combination of the two
methods by which every ward would be entitled to one member, and one-third
or one-fourth additional members be chosen at large, would seem the best
method yet tried to represent all the interests at stake.

Boston teachers and the public at large were taken by surprise when they
read in the morning papers, the day after the last meeting of the School Board,
that Mr. Philbrick did not receive an election as Superintendent of the schools.
For twenty years he has devoted the best energies of his mind and heart to
bringing the Boston public schools up to his high ideal of what should constitute
a good school. The present high reputation of our schools is owing more to him
than to any other man living. His work in the primary schools especially
has produced a perfect revolution in the methods and results of teaching
during the last score of years. He was one of the first superintendents to prepare
a programme of studies. It is doubtful if there is another man in the country
better informed in reference to the science of pedagogics than John D. Phil-
brick. His reports have given him a world-wide reputation upon school
matters.

Mr. Philbrick has been warmly supported by the teachers, who look upon
him as a true friend to them and the cause of true practical education. On
the question of corporal punishment, salary, new methods, new school houses, etc.,
he has taken conservative and sensible positions. He has never asked impos-
sibilities of the teachers. He has often encouraged and assisted them in
various ways.

At the time of his election two years ago, he obtained a bare majority of
votes, many in the School Board being very decidedly opposed to him, and
others feeling some dissatisfaction, and yet not knowing any better man for
the position. This hostility has been kept alive by his old enemies who were formerly
members of the old school committee, and by the women on the new board, one
of whom has been extremely bitter toward him. It has also been increased by
the firm stand which Mr. Philbrick has taken in opposition to many plans
and actions of the Board of Supervisors.

Mr. Philbrick's defeat after all is probably owing more to some of his weak-
nesses than to anything else. It is undoubtedly true that he does not always
personally win the respect of many who wish to like him, and who do admire
many of his educational notions. Notwithstanding all this, it is very generally
felt that he has been very shabbily treated by the School Committee in being
dropped as it were without a moment's notice. No Maria Ann was ever more
summarily dismissed from the kitchen which she had disgraced. Truly, the
way of the conscientious educator is hard in this land of free schools.

Samuel Eliot, LL. D. who received the election in place of Mr. Philbrick,
was born and reared in this city; he graduated at Harvard at the head of class
when only 18 years of age. He has traveled extensively abroad, has
written and published a number of works of merit, been President of Trinity
College, Hartford, Conn., and principal of the Girls' High and Normal
School, Boston. He is a devoted educator, a man who holds strong opinions
upon the theories and methods of teaching. He believes in the Bible in the
schools, and in a moral and religious education. If he is able to put his theo-
ries into practice in our schools, undoubtedly great advantages will follow.
He enters upon the difficulties of his task with the confidence of the public
and the great respect of the teachers and educators not only in this city but
throughout New England. May his administration be one of great prosperity.

SHAWMUT.
Home and School.

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

HOW BRUNO WENT TO SCHOOL.

S. P. BARTLETT.

[This is a little story which a small boy named Frank likes to hear, and he says he thinks the children who read the "Home and School" will like to know about Willie Lee, too.]

WILLIE LEE is a pleasant, good-natured little boy; but I am sorry to say he is also quite a careless, and forgetful one. He thinks he means to be careful, and orderly, but I think if he really meant to, he would be so.

His father, and mother, and sister are much troubled with his bad habits; indeed, he inconveniences the whole family, for no one can depend upon him for anything. If his mother says, 'Willie, if I shall make cream cakes this morning, and you must certainly go over to Mr. Lane's and get me a dozen of eggs before you go to school—and not forget!'—Willie answers, 'Yes, ma'am;' as eagerly and pleasantly as you would, for he loves to oblige his dear mother, and he is as fond of delicious cream cakes as a boy can be; so he says to himself, "just as soon as I have coasted down hill two or three times, I will go and get those eggs." Away he dashes, with his scarlet clipper "Reindeer," and is soon speeding down hill like a little Icelander.

Delightful sport, I know, with other little boys, on such a clear, bright morning, and the icy snow marble-hard, and smooth; but his mother waits for the eggs, and Willie does not come until the school-bell begins to ring; and then he must hurry to school, right away. He cannot get them, now. Do you suppose he feels sorry? It seems to me he does not deserve any cream cakes for anything. If he means to put back his sister Ratie often must take care of such things. I think Willie ought to feel ashamed, to have done it; but he is very apt to say, 'O Ratie, have you seen my ball, anywhere?' and 'Ratie, where are my skates—Tommy Wilson is waiting for me!' As if a girl ought to know!

He does not place his slippers in his closet, but kicks them off in opposite directions, for Ratie to pick up. His clothes are dropped upon the chairs, as if he never had any hooks in his wardrobe. Willie's father never waits for him, now, any more, and the little boy loses many pleasures, because no one, yet, has succeeded in making him a careful, prompt, orderly boy; although his friends all would help him. He gets into trouble sometimes, and that has not taught him, either. Shall I tell you the reason Willie does not change? It is because he does not see it himself.

Not long ago, he ran off to school, one morning, in a great hurry, as usual. A little while afterward his mother went up to his room. Upon his bureau lay his handkerchief, nicely folded; he had forgotten to take it. On his table lay a note to his Uncle Henry, his mother had written for him to be sure and deliver, at recess, so Uncle Henry, who was going to the city, would call, and take her and Ratie on the way;—Willie had forgotten it. Upon a chair, by the door, lay his geography; he had forgotten to take it. "Oh," exclaimed Mrs. Lee, "What shall I do, to make Willie remember?"

She looked out of the window. There was Bruno, Willie's dog, playing with autumn leaves in the wind. "Here, Bruno!" called she, "Come here!" Up stairs leaped Bruno, very gladly. Willie's mother showed the dog his book, his handkerchief, and the note. Then she folded the handkerchief into a little white cravat, and tied it about Bruno's neck, with the ends over his collar; and took the note and pinned it safely right upon the top. Then she gave him the geography in his mouth. "Now Bruno, find Willie," said she. Off trotted Bruno; he well knew where Willie was, for he had been often to the school-house door, and wanted to go in; but it was "was against the rule," as much as for Mary's lamb. Now it did not take long for him to get there since he had been told to go. The door stood open, for the bright October sunshine, and spicy air, but something also came in, too, now. The children heard a patter and scamper of feet very unlike their own, hurrying along the floor, and there was a little panting dog, carrying all these odd things.

Straightway to Willie Lee's desk he marched, and then, what do you think he did? He stood right up on his hind legs and dropped the geography at Willie's feet, and said "Bow!" in the funniest, shrillest little bark you can imagine. You see he meant, "There!" All the other boys could not help smiling, and I never heard the teacher punished them for it, or that Bruno got any punishment, at all. But Willie's face grew very red; for the teacher asked, "Are those things yours, Willie, the dog has brought to school?" Willie had to answer "Yes, ma'am." Then she said, "Take them." So Willie had to unpin the note, and to untie the handkerchief, and put it in his pocket, and then he picked up his geography, while Bruno wagged his tail. But Willie was not a bit glad that Bruno came to school. The teacher understood all about it however, and Willie had his long, late geography lesson to learn from his forgotten book; and more than that, after this his kind teacher took him, and talked to him so seriously and earnestly that Willie cried.

Frank wants to know "if Willie is not a better little boy now." I am going to ask somebody about that, myself, and see if Bruno's going to school will not prove a good thing for Willie Lee. All he has got to do is to really try to be orderly, and careful, and not think he will be. You see for yourselves he is not useful, or happy, now; he is just a little slave of bad habits, when he might help and glad all the time, and loved by everybody at home and school.

LOOMINGTON, the Evergreen City, has upward of sixty teachers em- ployed in her public schools. Miss E. E. Raymond is supt. The principals of the several ward schools form an efficient corps of instructors and critics. Several last year graduates of the high school are employed who are doing very acceptable work at low rates. Miss Dunn is principal of the high school. There are no cases of expulsion from school reported. There are but 17 cases of suspension for the first half of the present school year. Two years ago there were 164 cases; one year ago 94. Number of cases of corporal punishment last year 128; first half of this year 43. Those teachers who do any, do nearly all of this work. Only one solitary gentleman is in any way employed as a teacher in the public schools. "Don't give up the ship," Bro. Miller. The system with which the records of the schools are kept is highly commendable. Supt. W. H. Smith has an office at the courthouse. He reports the schools of McLean county in a flourishing condition. Supt. Smith has a great many demands upon his oratorical powers. Prof. John W. Cook felt us in grand style. Prof. Seymour takes his place up in better shape than are we now prepared to do. The Evergreen Business College has become a popular institution, and many young men and women go out from its halls annually well fitted for usefulness in the mercantile world.

Robert Marquam and Baker are the proprietors. Mr. E. H. Rood, one of the members of the school board, rendered us much valuable aid in securing a large subscription list for the PRACTICAL TEACHER.

At Lexington, Prof. Geo. Blount is principal. There are four assistants at the central building and two in the branch schools. Miss C. M. Bolles is one of the best primary teachers we have yet met. Misses Root, Gilbert, and George are excellent teachers.

At Chenoa Prof. D. H. Pingleton superintends the good work. The building is a neat one. Misses Hayes, Haynes, and Dyer are among the assistants. Chenoa has the name of having first class schools.
THE SCIENTIFIC AMERICAN has frequently been commended in these columns for the enterprise and ability shown by its editors and publishers. It is printed on fine book paper, and illustrated profusely and richly. Each number (it is issued weekly) contains something particularly interesting to school-teachers, and we unhesitatingly recommend it as one of the essentials among periodicals for the live teacher. In its issue of Feb. 9, the above cut appeared, which, with the following note, we have been permitted to transfer to our pages, through the courtesy of the publishers, Messrs. Munn & Co., New York.

The native Indian state of Kolapore, in the Deccan Region, two or three hundred miles southeast of Bombay, India, contains half a million of people. Some years ago a high school was established at Kolapore, upon the plans of Sir Alexander Grant,

then Director of Public Instruction in the Bombay Presidency. The school has prospered, and has been found useful to the native youth of the upper classes in Kolapore, being constantly attended by 300 students. The building, of which we give an illustration, has been constructed from the designs of Captain C. Mant, R. E., Executive Engineer. Its interior arrangements are suitable to the purpose, with twelve class rooms for the accommodation of 350 or 400 pupils, a lecture hall, a museum, and convenient offices. The style or architecture adopted is the Hindo-Saracenic, to agree with that of the adjoining gateway of the Palace Yard. The building is exceedingly ornate, and forms an excellent example of a new architectural departure, for such the adaptation of the peculiarly Indian design to a building of this character may well be considered.
Notes.

LITERARY.—The article on education in the March number of the Popular Science Monthly is by Prof. Huxley, who talks to an audience of working men in his singularly attractive manner, on the subject of how best to educate for a handicraft.—L. B. W., President of Kearney school district, trustee of Donora College, and regent of the State University, N. B. For a year past he has edited an educational column in the Press, published at Kearney. And now he comes forward as editor and publisher of a new bi-monthly (except July and August) four-page journal entitled Lit. and Ed. Notes. Mr. Fiefeld is a "paragaphist," and his first number announces that "condensation is the word from title page to finis." His project is one which, if well conducted (and we doubt not it will be), will result in a periodical of much interest and value.

One of the latest and best devices for teaching spelling is A. G. Beecher's Primary Normal Speller, published by Clark and Maynard. Its plan is novel, and cannot fail to be interesting to the children. It combines the writing of sentences with the spelling lesson in such an attractive way that the children will be apt to enjoy their spelling exercise more than any other in the school.

The children are kept busy while at their seats, by writing on their slates or sheets of paper such lessons as combine words of different meanings, though spelled alike, and words derived from other words in the same lesson. The art of writing and the art of spelling are taught at the same time, and all teachers will appreciate any device which will make both a spelling lesson and a spelling lesson an interesting and attractive exercise to school children. And from the nature of these writing exercises the pupil must at the same time acquire a familiarity with the correct use of words and the construction of sentences, so that as a guide and assistant to the teacher of language it may well be ranked by the side of the so-called "language lessons." As the lessons are mostly stories, the art of reading (as it is designed that the lessons shall be read after they are written) is also cultivated. In fact, this little book seems to be nullius in parvo.

Its large and attractive wood cuts lend a charm to the book for all children. Teachers will do well to send fifteen cents to Abram Brown, 46 Madison Street, Chicago, who, as agent for the publishers, will mail a copy for examination.

GENERAL.—A recent letter from London to a Chicago paper notes, with many interesting particulars, the progress which the movement for spellings-reform is making in England. Nearly one hundred and fifty school boards of the United Kingdom, says the correspondent, have given in their adhesion to it; and the Duke of Richmond, Lord President of the Government Council, had just given a favorable reception to a deputation who waited upon him to present its merits, and promised to give it his most careful consideration, also to name the matter to his associates in government. All the leaders in the movement abroad have in mind not only to abbreviate the orthography of our language, but the adoption of a short-hand method of writing it, by the union of which, they think, immense benefits in the saving of time and labor will result.

Ten telephones have been erected to connect the public schools of New Haven with the Superintendent's office and the rooms of the Board of Education. The Board have responded to the recent pressure upon them by deciding to adhere to their decision to abolish religious exercises in the schools of the city. Only three members dissented.—Prof. Chapin, a teacher in Lockport, N. Y., was recently stabbed by but Ferguson, a boy of eighteen years whom he had subjected to discipline. —The king of Siam is about to send a number of young men, natives of the country, to be educated in the United States. Some useful results of foreign inquiry into our school systems and school work have been coming of late across the water. The Austrian Commissioner of Education to the International Exhibition of 1876, in his official report, notes the undue amount of blind and unmeaning memorizing still required in many of our schools. He says: "There is too much mere abstract teaching—too much of text-book routine work. Perpetually memorizing that which is incomprehensible is simply mere time-killing, intellect-stifling, and stifling mind-dwarring." A good point, albeit rather awkwardly expressed. And the able Bishop of Manchester, one of the British Commission that came over here twelve years ago to investigate our educational affairs, has lately been giving it as his opinion that the American elementary schools attempt to teach too much. Every knowable and teachable thing under the sun is crowded into the curriculum, he says; and when he expressed doubts whether Euclid could be mastered in six months, and whether the same period was sufficient to dispose of other subjects, it was admitted that it was too short a time. The result is that there is no solid instruction; and as an instrument of mental discipline, that farrago of multifarious, and he might say omnifarious, learning was a great delusion and a prodigious snare. To learn a few things well and thoroughly is, he feels quite sure, the right method of disciplining the mind. The good Bishop puts a part of this pretty strongly; but there is enough of truth in it all to prompt those who have to do with our curricula to don their thinking-caps.

"The Ever-'en finn," as Goethe said, "draweth on." Woman steadily presses to the front as a co-worker in most of the leading lines of intellectual labor. As to her preparation and after-work, President Angell, in his latest report from Michigan University, has the following: The proportion of women to men scarcely changes from year to year. The women form a little less than nine per cent of the whole number of students. It is gratifying to see how readily the more gifted young women who have graduated here, especially those who have taken the full classical course, have secured conspicuous positions as teachers in the high schools, seminaries of the advanced grade, and colleges for women. In those positions they are justifying the wisdom of the Regents, who opened to them the opportunities for a thorough collegiate training, and are doing their full best in earning a reputation for the University. Important clusters of schools—as in Bloomington, Ill., Lewiston, Pa., and other cities, are entirely under the supervision and conduct of women. In the former place, among more than fifty teachers, not a man is employed. The London Standard reports that Mr. Foster, M. P., in making the distribution of prizes and certificates for the Oxford local examinations in that city and the surrounding centers, noted the fact that the number of girls who present themselves for these examinations is largely increasing, and mentioned with pleasure that the first young lady in the first division of the examinations was, Miss Smith, a daughter of the First Lord of the Admiralty. These are tokens of a good time coming for the sex that has so long waited for its chances. The inevitable text-book questions are again before the law-makers and the public this winter, in various parts of the country. In the Legislature of New York, a bill has been introduced providing for the establishment of a commission of the presidents of Columbia College, Union College, Hamilton College, Rochester University, and Cornell University, for the purpose of examining the various text-books in use, and for the purchase of the right to the free use and publication of such books as they may select. The commissioners are instructed, after such examination, to fix a list of text-books in spelling, reading, arithmetic, geography, and grammar, for the use of the schools of the state. The list is to be limited to one volume in each study, except in reading, and after a list shall have been adopted no change is permissible in six years. On the other hand, it is said that the trustees of the Johns Hopkins University, at Baltimore, have decided that it is impracticable to adopt the suggestion of the Maryland State Teachers Association "whether it would be for the public good to issue two series of text-books, from the primary up to the university, one in English, Latin, and Greek classics, and the other on mathematics, systematically graduated, so that each page in each book be complete in itself up to that stage of progress." No doubt, some time, a better method of preparation and supply of text-books will be devised; but that time does not seem yet to have arrived, not to be very near. The question has many sides to it; and we shall need much "dissension of the inquiring" before we can have the desired "unanimity of the wise."

NEW BOOKS FOR TEACHERS.

[All books named in this list may be obtained by forwarding the price to the publishers of "The Educational Weekly."

ADAMS.—Dictionary of English Literature. Being a Comprehensive Guide to English Words and their works. 2 vols. 8vo. $15.00. Cassells.'

BAKCOM.—Comparative Psychology; or, the Growth and Grades of Intelligence. Being a Manual of Mental Training. 2 vols. 4to. $5.00. Macmillan & Co.


NORTHWOOD.—Memory Games for the Young. Being choice selections from a hundred different authors, designed for Memory Exercises in schools and families. By Chas. A. Northwood. 8vo. 50 cents. Pp. 64. D. Appleton & Co.

WENTWORTH.—Elements of Geometry. By G. A. Wentworth. 8vo. 50 cents. 520. Ginn & Heath. . 1.00
EDUCATIONAL INTELLIGENCE.

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Ohio: H. R. Stevens, Supt. Public Schools, Columbus.

The East—Prof. Edward Johnson, Lynn, Massachusetts.
The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

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

CHICAGO, MARCH 7, 1898.

THE STATES.

NEBRASKA.—Omaha is just now agitated over the question of how to run her public schools on an empty treasury. According to the Republican, the school board must either close the schools next term, or in some way provide ten or fifteen thousand dollars for their support. The situation is further complicated by the fact that all the teachers have contracted for the full year, and could legally collect their salaries, even if the schools were closed. The city, enterprise, and diversity of experience in our school government and methods of instruction in a different light from the South is very desirable to a man who has no other means of support; but I love the work and have always received all that I have asked of the county. The county commissioners have always treated me with the utmost courtesy and respect. As guardian of the school fund; as visitor of schools; as a teacher of teachers, I may say that certificates will be granted according as the forthcoming questions from the State Superintendents are answered. The mildness of the laws that certificates should be granted to general appearance and conversational ability is disposed of by stating that the State Supt. does not allow that discretion but prefers written examinations, and that the law makes it the duty of the examining committee to form testimonials, for first grade certificates, are fitly answered by the brief statement that certificates are noted for the state. The deficiency in the work of the University of Nebraska is that there were not sharp differences of opinion among the students of the college. The deficiency in the work of the University of Arkansas is that the ranks of teachers were filled by persons whose habits, education, and manners would be a lasting reproach to the profession, except for the superintendent's refusal to issue certificates. It is well that the teacher has the constant expectation of reduction coming, one to whom he is in some degree responsible for his personal conduct as well as for the fractures in which he spends his time. I have striven during the year to link teachers and pupils with myself by some other bond than is afforded by occasional visits. For this purpose I have invited in the students and pupils of letters of teachers, in which they give not only the news of their locality, but tell of the work done in school, thus giving me opportunity to warn or encourage without making a personal visit. I have purchased some of Prang's Natural History cards, and tried to afford an interested teacher that which he so eagerly seeks. 

THE STATES.

COLORADO.—With his annual report, Supt. Howard, of Weld county, sends a letter, a portion of which we publish, as being of general interest; me I will say,—I do believe it pays in Weld county, $155 per year, for self and horse, is not such a large sum as to be considered objectionable. I have certain knowledge that the ranks of teachers were filled by persons whose habits, education, and manners would be a lasting reproach to the profession, except for the superintendent's refusal to issue certificates. It is well that the teacher has the constant expectation of reduction coming, one to whom he is in some degree responsible for his personal conduct as well as for the fractures in which he spends his time. I have striven during the year to link teachers and pupils with myself by some other bond than is afforded by occasional visits. For this purpose I have invited in the students and pupils of letters of teachers, in which they give not only the news of their locality, but tell of the work done in school, thus giving me opportunity to warn or encourage without making a personal visit. I have purchased some of Prang's Natural History cards, and tried to afford an interested teacher that which he so eagerly seeks.
She has received strong recommendations.—The Iowa City schools present the following good showing for the month ending Feb. 2: No. enrolled, 952; Average attendance, 859; No. tardiness, 151; No. absent not taking part in school work, 44; No. pupils instructed by Prof. and Miss Case, 43. The new building at the corner of Second and Seventh streets is now nearing completion.

The Central School Journal for February is a splendid number.

The committee appointed by the Board of Regents of the State University for the purpose of examining the various chairs as to the efficiency of their members, made their final report at the last meeting of the Board, and the Hon. E. G. Smoot has been appointed Chairman of the Committee in the interest of the State University. He is a hearty supporter of the Board of Regents.

Prof. J. J. Mapel, of McGregor, has been elected to fill the vacancy created by the resignation of Prof. G. W. L. Smith, of the University of Minnesota.

The members of his classes took the occasion to present him with a handsome silver watch, the value of which is $50.

The State University has been instructed to devise a course of systematic educational work for the use of the students in the various schools of the State, and to report at the next meeting of the Board.

The school at Bay View is larger than ever before. About 400 pupils were enrolled last month.

Lewis Funk is Principal.—Agnes Hosford, County Superintendent of Schools in Eau Claire county, reports 5,109 children of school age in that county, and only 3,560 enrolled in the schools, and says, "that nearly thirty per cent of the school population have not at any time during the year received any instruction in the schools is a matter that calls for some considera tion." She adds: "Whatever helps to make better teachers, helps to make better schools; better schools will make better citizens; the intelligence, morality, and virtue of the citizens constitute the true wealth of the country."

The state Board of Education will meet in Madison, Wis., early in March, and will resume his duties as Professor of Greek in Milton College, at the opening of the spring term.

Twenty-two institutions have been approved by the Institute Committee of the Board of Normal School Regulations. These include: Fisk University, Nashville; Centenary College, Hackettstown; Kalamazoo College, Michigan; Middlebury College, Vermont; Oberlin College, Ohio; and all the University of Wisconsin.

The Board of Education has also approved the new buildings at the State Normal School, Madison, and the Normal School at Eau Claire, Wisconsin.

THE EDUCATIONAL WEEKLY.
Of course the infinitive may be used as an adjective, an adverb, or a noun, as well as a predicate term. These uses must be carefully distinguished. Thus: To see is pleasant (= seeing) — noun. To kill is murder (= killing) — noun. To be wicked is to be unhappy — noun. This is the thing to be done (= which ought to be done) — adjective. Flew from the wrath to come — adjective. Went to see the city — adverb. Worked hard to get his lessons — adverb. But, commanded the fort to be taken; Ordered the thing to be done — verb or predicate term.

Now the infinitive has two tense forms and two voice forms. Any one of these four forms may be used as the predicate of an infinitive clause. Thus:

- Expects him to harness the horse.
- Expects the horse to be harnessed.
- Supposed him to have harnessed the horse.
- Supposed the horse to have been harnessed.

This clause is found in all languages with words of mental state and action, and those of communication of thought. It is also found with words of physical sensation; as those of seeing, hearing, and feeling, but never with words of tasting and smelling. Thus: Saw him (to fall); heard him (to sing); felt something (to touch me); thinks him (to be wise); ordered the thing to be done.

Infinitive clauses are often introduced by the word for used not as a preposition, but as an expulsive merely. Thus: It is best for us for him to leave. For him to remain seems strange; He must be a most cruel man for all his friends to desert him. In the above forms it is clear that the word for indicates no relation whatever, for the same sense precisely may be expressed by a clause having no preposition. Thus: It is best for us that he should leave. That he should remain seems strange.

In the older English, this expulsive particle in such cases is often entirely omitted. In corresponding constructions in Latin and in Greek, no preposition is used, and yet the same thought precisely is expressed. Hence it is evident that this word in such constructions is not a preposition.

"This is all monstrous to our human reason, As (for) my Antigonus to break his grace." — Shakespeare.

But of this matter more in the future.

SOME MORE FALSE SYNTAX.

The following examples are added by a correspondent to lists we have heretofore presented, derived from distinguished sources, and which are suggested for special exercises with classes in rhetoric and advanced grammar:

Neither of the four had ever seen either of the party (consisting of several). — Cooper's Oak openings.

It is peculiarly elegant, both in its decorations, its proportions, and the general strength of the masses. — Layard's Nineveh and Babylon.

Every inscribed brick taken from it — and there are thousands and tens of thousands — bear the name of this king. — Ibid.

Mohammah Pasha, with his followers, were reduced to extremities. — Ibid.

Russian officers must be very different to English ones. — Burnaby's Ride to Khiva.

There is good reason to believe that the amount of supplies within its walls are insufficient for a prolonged defense. — North American Review, Jan.-Feb., 1878.

The representative power in the double activity of the memory and imagination are as indispensable to the higher intellect, — Porter's Human intellect (unabridged), p. 258.

Each of these classes of men are exposed to a special danger. — Ibid, 385.

In cases where intuition can not be had, the definition or description by concepts and terms are no mean substitute. — Ibid, 403.

The God of this world was just and righteous, and temporal prosperity or wretchedness were dealt out by him immediately by his own will to his subjects, according to their behavior. — Froude's Short Studies, 31st Series.

When the youth and maiden of necessity pass over into the earnestness of real life, the drying up of the imagination and the domination of the understanding presses in. — Rosenkrantz's Philosophy of Education, Miss Bruckett's translation.

"She has brought me to the crisis," he muttered. "She or I am lost." — Scott's Kenilworth.

As they parted from each other, the Emperor and philosopher had each their own anxious thoughts on the interview which had passed between them. — Scott's Count Robert of Paris.

Nobody ever put so much of themselves into their work. — Recent Article on Charlotte Bronte, in the Cornhill Magazine.

Harvard University is promised a new gymnasium by and by, of size, 112 by 80, and to cost, with its apparatus and equipments, $50,000.
HOW TO TEACH GERMAN.—NO. X.

By Dr. Zur Brücke.

I N compliance with the request of many teachers who are using my book, "German without Grammar or Dictionary," I shall give in two or more of the succeeding numbers of THE EDUCATIONAL WEEKLY a developing lesson in each number—as, for example, on the Hand, Arm, Fingers, etc. The question having been asked and answered—"Ist das eine Hand?"—"Ja, das ist eine Hand,"—the teacher now proceeds, asking, "Hat deine Mutter eine Hand?" Has your mother a hand?

"Ja, meine Mutter hat eine Hand."

"Hat deine Schwester eine Hand?"

"Ja, meine Schwester hat eine Hand."

"Hat deine Tante eine Hand?"

"Ja, meine Tante hat eine Hand."

"Hat dein Onkel eine Hand?"

"Ja, mein Onkel hat eine Hand."

"Hat dein Bruder eine Hand?"

"Ja, mein Bruder hat eine Hand."

"Hat dein Bruder zwei Hände?"

"Ja, mein Bruder hat zwei Hände."

"Hat deine Mutter zwei Hände?"

"Ja, meine Mutter hat zwei Hände."

Proceeding with the development, the teacher may ask,

"Ist dies die rechte Hand?"

"Ja, das ist die rechte Hand."

"Ist dies die linke Hand?"

"Ja, das ist die linke Hand."

Extending the left hand, the teacher may ask,

"Ist dies die linke Hand?"

"Nein, das ist nicht die rechte Hand, sondern die linke."

That is not the right hand, but the left.

Pointing to the right arm the teacher asks, "Ist dies der linke Arm (left arm)"

"Nein, das ist nicht der linke Arm, sondern der rechte."

"Ist dies die linke Hand?"

"Nein, das ist nicht die linke Hand, sondern die rechte."

Again; "Welcher Arm ist dies?"

"Das ist der rechte Arm."

Welche Faust ist dies?"

"Das ist die linke."

"Welcher Zeigefinger ist dies?"

"Das ist der rechte."

"Welcher kleine Finger ist dies?"

"Das ist der linke kleine Finger."

"Wie viele Finger sieht du?"

"Ich sehe vier Finger."

"Wie viele Daumen fürcht du?"

"Ich sehe zwei Daumen, einen rechten und einen linken."

From the above examples the teacher may see how easily these speaking lessons may be varied.

An esteemed correspondent (a city superintendent in Ohio) writes as follows: "The WEEKLY is the most valuable paper that comes to my desk. I would like to contribute to its work and success occasionally, but I don't want to bore anybody with a point that doesn't appear valuable to anyone besides myself." This gives us occasion to repeat what we have said to teachers and superintendents before, and to emphasize it still more strongly. It is just such notes and "points" as seem valuable to you that are desirable for these columns. What seems valuable to one who has had the experience of the writer quoted above will be found valuable to others of the same or less experience. Give us the results of your experience; if any, one is bored by them, a score of others are benefited; and where there are five hundred who are not interested there are ten thousand who are materially aided in doing the work which fortune has assigned to them. We want the convictions of those who have tried the ways of the school teacher; we want to know what those are doing who have long ago passed over the ground we are now treading. A simple word of advice—unnecessary, perhaps, in the estimation of experienced teachers, is accepted as "law and gospel" by many who are advancing with trembling step in the way so familiar to their predecessors.

SEATING BOYS AND GIRLS TOGETHER IN SCHOOL.

I n the December number of 1877, among the "Questions Suggested by a Visiting Tour," I see the first to be one regarding the seating of boys and girls together, and feel impelled, from what I have seen on several visiting tours, to answer it. I find it no infrequent thing, this indiscriminate seating, and teachers sometimes say, as a reason for so doing, "We do not live in old Puritanic times, when men and women never sat together, in church or anywhere else, and when different sides of the house failed to sufficiently divide them, and a half partition ran through the room's center." I would never seat pupils together in this manner, even in the high schools. The reason, any teacher who has had a year's experience ought to know. I am aware of no other sin so common in the public schools—everywhere—among boys especially, sometimes, I am sorry to admit, among girls, as obscenity. The teacher is compelled to deal with it everywhere, and if she would make her work easier, and remove her pupils farther from temptation, she should see to it that those of opposite sexes are seated on opposite sides of the house, I believe it better still to place them in different rooms, until they reach the last year of the grammar room. Granted that something is gained by bringing them together for recreation; more is lost by the better opportunity and temptation to think and do improper things. Then, too, there are many things that can and ought to be said plainly to boys and girls, by the teacher, that would be most inappropriate should they be said before a mixed school.

I have heard so much, in proof of what has been said above, from many teachers, and so numerous are the instances that have come directly under my own observation, that I am surprised to find teachers still so short-sighted and careless as to allow an indiscriminate commingling, in places of study, classrooms, and play-ground. The over-familiar conduct between young ladies and gentlemen of the United States, so observable to foreigners, is doubtless due to a certain extent to this loose kind of school-training; and the subject should be talked and written about in italics, perhaps in capital letters, till teachers at least stop aiding the hydra in its growth.

K. B. F.

COMPETITIVE EXAMINATION QUESTIONS.

The following are some of the questions which were used in the Competitive State Examination which was held in Illinois Feb. 13, 1878.

HIGH SCHOOLS IN TOWNS OF LESS THAN 3000 INHABITANTS.

UNITED STATES HISTORY.

Time, 90 Minutes.

1. How long since this continent was discovered by Columbus? What nation made the first settlement in the present territory of the United States? Where was the settlement made?

2. Who were the Pilgrims? Name some fact connected with the first year of their settlement.

3. What territory did the French lose by the French and Indian war?

4. What was the territory included within this state conquered from Great Britain at the time of the Revolution, or has it been acquired since? What was the ordinance of 1787?

5. Who invented the steamboat? the electric telegraph? the cotton gin? the sewing machine? What influence did the invention of the cotton gin have on our political history?

6. From what nation or state did the United States acquire Florida, Missouri, California, Alaska, District of Columbia?

7. What was the object of the Kansas-Nebraska bill?

8. In what year did Sherman's "March to the Sea" take place? Describe his route. What Confederate general did he capture before reaching Washington?

9. Locate and state some historical fact concerning each of the following, giving dates: Brandywine, Fort Meigs, Port Du Quarne, Chickahominy, Fort Sumter.

10. What is meant by the President's Cabinet? How are they chosen? What is a greenback?

ARITHMETIC.

Time, 90 Minutes.

Leave the work of all problems on the paper. Do not write the answers simply.

1. Write a number in which there shall be two 5's, one expressing 10,000 times the value of the other.

2. If a man earn $75 in 50 days, how long will he be in earning twice as much at one-half the same rate of wages?

3. If A, B, and C can do a piece of work in 6 days, A can do it in 12 days, and B in 15 days, in how many days can C do it?

4. A man divides his farm between his two boys so that one receives one acre as often as the other receives 2 acres. What part of the farm does each receive? Write full analysis.

5. A man takes 300 cubic yards of earth from a cellar 45 feet long and 40 feet wide; how deep is it?

6. A man sells his farm for what 7 of its cost. What percent does he gain? Give analysis.
7. If $1.00 in gold is worth $1.05 in greenbacks, how much will $1.00 in greenbacks be worth in gold?

8. At the time of settlement, A finds that he has owed B $250 for six months, and B has owed him $200 for four months. A note is given in settlement. What is its face, and when should it be dated if the settlement occurs June 1st?

9. What do you mean by a cubical block?

10. How many rods of fence will it take to inclose a 20-acre lot which is twice as long as it is wide?

THE ORIGIN OF PUNCTUATION.

To the Editor of the Weekly:

IN Number 53 of the Weekly, I have read that "Punctuation was first used in literature in 1520," etc., and as this did not quite agree with what I have read elsewhere, I take the liberty to send you a leaf, taken from a book now in my possession and which was certainly printed before 1520, containing the period, colon, and interrogation mark, and showing every word distinctly separated from its neighbors. As the title page of this book is unfortunately lost, I have to deduce its age from internal evidence.

The book itself is a breviary, and contains a calendar in the beginning, to which some rules are appended for finding the Golden Number, etc., for various years. One of these rules reads as follows:

A. accepi, et de illi annum salutis 1486. Sequenti litoris: quae est d. g. a. 1487 et iterum sequentius, etc.

As I think these instructions were not given, as they are in no calendar, to suit times then gone by, but rather the present and future, I believe the book to have been printed in 1486.

The very shape of the characters used, and the abbreviations, show that the book was printed at a time when typography was yet an imitation of manuscript, and had not yet rid itself from the contractions of words so extensively used by the copyists of the 15th century.

Hoping you will find in the enclosed leaf a venerable defender of punctuation before 1520, I remain, Respectfully yours,

RALPH J. HAASE, Principal Burr School.

Chicago, Jan. 29, 1878.

Our correspondent has sent us a leaf from a Latin book which was probably printed in the fifteenth century. Although different marks were used at an earlier date than 1520, for the purpose of separating words (usually a colon or a period), and although in the Greek we find the comma as early as the ninth century, and also the Greek interrogation mark(?), yet the modern system of punctuation was not devised until the early part of the sixteenth century, when a Venetian printer, Manutius, adopted it for his use and it became generally accepted among the languages of Europe.—Ed.

QUERIES AND ANSWERS.

To Correspondents.—Make your answers as brief as possible and not sacrifice clearness. Never send an answer or a question on a postal card. Never make any cancellation marks in your solutions. Always write your answer before sending, to see that it is perfectly clear and contains as few as possible and best answers will be published in preference to others. When it is possible, send your own answer when you send the query. 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.

23. \( ax + by = c \) and \( ax - by = c \). Multiply (1) by \(-b\) and subtracting the product from (2), we have \( ay - by = c - c = 0 \). Then dividing by \(y\), we have \(a = 0\) or \(x = 0\).

24. J. H. Gould asks wherein the fallacy lies in Query 34. Let us take another example:

<table>
<thead>
<tr>
<th>100 = 100</th>
<th>100 = 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 100 = 200</td>
<td>100 + 100 = 200</td>
</tr>
<tr>
<td>Transposing, 100 + 100 = 200</td>
<td>Transposing, 100 + 100 = 200</td>
</tr>
<tr>
<td>Factoring, 25(4+4) = 100</td>
<td>Factoring, 25(4+4) = 100</td>
</tr>
<tr>
<td>Dividing, 25 = 4</td>
<td>Dividing, 25 = 4</td>
</tr>
</tbody>
</table>

Take another:

<table>
<thead>
<tr>
<th>40 + 20 = 60</th>
<th>40 + 20 = 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transposing, 40 + 20 = 60</td>
<td>Transposing, 40 + 20 = 60</td>
</tr>
<tr>
<td>Factoring, 40 + 20 = 60</td>
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</tr>
<tr>
<td>Dividing, 20 = 2</td>
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</tr>
</tbody>
</table>

In equations (4) and (5), both examples, each member is equal to zero. We divide both members by an expression that is equal to zero. Zero divided by zero is an indeterminate quantity.

Take another illustration: \( 4x = 0 \). Dividing by \(x\) we have: \(4 = 0\).

Again, \(y = 0\), whence \(0 = 0\), or nothing divided by nothing may be represented as being equal to anything we wish.

W. H. B.