Editorial.

WHEN the office of Superintendent of Public Schools was established in the city of Boston, twenty-seven years ago, the names of several candidates were presented for consideration. Many of the gentlemen were quite distinguished in their respective walks of life. Their principal disqualification appeared to be, however, that they knew little or nothing, practically, of the schools, or of the duties they would be expected to perform. Among them was an ex-governor who had been a good State executive so far as we know now, and who, as we can positively declare from personal observation, could deliver a good extempore speech. This gift is too frequently assumed as evidence that its possessor is "fit for all sorts and crises." Many a man has been elected to high office in this country who has possessed scarcely any other qualification. There are scores of such in our national Congress to-day who, however, are almost wholly destitute of practical talent. In the case of the Boston school superintendency this gift did not prove to be the passport to place and power, simply because a real educator had the independence and manliness to declare that in case any non-educational person should be chosen to supervise his work he would retire from the service of the schools. This mild yet firm protest was enough. The ex-governors, lawyers, clergymen, doctors, and other dignitaries were summarily dropped and the final result was that the supervision of the schools was placed in the hands of one who knew something about them. Were the test of actual qualifications and inherent fitness to be thus generally applied, there would be more vacant educational offices throughout the country than ever gladden the greedy eyes of a party of victorious spoilsmen after an election. It is, indeed, a pity that this sturdy style of manly independence is so sadly wanting among teachers. It is humiliating and disgraceful that they are so frequently disposed to submit tamely to the "insolence of office" and the indignity of "supervision" on the part of those whose crowning characteristics are ignorance of the educational problem and the ability to intrigue themselves into places which they are unfit to fill.

So long as teachers will act the part of lackeys or toadies to that incarnation of official insolence and incapacity, the average school board, they will have little good reason either to expect or ask the consideration due to true manhood or womanhood. We say the average school board because there are some rare exceptions to a too general rule. Many of these boards are mere political hucksters, having no more real regard for the priceless interests committed to their charge than a Shylock for the hapless victim of his insatiate avarice. The teacher has few rights that they seem bound to respect. Subserviency more than merit, a fawning sycophancy more than manly and womanly dignity and worth are the qualities most acceptable in their sight. Mr. Mayo is authority for the statement, in substance, that the "favorite system of school management in Massachusetts is to select a first-class man for the important position of principal or superintendent and then surround him with a committee or board of inferiors to restrict, badger, and embarrass him in the execution of his plans." But Massachusetts is not left to enjoy a monopoly of that sort of business. Other communities have caught this infection of stupidity. Some have even struck out a more brilliant idea, which is to put up incarnate images, and "men of straw" as the nominal leaders while the immaculate boards undertake to deal with the details of internal administration as foreign to their knowledge and experience as the delicate machinery of a chronometer to the crude conceptions of a cross-roads blacksmith. Such plans of administration are merely illustrations of the "how not to do it" that would be tolerated in and by no other profession or calling within the range of human activities.

Is any one disposed to ask why there is so much waste, why there are such unprofitable and unsatisfactory results in education? This is one explanation. We cannot sow tares and expect to reap wheat. We cannot plant thorns and expect to gather grapes from the bushes. We cannot clothe ignorance, incompetence, and assumption with the delicate duties of school administration and then expect to realize the results of intelligent and well-directed labor. We cannot turn over the management of these great interests to intriguing politicians and then expect our schools to graduate patriotic, high-minded, and worthy citizens. Here is the root of all the evils that afflict our system of education, so far as we are able to say that we have a system. It is idle to throw the blame upon the teachers alone. Incompetent and unworthy boards can scarcely do otherwise than reproduce this incompetency in the selection of teachers and superintendents. Here is where the work of reform must begin. There must be tests of qualification for school officers as well as of teachers. The men who can not rise above the instincts and methods of the mere politician should no more be intrusted with the
interests of education than William M. Tweed or Jay Gould should be intrusted with the key of the national treasury. The men whose desires, motives, and plans of action are not based upon character, merit, and fitness as the sole tests of qualifications for educational service are unworthy of any place of trust and responsibility in that service, whether it be in the school board, the superintendency, or the class room.

It is high time that we begin to recognize these principles and to act upon them, for they lie at the basis of all real success in our system of education. So, too, they are in exact harmony with the theory of our system of government. And that government can be purified and rendered in the highest degree efficient and just, only by purifying our education, since it is a government of the people and for the people. Let us insist then upon the cardinal principle that adequate tests of qualification shall be applied for every place of responsibility in the educational service. Let us inscribe on our banners the mottoes, "Educational Men for Educational Offices," "Special Preparation, Merit, Character, and Fitness alone the sole Tests;" "Tenure of Office Contingent only upon the Character of the Service Rendered;" "Adequate, Prompt, and Just Compensation according to the Grade of Service;" "No Proscription, no Arbitrary or Irresponsible Exercise of Power, no Nepotism, no Favoritism." To this complexity we must come at last if we expect to realize those grand results for which the nation suffers and waits. They can be reached only by an uprising of the masses of those who are set apart to the work of educating the people, inspired by the grandeur and conception of the cause can never be led by serviles and cowards.

The educational convention held at Atlanta, Ga., in February has heretofore been alluded to in these columns. It was one of the most remarkable gatherings of the kind ever held in the South. It is indeed significant of an educational uprising. The several State Superintendents, as we learn from Gen. Eaton, propose to continue the work begun by the convention, the leading object of which was to second the effort to secure national aid to education. To this end Superintendent Henderson of Kentucky has drawn up a memorial to Congress and sent three copies for circulation to each county school commissioner in the state, accompanied with a stirring appeal for prompt action in obtaining signatures and forwarding the memorials to Washington. Superintendent Orr, of Georgia, expects to visit Washington in the interest of this important movement. A bill has been agreed upon by the committee on education of the House of Representatives favorable to giving national aid. Our advice is that there is a feeling in behalf of the bill, if the educational sentiment of the country shall make itself felt as it ought to do, something may be effected during the present session of Congress.

The Printing Committee of the House of Representatives are still hesitating about printing a sufficient number of copies of the Report of the Bureau of Education for 1876 to supply the demand. We wish our national legislators could rise to a proper conception of their duties to the people. What is more needed than light on the subject of enlightenment? How can Congress do more for the people with so slight an expenditure, than in diffusing information in respect to schools and school systems? What higher or more appropriate duty devolves upon the representatives of a free people? Suppose the honorable bodies at Washington talk less, print less buncombe speeches, and do more for the real benefit of a suffering country, by printing these reports that are crowded with information of the highest value. It is difficult to understand how men can be so insensible to the claims of that which makes and preserves a good constitution and a free popular government.

"We hope the next meeting of the National Educational Association will be held in Philadelphia. Personal preference and personal convenience must give way to time and place, so as to ensure a large enthusiastic and successful meeting. Holding it at Philadelphia we think we will secure all this."—Am. Journal of Education, St. Louis.

We heartily join with the Journal in the expression of this hope. The Association had its birth in the City of Brotherly Love just twenty-one years ago. It should celebrate its majority at the place of its birth. It has never met the second time at any one locality. The invitation to Philadelphia by Superintendent Wickersham was most cordial, and the promise of a hearty welcome by the teachers of the Keystone State was equally sincere. When Pennsylvania moves in a matter of this kind, she does nothing by halves. We trust there will be but one sentiment in the Executive Committee as to the eminent fitness of this suggestion. On to Philadelphia.

THE OLD AND THE NEW.—II.


PRIMARY SCHOOLS.

I HAVE narrated the circumstances under which the old-time primary schools performed their work. I come now to describe the work itself.

READING—SPELLING. How was reading taught? The faculties through which nature first develops the mental powers are the perceptions. Therefore in teaching little children, the primary agencies of instruction, as far as possible, should be visible things. Their intelligence is to be appealed to, systematically, through the senses. The concrete object must precede its abstract symbol, the word; and not a step should be taken without associating sound with sense.

But what was the practice? The first step was to force the alphabet into the scholars' heads through unintelligent and interminable iteration; the next to instruct them to combine the letters in words, and spell and pronounce those words, with the names of the letters alone for guides.

Who does not instantly appreciate that this course is arbitrary and irrational? Who does not see that since the names of the letters are not always suggestive of their sounds, the use of the names in spelling and pronouncing must prove a hindrance rather than a help? Yet on and on, day after day and year after year, that arbitrary process was the only avenue through which, blindly and wearily, the scholars of primary schools were introduced to the symbols of thought.

When the next stage of progress had been reached—the use of a text-book—one single book at a time, first the Primer, then in succession, the First Reader, and the Second Reader, comprised the whole ground traversed in the exercise of reading for several months. The contents of the books were doled out in daily portions, as tasks, and long before either book had been finished in
this piecemeal way, everything interesting in its pages had been culled, and its words had become the dryest of dry bones. Nothing more was furnished or indeed allowed, though so much of the school time was passed in absolute idleness. Among the defects of the old-time schools, this starving limitation of the reading matter is the most astonishing. Its stupidity amounts to infatuation.

NUMBERS. The same unphilosophical method by which the study of language was begun characterized the instruction in numbers. The little beginners were taught the significant figures by name and symbol, with little or no illustration through objects, and had to blunder along in most instances, until intelligence of culled, and its words had become the dryest of dry bones. School time was passed in absolute idleness. Among the defects of the old-time schools, this starving limitation of the reading matter was one of the most delightful places in the world to little children, was the reformed primary school? How complete the change! The arbitrary old-time methods have been succeeded by those which are true to nature; the perceptions are made the primary vehicles of intelligence, and objective realities an indispensable agency in connection with every subject of instruction. Moreover, that gross outrage is forbidden which condemns little children to sit still with nothing to do, while the recitations are so brief as not to produce undue fatigue, and the intervals between them are occupied with various exercises, judiciously alternated, which profit while they please. Thus in place of the tedious rote work and idleness of the old system, we have the minds of the little ones aglow with elastic and joyous interest, busy with the resources gathered about them, and delighted with the conscious activity of capacity and power.

READING AND SPELLING. The good primary teacher begins her instructions in language with words, not letters, because the child begins its use of language with words, and has acquired a quite a vocabulary of them before the notion of such a thing as a letter has entered its head; and the eye will just as readily take in a word as a whole—if of one syllable only—as it will a single letter. The unit or starting point of language, indisputably, is the word and not the letter; especially as the names of the letters express only a portion of their power or sounds.

The best proof of the correctness of this method is its success. At the period when the little ones, by the old method, were drilling on a-b ab, e-b eb, they have acquired the knowledge of quite a list of words by the new, and perhaps are reading sentences in the Primer. I cannot delay to detail the various instrumentalities by which this instruction is accomplished. Objects, pictures, word cards, charts, blackboard, slates, are all brought into requisition in such intelligent and engaging ways, that work seems to the children to be play.

When at a further point of progress it is desirable to analyze words into their elements, the actual elements are taught. These are the sounds or powers of the letters, not their names, because, as has been said, most of the letters have several powers. Spelling, therefore, in the beginning, is phonic. The different powers of those letters which have more than one power are indicated by definite marks; and thus an ability is acquired to pronounce with readiness unfamiliar words with a clear and accurate enunciation. This is one of the most effective of processes to secure clearness and distinctness of speech.

All the while the names of the letters remain untaught. By the time they are wanted for use they are almost invariably known without the least direct attempt to teach them. The knowledge comes in incidental ways, without conscious effort or even thought.

At a still farther advance, instead of chaining the scholars down to the prescribed series of reading books and limiting their acquisitions to that narrow field, every moment not otherwise employed is occupied with interesting reading matter. A full and correct vocabulary can be collected only by intercourse with books; and to read much, not merely in task work, to attain the power of good expression, but for the simple sake of reading and the good that comes of it, of which good there is no alternative means of attainment—is one of the most important applications of school time—One of the Foundation Principles of the Best Quality of School Work.

NUMBERS. The same law of nature which is followed in the processes of instruction in reading is adhered to in this connection, always the concrete first, the abstract afterward. Every step is thoroughly symbolized and illustrated. Sums, differences, multiples, and quotients are proved to be what they claim to be, by positive demonstration. Here, too, fruitful work is made to seem like play.

THE NEW EXERCISES. What has been introduced to occupy the intervals which were formerly passed in idleness? Instead of the old fashioned bench or arm chair with nothing before it, every urchin has his well-shaped seat and desk, and a right busy use he makes of that desk. On his slate which rests upon it, he early begins to copy words from the chart or blackboard, or to perform simple operations in numbers. He practices making the elementary geometric forms—lines, parallels, angles. By and by, he copies sentences; he writes spelling lessons, and he draws more composite geometric forms. A farther stage, and we find him inducing original compositions or describing pictures, with pen and paper as well as the slate, and successfully undertaking to draw quite elaborate figures combining the geometrical elements on which he has previously been engaged.

He has regular lessons in the science as well as the expression of music, genially adapted to his dawning capacity. He has exercises on the nomenclature and simpler definitions of elementary geometry, the forms of which he has practiced on his slate, and which has been abundantly proved to be more easy and pleasant to little children than arithmetic. He has exercises, too, on the names and distinctions of color, with which he will have so much to do in after life, whatever may be his occupation. He has lessons in natural history, familiar and anecdotal—and all these exercises are profusely illustrated by objects. The senses are made as nature makes them, the avenues to the mind.

There are still other devices, to employ the unoccupied time of primary scholars. The intention is, that the eye, the ear, and the hand shall be systematically taught—the ear to discriminate with precision between different sounds; the eye between different forms, sizes, colors, and appearances; the hand between those differing qualities of material things which come within the scope of the sense of touch; for these are foundation stones of a true education.

And now I ask—in conclusion of this branch of my theme—what is the mental condition of the scholar of the present day when he has passed through the primary grades, as compared with what it was under the old methods, at the same nominal stage of progress? How can it be otherwise than greatly superior? Nothing has been sacrificed for the exercises which have
THE SOURCES FROM WHICH PUBLIC LANDS IN THE UNITED STATES HAVE BEEN DERIVED.

J. L. PICKARD, Chicago.

In the preparation of these papers, I have found great assistance in Bancroft's History of the United States, in the several reports of the Land Commissioner, especially the full Report of Hon. J. S. Wilson in 1859, in Borton's Thirty Years' View, and in the excellent Resume of Educational Grants given by Gen. Eaton, U. S. Commissioner of Education, in his Report for 1876. But to Gen. J. B. Leake, of Chicago, who has made an exhaustive study of this subject, am I especially indebted for valuable hints and useful information.

The earth is the heritage of man. The sole condition is that he make it productive of whatever ministers to his need. He is entitled to possession so long as he complies with the condition, and until his holding more than he can cultivate interferes with the opportunity of another who is willing to make it productive. Beyond his personal need he can act only as trustee for others.

In an organized capacity called government, man comes into possession of portions of the earth to be held in trust for individuals of the organization. Possession implies ownership, and the title may be transferred upon conditions fixed by government, provided only that the conditions accord with the best interests of human society. In nomadic society, no special value is attached to the soil, and temporary occupancy is limited by the spontaneous productions of the earth.

But as the idea of home is developed and man forms local attachments, he applies himself to the maintenance of a fixed residence. He desires to hold some title which shall secure him and exclude his neighbor. Still unused to acting for himself, he is subject in this as in other matters to the will of one whom he regards as sovereign, granting privileges and defending rights. The sovereign possesses territory and leases to his subjects. As power slips from the individual sovereign and is vested in an association called government, and passes almost insensibly into that form of government in which the subjects become joint sovereigns, the right of Public Domain is established. Governments own lands and dispose of them in accordance with their own wills, with us the popular will. The right of Domain rests upon one or more of several conditions. 1. Discovery. 2. Utilization of unoccupied lands. 3. Conquest. 4. Treaty stipulations. 5. Purchase.

The territory embraced within the limits of the United States has been in possession of England, France, Spain, Russia, and in smaller parts, of other European nations. Their claims first rested upon discovery. Their relative possessions varied from time to time as the fortunes of war directed. Notable among these changes was that by which the territory east of the Mississippi and west of the Alleghenies passed, under the treaty of Paris, into English hands, so that England became proprietor of the entire territory between the Atlantic and the Mississippi, with the exception of Florida.

In 1865 James I. divided the English possessions between two companies, reserving a small strip between the two grants for their mutual occupancy. The London Company received the territory south of the Potomac, and the Plymouth Company that north of the mouth of the Hudson. Each Company had the right to extend its domain fifty miles, to the exclusion of the other, on the territory allowed for joint occupancy. But absolute title to property was not secured until 1620, and then for Lat. 40° north, to Lat. 48° north upon the "council established at Plymouth in the county of Devon, for the planting, ruling, ordering, and governing New England in America." This grant was so absolute and exclusive that much jealousy and ill-feeling resulted. Very soon after this grant the Pilgrims made a settlement within this territory, but without the consent or even the knowledge of the council. As this grant to the council extended from the Atlantic to the Pacific, it covered territory which had been appropriated by the French Emperor in 1603 and remained under French control till 1763.

Though the English government did not transfer to the companies organized for settlement its title to any lands until 1620, it was possible for individuals to acquire title as early as 1616. To every emigrant or to every person who would secure an emigrant a bounty of one hundred acres of land was granted for each such emigrant. This was afterward reduced to fifty acres. Twelve and a half shillings—a little more than $3—was the price paid for one hundred acres of land, and this included a reserved claim to as much more. After 1620, many grants were made, often indefinite and covering as to their extent. It is not necessary to recite them. By the treaty of 1783, the thirteen colonies came into possession of the territory lying between the Atlantic and the Mississippi and north of Lat. 31° N. In 1784, Virginia ceded to the General Government all the territory lying outside of her corporate limits except the territory now known as Kentucky and a small part of the territory of Ohio between the Miami and the Scioto rivers, which latter was reserved as indemnity for her expenses in the expedition against the French at Kaskaskia and Vincennes, and for bounty lands to her Revolutionary soldiers. The other colonies ceded in like manner their territory outside of their own limits, except that North Carolina reserved the territory known as Tennessee. Massachusetts had purchased of Fernando Gorges the whole of Maine for $120,000 provincial money, equal to about $3,200, and reserved the same. Connecticut received in lieu of her cession a strip of land in N. E. Ohio called the "Western Reserve." The contest between New York and New Hampshire over the territory of Vermont was settled by an early organization of the state of Vermont.

The United States Government thus came into possession of territory now known as Ohio, with the exceptions above named, Indiana, Illinois, Michigan, Wisconsin, Alabama, and Mississippi, and the strip of the two last named bordering upon the Gulf of Mexico, and south of the 31st parallel. In 1785, four years prior to the adoption of the Constitution, Congress made provision for the survey of public lands with a view to sale, and it is worthy of notice that the promotion of intelligence was the first thought in the minds of our Revolutionary patriots, as they made a reservation for school purposes of one thirty-sixth part of the public domain, viz: the 16th section of each township, to be disposed of by the several states that might thereafter be organized out of this public territory as in their judgment should prove best adapted to the end sought. Of this more will be said in its proper place. The land acquired by treaty of 1783 and ceded to the U. S. Government was 207,639,240 acres. In 1803, by the Louisiana Purchase, there was added to the domain 733,313,280 acres.* July 21, 1821, the provisions of a treaty with Spain signed in 1819 gave to the United States Florida, or 37,991,520 acres. In the war of 1812, the Creek Indians were allies of Great Britain. In 1814 General Jackson broke their hold along the Gulf and secured the territory lying south of Lat. 31° N., or Southern Alabama and Mississippi and S. E. Louisiana. The number of acres is not given here since it is not included above in the land acquired by treaty of 1783 and ceded to the U. S. Government. In 1845, Texas was annexed to the United States. As the republic of Texas claimed a large portion of land to the north of her present state limits, the government surrendered to the state of Texas all rights to land within her present limits, as compensation for lands claimed by her to the north as far as the then domain of Mexico. This contract with Texas and the lands after-

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*The uncertainty attending the western boundary of the Louisiana territory makes this amount a little doubtful, but the excess, if any, should be added to the land acquired from Mexico, and the total will be unchanged.
ward acquired in 1848 at the conclusion of the Mexican War gave to the United States 255,936,320 acres. In 1848, by settlement of the N. W. Boundary by treaty with England, there was an increase of 184,540,800 acres. During the administration of President Pierce, Minister Gadsden concluded a purchase from Mexico of 39,142,900 acres. The purchase of Alaska added 369,535,600 acres. This itemized report must be in part the result of estimates, but as it differs not materially in amount from the figures given by the Land Commissioner in his report for 1876-77, I take his estimates in total, or 1,034,724,856 acres. To this must be added the unknown area of certain islands in the Pacific ocean belonging to the United States, as Samoan Islands, Pitcairn's Island, and others.

Of this vast domain nearly 1,131,000,000 acres remain unsurveyed.

**DICTATION DRAWING.**

**LESSON XXVIII.**

**PLACE a dot at the centre of the space to be used.** Place another dot half an inch above the centre; another dot half an inch to the left of the upper one. Begin at the last dot made and draw straight lines as follows: toward the left one inch, downward one inch, right one inch, downward one inch, right one inch, upward one inch, right one inch, upward one inch, left one inch, upward one inch, left one inch, downward one inch to the place of beginning.

**Remarks.**—The result of this lesson will be the outline of a Greek Cross, so called, it is said, because it is the form frequently used by the Greek Church. Call attention to the fact that this cross has its four arms of the same length, half an inch or two inches may be used instead of one inch if either should be more convenient.

**LESSON XXIX.**

**PLACE a dot at the centre of the space to be used.** Place another dot one inch above the centre; another dot half an inch to the left of the upper one. Begin at the last dot made and draw straight lines as follows: toward the left one inch, downward one inch, right one inch, downward two inches, right one inch, upward two inches, right one inch, upward one inch, left one inch, upward one inch, left one inch, downward one inch, downward two inches, right one inch above the centre dot; another half an inch to the right of the centre; another half an inch below the centre dot; another half an inch to the left of the centre; another half an inch below the centre; another half an inch to the right of the centre. Draw straight lines as follows: a straight line from the upper dot to the left one; from the left dot to the lower one; from the lower dot to the right one; from the right dot to the upper one. Place a dot half an inch to the left of the upper corner of the square. Begin at this dot and draw straight lines as follows: toward the left half an inch, downward one inch, right half an inch, downward half an inch, right one inch, upward half an inch, right half an inch, upward one inch, left half an inch, upward half an inch, left one inch, downward half an inch to the place of beginning.

**Remarks.**—The result of this lesson will be five squares arranged in the form of a quincunx. Any five forms or things arranged with one form at each corner and one at the centre of a square is called a quincunx.

**LESSON XXX.**

**PLACE dots as in Lesson XXVIII.** Begin at the last dot made and draw straight lines as follows: toward the left one inch, upward one inch, right one inch, downward three inches, left one inch, upward one inch, right three inches, downward one inch, left one inch, upward three inches, right one inch, downward one inch, left two inches to the place of beginning.

**Remarks.**—The result of this lesson is the reverse of Lesson XXII.

**LESSON XXXI.**

**PLACE a dot at the centre of the space to be used.** Place another dot half an inch above the centre dot; another half an inch to the left of the centre; another half an inch below the centre; another half an inch to the right of the centre. Draw straight lines as follows: a straight line from the upper dot to the left one; from the left dot to the lower one; from the lower dot to the right one; from the right dot to the upper one. Place a dot half an inch to the left of the upper corner of the square. Begin at this dot and draw straight lines as follows: toward the left half an inch, downward one inch, right half an inch, downward half an inch, right one inch, upward half an inch, right half an inch, upward one inch, left half an inch, upward half an inch, left one inch, downward half an inch to the place of beginning.

**Remarks.**—The central part of this drawing is what is called an oblique square. When two sides of a square are horizontal and two vertical, it may be called an erect square.

**LESSON XXXII.**

Draw an erect square, each side one inch. At the right upper corner draw a straight line upward one inch; an oblique line from the upper end of this line to the left upper corner of the square. At the right lower corner draw a straight line to the right one inch; an oblique line from the right end of this line to the right upper corner of the square. At the left upper corner of the square draw a straight line toward the right one inch; an oblique line from the right end of this line to the right lower corner of the square. At the right lower corner draw a straight line downward one inch; an oblique line from the lower end of this line to the left lower corner of the square. At the left lower corner draw a straight line toward the left one inch; an oblique line from the left end of this line to the left upper corner of the square.

**Remarks.**—The result of this lesson is the reverse of Lesson XXXII.

**MUSICAL DEPARTMENT.**

Conducted by Prof. W. L. Smith, Saginaw and Saginaw City, Mich.

**MENTAL DISCIPLINE AND MUSIC.**

A **MONG the many arguments that may be adduced in favor of music receiving more attention in schools, one of the most important is that as a means of mental discipline it stands unequaled. This arises from the fact that in reading music the closest attention, quickest perception, and concentration of active thought are required. This is owing to the many complex relations that notes bear to each other, the length, pitch, power, and quality of the sounds they represent, all calling into simultaneous activity so many distinct ideas; while, unlike other subjects that are taught for purposes of mental culture, in which the great majority of pupils must be driven, music, being so pleasant and attractive in its character, the child is naturally led, not forced, into those habits which form the basis of all true knowledge. What is the proper mission of our schools? Is it to make the brain of the child a literary lumber-room into which to crowd a great number of undigested rules in "reading, 'riting, and 'rithmetic," or is it the mental training that is the desirable end in view? The latter is, we think, the preferable one; for, if the tender intellects are accustomed to habits of close attention, quick perception, logical thought and analysis, then will those studies which go to make up what is termed a practical education become more and more practically understood by the child, because of its ability to control its reasoning faculties. As Hon. H. S. Tarbell has truly said: "If we distinguish between practical knowledge added to the mind and mental culture, we shall see how comparatively useless the practical knowledge is apart from the mental culture we formerly gain by all our mental exercises. To be able to read is not of itself of much value; but the knowledge and culture we may gain by reading may be vastly so. To write is nothing, unless we have thought to communicate. To be able to compute makes us useful only as adding machines for others, unless we are able to determine the conditions of problems and have judgment as to the relations of things." Without the complete control of our mental faculties we are unable to take up and carry forward a careful course of reasoning on any important subject; and for this reason many an excellent work in some department of scientific thought is often laid aside with dissatisfaction, because of our mental deficiency. "But," says one, "if you are going to speak of science, we would ask what is its use? Give us common sense." Common-sense, so called, has often led into dark byways, while scientific thought and investigation has given light not only to individuals, but to entire nations and to the world. Common sense without science would still have had our earth resting on the tortoise's back; but science proved the error, and has elevated our race from barbarians to intelligent beings. These are the times when scientific thought and investigation are required in every place on land and sea, on the railways and rivers, in the counting rooms and factories, on the farms of the husbandmen and the workshops of the mechanics, at the desks of the teachers and in the offices of the lawyers, in the laboratories of the physicians and the studies of the clergymen; and at the firesides of all good men there must be an intelligent able to seize and investigate every useful subject, whether it belong to the world of science, of literature, of taste, or of morals. Any study, then, that will aid in giving to the greatest number of persons the best possible control of all their mental faculties should not be treated indifferently by those who have charge of the education of the young. To music we accord such a power, and claim its candid consideration by every wide-awake and earnest educator.
was last year barred out of the regular Methodist ministry for heretical views, is also doing service as Superintendent of the village schools.—Supt. McIntrye, of Menonomee, lately resigned, because the School Board of that place would not consistently sustain him in the views which he had ordained "with their advice and consent."—David McLaughlin, Esq., formerly Supt. of Schools for Muskegon county, and now Register of Deeds, and also Director of the Muskegon City Schools, brought a suit for libel against Orlando B. McLaughlin, the Muskogon Chronicle, for the paper pending its delivery to the recent purchasers as before noted in the WEEKLY. There has long been a feud between the parties, and Curtis, whose shade trees in the house had been lately half consumed by some maidens, publicly intimated that McLaughlin was the author or instigator of the deed. McLaughlin claimed damages at $5,000. The affair created a great excitement in Muskegon, but was amicably settled the next morning without costs to either party. Curtis is the author of various parts of the state.—The long pending University chancery suit has at last been decided by Judge Huntington, fixing Douglas' liability at $1,275 and Rose's at $2,773. Each defendant is also held liable to all funds in hand at the end of each fiscal year, which considerably increases the judgment.—"The Materialistic Conception of the World" is the title of a new book now being written by Rev. B. F. Cocker, D. D., in connection with Dr. Beale of London.

ILLINOIS.—H. L. Boltwood, the accomplished principal of the Princeton Township High School, has resigned. This school has won an enviable reputation under his management. The people of Princeton and vicinity have at their doors an institution in all respects equal to the highest grade of the old New England academy. Its graduates enter the best colleges of the East unconditioned. And it must be remembered that to Mr. Boltwood is due the credit, in very large measure, His own plans, and his energy that made them. But who ever emerged from an enterprise without exciting the hostility of somebody? And so there is a faction in Princeton that has arrayed itself in opposition to Mr. Boltwood. Certain cases of discipline having arisen, and the board having taken such action in the matter, Mr. Boltwood resigned by letter of resignation.

Mr. Smith, one of his assistants, has been appointed temporary principal. At the solicitation of the board, Mr. Boltwood consented to take charge of the senior class until the close of the year on the resignation of two members of the board. Three members of the board—a majority—will be elected in June. The result will be looked for with interest by the school men of the state.—Dr. Edwards, of Princeton, lectured to his old friends at "The Enterprising City." He was heartily greeted by a large audience. He is well and happy, and as full of vigor as ever. There is scarcely a township in Illinois that does not contain in its limits a flourishing little town. One year has taught for thirty-nine months in the same district in Livingston county. He takes charge of the Potosi school next year.—James J. Moore, an old Normal, was last month married to Miss Adaline Travis.—The last regular meeting of the Iroquois County Teachers' Association was held at Chicago, the ninth ultimo. Exercises were conducted by E. B. Perry, L. S. Rowell, J. W. Payne, M. C. Wilcox, and the County Superintendent. Suitable resolutions were passed respecting the death of S. W. Paisley, Rev. Brown, of Chicago, gave an evening lecture on the Subject of Education. The reverend gentleman seems to have imbued some of the current clerical educational heroics. Rarely has an event called forth more public sympathy than the death of the

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March 21, 1878

NEBRASKA.—A new semi-monthly paper called "Lit. & Ed. Notes" has recently been started at Lincoln by Hon. L. B. Field, one of the Regents of the State University. The new catalogue of the University for the calendar year 1877 is just issued. It shows an enrollment of 244 students, and a faculty of 15 professors and teachers. The organization of a "Nebraska Summer School of Science" has been perfected. Instructors, Profs. Angiley, Bailey, Wilber, and others. They will rendezvous at Red Cloud about the first of July, and spend the summer in exploring the Republican Valley. Information.--Still another educational journal has been born, The School Bulletin, at Fremont, Neb. It is about one fourth as large as the lively journal published at Syracuse, N. Y., under that name. Its pages will probably be kept short, simply because teachers will not give them the support which they deserve from their hands.

The next annual meeting of the Nebraska State Teachers' Association will be held in Linc on, commencing on Wednesday, March 27, 1878, at 2 o'clock p. m., and continue until Friday noon of the same week. Programme will be arranged and published as soon as possible. Reduced rates at the railroads, and it is expected also on the railroads.

A. D. WILLIAMS.
Chairman Executive Committee.

OFFICE OF SUPP'F. PUB'N. LINCOLN, NEB.

Comparative Statistics of public schools for the years ending April 1st.

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<th>Counties reporting</th>
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<th>Children between 5 and 21</th>
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<th>Average salaries of males</th>
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DEPARTMENT OF PUBLIC INSTRUCTION, LINCOLN, Neb., Feb. 28, 1878.

To the County Superintendent of:

Be it known, A statement of county superintendents is hereby called to meet at my office in Lincoln, on Monday, March 25, at 2 o'clock p. m. It is expected that the session will continue two days and adjourn at noon on Wednesday, the 27th, in time to assemble the State Teachers' Association, which is expected to meet at a p. m. on that day.

The session will be held at the City Hall.

1. Ways and means of rendering the administration of the school law more effective and popular, especially in regard to the following:
   a. Examinations of teachers.
   b. Visiting schools.
   c. Procuring and making reports.
   d. Managing county and normal institutes.
   e. Matters pertaining to the school law.

The general review of the statutes of the next legislative session will be held at the school law, and it is hoped that all opportunities to make legislation will be given to the superintendent in the interest of the education of the state. The superintendent is expected to attend the session of the legislature and render his services in the interest of the education of the state.

2. Division of district property.
3. Care and management of district funds.

It is very desirable that these should be a full attendance of superintendents. The work of the county office is delicate, difficult, and important, and no superintendent who is able to attend can afford to miss this opportunity to gain from the experience and observations of others, and he who does not perform his duty to himself and profit to the community. Superintendents of city schools and principals of graded schools are cordially invited to attend this convention and take part in the work.

The following cities have been called: A.­ in mineral & vegetable. Q.-When is the constituent element of air? A.-Nitrate and carbonic acid & others. Q.-Name the element which forms the basis of the earth's crust. A.-Sun moon and some of the stars. Q.-Define the term physics. A.-A term used for medicine that works on the bowels & cures the stairs. If the printer does not care for these questions, the reader will be able to easily estimate one class of persons who come here to be more easily engaged to teach our Colorado children. Some of them return whence they came; some by the discussions as "mule jockies, some as donkey drivers in jack trails. Talent finds its level. Dr. Sewell delivered a characteristic speech in Denver on the celebration of "Forefathers' Day" by the New Englanders.

The Colorado University starts out finely. "Long may it wave."

WISCONSIN.—The bill in the Legislature looking to the prosecution by the Attorney General of Cornell University to test the titles of about $600,000 of lands owned by that college in Wisconsin is postponed. A large portion of the educational exhibit made by Wisconsin at the Centennial in 1876 will be furnished for the Paris Exhibition. The very full exhibit of the Milwaukee public schools may be included, who has this year had charge of the public schools at Geneva, has been obliged to leave his work for the remainder of the year, on account of feeble health—over 800 children are present at this school; the school district boards to purchase school text-books with money from the school fund seems to be regarded as an advantage to the boards, as they are after another availing themselves of its privileges. Sept. Sewing, before leaving his office, stated the amounts authorized by the state were reported to him as purchasing books under this law the year before, and that others were more recently reported as following their example. Of the 267 school districts, purchasing 137 books, 21 others either sold or rented the same. The satisfaction experienced by those boards which have so far adopted the plan has served to render it still more popular, as it may be secured for their book publishers have been and are still actively at work making contracts with district boards to furnish a part or all of their publications at reduced rates. The contract with Van Antwerp, Bragg & Co., made at Portage and Fond du Lac, was arranged by us two weeks ago. Since then we have learned that at Fond du Lac, A. S. Barnes & Co. have contracted to furnish the Independent Readers at the following prices: Speller, 15 cents; First Reader, 15; Second Reader, 23; Third Reader, 42 cents; Fourth Reader, 58 cents; Fifth Reader, 75 cents. At these prices ten per cent is added by the local dealer for "handling" the books. Other arrangements to make land arrangements with Colorado for equally favorable terms. The Free High School at Mount Hope has also adopted the list published by A. S. Barnes & Co.

MAINE.—Miss Emma R. Martin has done a good work at Monmouth. Senate passed the bill giving $4,000 to the Industrial School, and refused to abolish the mill tax by a vote of 5 to 4. Gorham votes unanimously to approve the school law for their new Normal School recently established by the Legislature. A. F. Stone, formerly principal of the Portland High School, has declined to accept the position of Superintendent of the Boston schools.

The Great Institute opens its Spring term with a large attendance. Professor of Chemistry. A.-Dr. N. T. True has been employed as his physician says. The school law of Wisconsin which permits school district boards to purchase school text-books with money from the school fund seems to be regarded as an advantage to the boards, as they are after another availing themselves of its privileges. Sept. Sewing, before leaving his office, stated the amounts authorized by the state were reported to him as purchasing books under this law the year before, and that others were more recently reported as following their example. Of the 267 school districts, purchasing 137 books, 21 others either sold or rented the same. The satisfaction experienced by those boards which have so far adopted the plan has served to render it still more popular, as it may be secured for their own use. Book publishers have been and are still actively at work making contracts with district boards to furnish a part or all of their publications at reduced rates.

INDIANA.—H. B. Hill, school superintendent of Dearborn county, and superintendent Carney, of Jennings county, have arranged for the holding of a convention of the school superintendents of Southern Indiana, embracing the following counties: Dearborn, Ohio, Switzerland, Jefferson, Scott, Clark, Floyd, Harrison, Crawford, Orange, Washington, Martin, Lawrence, Jackson, Brown, Monroe, Morgan, Ripley, Knox, Warrick, and Jasper. Meetings are to be held in New Vernon, at City Hall, on Thursday and Friday, March 8 and 9. All arrangements are made, and an interesting as well as instructive session will be had, which will promote the educational interests of these twenty-two counties and the state.

IOWA.—Report for the month ending March 1, 1878, of the Iowa public schools, with statistics, including all districts in the state, with school districts containing all parts of speech. A.-my friends a round me swiftly float, & I am left here in meat and lonely ness to dwell, oh assist me at this dreadful moment. Q.-Define anatomy; hygiene. A.-The nature of animals.
The law of deriving

Denote them by $a$ and $b$; we have

Each whole number assumed for $m$ and $n$ will make $\delta$, $\rho$, and $\kappa$ entire.

VIII. From solid geometry we get this analogue of the Pythagorean:

In the rectangular tetrahedron the square of the number expressing the area of the face opposite the triangular trisected is equal to the sum of the squares of the numbers representing the areas of the other three faces.

\[
\begin{align*}
\text{Constructing and noting as above:} \\
\text{(34)} & \quad 2(ABC) = AB \times CD. \\
\text{(35)} & \quad 2(ABC) = AB \times DV. \\
\text{(36)} & \quad 2(ABC) = AV \times CV. \\
\text{(37)} & \quad 2(BVC) = BV \times CV. \\
\text{Squaring (34),} & \quad 4 \text{ times the square of } ABC \text{ in the square of } CD = \text{the square of } AV + \text{the square of } BV \text{ into the square of } DV + \text{the square of } CV + \text{the square of } BV \text{ into the square of } CV = \text{the square of } AV \text{ into the square of } DV + \text{the square of } AV \text{ into the square of } CV + \text{the square of } AV \text{ into the square of } CV + \text{the square of } AV \text{ into the square of } CV = \text{the square of } AV \times CV. \\
\text{Dividing by 4,} \\
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March 21, 1878

The Educational Weekly.

SALT SPRINGS, Texas.

LANGUAGE LESSONS.

Supt. A. G. Smith, Perrysburg, Ohio.

ONE of the first acquirements of the child is language. The first effort of his

dawning reason is an effort to speak. But as he finds it difficult to make

his first simple words known, so, as he grows older—even to manhood, he is

continually in want of language to express his ideas.

It will probably not be denied that the power of ready communication is one

of the greatest blessings heaven has granted to man. It will also be readily

admitted that language can be greatly improved by cultivation. And yet this

important acquisition has been very sadly neglected in our schools. Wearsy

routine, parrot-like book work, dry drudgery over meaningless sentences,

problems, and pages of map questions have made school life a meaningless toil

to many. With all the practical common sense that is attributed to Americans,

the most illogical methods have been pursued in teaching our children. That

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