The Educational Weekly.

The Educational Weekly.

THE UNION OF
Seven Leading Educational Monthlies in the Western States.

Editor—Pres. W. F. Phelps, Whitewater, Wis.
Managing Editor—S. R. Winchell, Chicago, III.

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CHICAGO, THURSDAY, APRIL 11, 1878

Editorial.

The officers of the National Educational Association have decided, after mature consideration, to postpone the next meeting of that body until next year. Nearly two-thirds of the Board of Directors heard from voted in favor of the postponement, while the heads of the several departments were unanimous in the judgment that this course was best, under all the circumstances of the case. The fact that a large number of the leading members of the Association would be absent at the Paris Exposition, many of them as commissioners under the act of Congress, thus rendering it extremely difficult to make suitable provisions for the meeting, was the ruling motive for this decision.

President Hancock has issued a circular announcing the postponement, which circular will be found in another column of the Weekly. We invite attention to the suggestions of the circular, and urge that preparations for the campaign of 1879 be commenced in good earnest. "The momentous educational questions now stirring the public mind" must be met by the earnest educational thinkers and workers of the country united as one man.

The school system is assailed along the entire line. The questions are virtually: Shall we have a system at all? Shall that system be administered on the principles of equity and justice, or shall it be made the vehicle of scheming political buckets hardened by its spirit and essential details, or shall we have an educational service reform worthy of a just and generous people and in harmony with the best ideas of the age? Shall the high schools be destroyed? Shall our so-called normal schools be brought up to the true standard of their special professional work, or shall they continue to be so conducted as to perpetuate some of the worst abuses of the schools they are designed to elevate and improve? Shall illiteracy continue to be the burden and the disgrace of the republic? Shall incompetence in the schools, and over the schools, continue to command a premium through a policy that discriminates against brains by assigning the places of trust and responsibility to the lowest bidder?

These are some of the "momentous questions now stirring the public mind as it has not been stirred for years," and which must continue to stir until it rises to the full conception of the dangers and duties of the hour. When we look at the degeneracy of our statesmanship, the corruption of our politics, the enormous growth of monopolies, inimical to the interests and rights of the people, and the increase of vagrancy and crime, we shall discover that this is no time for relaxation in our efforts to educate the people. There is work enough for our national and state educational associations. There is work enough for educators, for patriots, philanthropists, and christians. There is work enough for all who love country more than party, honesty and justice more than self-seeking and corruption, meret more than craft and cunning, the good of the people more than the greed of self-constituted and self-styled leaders. We, therefore, second the motion of President Hancock, that educators immediately enter with zeal upon a campaign to make the meeting of 1879 the greatest ever held in this country, of its kind. We repeat that if there be not manhood and independence enough in the profession to stand up for the right against all combinations, all corners, and all considerations of the baser sort, then there is no hope for it but a cringing vassalage to the injustice and insolence of office, and a hopeless surrender of the best interests of humanity to the keeping of incompetent and unworthy men.

The normal problem in Michigan has been solved! The Board of Education of that state, at a recent meeting, adopted a plan of complete reorganization of the work of the State Normal School, under which the school is henceforth to be a purely professional one. Three one-year courses of instruction are arranged, designed to meet the wants of a distinct class of teachers in the state, and requiring for admission thereto a good knowledge of the branches of study to which each course relates. The school is thus put in a right relation with respect to the public schools of the state, and at the same time into the proper position to magnify its special office. And it is the determination of the Board, and of those in immediate connection with the school, that the light of the school to be—its necessity as a factor in the educational system—shall be thoroughly vindicated upon this high plane to which the work of the school is now carried.

An arrangement has been made with H. F. Harrington, Superintendent of Schools, New Bedford, Mass., by which he will furnish the Weekly papers from time to time, at short intervals, under the head of "Notes from New England." The title has reference more to the locality of the author than to the topics on which he will write, as he will not confine himself to New England topics. While he will often make notes of facts and events near at home, he will be free to discuss any and all subjects connected with education, likely to be of interest to our readers.
His articles on "The Old and the New," which have been published in late numbers of the Weekly, are sufficient indication that what he writes will be vigorous, critical, and worthy the attention of all live educators.

GRUBE'S METHOD.—V.

Prof. Louis Soldan, St. Louis Normal School.

In the former essay, the treatment of the numbers from one to five was explained. As the last step within the circle of numbers from one to ten, and as the transition to the province of larger numbers, the treatment of the number ten is of great importance. Grube describes it in the following way:

TENTH STEP.

The Number 10.

We have arrived at a number which is again treated as a unit. Hence we write it by means of the figure one, but to show there is ten times as much in this as in the figure one which we had before, we move it one place toward the left, by which we mean to say: This unit means a ten. The empty place of the simple unit is filled out by a cipher.

I. a.—Measuring: (10; 1)

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Miscellaneous Measuring:

10 consists of two equal numbers, 5+5.
10 consists of five equal numbers, 2+2+2+2+2.
10 consists of two equal numbers and one unequal, 3X3+1.
10 consists of four unequal numbers, 1+2+3+4.

Review of the multiple relations within the number ten.

A. I. 1 is one half of 2, one third of 3, one fourth of 4, etc. II. 2 is one half of 4, one third of 6, etc. III. 3 is one half of 6, one third of 9, IV. 4 is one half of 8, V. 5 is one half of 10.

B. I. 10 is ten times 1, five times 2, two times 5. II. 5 is five times 1, 3 times 3. III. 10 is ten times 1, four times 2, two times 5, IV. 7 is seven times 1, V. 6 is six times 1, three times 2, two times 3. VI. 5 is five times 1, two times 5. VII. 4 is four times 1, two times 2. VIII. 3 is three times 1, IX. 2 is two times 1. X. 1 is one times 1.

What numbers are contained without any remainder in 10, 9, 8, 7?

What numbers have other numbers contained in them without remainder except the number 1? (The prime numbers 1, 3, 5, 7.)

I. b.—Combinations: (Oral work.)

One nickel and two cents and three cents, less 6 cents, of this take one half three times, and add twice two cents; how many cents?

(There is no better exercise for rapidity and exactness than this. Short combinations, slowly pronounced at first, until the class can solve more difficult problems, given out quickly. The teacher should take care not to discourage the class by examples that can be answered by the brightest scholars only. No guessing should be allowed.)

(2x1+2x2+3x3)+(2x4)+1?

10-2-1-2-1-2-1?

I. c.—Practice in the rapid solution of examples.

What number is 1 more than twice 3?

Twice five is how many more than three times three? than twice 4?

A father distributed 10 apples among his children, so that each older child received one more than the one next below him in age. How many apples did each child receive? (The pupils know that 10 consists of 4 unequal numbers, 1, 2, 3, 4, of which each following number is greater by one than the pre-
CHAPTERS IN SCHOOL ECONOMY.

SCHOOL RECORDS.—III.

H. B. ECKHAM.

RECORD of Conduct.—I am much more in doubt about making a record of conduct than of lessons. The latter is something definite, of which a definite judgment may be formed, and one in which the pupil and the teacher can generally be made to agree. Mistakes in lessons are judged by the same standard both by the solution, the definition, the parsing, or the spelling, something which can be settled by reference to authority if the teacher himself has any doubt. The pupil does not question the teacher's superior knowledge; if he is led to do so, that knowledge is easily put to decisive tests. Even if effort made to take in the account, the judgment is accepted, as it brings in elements of credit as well as of discredit. Pupils can easily compare lessons among themselves, and can tell each other how much should be deducted from a perfect mark. If conduct means only the observance of certain rules prescribing or forbidding certain acts, such as walking in file or whispering, acts that is, whose merit or demerit can be exactly measured by a rule given, the only possible question being, did you or did you not keep your place in the file, did you or did you not talk when or where talking is forbidden, the marking of conduct would be as easy as the marking of lessons. But this "right" brings in grave complications, which ought to modify our view of marks for conduct.

1. It should be borne in mind that much of all which comes under the general name of school conduct in any such way as to be recognized in reports and marks, is conventional rather than moral in its character. The acts which are forbidden and those which are prescribed are made right or wrong many times only by the circumstances of the case, and sometimes solely by the teacher's command. A multitude of little things, such as order in passing, manner of carrying books, whispering, sharpening pencils, handing books to another, leaving seats, asking questions, "talking around," etc., etc., do not concern moral character in any very direct manner, as there is little inherent right or wrong in the acts themselves, but only a propriety in some instances and a convenience in others. Now it is obvious that a pupil may keep the letter of school regulations, may refrain from whispering, may stand and sit and walk, may go out and come in according to rule, and yet be thoroughly and constantly bad. It is equally obvious that a pupil may very often violate the letter of every school regulation, and not be a bad boy or girl anywhere but in school and about anything but school regulations. The fact is, that too many school rules create the offenses which they prescribe, and the acts which bring demerit in school are wrong, indeed are noticed only there. This is not to say that teachers are, of necessity, insincere or only technical in their regulations, but only that the offense of disobedience to such regulations is not exactly like lying, or profanity, or impropriety of manner.

2. If I am to mark conduct, I want to know the whole conduct of the pupil. I must not neglect any part of it which comes under my jurisdiction; there should be no chance for deception or concealment, and I can hardly judge the degree of demerit from another's report. A teacher's judgment of conduct at all scrutinizing and conscientious, and if it is to have a corrective as well as a punitive influence, is a serious matter to the child. The teacher is generally witness, judge, and executive, all in one, and there is the greatest danger of doing injustice, or but partial justice, which is quite as bad, unless the teacher is both cautious and discerning. Injustice in such a matter leaves a stain whose hurt is long in healing, and it at once and of course lessens the teacher's power, both intellectual and moral, over the injured child. Children are very sensitive about a teacher's opinion of them, if they have any respect for the teacher, and very wary about incurring certain penalties, and are tempted to take refuge in slight of hand, in untruth, or a hardened and hardening conviction that they don't care, if they think they discover lack of perception, lack of judgment, or lack of power to do right on his part and to come into unfair or even into unnecessary condemnation at his hands.

If, then, conduct should be marked, it should be definitely marked. As in the case of lessons, it should be clearly understood by the pupil in what respects he is to be judged, what is required of him in particular, to what extent jurisdiction is exercised, and what is the nature of each offense for which he is to be demerited. I can conceive of no act, not wantonly and purposely unfair, more likely to injure the tone of a pupil's whole school conduct, and therefore, so far his whole conduct in life, as a capricious and intermitting judgment of his behavior, or than a judgment formed on the basis of some one act, either best or worst for the day, seen by chance and carelessly estimated, and not corrected by any discriminating observance of its circumstances and consequences.

Better the rule of a master with a rigid set of laws and a fixed penalty for each offense or repetition of offense, with a certainty of being detected in the very act and essence of wrong-doing and of being punished to just such degree "without benefit of clergy," than an occasional resumption and exercise of power whose return cannot be foretold, nor its severity or continuance or particular mode be reckoned by any calculus.

There may be two purposes in view in keeping record of conduct, one as a means of enforcing such degree of order as is necessary, and the other as a means of individual discipline.

A daily or weekly mark for conduct, read or otherwise published in school, may be of great assistance in maintaining school order, and in the same way in which a record of lessons may be of use. The school and the individual may come to have great pride in such report, and a public sentiment in favor of order may be kept up, in part, by this means. It is thus a judicious, if to some instances a necessary, part of school machinery. The marks read are for the school, a standard of judgment for their own conduct, a token of improvement or the contrary, and a report for the information of parents and others.

The more useful and more difficult purpose should be a means of personal discipline. It is true that individual conduct and character enter into, and make up, the aggregate character of a school; and it is also true that these have a value of their own, independent of, and separate from, their value as a virtue belonging to any body politic or corporate. If marks for conduct are for the sake of school order alone, with no reference, or with only remote reference, to orderly behavior of the individual pupil out of school and after school days are ended, I should think that they should still be kept, perhaps, but that their basis should be, pretty strictly, published rules be applied minutely to behavior, and that they should pretty much avoid all questions about matters which do not pertain to school, as school. This is the lower, but the safer basis for such marks, and a smart teacher—"I mean no offense by the adjective—may make a decided and telling use of such records. Prescribe the particulars of behavior, let penalties be understood, keep a watchful eye in all places, "be just and fear not," and any school will show results of exact and disciplinary order. And this will be valuable in proportion as notions of order and behavior are reasonable, and as perseverance in carrying them out is steadfast.

Beyond this, I question the propriety or the utility of marks for conduct. A pupil may be an eye-server, a time-server, and the teacher's judgment of him taken for all in all may almost, sometimes quite, reverse the record of outward school conduct, and still it is a delicate, almost a hazardous undertaking to put down in figures or in words what a child's behavior outside of formal rules is worth. It is very much like judging of the value of effort made and difficulty experienced in getting lessons; a most valuable test of intellectual and moral character, but involving too many elements and too great anxiety of judgment for any but the most competent and those having most experience. It is safer to make a silent note of "good for his school marks," "not good for his school marks," or "doubtful, just yet, for his school marks."

It would follow as matter of course that school record of conduct would not always be a right standard of judging a boy or a girl. No more would a pupil's recitation always be a just indication of intellectual power. No more is one's diploma alone a safe evidence of scholarship, or of professional skill. No more would I always select the median scholar of a class to teach others the very subjects in which he has been ranked the highest. In all these cases, the total judgment, unrecorded, and whose value seems at once to suffer loss and be unjust when you begin to make numerical record of the items which compose it, gives a different estimate of a pupil's real worth from the aggregate of specific marks, for specific duties required. Of two boys, one of whom is the acknowledged "plague" and "torment" of the school, and the other is the "good boy" of the school rules, it is not always certain that the latter will be the plague, and the other the delight, of store or office. Re-lease from school restraints and assumption of other duties and responsibilities is often equivalent to something very like conversion, for both boys.

PROGRESSIOMETRE.

An ingenious device called the "Progressiometre" has been advertised for several months in the columns of the WEEKLY. It is somewhat complicated, but certainly merits the attention of teachers. For this reason
we give place to a communication prepared by the advertisers, in which its merits are fully set forth. They invite correspondence, and will be pleased to receive criticisms or to give information concerning it.

Twenty years ago an experienced educator wrote, "It is doubtful whether the methods ordinarily pursued in schools to excite effort are not productive of more harm than good. The few pupils of talent carry off the prizes; while the many, consisting in part of those who are industrious, but dull, in part of those capable of comprehending, but of slow memory, and of still others, whose only fault is immaturity of powers,—seeing success beyond their reach, put forth even less exertion than if no prizes, tangible or intangible, were held up before them. Oppressed with a secret sense of comparative disgrace, they lose whatever interest they naturally would take in their studies, and even look upon them with distaste, as being the cause of their unhonored position. On the other hand, the few successful ones are pulped up with a vain conceit of themselves, or nourish a secret pride which vitals all their future efforts."

Within a few months, two vigorous articles have appeared in educational journals, one pointing out especially the injustice of the present methods of marking pupils, and of making this a basis for the distribution of school honors, the other denouncing the evil mental tendency of the system, in blunting the consciences of pupils by this constant injustice.

To remedy these acknowledged evils, and to accomplish a general stimulation of a whole school, without regard to the individual ability of the pupils, we propose that the honors, privileges, prizes, etc., of a school, should be frequently and regularly awarded, on the basis of the comparative improvement or progress made by the various pupils.

Leaving out of view the practicality of this principle, we think it will be generally conceded that the increase which a scholar can effect in his rank, from one week to the next (or monthly, as the case may be), is a fair criterion of his real merit, or the absolute rank to which he may have attained.

The principle itself, we think, is too simple to need support by argument, and in support for it, we present to the consideration of the profession the following scheme for its practical application. To accomplish the apparent impossibility of measuring the abstract quality of improvement, we devised an instrument called the "Progressiometer." The fixing of a unit of measurement, and the invention of some method to apply it, were the essentials in the construction of this instrument. For the basis of the first, we considered the amount of effort or improvement necessary to advance a student from the low mark of 30 to the perfect mark 100. This is conceived to be divided into one hundred equal parts called "degrees of improvement," and is graphically represented by a circle divided into 100 equal divisions.

The method of laying off on a second circle each step of this total amount of improvement, from 30 to 31, from that to 32, hence to 33, and so on gradually to a hundred, so that the second circle could be applied to the first, and any given advancement in rank be measured in degrees of improvement, as represented on the circle. The construction of this instrument is materially complicated, but will be readily understood. We were guided by the obvious principle that each increment of advance in rank denotes a varying amount of improvement, increasing as the rank approaches the perfect mark 100.

There is much greater improvement denoted by an advance from rank of 90 to 95 than from 60 to 65. This second circle is accordingly divided into seventy unequal divisions, denoting rank from 30 to 100, and together forming a regular increasing series. The outer circle is fixed, and constitutes the scale for measuring; the inner circle with its unequal divisions is pivoted at the center of the first, in such a way that any rank may be brought opposite zero of the scale, and the number of degrees of improvement from that to any higher rank be instantly known, without any reckoning or computation. Thus, suppose out of a class or school, eleven pupils increased their ranks as follows:

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This circle is divided into 100 parts, and at each division there is noted the corresponding number. The first is 30; the second, 31; the third, 32; etc., until the division of 100,


and hence designates the fourth pupil as the most worthy recipient of praise, whose rank, under the ordinary system of awards, would be totally, and most unjustly ignored.

The results that can be accomplished by the principle which the Progressiometer makes applicable are exceedingly gratifying. Its stimulating influence is felt throughout a school. It cannot make dunces clever, but it will make lazy pupils work. It increases the general average of scholarship, and so far, of course, enhances the reputation of the teacher. By keeping the scholars busy, it makes discipline easier.

Above all, it impresses upon every student his constant duty to improve; and shows to the hard working pupil of moderate ability, that though he may not hope to attain the highest rank, yet his efforts will be appreciated and properly rewarded by his teacher.

LAKE VIEW, ILL., HIGH SCHOOL

The following article relates to the late Supreme Court decision in the case of Martin Van Allen vs. the trustees of the Lake View High School. It is from the pen of Prof. A. F. Nightingale, Principal of that school, and will therefore be interesting to all our readers as setting forth the real facts in this case, of such great importance to all the high schools of the West.—Ed.]

A recent decision affecting the interests of higher education in the West has been promulgated by the Supreme Court of Illinois; but that what that decision is, how it affects the school interests, whose rights are protected, and whose wrongs are corrected, what is the animus of the case, and other essential facts and reasons are so obviously set forth in the judgment (as it may be) that it may be well for some one who has investigated this matter to throw a little light upon it:

I. First. Let us illustrate some of the erroneous ideas that seem to prevail in the management of the high school, and which regulations many think have come within the range of the court decision:

1. The Lake View High School has no iron-clad course of instruction.
2. Pupils are not compelled to take any particular course of study, either at the whim of teachers or at the dictation of trustees.
3. Parents have the very largest liberty of choice in the selection of schools for their children.
4. There are five courses of study, the completion of any one of which will entitle the pupil to a diploma, but none of these courses are in any way compulsory.

As a verification of these facts, we find pupils at the school who are pursuing: some only French, some only German, some some one study, some two, some three, (the latter being regarded as a full quota of studies for regular pupils). There is no school in our acquaintance where greater pains are taken to accommodate parents and pupils than this same high school. Parents have all rights which either justice or common sense (which latter seems to be diametrically opposed to justice in these days of degenerate Solons) can claim, and are respected in those rights. The trustees, actuated by a desire to execute the will of the people, and thereby to establish a high school, not only for the advantage of the common schools, but also to give the state an example of, common schools; the high school, and a course of higher instruction, the truth being, that the state is in these respects risking the welfare of the state.

It has been contended by the school of the state, that the state should have no weight in the school system; but that the state, through the trustees, should have the right to control the state system, and, therefore, their right to control the high school. The state, as an ordinary body of states, is not in any way entitled to put their will into the high school system; but the will of the state should be represented in the high school, and therefore the will of the state is represented in the Lake View High School. This is the true statement of the case, and we believe that the Lake View High School is at all times a regular school, and an institution similar to other state institutions in the state of Illinois.

II. The Lake View High School is a state institution, and is subject to the laws of the state. It is subject to the laws of the state of Illinois, and is subject to the laws of the state, so that it is at all times a regular school, and an institution similar to other state institutions in the state of Illinois.

III. The Lake View High School is an institution of this state, which is subject to the laws of the state. It is an institution of the state of Illinois, and is subject to the laws of the state. It is at all times a regular school, and an institution similar to other state institutions in the state of Illinois.

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The East.

BOSTON LETTER—NO. VII.

I have lately chanced upon a group of books to me exceptionally interesting. There is, of all, in one way or another, to college life, after the fashion of Tom Brown at Rugby. They are American, however, and so much the better for that. Tom Brown, or, rather Thomas Hughes, looked through English eyes at English life, but sketched a prototype; for us Yankees it may be so, but certainly language is the foundation of all Human learning.

The decision says, "No parent has the right to demand that the interested other children shall be sacrificed for the convenience of his child, and he cannot, consequently, insist that his child shall be placed or kept in particular classes where, by doing so, others will be retarded in the advancement they would otherwise make," Upon the interpretation of this hinges the whole question—and yet even to common minds the solution seems a plain one. No educated man of experience, few intelligent men of impartial judgment, and were the decision not announced, one would say, no student of jurisprudence worthy to wear the eminence would deny the correctness of the theory that pupils well versed in the study of English grammar, or the English language, will always, alike par excellence, advance more rapidly, and with greater facility in general branches, than those who have never studied and are ignorant of these same principles. Every such pupil must, from the nature of the case, from his lack of mental discipline, from his inability to understand the underlying principles of the English language as comprehended in the study of English grammar, retard the progress of all his associates who are proficient in language. Therefore, according to the very decision of Chief Justice Schofield, in his own argument, the boy could not be admitted, or at least could not pursue any studies in the high school.

The East is our high school to-day is the lack of knowledge on the part of pupils in this one essential branch. Instead of deprecating it, let us assist in correcting and bettering the instruction in it, and wise parents will not wish to have their children exposed to it, nor will wise judges uphold foolish parents in attempting to override those rules which are made to secure a better use of our vernacular on the street, at our firesides, and in society.

Near Boston, furnish the admirable characters of these stories. College life and home life, with some pictures of sea-life and foreign travel, are here very pleasantly intermingled, with the purpose of pleasing the casual reader, as for conveying lessons of education and moral value. The author is Mary C. Darling, and in her conscientious, pure style reminds me of P. A. B. B. Bartlett, Massachusetts.

I THE BRAZILIAN BELL BIRD.

S. P. BARTLETT, Massachusetts.

The far depths of a Brazilian forest, where nature's reign is so uninterrupted and wonderful, and the marvelous life of the tropics so rich and inexhaustible; where it is bewildering even to dream of the mystery of magnificent trees, the depth of green, the food-fruit of тропических birds and animals so wild, fierce, strange, and curious; where brilliant birds more beautiful than the fancy can depict flock and build, and all splendid insects sparkle; blown to far recesses dwells one solitary bird, of which no man has ever told the story. We have his exquisite picture, perched upon the highest mountain top, and perched upon the highest bows of the most towering tree in the world, and perched among all other birds. He is white as a plumy cloud, just touched with beautiful green at the throat, delicately feathered and finely formed, about the size of a small dove. We know not of his habits, or his nest, we only know he is called the Bell bird, or the Campanero, and that his cry is like the full, rich toll of a distant bell. Across the lofty reaches of those undisturbed forests, what means his pathetic call? So inarticulate, so regular, so penetrating? There is never an answer to its mystery in all the woodlands of birds, and the superstitious natives cross themselves as they listen, exclaiming "The cry of the last soul!"

The emperor of Brazil, Dom Pedro II., has written a poem on the Campanero, which has been translated from the Portuguese. Here is its opening stanza:

"In that black forest, where, when day is done,
With serpent stillness glides the Amazon,
Darkly, from sunset to the rising sun,
A cry as on the painted hearts of a god.
The long desiring moan of solitude.
And darkness and the absence of all good.
Sartoris travels the week with a brow:
With the sound of a voice that rings clear.
So full of hopeless agony and fear.
His heart stands still and listens;"

This is the tolling of the Bell bird's note, as at intervals he slowly drops from the height of his sentinel tree, that echoing cadence, fraught with the saddest sweetness, like the toll of a distant bell dying out upon the air, wakening a refrain in the heart no poetry has ever explained.

As I have said, little is known of the habits of this mysterious bird. We read he has a curious spiral tube growing from his forehead about three inches long; and when he is alarmed this becomes filled with air, and stands up like a horn. At other times it hangs down. He is related to the Songless Colla-gas that live in fullest summer of the tropics, where the air is hot and moist. In the midst of all brilliant and musical birds they perch apart, beautiful and silent in their voice, scarlet, azure, and blended color, lighting the foliage of river-embowering trees, dwelling near the water, which they especially love, and feeding upon the fruits of the groves, which are never withheld by Him who cares for all the birds of the world.

Miss West, Superintendent of Knox county, Ill., has been making a visit to the Earnington schools, which are under the management of Henry C. Cox. Here is what she has to say of the educational work of the teachers. The teachers took over the papers and mark the items worthy of notice. The pupils have access to these papers. At the appointed time for this exercise one of the scholars takes the paper and reads from there each item of the other scholars' writing. The next to the class, the items are called for alternately, from the girls by Miss Somers, and from the boys by Mr. Cox, somewhat after the manner of spelling when we "choose sides." Each scholar is to give one item, and may not give the same item and the side which runs out of items first is beaten. A half hour is devoted to this exercise, and Mr. Cox considers it one of the most useful half hours of the day. The interest thus awakened in the current news of the day is a wonderful aid in training our boys and girls to be intelligent men and women, not mere book worms.
NOTES BY THE WAY.

On Saturday, Jan. 19, we had the pleasure of meeting Supt. Andrew M. Brooks and Prof. George F. Eastman, one of the rooms of the Springfield High School Building, it being the day for teachers' meeting, which occurs monthly in this city. Being invited to visit the schools, we spent the following Monday and Tuesday in going to the rooms of the different wards. Prof. S. is principal and is assisted by his wife, Miss Mair, and Mr. Darrow. The several departments are found upon the lower floor. No stair climbing here. This is a commendable arrangement.

A. J. Smith is principal at the Second ward. This is one of the finest schools in the city. At the Third ward, Miss Hughes is principal. At the Fifth ward, there are four high school edifices in use next to one another. In the Fourth ward, A. B. Hannon is principal. We noticed much fine work done in this school. Mrs. M. J. Flower gives considerable attention to music with the little ones. The majority of her pupils are African and Portuguese. Miss Alger, we understand, is doing some excellent training here. Miss Josephine Bassett was giving drawing lessons to the teachers, and some of the departments had closed in order that the teachers might attend.

In the Third ward, M. C. Sampson is principal. Miss Sampson is also teacher of penmanship. Supt. Brooks has held the reins of school work here for the past score of years. He is regarded as an earnest worker and ever on the alert to discover the most approved methods and to push matters to secure their adoption. The teachers have not been regularly paid their hard earned salaries. About thirty subscriptions taken here for the Weekly and Teacher. Prof. Bogardus is conducting with great success a commercial or business college in Springfield. The actual work is performed by the student in all of the departments of trade.

The home newspapers are doing more and more for our public schools. Teachers should be at the front of all efforts. At Springfield, I am cordially welcomed to the school room. In the Saturday's issue of the city papers whole columns of school news appear. What a stimulus this is to do better work, both on the part of teacher and pupil! Let there be an educational column kept especially in every paper; the state, and our schools will be made twenty-five per cent better thereby.

At Hilltop, Mr. Auerwald is principal, assisted by his wife, Miss Fannie Sheehy, and Mr. Sheehy. The schools are in excellent condition. Miss Sheehy is a graduate of Rome College, in Georgia. Miss L. M. Harper, assisted by Misses Hongland, Davidson, Worthington, and other young ladies on the West Side, El Paso. The high school is a model one. The subject of biography and literature receives due attention. On the East Side, in a stately appearing school edifice, Miss J. M. Fishburn is principal. There are three assistants. Miss Fishburn was once a teacher at the Yorkville Grammar School. At Springfield she is cordially welcomed to the school room. She is a woman of good judgment and rare executive ability. The schools of El Paso are in good hands.

Prof. B. J. Polley, Supt. of Schools, has charge of these institutions.

At Eureka is located the Christian College. There are three public school buildings. In one we met P. Felter, as principal, and Ella Meyers, teacher of the primary department. Mr. Hiett teaches the north school. In the south part of the town, there are two teachers employed in one school, which we had not time to visit.

At Pekin, Prof. J. H. Pirkey, principal of the high school, kindly introduced us to the North ward. At Pekin, we visited the public schools, and his three assistants, Misses Douglas, Bills, and Gray. Prof. Barth was formerly principal of the New Orleans Normal School. He is a fine scholar and an able teacher.

Peoria is a city of nearly forty thousand souls. The public schools have no superintendent. The several principals are Edwards, Wilson, Dawson, Markle, Misses Garlinghouse and Lines. Prof. Dawson, a graduate of the University of Michigan, has charge of the City High School. Prof. B. F. Mayhew, of Sterling, is assisted by nineteen ladies. There are over nine hundred pupils in charge of this score of instructors, and all in one building, having but two passages. Peoria is the largest city in Illinois outside of Chicago. J. D. Pillbury is superintendent of the schools for the county. Peoria is the location of a normal school which has gained a wide and enviable reputation. We meet many very successful teachers who have received their training at President S. H. White's school.

A. H. F.

Notes.

LITERARY.—The annual report of the Hon. Orren P. Whitcomb, auditor of state, Minnesota, has recently come to hand, for which our thanks are due. It is a clear and graphic statement of the operations of the financial and land departments of that rapidly growing commonwealth. It exhibits the exact condition of the various funds derived from all the different sources, with their receipts and disbursements in detail, together with the sales of public lands dedicated to the several educational and other interests of the state. The permanent school fund amounts to $3,403,219.33; the permanent University fund to $535,989.81; the apportionments to the several counties made during the past year to $109,981.07; the disbursements for the current expenses of the State University were $57,163.15 and for the three normal schools $39,000. The suit of the St. Paul and Chicago Railway Company against the trustees of the Hospital for the Insane, for the possession of certain swamp lands appropriated to it, with the other state institutions, in 1865, has been decided against the hospital. As this was a test suit, it, of course, decides adversely to the title of all the institutions included in the grant, not excepting the normal schools, to each of which was appropriated 75,000 acres. Auditor Whitcomb remarks that "this decision will apply to other swamp lands than those covered by the suit above named, and will probably leave little if any, to be set apart to the public institutions under the act of 1865." This report bears evidence upon every page to the thoroughness and efficiency with which the auditor discharges the duties of his office.

The Intern-Sate Normal Monthly, Moulton, Iowa, shows a much brighter and more cheerful face in its March number. New type, new paper, new press, new editors, and new plans have combined to give it a very attractive appearance and promise of usefulness.

GENERAL.—The Wisconsin legislature has appointed a commission with State Supt. Whitford as Chairman, to investigate the subject of spelling reform as advocated in this country and in Europe, and report to the legislature next winter. Supt. Whitford is gathering all the information which will in any way assist the commission in preparing their report. One of the late improvements introduced on the passenger trains of the Chicago and Northwestern Railway is the use of the Downer banner and Downer's Mineral Sperm Oil, being of 300 degrees fire test. This new light enables passengers to read with ease in any part of the car and is really one of the luxuries which this line has in store for the public. The Summer Kindergarten Institute will be opened July 8, at Sandusky, Ohio, to be conducted by W. N. Haiman, of Milwaukee. The object of the Institute is to give teachers and mothers an insight into the character and claims of Kindergarten training with special reference to the home and the school. The exercises will consist of two daily lectures, as well as daily practice in the use of the gifts and observations of the model kindergarten. The last two weeks will be devoted exclusively to practice and observation for those who choose to remain. The cooperation of a number of excellent kindergarteners has been secured. Terms: $10.00 for the entire course, payable in advance. Materials for practice will be furnished by the Institute.

Mr. Johnathan H. Butler, senior member of the school-book publishing firm of J. H. Butler & Co., Philadelphia, died at his residence in Northampton, Mass., March 10, aged 72. Mr. Butler became a member of the firm of Thomas Cowperthwait & Co., Philadelphia, the firm name being then changed to Cowperthwait, DeSilver, & Butler. In 1853 this firm was dissolved, and Mr. Butler became president of the Northampton Bank. In 1868 he returned to Philadelphia and entered the school-book publishing firm of E. H. Butler & Co., thus forming the firm of J. H. Butler & Co. The deceased had been suffering from paralysis for the past four years.

Prof. Mathews' "Getting on in the World" is in its thirty-eighth edition in this country. It is published in three rival editions in London, and a translation is in press in Sweden. The Scientific American thinks that Dr. Edwin Seguin's proposal for the conversion of our city parks into garden schools, if carried into effect, would tend to cast so many restrictions around the present free use of the parks by the poorer classes that the advantages gained would not equal the actual disadvantages which would ensue. "The main difficulty in our American mode of life now is that we are constantly tending to obliterate the distinction between work and play, by crowding work into hours which ought to be devoted to perfect relaxation of mind and body. If work must be done unremittingly the practice should be confined to the strongest years of life, and the preparation for such an existence manifestly is not an anticipation of it in childhood. The acquirement of knowledge is work, depending upon the nature of the individual, easy or difficult as the mind is receptive or the reverse. As a rule, school hours are intelligently adjusted with a view to taxing the young brain to a safe limit; and to put any more upon it, by compelling children, voluntarily or involuntarily, to absorb more knowledge of the kind which should be, if it is not, taught in school, and this during their play hours, is simply continuing work. Besides, play that is of any value as play has in its very essence freedom." This is hardly in harmony with the idea of the kindergarten now so generally accepted among educators. Is the acquisition of knowledge necessarily work? And must the school necessarily be a work-room? —The third annual summer school of drawing will be held at the Art Rooms of Purdue University, beginning July 8. It is designed for the public schools, superintendents, principals, county superintendents, and any others who have occasion either to teach or supervise the subject of drawing. The
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first two weeks of the school will be given to the study, explanation, and practice of Geometrical drawing, with ruler and compass; Orthographic Projection, or Mechanical drawing, with instruments; Perspective drawing, with instriments; Free Hand drawing; Model and Object drawing in outline, or Free Hand Perspective; Dictation drawing; and original or decorative design. The last two weeks will be devoted to advanced instruction and practice in drawing from the solid, drawing from natural objects, in outline and in shade, sketching from nature, and chalk or crayon shading, with and without the stump. Lectures will also be given upon methods of teaching drawing in primary, grammar, high, evening, and normal schools; also upon the exhibition of drawings, supervision of drawing in public schools, etc. Diplomas will be given at the end of the course. For circulars and terms address the conductor, Prof. L. S. Thompson, instructor in Industrial art, Purdue University, Lafayette, Ind.

The latest birth in the family of educational journals has occurred at Ludoga, Ind., the child being called The Normal Teacher. J. E. Sherrill is the father. It is a magazine of 24 pages, subscription price, $1.25 per annum.

The following resolutions were adopted by the "masters' meeting" of the Boston teachers, and express the general if not the unanimous sentiment of the Boston public school teachers:

"Resolved, That John D. Pullbrick is deserving of great credit for his long and efficient service as superintendent of the public schools of the city of Boston."

"Resolved, That Boston is indebted to him, more than to any other man, for the excellence and the reputation of her public schools."

"Resolved, That he is entitled to the hearty thanks of the Boston masters for his wise counsels, his untiring efforts to elevate the profession of teaching, and his arduous labors in promoting the cause of general education."

"Resolved, That in retiring from the office which he has so long and so honorably filled, he carries with him the warmest friendship of the members of this association, and their best wishes for his future success and happiness."

Every teacher should read and ponder well the article by Prof. W. G. Sumner, in Sturman's Monthly for March, on "What Our Boys are Reading."

REVIEWS.

The Elements of Geology. A text-book for colleges and for the general reader. By Joseph LeConte. Svo. 588 pp.; with numerous illustrations. (New York: D. Appleton & Co. Chicago: Jansen, McClurg & Co. C. E. Lane, Agent, 117 State street.)—This volume is divided, like Dana's Manual, into three parts, but the parts are more logically arranged, viz.: Dynamical Geology; Structural Geology, and Historical Geology. The principles of dynamical geology are grouped under four heads, viz.: Atmospheric agencies, Aqueous agencies, Igneous agencies, and Organic agencies, though in some instances the author finds difficulty in distinctly distinguishing this quadruple arrangement. The aqueous agencies, particularly, blend with the atmospheric, and indeed might all be broadly grouped as atmospheric. The author, however, expands, and righteously, the aqueous and igneous agencies, those being the fundamental forces which, more than any other, have conduced to the present condition of the surface of the earth, and indeed, from the early days of geology, he has been standing grounds of two schools of geologists—the Neptunists and the Platonists—while the chapter on Atmospheric agencies is restricted to five pages. These chapters on Dynamical Geology, while not so full in details as the treatise of Dans, yet embrace everything essential to the ordinary college student, and even present in new forms some of the most interesting principles, and go further in some directions for purposes of demonstration and illustration. The author presents the latest development of the science, drawn from various sources, and condenses the conclusions of Thomson, Mallet, and Dana touching the nature of the interior of the earth. Many references are made to the geology of the western United States, as ably presented in the beautiful volumes now being issued by the War and Interior Departments. From these volumes also many illustrations are taken, particularly those relating to geysers and erosion. In the discussion of these and other dynamical agencies, the author occasionally introduces brief mathematical formulæ, which perhaps presuppose more mathematical knowledge than the generality of students who will pursue the study will be in possession of. Yet they are not so frequent as to mar the connection if they should be entirely ignored by the reader. In the discussion of organic agencies, is given a full account of peat-bogs, drift-timber, bog-iron ore, coral reefs and islands, shell-deposits, and of the geographical distribution of organisms.

Under the head of Structural Geology, Part II. treats of the general form and structure of the earth in an introductory chapter, and then proceeds to a careful study of the structure of the crust, concisely describing and amply ilustrating the varied stratification, the unconformity, the dip, the cleavage, the faultings, and the general distribution of fossils in the sedimentary rocks. Then a chapter is given to truly igneous rocks, and another to the metamorphic. It is in this last that may be found an interesting and lucid presentation of the facts and causes of upheaval, fracture of the crust, mineral veins, mountain-origin, mountain-sculpture, denudation and erosion, with illustrations from the reports of Hayden, Powell, and Wheeler.

The subject of historical geology fills the last half of the volume. The various formations, in successive ages and periods, are brought into review. The chief characteristics of each are stated, some illustrations of the fossil contents are added, and many problems of practical application in economic geology are plainly set forth. The author here adheres to the doctrine of evolution with which he set out. He delineates in dynamical geology an evident growth, or evolution of the physical features of the earth, as many other writers have, and as all geologists admit. In historical geology he illustrates it, and extends it to include organic structures. Indeed, he makes evident the central idea round which are grouped all the facts both in physical and chemical, and in vital phenomena. This is perhaps the most striking feature of the book, and one calculated to recommend it to those teachers who are satisfied with the theory of evolution as a "working hypothesis," if not yet entirely convinced of its truthfulness. "For the history of the earth finds its consummation, and its interpreter, and its significance, in man." The volume closes with a brief survey of the facts of the antiquity of man, in which the three sciences—History, Archæology, and Geology—meet and cooperate. He mentions the occurrence of various methods of investigation in toward the date seven to ten thousand years, as the probable duration of man's past history on the earth, but says the results cannot be received with any confidence, and inclines to a much longer period.

The volume has an attractive appearance, is well printed, and copiously illustrated, and it will probably be largely used as a text-book in the United States.

Infinitely Answered by the Father-God and his Family. By Rev. John B. Robinson, A. M. Prof. Robinson is now the President of Grand Prairie Seminary and Commercial College at Owage, Ill. His former connection with Willoughby College, and with the New Hampshire Conference Seminary and Female College, has fitted him for the authorship of such a work as the one before us. In no position in life is an observing, thinking, Christian believer more painfully conscious of the evil influences of infidelity, as exhibited by some of the best scholars of the world in their published writings, than in that of president of a college or other institution of learning. Prof. Robinson has aimed, therefore, to indirectly combat the teachings and conclusions of such works as Darwin's "Origin of Species," the Mode of Man's Immortality, etc. He also aims to assist in directing the doctrines and faith of many a seeker of truth. His work is divided into two parts, the first treating of the Father-God, as revealed in nature, history, moral government, the Bible, the witness, and answer to infidelity, and the second part gives a sketch of the Father-God's family—its composition, character, work, its death, intermediate state, the resurrection, and heavens.

NEW BOOKS FOR TEACHERS.

Publishers may secure an announcement of their new publications on this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. No extended notices will be made of such matters, or are of interest to teachers.

Any book named in this list may be obtained by forwarding the price to the publisher of this Educational Weekly.


BERGNON.—School History of Rome from the Foundation of the City to the Extinction of the Empire of the West. Abridged from Dean Milner's General History of Rome, with the sanction of the author, by C. Fuller, M. A. With ro maps. 1860. Harper & Bros. &c. &c.


RIDPATH.—United States of America from the Aboriginal Times to the Present Day. Embracing the History of the Aborigines, the Discovery of the New World; the Discoveries by the Spaniards, English, and French; the Progress of Settlements; the Growth and Colonization of the Country; the Struggle for Liberty in the Revolution; the Establishment of the Union; the Development of the Nation; the Civil War; and the Continental and other Wars. By Wm. S. Ridpath, A. M. Rev. ed. Illus. 1860, pp. 912. 12 vol. Jones Bros. &c. &c.

NEW BOOKS FOR TEACHERS.
Educational Intelligence.

The Educational Weekly.

Number 63

Educational Intelligence.

EDITOR.

New York: J. CRANWELL, PUBLISHER, 563, Broadway.

Orders for subscription may be sent to the above editors, or preferred.

The text is not clearly visible due to the image quality, but it appears to discuss various educational topics. The text mentions the number of teachers required in the public schools, the examination process, and various other educational matters.

The text also includes some statistics and references to specific states and cities, such as Illinois, Indiana, and Massachusetts. It seems to be a typical educational newsletter with updates on educational practices, statistics, and current events in the field of education.
dignity and importance to the certificates when granted, and stimulating experience educators throughout the state to make an effort to obtain in the future, for the present and future generations of five year and perfect results, and adopt a new method. All applicants will henceforth be required to be examined before a committee of the State Board, and prove their eminent professional ability and moral characters. This is a propos of the forementioned resolutions and adoption of a new method.

After all has been made indispensable in order to meet this examination, either by oral or written, the committee, upon the recommendation of the board, who shall report at the next meeting of the State Board for its final action. Efforts are to be made to have a large and unimpeachable superintendence for the preliminary examination at the next regular meeting of the State Board in August. The State Normal School is in a very flourishing condition. The present attendance is over 400, being nearly double that of the three previous terms. President Olney has issued a circular and accompanying blank for use throughout the state, asking detailed information under these and a few other heads, and it may very well be expected that a report of such interesting and permanent value will result therefrom at the next meeting of the Association.

MISSOURI.—Prof. Greenwood, of Kansas City, in the Western Missouri Teachers' Association, in Kansas City last winter, said: "It is humiliating to state the truth, which is, that in a careful review of state school regulations for the past year or two, and the results, that the present system of education in this state is the worst system of education. We have teachers, a healthy sentiment, in short, a good machine, but no one delegated to run it. The legislature has never heard of the tree of education its vigorous and vital roots, leaving only the tapering branches (the State Superintendent) to itself. So great was the depression in this state last summer that he was forced to go to Kansas to hold institutes, which he did with great success. In St. Louis the question as to whether or not the German language shall continue to be taught in the public schools has been addressed to the present board of directors adopting a report of the committee having the matter in charge, which was in favor of retaining German, music, drawing, and the kindred studies. —The State Teachers' Association will assemble at Carthage in June.

OHIO.—The twenty-ninth annual meeting of the Ohio Teachers' Association will be held July 2, 3, and 4, 1878, at Put-in-Bay.

SUPERINTENDENTS' MEETING. Tuesday, July 2, 3, 4, &c. — Inaugural address by Geo. W. Walker, Superintendent of the Public Schools of Lima.

Discussion to be opened by H. W. Wright, Superintendent of the Public Schools of Defiance. "What studies shall be required below the high school?" by Dr. John Hancock, Superintendent of the Public Schools of Dayton. Discussion to be opened by A. T. Wiles, Superintendent of the Public Schools of Zanesville.


KANSAS.—County Superintendent O. B. Wharton, of Lyon county, offers a list of valuable premiums for educational exhibits at the next county fair, for the benefit of the students who are to begin the fall term by the 1st day of October, 1878. The premiums include the following: a copy of the WREN 800 Farm Tax for one year to each teacher whose school makes a complete exhibit of work done.

The annual meeting of the State Teachers' Association will be held June 24-25, at Atchison. An effort is being made to close the meeting with a ten-days' excursion to the Rocky Mountains, allowing the teachers a short holiday before entering upon the work of the July institutes. Among the schoolhouses reported in Kansas are eighteen solid and fourteen dag-outs.

LOUISIANA.—As a rule there are no county (or parish) superintendents in Louisiana. The sole exceptions to this rule are for the parish of Avoyelles, Prof. William Hall; for the parish of East Baton Rouge, Col. W. H. Wooddale, Livingston, Prof. J. J. Underwood; St. James, Prof. G. W. Johnstone. The subject of text-books is one that has already been acted upon by the State Board of Education— the body invested with the power to make all selections for the public schools of the state.

COLORADO.—Land Commissioner Pierce reports to President Sewall that the University lands, which have mostly been selected in the Plate Valley, consist of a large area agricultural and hay lands. The soil is a rich, alkaline land, suited to all kinds of crops. These lands are said to be capable of sustaining a farming population of a hundred thousand people.

NEW JERSEY.—The botany class in the public school of Woodbury, N. J., presents a good example to other country schools. During last season it analyzed and traced 250 plants, some of these being very rare.
Practical Hints and Exercises.

Long Ago.

Geo. D. Herrick.

1. Long ago! long ago! Those words, those words, how thrilling! Come they with their murmur low! The spirit's troubled waters still. With their music, through the mists of years. Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

2. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

3. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

4. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

5. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

6. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

7. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

8. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

9. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

10. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

11. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

12. Long ago! long ago! Those words, those words, how thrilling come they. With their music, through the mists of years, Visions of de-part-ed gladness. Never forgotten others, we may, know, When they bring the spirit near—near To the loved of long ago.

How to Teach German.—No. XIII.

By Dr. Zur Brücke, Chicago.

The Use of Wann and Wenn.

Third Development Lesson.

At the request of several teachers, we proceed to show how the above words, when and if, are used.

When is used only in asking questions and in exclamations. Examples: Wann werde ich Deutsch sprechen können? When shall I be able to speak German? Du wirst in drei Monaten gut Deutsch sprechen können, wenn du fleisig bist. You will be able to speak German well in three months, if you are diligent.

Wann kommt der Vater des Abends nach Hause? When does father come home at evening? Wenn es dunkel ist kommt er nach Hause. When it is dark he comes home.

Karl, wann hast du die Gelenke in deinen Fingern gezählt? When did you count the joints in your fingers? Ich habe sie gestern gezählt. I counted them yesterday.

Wie viele Gelenke befänden sich im Daumen? How many joints are there in the thumb? Im Daumen befinden sich zwei Gelenke. In the thumb there are two joints.


Wie kannst du die Hand liegen? How can you bend the hand? Ich blehe die Hand wenn ich die Gelenke bewegte. I bend the hand when I move the joints.

Emil, kannst du angeben wie viele Gelenke sich in den fünf Fingern an jeder Hand befinden? Can you tell how many joints there are in the five fingers of each hand?

Ja, ich kann angeben wie viele Gelenke sich in den fünf Fingern an jeder Hand befinden. Es befinden sich im Daumen an jeder Hand zehn Gelenke, im Zeigefinger drei; das macht fünf Gelenke (that makes five joints); im Mittelfinger drei Gelenke, das macht acht Gelenke (that makes eight joints), in Ringfinger drei Gelenke, das macht elf Gelenke (that makes eleven joints), und im kleinen Finger sind auch drei Gelenke, das macht vierzehn Gelenke (that makes fourteen joints).

Und das Handgelenk macht fünfzehn Gelenke, nicht wahr? (The wrist joint makes fifteen joints, does it not?) Ja, das Handgelenk macht fünfzehn, das Ellbogengelenk sechzehn, und das Schultergelenk macht siebzehn Gelenke in jedem Arm (in each arm).

So befinden sich siebenzehn Gelenke in jedem Arm? Ja, in jedem Arm befinden sich siebenzehn Gelenke. Literally, there find themselves in each arm seventeen joints.

Wann ist die Hand klein? Wenn der mensch klein ist, ist die Hand auch klein. (When a person is small the hand is also small.)

Wann sind die Hände weich? Die Hände sind weich, wenn das Kind jung und klein ist. (The hands are soft when the child is young and small.)

Wer hat schöne, weiche Hände? Das schöne mädchen hat kleine, weiche Hände.

Wer hat grosse, harte Hände? Der fleissige Arbeiter hat gewöhnlich grosse, harte Hände. The industrious laborer has usually large, hard hands.

For further information as regards the teaching of my method, address me at 1448 Indiana Avenue, Chicago, Ill.

Random Notes.

From a Schoolmaster's Everyday Book.


Teachers talk a great deal, but as a rule they do not talk well. They may possess a fine command of language and a fluency of diction that is the envy of their fellow workers. But in most cases they are too self-assuertive, too wisely optimistic to stand high in the graceful art of conversation.

—This advice is given to young teachers: Rely upon your own strength of body and soul. Take for your motto: self-reliance, honesty, and industry. Have faith and pluck, perseverance and patience. Don't seek too much advice. Keep at the helm and steer your own ship. Study hard. Read good books.

—The teacher's influence, good or bad, comes not from his erudition and knowledge of methods of teaching, but from the character he has formed.

—Teachers, are you gaining a little every day? Are you daily adding to your storehouse of knowledge rich gems of truth that will one day shine as the fairest jewels in your possession? Though it be little by little, the sum total of your accumulation, if added to every day, will be surprising. A little reading and a little studying between the time of rising in the morning and lying down at night will make you a stronger and a better teacher.

—Make your school bright and cheery for your boys and girls. Be sure to have at hand plenty of good will and affection. Loan a book or a magazine now and then to those who need such aids to a better life. Interest them in history, travels, everyday news, elementary science, and a score of things of which they may have never dreamed. The memory of such a school will be stronger to them, by far, in the heat and struggle of life than wise homilies and moral platitudes doled out by the hour.

—the best school in the world for teaching virtue, proclivity, and crime is the street corner. Parents affect to wonder who or what has ruined their boys. They ought to know that most of the bad language and idle, vicious habits which boys acquire are learned on the streets at late hours of the night. Teachers should endeavor to counteract the evil influences of these demoralizing habits.

—the following maxims and precepts address themselves with particular emphasis to instructors of the young:

—Think not of faults committed in the past when one has reformed his conduct.

—Real virtue consists in integrity of heart.

—Haste trips up its own heels, fetters and stops itself.
EXAMINATION QUESTIONS.

MILFORD, MASS. GRAMMAR SCHOOL CLASSES, APRIL 15, 1878.

ARITHMETIC.

Let all the work remain on the paper.

10 Write in figures:
   Nine hundred six million, two hundred eighteen thousand, twenty-eighth.
   One million, eight dollars, four cents, five mills.
   Two hundred and thirteen ten thousandths.

2 8 Separate the numbers 180, 192, 176 into their prime factors.

3 10 If a body fall 16 1/2 feet in the first second, 3 times 16 1/2 feet the next second, and five times 16 1/2 feet the third second, how far will it fall in three seconds?

4 16 Prepare, carry out in a business manner, and receipt a bill of goods, which shall contain four items, each item containing at least six articles.

5 6 What is the meaning of the word reduction as used in arithmetic? Give the table for Long Measure.

6 4 Give the rule for Reduction descending.

7 14 What is the value of a pile of wood, which is 4 1/2 feet wide, 50 feet long, and 8 feet high at one end of the pile, with a gradual descent to 3 feet high at the other end, at $1.25 per cord?

8 6 Draw a diagram to represent the pile of wood.

9 7 Solve mentally; write the answers only:
   A mother and son have $45 in a purse; the son’s share is 2/3 as great as the mother’s. What is the mother’s share? What is the son’s?
   If a man sells a horse for $80, and gains a sum equal to 1/3 of the cost, what is the cost?

10 18 If 100 hoes are bought at the rate of $4.50 each, and 30 at the rate of $5.00 each, and the lot is sold for $10.50, what per cent is gained?

11 14 $100.

   Our year from date, for value received, I promise to pay A. B. or order at sight the sum of $100.00, with interest at 7 per cent.

   Endorsements:
   April 11, 1876, $50.00.
   July 19, 1876, $50.00.

   What is due April 11, 1876?

   Perform the above example by the Merchant’s Rule.

10 10 By proportion and analysis:
   If 10 hanks of yarn are sufficient for dressing 3 1/2 acres of land, how many hanks will be required to dress 20 3/4 acres?

GRAMMAR.

1 10 Compose a simple sentence, having the subject modified by a noun in apposition and a relative clause, and the verb modified by an objective case and an adverbial phrase.

2 8 Compose a compound sentence which will have the name of the Queen of Great Britain for its subject.

3 8 Compose a complex sentence which will have General Grant for its subject.

4 8 State the difference between analyzing and parsing a sentence.

5 12 Compose two sentences, one having the verb sit used correctly, the other the verb sit.

6 10 Write a synopsis of the verb see through the indicative, potential, and imperative moods, active and passive voices.

7 12 Explain the difference between a relative pronoun and a conjunctive adverb, and illustrate with sentences.

8 12 Analyze: We had not been long in the camp, when a party went out in quest of a bee-tree; and being anxious to witness the sport, I gladly accepted an invitation to accompany them.—Irving.

9 10 What kind of phrase is this? Being anxious to witness the sport!

   Correct: The smallest of the twins seems to be the more intelligent of the five children.

GEOGRAPHY.

1 8 Name some possessions of Great Britain in each of the continents.

2 10 Name and locate five commercial cities in the United States.

3 12 Name and locate the five principal rivers in the United States.

4 12 Give the probable cargoes of a vessel sailing from Mobile to Europe.

5 8 What is the direction of the Tropic of Cancer from us?

6 10 Bound the Pacific ocean.

7 12 Name some of the uses of rivers.

8 12 In what countries are fastnesses extensively raised, and for what is it used?

9 12 Name a large river in each continent and a city upon each river.

10 12 Name the five most powerful governments of Europe.

UNITED STATES HISTORY.

1 10 During whose administration did the second war with England occur, and what were the chief causes of it?

2 10 Were the Americans more successful by sea or by land? Mention five naval battles in which they were victorious. In what section of the country were the greater number of battles fought?

3 8 Give an account of the troubles at the South during 1813.

4 8 Describe the battle of the Barbary powers.

5 8 Name all the States in the Union at the close of Madison’s administration, naming first the original States, and then the other States.

6 10 Give the full names of all the Presidents you have studied about, with the names of their native states, and the years in which their administrations began and ended.

7 8 Name five prominent American Generals who took part in the Revolution, and live in the Second War with England.

SEATING BOYS AND GIRLS TOGETHER IN SCHOOL.

To the Editor of the Weekly, in number 50 of the Weekly, "K. B. F.," in speaking of seating boys and girls together in school, says: "I would never seat pupils together in this manner, even in the high schools. The reason, any teacher who has had a year's experience ought to know. I am aware of no other sin so common in our public schools—everywhere, among boys especially, sometimes, I am sorry to admit, among girls, as obscenity."

I protest against this wholesale condemnation of our children and youth. I do not believe that it is true. If it is true, so much the worse for the teachers. I believe if such a state of things exists in any school, it is the fault of those who have control of it. That children will bear and repeat obscene words and phrases to one another, but somewhere and somehow they must be taught that it is wrong—degrading—and beneath the dignity of an honest boy or girl. And I know of no better place to teach this than the public school.

They should be taught this from the first day that they enter school, and not only that it is wrong in the presence of those of the opposite sex, but that it is wrong in any case. Older people and even teachers need to learn this lesson and discard scandal and smutty talk. They should be taught to be gentlemen—they must be pure in thought and expression, and women that to be truly modest they must be pure, we shall find the task of shutting this thing out of schools much easier. The moral atmosphere of the school-room should be such as to require more than ordinary courage, in the pupils, to attempt to pollute it. When the attempt is made, the culprit should be dealt with promptly and sharply. We should no more think of keeping in our schools the pupil who is willfully and persistently obscene than of keeping one who has a contagious and dangerous disease. There may be schools where obscenity prevails, as there are school buildings and outhouses marred
by filthy carvings and chalk-marks; but, where such a state of things exists it is the fault of the teachers, who should at once quit a business which they disgrace. "The teacher is compelled to deal with it, and if she would make her work easier — and that to the lazy teacher who thinks more of her own ease than of the welfare of immortal souls,—and remove her pupils farther from temptation"—and thus deprive them of the training that should fit them to cope manfully out into the world with its greater temptations, without the strength that years of culture may give—"she should seat opposite sexes on opposite sides of the house." The same cause that demands this, that they shall have separate buildings which the spirit and the finances of our public schools forbid.

"There are things that may be said plainly to boys and girls by the teacher, that would be most improper should they be said before a mixed school."

We have not the least difficulty in saying to the girls (and the male teachers say to the boys) anything that ought to be said; "To the pure all things are pure," and whatever is necessary may be said with propriety. I have dwelt my life, so far, in teaching, have studied schools for boys and schools for girls, and my belief is that in purity, fullness and integrity of character, the students of mixed schools are second to none.

Mendota, Ill., March 16, 1878.

To the Editor of the Weekly:

An article by K. B. F. in the Weekly of March 7, upon the above named subject, has just attracted my attention.

I wish to express briefly my opinion respecting the argument made by the writer that the practice of permitting young girls and boys to occupy the same seat in school is of the most damaging character, and that teachers who permit it are "short-sighted." I have tried the experiment myself, and have seen it tried by others with the most satisfactory results. The statement made by the writer, that the practice augments obscenity, is one which our knowledge of human nature and our every-day experience teach us is incorrect. Are there not thousands of young men all over the land; and young women, too, in such language, the most impure and indecent when among themselves, but who are never known to use an indecent word when in mixed society? Most certainly there is. This is the case simply because the Creator has endowed men and women, young gentlemen and young ladies, boys and girls, with the power of exercising, as a rule, a modifying and a purifying influence upon each other. Show me a young lady who has been reared in a seminary where she has been strictly deprived of the company of young men, and the chances are you show me a bole. On the other hand, a young man schooled away from the refining influence of women is often a boor than a gentleman.

Why is it that the experiment of sending young ladies to the same classes with young men in our colleges and universities has brought about such decided improvement in the conduct of the young men? Simply because it is natural and proper for the young to enjoy the society of the opposite sex and to be influenced for good thereby; and the idea that it would be advisable or practicable to separate boys and girls in their play, studies, and recitations, in our public schools, is the most preposterous.

So far as the over-familiar conduct between young ladies and young gentlemen in the United States is concerned, it may not be improper to remark that this seeming familiarity results in criminality less frequently than in almost any other practice of the kind. The fact is that "this kind of school training" results almost never in anything like crime. This "hydra" of school association, even to the extent of sitting in the same seat,—as young people do in most cases,—does not, or very rarely, if at all, in the many places where they meet, and will not meet in spite of the efforts of any teacher,—is a monster not so terribly to be dreaded. If no greater evil than this besets the problem of the male and female schools, if the male and female schools become, as most others have become, decor and respectable men and women.

W. J. B.

ANNOUNCEMENT.

Some two or three weeks since, I sent to the officers of the National Educational Association a circular, submitting to them the question whether they thought it advisable, under the circumstances therein mentioned, to defer the meeting of the Association until next year.

Upwards of thirty officers have replied, nearly two-thirds of whom have given it as their opinion the meeting should be postponed. The vote of the heads of the several departments of the Association is unanimous for postponement.

In accordance with this expression of views, I take this means of announcing that no meeting of the National Educational Association will be held during the year 1879; and I most respectfully ask each one may receive a copy of this paper, to aid in giving the announcement publicity.

In connection with this notice, I would urge upon the officers and other members of the Association the necessity of using the time during the year 1879. We ought, in that year, to have a tremendous meeting. The financial condition of the Association especially demands it. Besides, there are momentous educational questions, now stirring the public mind as it has not been stirred for many years, and it is essential that the teachers and all others interested may be clearly and distinctly informed on these questions, if we would not see our public school system take a long step backward. For the consideration and discussion of these questions, our members should gather in force and in full strength. We have been in this position before, and the greatest possible weight may be given to the conclusions arrived at.

One of the prime necessities for a successful meeting is that the place should be fixed upon at an early day, and attention should be first directed to the settlement of that point.

If educators will immediately enter with zeal upon a campaign to make the meeting of 1879 the greatest ever held by educators in this country, I am convinced that the action herein announced, so far from proving prejudicial to the prosperity and influence of the Association, will contribute to augment both.

J. H. BUTLER.

President National Educational Association.

Dayton, O., April 8, 1878.

Publishers' Department.

PACK NUMBERS of the WEEKLY will be furnished for ten cents each. Any who may wish a bound copy of the above, will please address the President of the Association at Columbus, Ohio.

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We have only about seventy copies of the bound volume of the WEEKLY for 1879. It is bound in half-morocco cloth, with gold edge, Price $5.00.

Van Antwerp, Bragg & Co. have a new advertisement this week, an announcement of two new books—Norton's Chemistry and Bullet's First Lessons in French.

Notice the advertisement of Literary Notes. Mr. Field is pushing forward this sprightly new journal with commendable enthusiasm. It is really a novel and valuable semi-monthly.

Teachers and schools may publish an advertisement of five lines or less, relating to an engagement as teacher, four times, free, in the columns of the WEEKLY, by sending $2.50 to the subscriber's address.

J. H. Butler & Co. announce an Illinois edition of Mitchell's New Intermediate Geography nearly ready. It will be looked for with interest, as this study is assuming new importance in the schools of the State.

THE PRACTICAL TEACHER has just been published by Messrs. Klein and Kimball, who were mentioned last week as managers of the Western Bureau of Education. They will continue to publish it according to the plan originally adopted, and we bespeak for them a cordial support from all teachers.

We have still calls for the young men. We have single copies of every number. We have not a single copy on hand. We will extend the subscription of any one on sending us the copy of the above, one week for each copy sent. Last week's number, 62, is also very scarce. We shall be glad to receive copies of that on the same terms.

The new advertisement of N. H. Edgerston this week should attract the attention of all teachers in high schools, academies, and colleges. The $20 Chemical set offered by him is complete enough for all ordinary uses of ill.

Our new advertisements of N. H. Edgerston are arrived.

NEW ADVERTISEMENTS.


SITUATION FOR TEACHING Desires, Wm. B. Abner, New Haven, Conn.

SCHOOL OF ART, Peter Rock, Boston, Mass.

LITERARY NOTES, E. B. Field, Kearney, Neb.

$5 to $20 PER DAY AT HOME, Stinson & Co., Portland, Me.

$5 to $20 PER WEEK IN YOUR OWN TOWN, H. Hall & Co., Portland, Me.

GOLD, TRUE & Co., Augusta, Me.

ANNUAL SUMMER SCHOOL FOR INDUSTRIAL ART STUDY, W. S. Goodnoe, Columbus, Ohio.