Editorial.

As is well known, several measures are pending in Congress proposing national aid to education. These measures are in the nature of bills providing that the net proceeds of the public land sales shall hereafter be distributed to the several states on conditions specified therein. The most meritorious of these measures is that of Senator Hoar of Massachusetts. It is very comprehensive, carefully drawn, and specific in its provisions. This bill not only provides that the proceeds of the land sales, but the revenues of the Patent Office, and the Pacific railway indebtedness shall be used as the basis of a great national Educational Fund, the interest of which shall be distributed to the states in aid of common school education alone. In other words, it provides that the income of the fund proposed to be created shall be applied to the purpose of educating the masses of the people.

There are others, evidently concocted in the interests of the so-called higher education, and notably the "Agricultural and Mechanical Colleges", that propose to give the lion's share of whatever grant may be made to these insatiable suppliants for further public favors. If these latter projects receive their just dues, they will speedily be "indefinitely postponed," or by some other equally effective legislative tactics be consigned to the tomb of the Capulets. It is high time that a little statesmanship be displayed upon the question of the disposition of public lands and of national aid to education. We have had quackery enough. We have had demagoguism enough. We have had class legislation enough. Now, let us have a new departure.

The public lands belong to the people. If their proceeds are to be distributed, let them be applied in such a way as to confer the greater good upon the greater number. If a national Educational Fund is to be created, let its income be used to promote the common education of the common people. First of all, let it be employed to exterminate illiteracy, and then to improve the quality of that elementary education so essential to prepare every citizen for the discharge of his duties. This is the prime duty of American statesmanship to day. We have given freedom to several millions of southern negroes. We are now bound to give them schools and teachers that they may be able to preserve that freedom. The right to education is quite as sacred as the right to vote. Justice to the illiterates and to the country as a whole demands that with the right of citizenship should be conferred the qualifications of citizenship. It is for these overpowring reasons that we are in favor of Senator Hoar's bill or the spirit of that bill. It specifies most distinctly and unequivocally that the aid provided shall be applied to the support of common schools, and the conditions it imposes are so stringent that it will be impossible for state legislation, or any legislation in the interest of class or caste to evade them.

The necessity for such guards and securities will be apparent when it is known that even in anticipation of some favorable action by the national Congress in the direction of granting aid to the states, the legislature of Kentucky has before it an Agricultural College act in which it is specified that "The said Agricultural and Mechanical College shall forever remain a State Institution, and in addition to its present endowment fund, realized under and by virtue of an act of Congress of the United States distributing public lands, or the proceeds of the sales thereof, said institution shall have for further endowment all other sums of money hereafter received by this commonwealth under or by virtue of said act of Congress distributing public lands, or the proceeds of the sales thereof, or under any future act of Congress for the same purposes." Well may State Superintendent Henderson protest against such an act; for it is not only contrary to true public policy, but, as it appears, to a law of the state, which dedicates to the Colored School Fund "all sums of money received by the commonwealth under or by virtue of any act of the Congress of the United States distributing the public lands or the proceeds of the sales thereof; Provided, That the pro rata share to each colored pupil child shall not exceed, in any one year the apportionment made to each white pupil child of the commonwealth." Thus the Agricultural College act attempts to repeat the clause in the Colored School Law under which provision is made for a Fund in aid of colored schools. That is to say, an attempt is made to rob the colored population, in advance, of a fund which will render possible the general education of their children.

It may be well to explain at this point, that there are practically two distinct systems of common schools in Kentucky, one for the whites and another for the blacks. There is a white school fund, but as yet no colored school fund. Hence the plan of creating the latter from the proceeds of any grants made by Congress was adopted, as embodied in the clause above quoted. Superintendent Henderson, in a vigorously prepared pamphlet of five pages, protests against such an outrage, and in the main stand he has taken will receive the hearty sympathy of every true
friend of universal education, north and south. His pamphlet is entitled "The Dismantling of Colored Schools—Immeasurable Endowment of a State University at Their Expense." The state universities can scarcely afford at this particular juncture to attempt the spoilation of the common schools. We must be permitted gently to remind them that they need all the friends they already have or are likely to make for some years to come. They may as well understand that the public sentiment in respect to their claims is somewhat sensitive, and that it will not consent that they become either land-grabbers or school fund grabbers. The question is being seriously pressed in more quarters than one, whether state institutions in the hands of political rings disguised under the nom de plume of 'regents, are really in keeping with the true spirit of American education. We are not among those who believe the question of so-called higher education by the state to be fully settled in favor of the state. But still we wait, this pretext is, as yet, anything but an argument for the existence of state universities it is the assumption by their friends, that they will build up and not destroy the common school system, whether for white or black. That this pretext is, as yet, anything more than an assumption is a doctrine that has a somewhat large and increasing "following," if we rightly read the signs of the times, and we think we do. After long and somewhat anxious vigils we have failed to discover that brilliant radiance which these central luminaries were to shed upon the common schools. But still we wait, and watch, and hope, and—doubt. Modern politicians under whatever catch-words or disguises will never pass current as angels of light.

THE UNIVERSITY OF MICHIGAN.

The Rose Douglass controversy, so called, in the University of Michigan, has become a feature in the educational history of the Northwest. It is made such by the agitation of the subject throughout the state, where it has found its way into politics, and by the interest excited in all the higher educational circles of the Northwest. The persistence of the agitation is due to the indomitable resolution of one man—Rice A. Beal, of Ann Arbor—to vindicate the character of Dr. Rose from the charges of dishonesty cast upon it by Dr. Douglass. Rose is regarded by Beal as innocent of all accusations of peculation in the Chemical Laboratory; and in this opinion he is joined by a large majority of the citizens of Ann Arbor and of the state. This majority is astounded, in view of the evidence produced on both sides, that circuit judge Huntington should render decision after decision in the interest of the party whom they believe guilty; whom a large and faithful legislative committee, sitting upon the subject several weeks, pronounced guilty, and whom the body of the legislature by their action pronounced guilty.

Beal is a most valiant and skillful champion, and this is not the first instance in which his sword has been drawn in defense of injured and helpless innocence. The mass of the people of the state are at his side, and help with good will and cheers. The legislature is by his side. The press is by him. The unrelaxed legal opinion of the state sustains him. Judge Christianity, late an attorney of the University in a chancery suit against Douglass and Rose to recover the moneys in question, after listening to the evidence on the trial, has written a letter to the Regents indicating unmistakably his own opinion that the missing funds are not in Rose's hands.

Who then are Douglass' defenders? First, his paid lawyers, his relations by blood or marriage, and certain partisans, of whom some have been heard to say they would declare him innocent even if he should confess guilt. Secondly, the president and certain professors in the University, and a portion of the Regents, have been drawn into the unfortunate position of defending a man whose character would deter them from recommending him for restoration to his forfeited chair. We are inclined to think that, in addition to social influence, a mistaken idea of consistency has brought them into a position of quasichampionship of an evil-doer. We have too much respect for the sagacity of these professional gentlemen to believe that they are able to put any such interpretation on the seven hundred pages of sworn testimony taken before the legislative committee and repeated in the court of chancery, as can serve for the basis of a conviction against Dr. Rose. It must be confessed that certain circumstances arising at the first broaching of the accusation against Rose seemed to create a presumption of his guilt. At that moment, it is to be feared, the president and others committed themselves too hastily. Having taken a position, they have been called upon to defend it; and their chief participation in the later stages of the controversy has been an effort to explain and justify those first erroneous steps.

That the controversy has damaged the University need not be said. Already, a legislature whose solemn judgment has been set aside by a majority of the Regents has refused appropriations needed for the ordinary operations of the institution. The department of architecture has to be suspended; nearly all departments are crippled; several instructors have been dismissed, and it is expected all the salaries will have to be reduced ten per cent.

We should be sorry to convey the impression that any discord exists within the circle of the faculties of the institution. The press stands by the Regents, they will declare him guilty; they would declare him innocent. The Educational Association has already elected to think that, in addition to social influence, a mistaken presumption of consistency has brought them into a position of quasi-championship of an evil-doer. We have too much respect for the sagacity of these professional gentlemen to believe that they are able to put any such interpretation on the seven hundred pages of sworn testimony taken before the legislative committee and repeated in the court of chancery, as can serve for the basis of a conviction against Dr. Rose. It must be confessed that certain circumstances arising at the first broaching of the accusation against Rose seemed to create a presumption of his guilt. At that moment, it is to be feared, the president and others committed themselves too hastily. Having taken a position, they have been called upon to defend it; and their chief participation in the later stages of the controversy has been an effort to explain and justify those first erroneous steps.

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old ways Therefore it is fairly to be presumed—let their defects be what they may, that they are grounded in the right; and criticism should be tempered accordingly.

I am now to answer the question, What have been the changes in grammar school work?

THE OLD GRAMMAR SCHOOL SYSTEM.

The most serious defect in the old grammar school system exerted a damaging influence over the whole course of study. It was the utter lack of any determinate standard in respect to the relative value of the different studies pursued.

No one will dispute that the subjects which make up an ordinary course of grammar school studies are of different degrees of importance. They are valuable just in proportion to their usefulness in the affairs of life; and while some of them are absolutely indispensable as instruments of success and even of responsibility, others, though greatly to be prized, are not thus essential. It is therefore to be expected of well managed schools, that these relative values will govern the distribution of their time.

But no discrimination of the kind characterized the work of the old-time schools. The order of their studies was the product not of intelligent design, but of blind prejudice and irresponsible tradition. That order was much as follows: First, and a long odds before everything else, arithmetic; second, grammar; third, spelling; fourth, writing; while reading stood at the foot of the list. A scholar above all things else must cipher well. To be quick at figures, to undertake fractions successfully without hesitation; to work out promptly any given problem in Proportion, Rule of Three, or Square Root, was a surpassing triumph; and if, in addition, the many intricacies of Milton's verse could be readily parsed, the definitions and rules of the grammar being recited without missing a word, there needed to be added to these acquirements only the ability to spell all the "jaw-breaking" words in the spelling book, to render him worthy of immortal honors. He might not be able to read two consecutive sentences without blundering. He might know as little of the sense and sentiment of the passages he parsed, as the man in the moon. He might not be able to write an ordinary letter of friendship or business in a creditable way. He might be possessed of no vocabulary for the uses of life beyond the commonest forms of speech. He might be barren of any general information beyond chance facts remotely memorized from the ordinary text-books. That is to say—he might lack everything which evinces a well trained, well furnished mind. No matter. For all this, he was rated a notable scholar. He could cipher and he could parse; and he was amply furnished therefore to make his way in the world.

An indifference to the exercise of reading, to the art of composition, and to any other specific means to impart proficiency in the knowledge and correct use of our mother tongue, that most important of all attainments, is manifest in this order of studies. This no doubt was mainly owing to the fact that grammar was held to be the normal avenue to such proficiency. A blind and stupid following of traditional prescription this—for had the pretensions of grammar in this respect been subjected to a critical examination, their falseness would have revealed itself at once. Give any inflated gas-bag a smart prick and it will speedily collapse. It must be plain to the commonest understanding that grammar, being the science of language, can be profitably learned only after a knowledge of language has been obtained; that it may be its finishing instrument; but can never be its stepping stone. Of a consequence, when one sought for the fruits of the protracted drills on the abstract definitions of grammar, and of the fearful amount of parsing which were once required of all the classes in grammar schools, he found nothing but—definitions and parsing!

And to think, moreover, that spelling should so long have been rated as a first class intellectual exercise—a positive medium of mental discipline and improvement—and allowed to occupy a large percentage of the school time! To think that practice in it should have been maintained for the express purpose of learning the orthography of all the 10,000 words in an ordinary spelling book—perhaps of many thousands in addition, culled from the pages of the dictionary without the slightest reference to their significance or their usefulness; and that such a senseless mastery of the mere mechanical structure of language should be gloried in as an evidence of admirable mental culture!

A little reflection shows that spelling is not in a strict sense an intellectual exercise—that it concerns the shell, not the kernel, of thought; for it merely imparts familiarity with the mechanical structure of words. It is equally plain that correct spelling is only a grace of learning, not an intrinsic element of it. It is to written language what accurate pronunciation is to spoken language—precisely that and no more. A man may be a splendid scholar and pronounce incorrectly (there are a host of such!), and he may be an equally good scholar and spell incorrectly.

Cultured persons are not often poor spellers, not because right spelling is an indispensable attribute of learning, but because the familiarity with language incident to culture prints the appearance of each word correctly on the memory. The striking changes which have occurred in the mode of spelling from time to time prove conclusively that its relations to thought are purely mechanical. Was not Shakespeare, for instance, a man of wonderful culture? Yet this is the way he spelled:

A certain wouche from our Court Austria,
With caution, that the Florentine will move
For specifie style wherein our dearest friend
Prejudicates the business and would seem
To have us make denial.

And this is the way in which some of the most learned men in the country are now earnestly laboring to have everybody spell:

It is need the prefikiskonstet skeet as a doeezr. The fiefat haf komeen eus, and yet it can be set up hein enni compister. Dierar eet not keekeynar telp needed dhi eumill failing thingis dhi peermial matz eelz tint upside down too maazi dij dij, and when it dawet nox on dhi fers. Labeli.

One can scarcely make out all the words without an interpretor; yet suppose this effort to succeed—would not the sense of the language, thus changed in its spelling, be precisely the same as before?

Once more, it is clear that the usefulness of spelling is limited almost entirely to connection with what one writes. In fact, how does one's spelling ever come under observation, except through his written compositions? A person may be wholly ignorant of the correct spelling of his spoken language—and what matters it? Who can detect his ignorance—and what difference to himself?

It is very plain, from these premises, that practice in spelling should be carried on mainly in writing—appealing to the eye more than to the ear—and may reasonably be limited to such words as one is likely to use in composition. Yet neither of these important conditions was observed in the old-time schools. What a prodigious waste of time, therefore, the methods of this study involved!

Arithmetic—was there any waste and loss in connection with that study? It is of indispensable importance. The school system which should fail to make adequate provision for it would be self condemned. But it was unwarrantably favored under the old system. For in the first place, it occupied from a third to a half of
the school time—fitching opportunity from other branches of
equal or greater value—and in the second place its service to the
mind was greatly misinterpreted, so that a large part of the la-
borious task-work it exacted was misapplied and abortive.

For in addition to those uses of the study which no one will call
in question, it was supposed to be of inestimable advantage as an
instrumentality for the discipline of the reasoning powers.

A little study and less observation would have shown its preten-
sions in this respect to be utterly unfounded. Every prominent
metaphysician who ever discussed the subject has asserted that
no intellectual pursuit tends to cultivate a smaller number of fac-
ulties in a more limited manner. Ordinary sagacity, indeed, can
easily discover that mathematical reasoning does not relate to
cause and effect at all, while its demonstrations are entirely dif-
ferent from the steps of a logical syllogism. In the affairs of life;
moreover, there is always an element of uncertainty to be taken
into consideration when solving practical problems, and the best
exercise of the reasoning powers is manifest in wisely manag-
ing this element. Now no such uncertainty pertains to the ma-
thematics. Its conclusions follow inevitably and exactly from their
premises.

Observation proves, moreover, that admirable mathematicians,
instead of being, by that token, acute reasoners, are very likely
to be stupid or one sided in their judgments.

So much for some of the old school notions of study. Was it
not time for a reform?

THE DISPOSAL THAT HAS BEEN MADE OF PUBLIC LANDS
IN THE UNITED STATES.

J. L. PICKARD, Chicago.

[Second Paper.]

I t remains for us to speak of the disposal of Public Lands. The Continental
Congress and its successor, the Congress of the United States, acting
in the capacity of trustee, has undertaken to dispose of Public Lands in the inter-
est and for the benefit of their real proprietors, the people of the United States.

About the year 1785 the celebrated Edmund Burke introduced into the English Parliament a bill for the disposal of the Crown Lands. His remarks accompanying the introduction of the bill are of wider application than the
British realm.

Said he: "A great object is always answered, whenever any property is
transferred from hands which are not fit for that property to those that are.

The principal revenue which I propose to draw from these un-
cultivated wastes is to spring from the improvement and population of the
kingdom; events infinitely more advantageous to the revenues of the Crown
than the rents of the best landed estate which it can hold. It is

that I would dispose of the unprofitable landed estates of the Crown—throw
them into the use of private property—by which they will come, through the
course of circulation, and through the political secrets of the state, into
well-regulated revenue."

It is worthy of notice that the same sentiments inspired our Congress of the
same year, provision being made for the survey of Public Lands in order to
their sale. The spirit of Virginia manifest in her cession of territory with the
conditions annexed looking to settlement and the extension of civil power,
appeared also in the ordinance of 1787 whereby is asserted "Religion, moral-
ity, and knowledge being necessary to good government and the happiness
of mankind, schools and the means of education shall be forever encouraged."

Just ten days later than the passage of the ordinance, Congress interpreted
its language by an ordinance providing for sale of Public Lands by contract,
but referring to the ordinance of 1785 whereby one thirty-sixth part of the
public territory is set apart for the use of schools (increased in 1848 to one-
eighth), it re-affirms its former action and adds, for the purpose of carrying
out the principle of virtue and intelligence as underlying civil government,
these further provisions: "Nor more than two complete townships were to
be given perpetually for the purposes of an university, to be laid off by the
purchaser or purchasers, as near the center as may be, so that the same shall
be of good land, to be applied to the intended object by the legislature of
the state." Two contracts were made during the same year with the above
conditions attached, one conveying a large tract to the Ohio Company and
another to John C. Symmes, the former in South East Ohio and the latter in
South West Ohio. This ordinance of 1787 was applicable only to the ces-
sion by Virginia of the territory now embraced in Ohio, Indiana, Illinois,
Michigan, and Wisconsin. Sixteen years later, similar provision was made
in the interests of education by the act providing for the disposal of lands
south of Tennessee—except that the grant for university purposes was limited
to one township.

Since the year 1800, provision has been made in the organic acts for the
reservation of two townships or more for university purposes within the limits
of each state admitted to the Union, except Maine, Texas, and West Virginia.

Three territories, New Mexico, Utah, and Washington, have also been thus
favored in advance of their admission as states. Ohio has received three
townships. Wisconsin and Florida four each, and Minnesota a little more than
two a half townships for university purposes.

The plan of sale by contract in large quantities was soon abandoned, and
that of sale to the highest bidder at public sale—and at private sale thereafter
at a minimum price per acre was adopted. At first lots were offered in sec-
tions, then in half sections, and later in smaller parts of sections. The mini-


lands in extinction of Indian titles and individual claims under the former proprietors of the soil.

First in order come the educational grants, in all to date 78,991,354 acres; 500,000 Acres Grants, 8,000,000 acres; Swamp Lands, 62,556,793 acres; Canals and River Improvements, 5,353,975 acres; Soldiers Bounties Warrants, 6,837,150 acres; Homesteads, 28,895,161 acres; Railroads, 183,000,000 acres; Sales, 16,476,012 acres; Total disposed of, 592,606,577 acres. In addition must be placed the reservations for Indian occupancy as made some years prior to the proprietors of the soil.

As said above, a reservation for school purposes was made some years prior to the admission of the soil. But it is the desire to improve the revenues of the country, and to facilitate settlement a very charitable construction to be put upon the eager solicitation of those who desire subsidies, perhaps more charitable than our knowledge of human nature would warrant us in giving. A host of such patriots has besieged Congress these many years. Their success has been so marked as to create no little alarm lest the country suffer from excess of patriotism, and that its fires might be kept within reasonable limits. Congress, at its present session, has put on the dumber of an anti-subsidy resolution.

To return to the subject of grants for educational purposes. These seem to have been first in the thoughts of our Revolutionary patriots. As has been said above, a reservation for school purposes was made some years prior to any actual disposition of lands for other purposes. From the tenor of the legislation of that time it appears that this reservation was deemed ample for the entire support of the schools of a township. After more than sixty years experience of the mistake made in such a supposition, and with the admission of Oregon in 1848 the reservation was doubled. A similar provision has been incorporated in the organic act admitting every state except West Virginia since 1853.

This early provision gives us for common school purposes the avails of 67,983,914 acres. To every state admitted since 1800, grants have been made for university purposes amounting in all to 1,082,880 acres. In 1862, for colleges of agriculture and mechanical arts there were granted to each state 30,000 acres for each senator and representative in Congress, or total up to this time of 6,960,000 acres. A total by general sale of 17,575,794 acres. To this must be added special grant to Tennessee in 1866, 200,000 acres; and several smaller grants, including one for Indian schools in Mississippi, all amounting to 86,211 acres. As the states to which 500,000 acres were granted were left free to determine the application of such grants, six out of the sixteen states so receiving applied their grants to school purposes, 3,000,000 acres. Of the fourteen states which received patents for the Swamp Lands within their borders, part have applied the same in part to educational purposes and have thus increased the School Lands by 13,584,710 acres. The Public Domain has therefore contributed to the support of schools 95,827,715 acres, an area equal to that of Ohio, Indiana, Illinois, and half of Kentucky,—unfortunately, however, not of equal value.

In addition to the Land Grants direct and indirect, the Government has also given to the states a percentage of the net proceeds of the sales of the Public Lands. At first three percent, later five percent. In 1818, Congress required that one sixth of the three per cent be devoted to the purposes of a college or university in each state, leaving the disposition of the balance to the discretion of the several states. It is known that Illinois, Florida, Wisconsin, Iowa, Oregon, Kansas, Nebraska, and Nevada have applied to educational purposes from this money grant, $1,754,439.34. Missouri, by constitution of 1875, puts into a permanent School Fund what she has received, $1,008,381.86. Some states have also set apart for school purposes the net proceeds of the sales of their Swamp Lands, but the amount is known only in the cases of Ohio and Indiana, $1,265,024.00. The states admitted into the Union prior to 1839 shared in the profits of the U.S. Deposit Fund, a surplus of $28,444,664.11 having accumulated in the U.S. Treasury in 1836, largely drawn from the sales of Public Lands. Vermont, Connecticut, Rhode Island, New York, Pennsylvania, Delaware, Ohio, Indiana, Illinois, Missouri, Louisiana, and Alabama transferred their shares to one of their respective state school funds. Massachusetts gave her share to the support of her Indian schools. Kentucky gave $1,000,000 to school purposes.

The total amount devoted to educational purposes was $161,420,777.37. The money contributions to the support of schools under state control amount therefore to $19,319,568.37.

For such purposes must be considered as purchase money for the lands in extinction of Indian titles.

But in addition to this the government has expended $566,027.15. It is worthy of note that appropriations were made the very year of the Declaration of Independence.

There has been expended by the General Government, for Freedmen's Schools, $3,717,725.47; for Military and Naval Schools, $10,320,363.36; for Libraries and Publications of Coast Surveys, etc., $63,111,877.10; for Education and Educational appliances under control of United States Government there have been expended $17,919,113.58, a sum which may appear large, but is really for a period of 100 years only about 3½ times as great as the individual benefactions to educational purposes in the single year 1876, and but little more than a 2½ times the amount of School Taxes in the single state of Illinois for the year 1876.

"MORE LIGHT."

To the Editor of the Weekly:

"Seeker" wishes further information concerning certain heir-looms belonging to the Washington family living here. In reply I would say that the original seal with which Gen. Geo. Washington, "the Father of his country," authenticated his private and public papers is to be found here in this town, and is owned by Bushrod D. Washington, one of the nearest relatives of the name. This seal bears the coat of arms of the Washington family. It may be described as a shield surrounded by a ducal coronet, over which is a raven with spreading wings; the face of the shield bearing three star-shaped spur rowels, and below, two bars. The seal is surrounded by a wreath and bears the family motto: "Exitus acta probat." It is said to have been used by Gen. Washington to authenticate the death warrant of Maj. Andre.

Gen. Washington, at his death in 1799, gave this seal to his nephew, Judge Bushrod Washington, who was his successor to the Mt. Vernon estate. Judge Bushrod Washington, at his death in 1829, gave the seal to his nephew, Bushrod Washington, Jr., who lived at Mt. Zephyr, Va. When Bushrod Washington, Jr., died in 1839, he gave the seal to his son, Spotswood A. Washington, who, at his death in 1865, bequeathed the valuable relic to his son, Bushrod D. Washington, the present owner.

The Washington family living here are descendants of Lawrence Washington, a brother of Geo. Washington. Mr. Spotswood A. Washington came to this county in 1828. He was a lawyer by profession, and, in his best days, ranked among the first men of this section of the country. Three sons and a daughter survive him.

S. G. H.

Watsen, Iroquois Co. Ill., March 12, 1878.

THE SHEPHERD'S MOUNTAIN SONG.

(From the German of Uhland.)

A SHEPHERD-BOY of the hills so high,
The lofty cedars below my daily dwelling lie;
I am a shepherd boy of the hills.

The mother-home of the brook is here,
From its rocky source I drink it clear;
O'er the cliffs it falls in its headlong race,
I catch it up in a quick embrace;
I am a shepherd boy of the hills.

The mountain side is my broad estate,
The storms drive around it desolate;
From the north to the south they rave and call,
But my song sounds clear and loud through all,
I am a shepherd boy of the hills.

Beneath, the thunder and lightning play,
I stand above in the clear, calm day;
I know them well, and I bid them cease,
"Oh, leave my Father's house in peace."
I am a shepherd boy of the hills.

But when the storm-bell clangs in fear,
And fires on mountain tops appear,
Then I descend mutes and sad,
And swing my sword and sing my song.
I am a shepherd boy of the hills.

—Lincoln Murray, the grammarian, was born near Dixon's Fording, in Dauphin county, Pennsylvania, and died in England.
NOTES BY THE WAY.

HIGHLAND Hall is located in one of the most beautiful spots on the western shore of Lake Michigan—23 miles from Chicago, elevated, thoroughly drained—eminently healthy. The building is only three stories in height, admirably adapted to its purpose, and tastefully furnished throughout. The course of study is ample and thorough; embracing a preparatory department, and a college course of four years. The special departments of music and painting have unusual facilities for students therein. Terms moderate, for the advantages afforded. Apply to Edward P. Weston, President.

We enjoyed an hour's visit in the public schools of Oakland. Cook County, Ill., a few weeks since. Prof. C. I. Parker, formerly of Danville, this state, is principal. He is ably assisted by nine lady teachers. The work done by pupils in drawing is most excellent. Master Ben. French is the artist of the district. The building is to be elevated one story more in order to make ample room for the fast growing High School.

We made Hyde Park schools a short visit. It was St. Valentine's Day, and the exercises were somewhat varied to correspond with the desires of Cupid. In the intermediate department, we asked these questions, and received prompt and quite correct answers: 1. In Africa, is an island or continent? One boy maintained that it was an artificial island. 2. What is the capital of Georgia, and how long has it had that city for a capital? 3. What is the capital of Connecticut, and why is it better to have such city as the capital? We know that good work is being done in the public schools here, and we await another opportunity of spending more time in them.

At Waukegan are three school buildings. Sixteen teachers are employed. Mr. E. C. Crawford, a graduate of Dartmouth, is principal of the High School. Principal of the North School, Miss Hattie E. Hallowell, South School, Miss Anna W. Brochon. The teachers here work very hard. We noticed excellent work done in writing, sentence and story making, at the North School. The Analytical Speller is used, which gives many useful suggestions to beginners in language exercises. A class in grammar did fine work, they were arranged as a spelling class for oral work.

"Going up" in class was required, which seemed to stimulate all for higher work. We witnessed an exercise in Miss Brochon's room which was similarly conducted with like good results. During rhetorical exercises in the High School, we listened to the recital by a young man of an original poem which was worthy of being published and read. It was patriotic in sentiment. A library is found in the school-room. Works of Scott, Byron, Pope, Tyndall, etc., may be found there. This library is used. The daily papers are read by the students, and the principal calls for the latest news some time before the close of school.

Ladies and gentlemen alike all seem to be well posted upon the Silver Bill, Foreign News, Deaths, Marriages, etc.

A trip to Dixon gave me a chance to see the schools there. Good work is being done under the principalship of Prof. E. C. Smith. He has nine assistants. The experiments in chemistry were interesting. Miss Spaulding teaches the primary school, and is one of our model teachers. Prof. Smith has been principal of schools here for more than fifteen years. The Business College, under the care of Messrs. Hartwell, Ferris, and Collins, is doing very acceptable service. Prest. Tooke has closed Rock River University for the present. The institution will be sold, leased, or closed next year. It has a fine location. There is a school on the other side of the river having five teachers. Mr. Lloyd is principal.

At Sterling are three ward schools. Prof. A. Bayliss is principal of the Central School. He has thirteen assistants. The lyceum sustained by the members of the High School is an institution calculated to fit young ladies and gentlemen for effective work on the stage, or wherever and whenever they may serve an assemblage of people in the capacity of reader or speaker. The lower schools meet two and three departments in a room, where singing, speaking pieces, etc., are indulged in each Friday afternoon.

The building is well arranged, heated, ventilated, and located. Mr. Piper has a good school with eight assistants. The school taught by Mr. W. H. Wood is in the eastern part of the city.

REVIEWS.

POPULAR Astronomy. By Simon Newcomb, LL. D., Professor U. S. Naval Observatory. With 112 Engravings and 5 Maps of the Stars. (8vo pp. 566. New York: Harper & Brothers, 1878.)—This is a work by one of the foremost among the mathematicians and astronomers of America; but it contains nothing beyond the reach of any intelligent reader. It is an illustration of the simplicity and transparency of style produced by the thorough mastery of a subject. The plan and course of the work are unusual, and probably secure for its peculiar adaptation to the requirements of the popular reader. It is not precluded, text-book fashion, with any array of definitions and technicalities, but proceeds in the order of the historical development of the science. The experience of the world in the acquirement of astronomical ideas is reproduced in the experience of the reader. Thus the reader not only learns the history of astronomy but acquires the principles of astronomy as an obvious and necessary evolution of thought.

After a chapter devoted to the ancient astronomy, or the apparent motions of the heavenly bodies, we have a chapter on the Copernican System, or the true motions of the heavenly bodies, and one on the principles of universal gravitation. By this time, the general technicalities of the science have been interwoven almost without the reader's consciousness. The telescope, with its applications to celestial measurements, occupies one part of the work. In this connection the mysteries of parallaxes and transits, the motion of light, and the marvels of the spectroscope are lucidly explained, and, as everywhere, without the use of mathematics. In the part devoted to special astronomy, the text supplies all the general facts, down to the latest date. Numerical values are given in round numbers, but precise data are tabulated in an appendix. The author, after presenting his own conclusions in reference to the constitution of the sun, furnishes the reader with communications on the subject from the most distinguished solar physicists of Europe and America. In this part of
the work, the subject of meteors and their relations to comets receives due attention; and, in the final part, the author diverges from the beaten path of writers, to offer the reader the latest results and tendencies of investigation respecting the form, extent, internal relations, origin, and future prospects of the stellar universe—grand and inspiring themes, worthy the attention of every person of intelligence—especially of every teacher.

The astronomical theme which possesses greatest interest and novelty at the present stage in the history of science are those which concern the cause of gravitation; the resisting medium; the revelations and promises of the spectroscope; the constitution of the sun, and the intensity and source of his heat; the satellites of Mars, and the abnormally rapid motion of the inner one; the origin of the asteroids; the physical condition of Jupiter and the other large planets; the condition and destiny of Saturn's rings; the nature of comets and their relation to meteoric and other crumellar matter; the system of the fixed stars; the distances and the densities of the nebulae; the former conditions of comical bodies; the existence of other habitable worlds; and the finiteness of the physical universe in extent and duration.

The following are the positions of Professor Newcomb on some of these subjects. The existence of a resisting medium is not proved, as no comet except Encke's has manifested a retardation; and in this case, the phenomena are not uniform. The central part of the sun is thought to be in a gaseous and comparatively non-luminous state. The enormous pressure exerted upon it, however, condenses the gas into the consistency of a liquid. This phaseless condition is exhibited in the gaseous-like exhalations of luminous particles of solid or liquid matter; and this is enveloped in a gaseous chromosphere, with its glowing protuberances, while the glorious corona surrounds all. The heat of the sun is perpetuated by a slow process of condensation, though it cannot endure forever. Jupiter and probably Saturn are completely enveloped in aqueous vapor, and the bodies of these planets are probably self-luminous to some extent. The comets are not natives to our system, and become domiciled only when falling under the powerful influence of one of the planets. A train of particles follows this track of the comet; and eventually extends around the entire circuit of its orbit. Meteoroids are particles of this cometary train (not the "tail") which come in contact with the terrestrial atmosphere. The firmament of stars does not constitute one system in a sense analogous to the solar system. It is of limited extent; it has existed but a finite period, and is destined to ultimate stagnation. The nebula may be within or without this firmament. As to the nebular theory of the origin of worlds, "it is indicated by the general tendencies of the laws of nature; it has not been proved to be inconsistent with any fact; it is almost a necessary consequence of the only theory by which we can account for the origin and conservation of the sun's heat."

The World's Progress. A Dictionary of Dates. Being a Chronological and Alphabetical Record of all essential facts in the progress of society, from the Creation of the World to the present time; with a chart. Edited by Geo. P. Putnam, A.M. Revised and continued to August, 1877, by F. B. Perkins. Putnam's Sons: Chicago. 2 Vols. 8vo. Price $4.50. This is the latest and most complete attempt at a record of events. The compiler has aimed at chronology and alphabetized the material in an attempt to meet the needs of students and scholars alike.

Selections from American Poets. By Professor E. O. Hale. Edited by Willard Baker. 12mo. 600 pp. 1879. Price $1.50. These selections from American poets named are arranged in alphabetical order and the material is grouped under the names of the authors.

New Practical Algebra. Adapted to the Improved Methods of Instruction in Schools, Academies, and Colleges. By James B. Thomson, LL.D. (New York: Clark and Maynard. Agents, 40 Madison street. 12 mo. pp. 312. Int. Price $5.50.)—Prof. Thomson is no novice in writing mathematical text-books for schools. His series of arithmetic has stood the test of the school-room and the competition of rival publications while several others have been laid on the shelf and forgotten. In the preparation of this new work, the author has sought at the same time to embody the latest methods of instruction and his own ideas of the proper order of topics. Every student will find in this series a chance to prove himself. It is licit to the young student, and the best suited to the class with whom it will be used. It is written in a style of simplicity and conciseness, with a view to the best results of instruction. The definitions and "statements of principles," Prof. Thomson is concise and clear, without being inaccurate. Every lover of algebra who sees this book will find a special pleasure in tracing through its pages the original and new ways of discussing those fundamental principles which have for so long a time been presented in stereotyped forms and places that any departure from the old ways at first seems like sacrilege, though really it is a blessing. The book will find a place in the schools.

Classical English Reader. Selections from Standard Authors, with Explanatory and Critical Footnotes. By the Rev. Henry N. Hudson. (Boston: Gunn & Heath, 1878.)—We have seen no better work of the kind than this. Indeed, it is very distinctly superior to that which has so recently been put forth and will be of the kind. It is not marred by the presence of a single unworthy selection, nor by the omission of any which would represent the best style of any given epoch. There is something inspiring in the succession of choice selections here made, and as an outline of instruction in English classics it can scarcely be said to be surpassed. Living authors are sparingly quoted. The only living American poets named are Bryant, Longfellow, and Whittier, and only one of the living British poets—Tennyson. Burke and Webster are frequently quoted for purposes of declamation. There is such a freshness throughout—such a creaminess in every selection and every page—that we predict a long and honored life to this latest work of a veteran scholar and author.

Sutcliff's Trench on Words. Trench's Lectures on the Study of Words. With an exhaustive analysis, additional words for illustration, and questions for examination. By Thomas D. Sutcliffe, Head Master of St. Augustine's College, Benicia, California. (New York: W. J. Widdelton, pp. 400, 12 mo., cloth, $1.50.)—Every teacher and student of the English language will welcome Prof. Sutcliffe's revision of Dean Trench's admirable little volume on the study of words. Although scholarly and generally correct in substance, it was not well adapted to school use, and has been found available only to the private student. The revision before us brings out the excellences of the volume with such accessory matter in the form of questions and outlines as to render it quite serviceable in schools and colleges. In these days when the schools are giving increased attention to the study of language, especially the English language, the appearance of this new work will prove opportune. It will be sent for examination with a view to introduction on receipt of one dollar.

NEW BOOKS FOR TEACHERS.

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor.] It is desirable that a full description of the book, its style, and the kind of school to which it is suited, be made of such as possess merit, or are of interest to teachers.

New books named in this list are obtained by forwarding the price to the publisher of THE EDUCATIONAL WEEKLY.


STONE. Questions in Preparatory Botany. By Chas. W. Stone. 16mo. 16mo. 12mo. $1.25.

Lauder, Brooks & Co. $1.50.
Educational Intelligence.

EDITORS:

Maine: Prof. J. Marshall Hawkes, Principal Groton School, Camden.
Ohio: Prof. J. S. Willard, State Normal School, Kent.
Missouri: Prof. C. C. Branson, State University, Columbia.
Minnesota: Prof. W. B. Strong, State University, Stillwater.

The East—Prof. Edward Johnson, Lynn, Massachusetts.
The South—Prof. W. A. Clark, 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 28, 1878.

THE STATES.

ILLINOIS.—The senior class at Princeton High School, which Mr. Boltwood has consented to take through the school year, numbers 26-18 boys and 5 girls. Six are candidates for the classical diploma. Mr. Boltwood is prominently named for the Republican nomination for Superintendent of Instruction. Mr. B. is a native of Mass., and graduated at Amherst College in 1853. Since then he has been directly engaged in educational work, except for two years in war-time. In 1864-5 he was secretary of the Department in the service of the U. S. Sanitary Commission. In 1865, he came to Illinois, and took charge of the schools at Griggsville, in Pike County. In 1867, he organized the Princeton Township High School, which under him has attained a high reputation. He has been an active worker on teachers' institutes and in the State Association, and is a member of the State Board of Education. —Rev. Galush Anderson has assumed charge of the Chicago University, which he has resigned. An incipient plan is to raise $17,400,000 upon the institution, which can be removed if it is raised within a year. It is understood that Mr. Anderson has assurance from friends and others who repose confidence in his ability that he can raise the money and place the institution once more on a sound financial basis. The present condition of teachers' salaries in Chicago is unsatisfactory enough, but the prospect of their condition next year is even worse. It seems probable not only that salaries will, of necessity, be reduced, but that the appropriation for the High School will have to be entirely withheld. This will seriously impair the completeness of the public school work in this city, and can be regarded only as a disaster. The sentiment of a large portion of the voting population is in favor of such a step, and quite a number of the Board of Education have committed themselves to its consummation. Superintendent Duty bell of the High School to be an institution absolutely necessary for the city's good. There are enrolled in the different public schools of the city about 2,500 more children than were enrolled one year ago, making it necessary for fifty more teachers to be employed. As no new school buildings have been erected for the last two or three years, the public school system is in a critical condition. It is about time to open school but one-half a day. This is unjust to both teachers and pupils. There are about 1,400 pupils in the various high schools, mostly in the lower classes. Five-eighths of the teachers now employed are agreeably combining two very ancient professions. It is yet too early for Mr. Hall to have made public his acceptance or declination of the ambitious compliment tendered him. If we may judge anything respecting the strength of the party in the state from the indications of the popular vote, the result of the last election is clearly anticipated. The result in the United States was a victory for the Democratic ticket in the vast majority of the states, and for the Republican ticket in the United States. The result is a victory for the Republican ticket in the United States. The result is generally regarded as a withdrawal from the race, as he is not expected to return before September. A close scrutiny of the field reveals a shadow or two in the back ground not wholly indistinct, yet not sharply defined, that may cut a significant figure in the campaign. William B. Powell, of Aurora, is fairly out of the thirties. For sixteen years he has been at the head of a system of graded schools, the first eight years at Peru, and the last eight at Aurora. He enjoys an enviable reputation as an organizer and manager, being unequalled in the West in these particular lines. Though, and pains-taking worker, and his schools bear the impress of his personality in every department. He is also widely known as an institute worker, and as he generally and favorably known among his colleagues four years ago, in which he ran five thousand ahead of Mr. Ridgeway, he is likely to be a formidable competitor.

Prof. White was born in New York, Oct. 7, 1830, his parents moving to Michigan in 1833. His boyhood and youth were spent on his father's farm in that new state, so that he enjoyed but limited advantages for an early education. Until 1845 his time was divided between work, teaching, and study. In 1845-6 he entered the University of Michigan and graduated four years after, having successfully completed the course in the allotted time without any pecuniary aid. From 1856 to 1859 he was engaged in teaching natural history in the High School of Lockport, N. Y., and in the Albany Law School, from which institution he graduated in 1859. Although admitted to the bar, he was persuaded that his sphere of usefulness lay in teaching rather than in the practice of law, and in September of that year he accepted the position of principal of the Brown School, Chicago. This position he retained until 1868, when he became principal of the Princeton Normal School. In Chicago he made his mark as a teacher, and fully confirmed the wisdom of his change of profession. For eight years Prof. White was editor of the Illinois Teacher, and in that position accomplished an amount of work appreciated only by those who have had a like experience. In the State Teachers' Association he has always occupied a prominent and responsible position. Several of his papers read before that body have been published in separate form and have gone into the educational literature of the country. A very important work was accomplished through the chairmanship of the Committee on the Illinois Educational Exhibit at the Centennial. It was the result of his report on that exhibit which gave to the state the present system of competitive examinations, which are conducted through him as director.

The regular term of the National Association opened from 1860, since which time he has been one of its most active members, having been absent from but two meetings. His first official work in that body was as secretary, which office he again held in 1872, and also in 1873, when he was president of the Association, having been president of the National Association in 1871. The leading educational men of the country, who have been identified with that body, will freely say that its present organization and plan of work are due very largely to his earnest and efficient services. Such a connection as the above with the educational work of the country and of this state tells plainly with what spirit Prof. White has labored, and what confidence we have of him as Superintendent of Public Instruction. He is both the most efficient and the most practical a candidate for the Republican nomination for Governor Gear says: "Some of the papers are calling upon the legislature to take action during the present session looking to uniformity of school books throughout the state. The need of reform in this particular is generally admitted, but it is not so plain just how it is to be brought about. As yet no plan has been suggested that does not open up a wide field for abuses in one form or another. I propose no legislation of this kind. The Governor Geis in favor of compulsory education. —The Du Moines Register says: "A newspaper to attain power must be a vital, breathing force; and it cannot develop this power except it have back of it a man of the people. Such secret magnetic influence which gives men strength in every relation of life."

IOWA.—They have a five-year old boy in the reform school at Eldora. There are about 1,000 deaf and dumb children in the state. —Toledo is going to build a $12,000 school house. —CEDAR Rapids still sticks for that fine library. —The Iowa legislature has these offices filled by women: engraving clerk, employing clerk, postmistress, and paper-flder. —Wheatland,—poverty-stricken Wheatland—has reduced the school taxes 50 cents per scholar per month. —The legislature of the Iowa Legislative has passed a compulsory education bill. —The regular term of the Agricultural College opened on the 6th of March. An unusually large attendance of students from all the states and Canada was present. The Agricultural College leads in the van of the most successful agricultural colleges in the United States, and is acknowledged as such far and near." —We are frequently told that the University of Iowa is a costly and unnecessary institution, and that none but the sons of the rich are educated there. There are 128 students in the Academic Department who are solely dependent upon their own exertions for their support. —The Keokuk Medical College has turned loose a graduating class of 114. The Davenport Gazette says that "the Illinois Board of Health has decided not to recognize, from and after July 1st next, diplomas granted out from that odorous quack mill." —Davenport has voted $12,000 toward the erection of a new school house. —The disbursements of the Des Moines school district for the current year were $59,551. —A foreigner, who can neither read, write, nor speak the English language, was elected school director out in Potamac and defeated the other applicant. —The public schools of Marshalltown cost $79,047.94 during the past year. —The Council Bluffs Nonpareil says: "Some of the papers are calling upon the legislature to take action during the present session looking to uniformity of school books throughout the state. The need of reform in this particular is generally admitted, but it is not so plain just how it is to be brought about. As yet no plan has been suggested that does not open up a wide field for abuses in one form or another. I propose no legislation of this kind. The Governor Geis in favor of compulsory education. —The Des Moines Register says: "A newspaper to attain power must be a vital, breathing force; and it cannot develop this power except it have back of it a man of the people. Such secret magnetic influence which gives men strength in every relation of life."

The Iowa City Republican says: Our State University is attracting a brilliant set of students. In the last four years, 57 persons have engaged in teaching, and an increasing number of the best positions are occupied by them.
CIRCULAR TO COUNTY SUPERINTENDENTS.—In conformity with section 1,577, I hereby call district conventions of county superintendents at the places and on the days given below, to continue for not less than two nor more than three days, commencing at the hour of ten o'clock in the morning, and to be held at Cedar Rapids by the county superintendents there present. For information, we print the arrangements made at Cedar Rapids, inserting the date on which the district meetings are to be held:


Fifth Section.—Counties: Wayne, Lucas, Clarke, Decatur, Union, Ringgold, Adams, Keokuk, Monticello, Mills, Fremont. Committee:—J. Brant, W. P. Patterson, Miss J. Kellogg. Place: Creston, April 25.

Sixth Section.—Counties: Pottawattamie, Shelby, Harrison, Monona, Crawford, Davis, Jackson, Black, Polk, Monroe, Lyon, etc. Committee:—T. S. Stogdill, S. Rogers, C. N. Lyman. Place: Sioux City, April 10.


Some subjects for discussion are indicated as follows: 1. School visitation. 2. Teachers' examination. 3. Normal institutes. 4. Educational meetings. 5. Appeals. 6. Reports. 7. Teachers' libraries. 8. Course of study for ungraded schools.

We suggest that other educators be invited to be present as far as possible. Yours respectfully,

C. W. Von Cellan.
Superintendent of Public Instruction.

Des Moines, March 11, 1878.

P. S. In the tenth question of Physiology, in the March list, just sent out, for the first word "knowledge" read "value." An Amendment to Sec. 1,769 has just passed the legislature, which after July 4, 1878, will require the payment of one dollar for every two years and one week's attendance on a written certificate. This provision will materially aid the summer and fall institutes.

WISCONSIN.—A commission has been appointed by the Legislature to select and purchase such portions of the geological cabinet and library of the late Moses Strong, who, at the time of his death, was Assistant State Geologist, as they may deem desirable, and at not to exceed $2,500.

Prof. J. B. Feuling, Professor of Modern Languages and Comparative Philology at the State University, died at Iowa, Iowa, March 10, whither he had gone to seek rest and recovery from a paralytic stroke. He was recognized among philologists as an advanced scholar, and ranked high among the educators of this country. The Committee on Education in the Senate, to whom was referred the bill introduced by Senator Anderson, early in the session, for the organization of妹子 of industries at the State University, after considering the subject carefully, reported back a substitute, providing for the Superintendent of Public Instruction, R. E. Davis of Dane county, Geo. H. Paul of Milwaukee, Geo. S. Albee, of Winnebago, and John B. Quimby, of Sauk county, as Commissioners on Text-Books, and directing said commissioners to be "to take into consideration the various propositions which have been hitherto submitted to the Legislature of Wisconsin relating to uniformity in text-books for the public schools of this state and the cost of such books, together with such other propositions as may be submitted to or originate with said Board, having reference to uniformity and cost of text-books for the public schools of this state; and it shall be the further duty of said Board to inquire and report whether said Board, in the performance of its duties, has acquired the experience of other states, whether, in the opinion of said Board, any economical, practical, and expedient method or plan can be adopted by said Legislature for promoting the uniformity, lowering or economizing the cost of such text-books of this state." It shall also "inquire and determine whether any of the proposed reforms in English orthography, now under consideration by legislative bodies, or practiced in any of the public schools, or commenced and approved by associations of scholars and experienced teachers in this country or Europe, can be properly or expeditiously adopted, or otherwise encouraged and promoted, in the public schools as in the publication of the official documents of the state, or otherwise. This act applies to both branches of the Legislature, and the Board is now an organized body.

MISSOURI.—The colored school teachers of this state held a convention in St. Louis the last days of December, which was marked by intelligent and wise action in view of their interests and the educational welfare of the colored children of the state; and of their plans for the future. The resolutions adopted were read and discussed, and the whole ground of education and the facilities for its acquirement was gone over, and it is believed much benefit to all concerned will grow out of the meeting. A resolution was adopted heartily endorising and earnestly commending to the people of the country the measure brought forward by Senators Morrill and Hoar, now pending before Congress, providing for a national public school fund to be appropriated to the states and to territories upon the basis of their illiteracy, and calling on the people of Missouri to aid and cooperate in establishing a similar fund for their state. The committee adopted a petition to the state legislature asking an improvement of the existing laws affecting the educational interests of the colored people of Missouri. They say the present law, which provides that the free schools shall have the more fact of separation, colored schools shall have the same advantages as white institutions in their respective districts, is strictly and grossly violated; that colored schools in many instances are held in basements, or buildings ill-adapted in fact for schools, and that in many cases the enumeration of colored persons of schoolable age is neglected, and the apportionment provided by the state for such purposes never reaches these schools. They earnestly urge that the educational privileges designed for them by the remedy for the remedy, is the appointment of a colored Assistant State Superintendent, whose duty it shall be to specially look after the colored public schools. The petition also asks that in the colored districts, to which this legislation refers, the number now required to establish a school, provision be made for the admission into the white schools of such districts. The suddenness with which a recent outbreak against the public schools in St. Louis has been made, gives it somewhat the appearance of a conspiracy, as is remarked by the Post, which journal has taken a courageous stand against those who are making an assault on the schools under cover of economy and legality.

MICHIGAN.—C. B. Stebbins, Deputy Superintendent of Public Instruction, has written the following letter on the county and township superintendents of schools: "Yours of the 27th inst., is received. As you know, the supervisors were the worst enemies of our county superintendence; and the workings of the system being partly in their hands, it is no wonder it broke down; and after six years the law was repealed, and a township superintendent elected in many cases; and this, I believe, is the state of the case at present. I am told that in some districts within the last two years more than 100,000 dollars have been spent in improvement, with the object of securing a county superintendency. The town system is very well where they get competent and faithful men. ‘Aye, there’s the rub!’ I suppose you would write to us to supply the wrong answers written out, so that they can examine teachers; others ask if they can employ another person to examine. One man writes, ‘I am elected superintendent, but I am not competent; what shall I do?’ [An honest man.] Another wrote three days since, ‘What shall I do? I am not fit for the office; I know it—and there is not a man in the town that is.’ Last year a town superintendent was fined, under the statute, for making a disturbance in a school when visiting. A few days since one was tried for assault with intent to kill; the result was ninety days in jail for assault and battery. Of course, these are extreme cases. Our town superintendent law was passed in 1875. We might probably have changed it last winter; but it was thought that it would be better in the coming session. Many of the secretaries are not teachers, but manufacturers. . . . Those who use the appearance of a conspiracy as is remarked by the Post, which journal has taken a courageous stand against those who are making an assault on the schools under cover of economy and legality.

MAINE.—The Lewiston Industrial School for girls is now teaching fifty-three girls from seven to fourteen years of age the art of sewing and other feminine arts; and at the same time the girls are taught to read and write, and are instructed in the moral and religious duties of their sex, by one teacher, Miss Lydia Putnam, who has been appointed by the three trustees, Messrs. Johnson, Krumrine, and Shank, having been selected by a vote of the Board, and that Col. Robie is to endow the school with $2,500. The collection of apparatus belonging to Hebron Academy has been largely increased during the past winter, and by the middle of the coming term, will embrace about three thousand dollars' worth, including some of the finest instruments, by American and foreign manufacturers.

OHIO.—Thirty-two thousand dollars have recently been subscribed by citizens of Mt. Union to purchase materials and erect at Mt. Union a new Museum, to be DPI-table when such sum as $15,000 in collectible funds, are secured for this building. Also liberal amounts have been recently subscribed by citizens of Alliance to purchase for this College the Alliance College building. Also, last winter $5,000 for a new Museum, and on securing at Alliance and vicinity a sum sufficient to purchase other building, and its repairs, or an equivalent sum to be used by the Trustees in making Mt. Union improvements additional to the $35,000-Museum Building.

INDIANA.—Miss Lydia R. Putnam, who was forcibly ejected from the Irving Institute last Spring, by the three trustees, Messrs. Johnson, Johnson, and Shank, has re-entered the villages against them. The case was tried before Judge Byron K. Elliott, of the Superior Court of Marion County. It is said that the defendants will appeal the case to the Supreme Court. The particulars were published in the Weekly last fall.
NEW ADVERTISEMENTS.

OREAD INSTITUTE, Rev. H. R. Greene, A. M.,
Worcester Mass.
MILLIONS OF MUSIC BOOKS, John Church & Co.,
Cincinnati.

SCHOOL AND COLLEGE TEXT-BOOKS, G. P. Put-
nam's Sons, New York.
FRENCH LANGUAGE, Prof. Mansart, Montreal, Canada.

THE EXCLUSIVE TEACHERS' AGENCY, L. W. App-
legate, Fenton, Mich.
BOOK PRINTING, S. R. Winchell & Co., Chi-
go.


THE N. Y. EVENING POST, Wm. C. Bryant & Co.,
New York.

CLASSIFIED THOUGHTS AND THINGS, A. L. Sew-
cle, Chicago.

THE BOOK FOR AGENTS, Moses Warren & Co.,
Chicago.

LITTLE FOLKS, Adams, Blackmer, & Lyon Pub.
Co., Chicago.

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