Editorial.

Two years ago (nearly) a convention of librarians was held in Philadelphia, which resulted in the organization of the American Library Association, of which Justin Winsor, Librarian of Harvard University, is president, and Melvil Dewey, Boston, Secretary. This Association has already proved itself so useful that a similar Association has been founded in Great Britain. It was the aim of those who founded the American society, first, to enable librarians to do their present work more easily and at less expense; and secondly, to increase the efficiency of libraries in the education of the people. As a means for the accomplishment of the second object sought, the society purports to discuss such questions as the use and abuse of fiction, the possibility and best means of elevating the character of the reading done in libraries, the choice of books, etc. These discussions will be conducted by means of hand-books, published from time to time, of the best reading on various subjects, with short explanatory and critical notes. Through these volumes it is hoped that material aid may be rendered those who wish to improve themselves but do not know how. To this end the Association invites the hearty and efficient cooperation of every friend of education throughout the country. Reports, circulars, etc., will be sent to all interested parties, so that all may be informed of what is going on in other places, and hear of the best methods and newest ideas. Membership in the Association is earnestly invited of teachers, clergyman, editors, publishers, literary men, and every one interested in educational and political progress. The membership fee for the current year is two dollars, which may be sent to the Secretary, 32 Hawley Street, Boston, who will return an official certificate of membership, entitling the holder to receive, from time to time, suggestions for work in his own section, reports of experience in other places, and other matter of practical value to any one interested in libraries. Members will also be entitled to ten per cent reduction on purchases of library supplies at the rapidly growing Supply Department of the Association, thus saving the assessment on the first $20 expended.

To this enterprise the Weekly gives a most cordial endorsement, believing that as the spread of intelligence is largely dependent upon the facilities for reading enjoyed by the people, and as the ignorance of thousands of those who wield the ballot in our country is seriously retarding the progress of the nation, it is the duty of every loyal citizen to encourage all means made use of for the increase of general reading among the people. The sole aim of our public schools, which are maintained by the different state and municipal governments at great expense, is to remove the cloud of ignorance from the minds of the rising generation, and diffuse the rays of intelligence, for the preservation of the state and nation. It is a well-known fact that the large majority of those who learn to read in the public schools do scarcely more than that; their reading—what and how they shall read—is scarcely ever thought of by their school instructor, and too often the acquiring of the power to read only prepares them to follow out a course which leads them but to infamy and crime. If the teachers in the schools cannot do more to teach them what to read and how to read, as well as how to pronounce a succession of words on a page, then by all means let every such agency as the American Library Association be encouraged and aided by all friends of education. If in every town or village there were a public library, and at least the librarian were a member of this Association, it might be possible to conduct the education of those boys and girls who are obliged to leave school after learning the three R's, by means of a systematic and careful course in reading, until it would be found to be not such a misfortune, necessarily, that the high school or the college is beyond their reach. The education acquired from books by a judicious course of reading has fitted many a man for high positions in life, who never enjoyed the privileges of the schools beyond the elements of an education. Let every teacher who has membership in any library association, or who may influence the organization of such an association, write to Professor Dewey for circulars of information.

A recent “Note on Education” in one of the metropolitan dailies says: “The average salary of the Baltimore teachers is $611, and the School Board is sensible enough to resolve to economize in school furniture and text-books, rather than by reducing salaries.” This is a remarkably good average of salary for these times even in this country. It must appear truly gilt-edged to our English brethren and sisters. It is said that in the schools controlled by the London School Board teachers of either sex commonly begin at $350 per year, and the large majority of them never get beyond $450. The usual pay of an accomplished English governor, who includes French, music, dancing, drawing, and the rest, among her capabilities, is reported at $30 per month, with, of course, her board and some other allowances.
A capital idea, which is worthy of wide adoption, is to be embodied in the Commencement exercises at Williams College this year, in which a general theme—France—will be treated throughout, each oration presenting a single phase or branch of the topic.

Some interesting decisions were voted at a recent conference of head mistresses and others concerned in the higher education of women in England. The question whether Latin should be taught generally as the basis of instruction in higher schools for girls was decided in the affirmative by an overwhelming majority. On the question of mathematics all agreed that geometry should be taught, and most of those present thought that algebra should likewise. In regard to natural science there was a great divergence of opinion as to the best subject to be taken up. These conclusions, or judgments, may have value with the same class of workers in this country.

The new English magazine, The Nineteenth Century, among many valuable articles already presented in it, has a series devoted to Mr. R. W. Dale's "Impressions of America." Mr. Dale seems to be a careful observer, and fair and candid critic; and his third essay, devoted to a consideration of the American School-system, has special value in this country. His principal conclusions are that popular education with us has reached a high degree of efficiency; that our system of school government is in many respects superior to the English system, and especially so in conferring larger powers upon local school authorities; that there has been in some quarters a tendency to "cram," but that in general due regard is had both to the acquirements and the capacities of pupils; that the coördination of schools into primary, grammar, and high does not in every instance cover the whole ground, because it is not precise; and that there is a grave defect in the want of separate courses to prepare boys for college and to fit them for business life. Superintendents and teachers who have access to the magazine named should read carefully and thoughtfully the whole paper.

 SOME OF THE HINDRANCES TO NORMAL SCHOOLS.

Professor John Ogden, Worthington, Ohio.

FROM a long and somewhat intimate acquaintance with the obstacles to the establishment of a higher grade of normal schools, we will name a few of the most hurtful.

1. The opinion that a proficiency in the branches of ordinary study is the only essential qualification for teaching; that the ability to teach comes, if it comes at all, from a knowledge of the branches; or that it is learned by the necessary experience in the school-room, may be regarded as one.

This opinion is entertained more extensively than is generally supposed, even by those who admit the necessity of normal schools as a convenient means for fitting teachers for their work. It is also shared largely by teachers themselves, or by those who call themselves such.

This opinion might be harmless or even beneficial, if said "experience in the school-room" were of the right kind, if it could in all cases be relied upon, or if it could be superintended and directed by the wisest and the best counsel, especially if it could be antedated by a thorough course in the science and art of educating. But this admission would be granting the only question at issue. Teachers need professional training aside from the mere academic instruction.

It is also true, that many teachers, by their industry and force of character, coupled with an exclusive devotion to their calling, have wrought out a consistent practice and a good reputation. But where one such has succeeded, ten have failed. So that if it be argument, after all, against professional preparation outside the school room; but rather in favor of it; since nine out of the "ten" could, probably, have been saved from failure and disgrace, by this exclusive training, and the one who had succeeded could have been made much better.

The purely professional normal school becomes, therefore, an implied necessity, at least. But it should be purely professional and not a mere academy. It should stand above the highschool and the college as such. It should sustain the same relationship, practically, to the profession, that the law school, theological seminary, or medical college, sustains to these professions, respectively. The real object of a normal school is therefore to receive the student from the halls of academic instruction, and to induct him into the intricacies of the science of education, and to make him familiar with the methods of instruction and teaching.

As an example of the false notions of normal schools, entertained by learned people, a college president once visited my school, which was composed almost exclusively of teachers, many of whom were of ripe thought and experience; and after congratulating them on their fine appearance and opportunities, he invited them after they had finished their studies with me to come up to his college and "finish up," as he expressed it. I interrupted the Doctor with this remark: "Sir, you mistake. This is not an academy, nor a preparatory school. It is a normal school; and when you get through with your students, send them to me, and I will finish them off for you." The Dr. was silent and a little confused. But I will add, some of the graduates of this excellent college had the good sense to take my advice. They came and took the teacher's course, or parts of it.

MR. SUMNER, MR. HOAR, AND SOUTHERN EDUCATION.

Fest, Geo. F. Magoun, Iowa College.

I framing his Bill for National Education and a fund therefor, (45th Cong. 1st Sess. S. 331), Mr. Hoar has proved himself a worthy successor of the late Massachusetts Senator. In his beautiful sketch of his predecessor in the N. A. Review for Jan-Feb., the present senator refers to a "long and interesting conversation" between them, about a week before Sumner's death, touching the comparative importance of civil rights and education, respectively, to the freedmen. Mr. Hoar had thought Mr. Sumner overrated the necessity of the former, in comparison with that of the latter. "Sumner replied with great earnestness that the belief did him great injustice." The legislator in him had not so warped the scholar. He said he had "earnestly labored, but without avail, to have the establishment of complete school systems secured as a condition of reconstruction." This honorable candor of the present Massachusetts senator guides us to one of the finest examples of practical statesmanship in Mr. Sumner's noble and useful public life.

As early as September, 1865, in a speech (as President of the Republican State Convention of Mass.), on "Guarantees for the National Freedmen," etc., Mr. Sumner named as one of six capital subjects of special guarantee "the education of the people." Besides the general grounds for it in its furnishing "the only sure foundation of a Republican Government," he said, "as, according to the census, an immense proportion of the people of the Rebel States, without distinction of color, cannot read and write, it is obvious that public schools must be established for the equal good of all . . . All must enter into our work of reconstruction and become one of our guarantees." I quote from his works, Vol. ix., p. 460. A little over a year later, he voted against Mr. Dixon's amendment to the bill giving suffrage to freedmen in the District, which would have limited it to those only who could read and write, because this "would not then secure the voting force needed there for the protection of Unionists, whether white or black." That
force must be bad, at once, if possible. "He maintained the present necessity of suffrage for all colored persons in the disorganized states." Two months later he supported, with Mr. Dixon, the bill to establish a Department of Education. "We are to have universal suffrage," he said, "a natural consequence of universal emancipation; but this will be a barren sceptre in the hands of the people, unless we supply education also. From the beginning of our troubles I have been for the one, through the agency and under the influence of the National Government, education must be promoted in the land. To this end, we need some central agency... I should not hesitate, could I have my way, to place the head of the Department of Education in the Cabinet of the United States." No one has gone beyond this ground. Mar. 7, 1867, he introduced into the Senate resolutions upon further guarantees for reconstruction, one of which was, education maintained in the terms of his speech in Mass., Sept., 1865. In support of this he insisted upon "education as a corner-stone of reconstruction," and spoke of the opportunity to incorporate it as "a golden moment." To the objection of Frelinghuysen, Reverdy Johnson, and Sherman, that education required of the South would be "a burden and penalty," he replied, that such it could never have been. It would prove a great boon, instead. He cited the example of the Czar as more than "the lamp of experience"—as sunshine; "when he set free 20,000,000 of serfs, did he stop with their freedom? He went further and provided for their education, and also that each should have a piece of land. I ask that my country, heir of all the ages, foremost in the tide of time, should do on this question only what the Emperor of Russia has done." A week later he moved an amendment to the Reconstruction Bill, requiring each Southern legislature "to establish and sustain a system of public schools for all, without distinction of color." The debate on the bill was chiefly in respect to the ballot, the precedence of civil or military power in reconstruction, etc., but he delineated another bill, (which he had already laid on the table of the Senate), requiring the Southern states under provisions, to establish such schools and frame new state constitutions incorporating these schools therein. From this bill he had selected the school provision, and moved it by anticipation as an amendment to the one before the Senate. "You have prescribed universal suffrage," he said, "Prescribe now universal education, you are under an equal necessity. Electors by the hundred thousand will exercise the franchise for the first time, without delay or preparation. They should be educated promptly. Without education your beneficent legislation may be a failure; the gift you bestow will be pernicious. I was unwilling to make education the condition of suffrage; but I ask that it shall accompany and sustain suffrage. I would not impose any new burden; but I seek a new triumph for civilization. For a military occupation bristling with bayonets I would substitute the smile of peace. But this cannot be without education. As the soldier disappears, his place must be supplied by the schoolmaster. The muster-roll will be exchanged for a school-register, and our heads quarters will be a school house."

Mr. Hoar observes that in the debate "both Sumner and Wilson declared that without this condition the new state governments (in the phrase of the former) could be 'born only of the bayonet.'" He adds an incident of rare interest and of the highest credit to Mr. Sumner; "this amendment was lost by a tie-vote, twenty to twenty, and he was so much distressed and discouraged that when the result was announced he left his seat and burst into tears." It is thus that heroes and martyrs for great principles are moved when some noble and right step forward is not achieved.

Mr. Hoar's bill attempts again what Mr. Sumner's once attempted without avail, but in another method, as part of a more comprehensive plan, and one we would vain hope sure of better appreciation and success. One provision in it secures vast benefits at the outset to the very states to which Mr. Sumner so longed to give education as a great boon. It is in Sec. 6, appropriating one-half the net proceeds of the public lands for the previous year, and the whole income of the educational fund created by the bill "to the several States and Territories of the District of Columbia, upon the basis of population of the said States and Territories (and District), between the ages of four and twenty-one years, such apportionment to be according to the last preceding general census of the United States: Provided, however, that for the first ten years the distribution of the said fund to and among the several States and Territories, including the District of Columbia, shall be made according to the ratio of the illiteracy of their respective populations, as shown from time to time, by the last preceding published census of the United States." A limit of ten years during which the ratio of illiteracy, as well as that of population, shall determine appropriations, and the more illiterate, viz., the Southern states, be bided according to their illiteracy, at once provides a reasonable time in which to bring the dangers of southern ignorance to an end, and a motive to the states in which most ignorance exists to exert themselves to that end. Some of the reasons for this exertion on their part and on the part of the nation will never be better stated than by Mr. Sumner, and we have precedents, therefore, to incorporate them in the sketch already given. They do not grow any less pressing by lapse of time and larger development of the Republic. Every state, as the last one turned in a horizontal position.

May 2, 1878 | The Educational Weekly.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Purdue University.

LESSON XLVII.

Place dots as in Lesson XIX. "Then draw regular curves as follows: From the upper dot to the left one, a full curve, with its convex side toward the centre; from the upper dot to the right one, a full curve, with its convex side toward the centre; from the left dot to the lower one, a full curve, with its convex side toward the centre; from the right dot to the lower one, a full curve, with its convex side toward the centre.

Remarks.—This figure will have something of the appearance of a rhomb, except that it will have curved sides bending inward.

LESSON XLVIII.

Place dots as in Lesson XX, and draw regular curves as follows: From the upper dot to the left one, a full curve, with its convex side toward the centre; from the upper dot to the right one, a full curve, with its convex side toward the centre; from the left dot to the lower one, a full curve, with its convex side toward the centre; from the right dot to the lower one, a full curve, with its convex side toward the centre.

Remarks.—This figure will be the same as the last one turned in a horizontal position.

LESSON XLIX.

Place dots as in Lesson XIX., and draw regular curves as follows: From the upper dot to the left one, a full curve, with its concave side toward the centre; from the upper dot to the right one, a full curve, with its concave side toward the centre; from the left dot to the lower one, a full curve, with its convex side toward the centre; from the right dot to the lower one, a full curve, with its convex side toward the centre.
LESSON L.

Place dots as in Lesson XIX., and draw regular curves as follows: From the left dot to the centre one, a rather full curve, with its convex side downward; from the centre dot to the right one, a rather full curve, with its convex side downward; from the left dot to the lower one, a full curve, with its convex side upward; from the right dot to the lower one, a full curve, with its convex side toward the right and downward; from the right dot to the one half-way from the centre to the lower one, a very full curve, with its convex side toward the centre dot; from the right dot to the one half-way from the centre to the lower one, a very full curve, with its convex side toward the centre dot; from the centre dot to the middle of the first curve to the left of it, a slight curve, with its convex side toward the left and upward; from the centre dot to the middle of the first curve to the right of it, a slight curve, with its convex side toward the right and upward. Erase the upper dot.

LESSON LI.

Place dots as in Lesson XIX., and another dot half-way from the lower dot to the centre. Draw regular curves as follows: From the left dot to the lower one, a full curve, with its convex side toward the left and downward; from the right dot to the lower one, a full curve, with its convex side toward the right and downward; from the left dot to the one half-way from the centre to the lower one, a very full curve, with its convex side toward the centre dot; from the centre dot to the middle of the first curve to the left of it, a slight curve, with its convex side toward the left and upward; from the centre dot to the middle of the first curve to the right of it, a slight curve, with its convex side toward the right and upward. Erase the upper dot.

LESSON LII.

Place dots as in Lesson XIX., and draw regular curves as follows: From the left dot to the lower one, a full curve, with its convex side toward the centre dot; from the right dot to the lower one, a full curve, with its convex side toward the centre dot; from the right dot to the one half-way from the centre to the lower one, a very full curve, with its convex side toward the centre dot; from the centre dot to the right dot, a very full curve, with its convex side upward. Erase the upper dot.

COMPULSION AND EDUCATION.*

A GENERATION of school children has come and gone since the memorable Education Act of 1870 became a law. Hundreds of school boards have been created by it, and some millions of money drawn from the pockets of the British ratepayer for educational purposes. It is therefore with no little astonishment that the British ratepayer learns from public speakers, inspectors of schools, and the Education Department, that the elementary education of the country is still in an unsatisfactory condition. He would like to know the cause of it. Is it that we are a stupid race? Cannot our English boys and girls do what German and Swiss boys and girls can do? Or is the fault with the teachers? Are they less capable or less industrious than their scholastic brethren on the Continent? Or is it the fault of our educational system? Or is it due to the irregularity with which children attend school in this country?

This paper is an endeavor to answer the question. In admitting, as we look at what has been accomplished in other countries, and at what can yet be done in England, that the state of our primary education is not such as we ought to be satisfied with, we do not forget that much has been done during the seven years that have elapsed since the passing of the Education Act, toward placing the elementary education of the country in a satisfactory condition. We find from the last Report of the Committee of Council on Education that in England and Wales in the year 1870 there were 8,917 public elementary schools, whereas in the year 1876 there were 14,976, or more than double. There was school accommodation in 1870 for 1,765,044 children; this had risen in 1876 to 3,276,318, or more than double. The average attendance in 1870 was 1,255,764; in 1876 it was 2,034,431, an increase of 66 per cent. In the former year there were 12,027 certificated teachers, 1,239 assistants, 12,072 pupil teachers, compared with 22,588 certificated teachers, 2,021 assistants, and 36,626 pupil teachers, in the latter year. Altogether there are twice as many teachers now as there were seven years ago. Evidently great strides have been taken.

But let us now compare these figures with what they ought to be, and we shall see what remains to be done. Instead of accommodation for 3,276,318, there should be accommodation for 4,500,000. Between the ages of five and thirteen there are on the registers 2,449,743; there should be 3,855,372, showing 36 per cent of the children not yet at school. The actual average attendance of children between the ages of five and thirteen is 2,034,431; it ought to be 3,242,580; that is—the average attendance is 37 per cent below what it should be. The number of scholars who made 250 attendances, or 150, under half time acts, during the year 1876, was 1,281,806, or only 67 per cent of the number on the register. As these attendances can be made in twenty-five weeks, it means that 33 per cent of our scholars are absent nearly one-half of the school year. Now it must be patent to every one that with such irregularity of attendance it is utterly impossible to produce the educational results that may fairly be expected if the children attend regularly. Not only is this irregularity a hindrance to the education of the irregular scholars, but it seriously retards the progress of those who do come regularly, as their time is often taken up in listening to a lesson which is gone over a second time for the benefit of the scholars who were absent when it was first given. It is not to be wondered at that with attendance so irregular we are unable to show such results as are produced in countries where this evil is comparatively unknown. Compare our Code, for example, with the Code of most of the German states. Reading, writing, arithmetic, singing, and needlework for girls may be regarded as compulsory subjects; grants are given for teaching any two of the following class subjects: English grammar, geography, English history; and for any two specific subjects, such as botany, French, Latin, etc.; drawing is also encouraged by a grant from the Science and Art Department; these then may be looked upon as our optional subjects. Now what do we find are the compulsory subjects in Germany? Religion and morality, reading, writing, arithmetic, the German language, geography, history, singing, drawing, needlework for girls, geometry, natural history, and a knowledge of the facts and laws of nature. These must be taught in every school. The permissive subjects were not a score.

In Germany only, but in Switzerland, Holland, and the United States is primary education in advance of what it is in England, and greater facilities are also offered for secondary education. In a few of our largest towns, there are one or two higher board schools, and throughout the country a score or two of scholarships for the children attending elementary schools. What are they among so many?

In several countries of Europe there is a higher school for every school district containing a population of 5,000, to which the children of the poorest can go if they evince special aptitude for study. The secret of all this is, that every country where higher educational results can be shown than in England, there is a correspondingly higher school attendance. The proportion of the population attending school in Germany is 16 per cent; in Switzerland, 15 per cent; in Sweden and Denmark, 14 per cent; in France, 13 per cent; in Holland and the United States, 12 per cent; in Norway and Belgium, 11 per cent; in England only 9 per cent.

Not only is our Code of Education low, it is but a small proportion of our scholars who succeed in getting through it in the course of their school days. We are told in the last Report of the Committee of Council on Education that in the year 1876, out of 500,708 scholars who ought to have been examined in the three upper standards, only 229,087 were so examined, or less than half; the rest being examined in standards lower than those suited to their age; and that only 89,186 in the whole country were examined in one or more specific subjects. While not admitting for a moment that children should be examined in standards according to age, I think few will dispute that, if the 500,708 children had been in regular attendance at school from the age of five, the vast majority would have passed in the upper standards, and a very much larger number than 89,186 would have been examined in specific subjects.

Looking back, then, at the facts we have had before us, I think we must come to the conclusion that neither with regard to the number of children at school, the average attendance of those actually on the books, nor the attainment of many children when they leave school, ought we to rest satisfied. Something no doubt must be laid to the charge of the Education Codes of the past, which have encouraged instruction at the expense of education, which have set a premium upon cramming a child with information that is forgotten as soon as he leaves school, instead of upon that training of the faculties which makes the child a perpetual learner, giving him to feel that the world he enters when his school days are over is but a larger school.
Greater, however, than the evil of bad codes has been the evil of bad attendance; and if better educational results are to be looked for, we must have this evil remedied. We must have compulsion, not in name merely, but in reality. It must be universal compulsion, so that in districts where it is in operation we shall not have the progress of the scholars retarded by children coming from districts where it is not enforced; and in the next place it must be applied more stringently than hitherto, for while it has driven into our schools numbers who had never been at school before, it cannot be said to have succeeded in getting those children to attend regularly.

By the kindness of the clerks of several of the leading School Boards of the country I have been in possession of some valuable and significant figures, to which I now ask your attention, as showing what compulsion has done so far, and what it has failed to do.

Take the case of London. In December 1871, there was accommodation for 262,000 children; in December 1877, for 459,000. In 1871 there were on the roll in elementary schools 220,000; in 1877 the number had risen to 426,000. Now notice the proportion the average attendance has borne to the number on the register during this period.

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The effect of compulsion by forcing into schools children who had not previously attended was to reduce the percentage of the average attendance from 78 per cent in 1871 to 72 per cent in 1874, when it began to rise, and, at the close of 1877, reached the figure it stood at six years previously. In other words, the children attending the London schools are no more regular in their attendance than they were six years ago.

In Manchester, the total average attendance has risen from 22,000 in 1870 to 36,000 in 1877; but that is only 68 per cent of the number on the books, which means that, in Manchester, compulsion has succeeded in getting to school a great many more children than went seven years ago, but it has not succeeded in getting them to attend regularly.

In Liverpool, the total average attendance has been raised during the last seven years from 44,522 to 60,620, and the percentage of the average attendance to the number on the roll has risen from 65 to 73; this is still far from satisfactory, for it means that, on an average, the children only attend 73 times out of every 100 times the school is open.

In Birmingham, the total average attendance during the same period rose from 16,262 to 40,000, but this is only 71 per cent of the number on the books.

In Huddersfield the average rose from 4,531 to 10,342 in the total, or from 66 per cent to 72 per cent of the number on the books.

Looking at these figures we may fairly say that, while the school boards have done work of which the country should be proud, in providing school accommodation and getting into schools thousands who had never entered a school before, the work of securing regular attendance has still to be accomplished. That is this case will be brought vivider before us if we notice the attendance of children whose parents are prosecuted under the Compulsory Act. I give one batch which is a fair sample—10 attendances out of 19, 8 out of 66, 25 out of 46, 9 out of 60, 15 out of 24, 13 out of 25, 22 out of 44, 6 out of 50. Children who attend just a little better than this escape; but what better progress can they make?

The school boards are working nobly; but time and patience are needed before this part of their work can be accomplished; the habits of carelessness and negligence have become so thoroughly ingrained in a considerable portion of the population that it will need continued and persistent efforts so eradicate them.

I have spoken so far of what has been done by school boards in compelling attendance at school; but only one-half of the population is affected by school boards; the other half is under the régime of school-attendance committees. To give you an idea as to how these are working, or rather not working, I cannot do better than read extracts from letters, which Mr. Heller has kindly placed at my disposal, from teachers in every part of the country. I abstain, for obvious reasons, from giving the names of the writers and will confine myself to mentioning the counties that are referred to—

_Cumberland._"I do not see or hear of any improvement in attendance at school in rural districts. The committees are generally composed of farmers, whose self interest and the duties imposed on them are antagonistic."

_Easts._"Compulsory attendance at school is a dead letter."

_North Yorkshire._"The state of things may be gathered from the fact that the average attendance is only 30 per cent of the children of school age.

No improvement whatever is seen in the attendance since the appointment of the School Attendance Committee. The Act here is a dead letter."

_South Yorkshire._"The Nuisance Inspector has been appointed school-attendance officer for a district which comprises thirty-five parishes."

_Derbyshire._"The Act may as well be in existence. The members of the Local Committee are as a rule employes of farmers, who require to be as narrowly watched in the working of the Act as the parents of the children. No attendance officer has been appointed. The attendance of the scholars has fallen off rather than increased since the appointment of the committee."

_North Lancashire._"The School Attendance Committee has taken no action whatever since its appointment to secure more regular attendance. This is not to be wondered at. Many members are openly hostile to the education of the working classes. A member of the School Attendance Committee from this parish has often declared that education makes the children worse servants. No attendance officer has been appointed. The effect of the inaction of the committee on the attendance of the children is positively injurious. The parents were informed by circular that their children must attend school; the consequence was that children who had never been at school before were sent so school; but the parents, finding that the penalties threatened were never enforced, withdrew their children from school, and allowed them to roam about the fields, or go to work as formerly."

_Durham._"The state of things under the School Attendance Committee can be best described by the military phrase, 'As you were.'"

_Wakefield._"Not a single child has been driven into school. Absence is as numerous as ever, and children are employed in the fields."

_Norfolk._"The guardians who form the attendance committee are quite averse to compulsory attendance. When the attendance officer was first appointed, the parents were frightened and sent their children regularly, but when they found out that if they did not send their children to school they were only 'talked to,' the fear disappeared, and the children were kept at home as much as ever. Two attendance officers have been appointed to see to the enforcing of the Act in thirty-six parishes."

_Suffolk._"The Elementary Education Act of 1876 is in our Union a dead letter. Employers of labor keep in their employ children in violation of the Act."

_Another writer from Staffordshire says—"A local attendance committee was appointed ten months ago, but they have not yet held a meeting. Children are employed as they were before the passing of the Act."

Of all the returns that have come in, only one bears testimony to any benefit arising from the appointment of a school attendance committee, and that is from a teacher in Lichfield, who says—"The average attendance is improved. The 'riff-raff' are forced into the schools; but they do not come regular."

What the attendance committees have done may be summed up in a word; they have elected clerks and attendance officers, they have given considerable extra labor, generally without pay, to teachers in preparing lists; and they have brought into disrepute the law; but improve the attendance they have not done.

With these facts in our mind, we may form some conception of the magnitude of the task England has before her in securing regular attendance in her schools. Her voice must be heard firmly insisting that her will shall be carried out; and that if school attendance committees fail to do the work for which they were appointed, they must give place to officers appointed by Government, who will see that the law is obeyed.

I have spoken of direct compulsion hitherto, because that is the only form of compulsion that has had a trial. I cannot close this paper, however, without saying that teachers generally have a strong belief that indirect compulsion will prove a powerful auxiliary to the more direct form of it in the course of a few years, as its operation comes to be seen and felt by parents. When once the indifferent or selfish parent who cares more for the few shillings his children can earn than for their future welfare, is made to understand that a certificate of having passed a certain standard is the passport to employment, you have touched him in his tenderest point—the pocket; you have made it to his pecuniary advantage to see that his children attend school regularly.

Much also may be done by giving prizes to the most regular attenders. Our respected ex-President, Mr. Selden, suggested this at a meeting of the Hud- derfield Teachers' Association. The Huddersfield School Board adopted it; and the results have exceeded the hopes of the most sanguine. I would recommend all who have not tried this to do.

Now I have done. I have endeavored to show that regular attendance has not yet been secured, and that until it is we may have no measurable results of our educational system; but as the progress of children depends upon the regularity of their attendance the results cannot be much better than they are. Let compulsion become a reality, then a brighter day will dawn on our schools and schoolmasters, and England will take her place in education in the foremost rank of the nations.
The Educational Weekly.

The twenty-third annual report of the Board of Education in Chicago, for the year ending July 31, 1877, has been rendered and partially published. The financial statement shows a decrease in total expenditures over the preceding year of $217,235.59.

This decrease was chiefly in the salaries of teachers—$140,053.84 less than the year before. Other savings were: On school sites (none purchased) $39,578.31; on contracts for new buildings (none given), $44,283.48; supplies, repairs, etc., $8,825.60; cost of fuel, $6,717.13; salaries of janitors, $1,476.26. The rental of buildings was $8,600 more than last year, and the extra cost of collecting taxes, $10,683. The amount of delinquent rents due the school fund at date was $97,333.49, of which $81,333.41 was tied up in suits pending in the courts; the collection of city taxes levied for school purposes was $433,051.45, or 10.45 per cent of the whole city tax. The cost of tuition per pupil based on the average number belonging to the schools for the year 1876-7 was $15.46; for the year 1876-7 it was $14.40. The entire cost per pupil on the same basis for 1875-6 was $18.66; for the year 1876-7 it was $13.97.

The population of Chicago according to the school census taken in September, 1876, was 405,721. Of this number there were of school age, that is, between the ages of 6 and 21, 110,184. The school population is now estimated at 113,000. The total enrollment in the public schools during the year was 53,690, an increase of 2,401 over the preceding year. This is somewhat less than the average annual increase, which is about 3,000, scarlet fever having deterred many parents from sending their children to school. There are about 25,000 persons of school age not attending any school. Undoubtedly a large number of these children would attend if suitable accommodations were furnished.

The following table exhibits the increased attendance during the year:

<table>
<thead>
<tr>
<th>Entire enrollment in public schools</th>
<th>1875-6</th>
<th>1876-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils taught</td>
<td>51,128</td>
<td>53,529</td>
</tr>
<tr>
<td>Average number belonging</td>
<td>38,081</td>
<td>39,494.6</td>
</tr>
<tr>
<td>Average daily attendance</td>
<td>35,069.5</td>
<td>37,130.9</td>
</tr>
<tr>
<td>Number of special suspensions</td>
<td>155</td>
<td>159</td>
</tr>
<tr>
<td>Total enrollment in Central High School</td>
<td>561</td>
<td>640</td>
</tr>
<tr>
<td>Total enrollment in Division High Schools</td>
<td>618</td>
<td>902</td>
</tr>
</tbody>
</table>

Of the 37,130.9 average daily attendance, the High School department furnished 1,128.2; the grammar department, 7,729; the primary department, 38,668.7; and the normal department, 105. The diminution in the number of promotions (the falling off was 10.52 compared with the 39,296 promotions of the last year) was mainly due to the fact that each teacher was compelled to take charge of more pupils than could be efficiently instructed by one person. "Notwithstanding that the labors of our teachers have been increased during the past year, and that they have been paid 25 per cent less than during 1875-76, I am satisfied, from the reports of the superintendents, that their work will compare favorably with that of preceding years. To their conscientious fidelity and zeal the excellent condition of our schools is due. They have borne, uncomplainingly, their share of the burdens which the financial condition of the city rendered it necessary to impose, and are inspired with the hope that with the return of general prosperity their claims will not be forgotten."

The average of teachers' salaries, including principals, was $615.50. Average paid male teachers, $1,900; average paid female teachers, $570. Although the membership of the schools for the year has been 1,413 greater than last year, the cost of tuition has been $4,06 less per pupil.

The whole number of teachers at the close of the year was 730; of teachers appointed during the year, 38; of teachers resigned during the year, 24; number lost by death during the year, 2; whole number examined and awarded certificates during the year, 164; whole number of normal graduates during the year, 146; whole number holding certificates not yet appointed at date, 150; whole number normal graduates not yet appointed at date, 73.

The normal school has been temporarily closed because it was graduating more teachers than could be employed in this city. Should the normal school be reopened in the future the standard of admission to it should be made higher than heretofore, and the course of instruction longer and more thorough. Fewer and better graduates are what are needed.

The twelve evening schools are now fully organized, and have proved very satisfactory. No important changes have been made in textbooks. The optional study of drawing has been pursued by 75 per cent of the pupils. Very few parents have excused their children from the optional study of music. German, also optional, has been studied by 1,096 pupils of German parentage, 335 of American parentage, and 462 of other nationalities. Its study, which is under the supervision of the committee on German and of a special teacher, is now limited to the grammar and high schools. Deaf mutes have been instructed in a room in the Jones School building.

In the seventy-one buildings used for school purposes (fifty-three owned by the board, eighteen rented) there are 41,670 sittings (37,489 owned by board). Ten thousand seats are now needed. The lack of seats is now met by bunting and by half-day divisions. About 6,000 pupils go to school but half a day. The rental buildings cost, on the average, though costing $12,500 annually, it is declared poor economy to use them. The Board of Education should be its own landlord. Appropriations were made in 1873, 1874, and 1875 for eight school sites to cost $74,600, and for thirteen school buildings to cost $316,000. The taxes for those years are now in course of collection, but a long period may elapse before the money will be available for the benefit of the schools, and in the end the full amount will not be realized. At the lowest calculation, twelve new twelve-room buildings are necessary to supply present wants; and to keep pace with the marvelous growth of the city, four new buildings should be erected annually.

Notes.

General.—A trial of the electric light was recently made at the establishment of the Union Steel Screw Company, Cleveland (Ohio). The apparatus consists of a Bureau dynamo-electric machine of 12,000 candle power, arranged to give four separate currents. Two were placed on the third floor, and two on the fourth floor, and as the machinery was put in motion the effect was most brilliant. It is said that the rooms were flooded with a pure white light like that of the sun, and the houses and streets were illuminated for a great distance. The light was uniform, steady, and soft to the eyes. An estimate of the cost of the light furnished on this occasion showed that the total cost, including the items of consumption of carbon in the lamps, interest on the investment, and wear and tear, would not exceed thirty cents an hour. The light was equal to 800 gas burners, burning five feet of gas per hour each, which amount of gas would cost $8 per hour.—The approaching meeting of the American Institute of Instruction promises to be of unusual interest, held at the White Mountains, with headquarters at Franconia, July 9, 10, 11, 12. The speakers announced are among the leading educators of New England and the nation. There will be each day a morning and an evening session, the afternoons being spent in excursions to the many points of interest in the neighborhood. Arrangements have also been made for excursions to more distant points at the close of the association. All the hotels of the neighborhood have been engaged for the use of the association; they can accommodate 2,500 guests. Terms: for gentlemen, $5.50 per day; for ladies, $1.50 per day. Two hotels, the White Mountain House, and the Mount Pleasant Hotel, have been engaged exclusively for ladies; board $1.00 per day. Hon. Thomas W. Bicknell, President of the Association, sends a most cordial invitation to western teachers to attend this meeting, which we trust many will accept. It will do us good to mingle with earnest workers in other parts of the field. Then, to us prairie-born people, the sight of Mount Washington and the breath of mountain air will be such an inspiration and a joy as comes but once in a lifetime, for we can see the mountains for the first time but once. The New England railroads give free return tickets. Prest. Bicknell writes that if twenty-five desire to attend the association from this section, he can secure special rates for them from Chi cago. If those wishing to go will send their names immediately to T. W. Bicknell, 16 Hawley street, Boston, Mass., the best terms possible will be secured and announced.—It is suggested by State Super. Corlott, of Maine, that one excellent means of raising the standard of teaching in the country schools is to raise the standard of qualifications for county examiner. In many instances the examination is a farce, and teachers, like pupils, are not apt to do more than is required of them by those to whom they are responsible.—Prof. W. S. Ogden’s annual summer school of industrial drawing will be held this year in Worthington, Ohio, in connection with the summer institute of the Ohio Central Normal School. The session will open July 1, and will be of especial value to those who have to teach or superintend drawing in public or private schools. The session will continue for three weeks. Senator Barnard’s bill “To introduce Moral and Social Science into the Public Schools of the District of Columbia” provides as follows:
Be it enacted, etc., That the school officers shall introduce as a part of the daily exercises of each school in their jurisdiction, instruction in the elements of social and moral science, including industry, order, economy, punctuality, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, charity, self-control, gratitude, pity, mercy, kindness, and conscience and the will.

Sec. 2. That it shall be the duty of the teachers to give a short oral lesson every day upon one of the topics mentioned in section I of this act, and to require each pupil to furnish a thought, or illustration of the same, upon the following morning.

Sec. 3. That emulation shall be cherished between the pupils in accumulating thoughts and facts in regard to the noble traits possible, and in illustrating them by their daily conduct.

SCIENTIFIC. A German expedition will start shortly to explore the eastern part of the desert of Sahara. It will be under the direction of Mr. Richter, who received the Paris Geographical Society's medal for intrepid and able exploration. More than one savant will be of the party. In England they are adopting a horse-shoe made of cowhide, and known as the Yates shoe. It is composed of three thicknesses of cowhide compressed into a steel mould, and then subjected to a chemical preparation. It is claimed for it that it lasts longer and weighs only one-fourth as much as the common iron shoe; that it will never cause the hoof to split, nor have the least injurious influence on the foot. It requires no nails; even on asphalt the horse never slips. The shoe is so closely fitted that the horse's only light weight is supported by the horse's own weight. No water can penetrate between the shoe and hoof.

An ingenious water faucet, through which water is drawn as cold as ice, is the invention of a Californian. Boiling water, placed in any receptacle and allowed to run through, will be found cool and fit to drink. The faucet contains numerous small tubes enclosed in larger ones, and between the outside of one and the inside of the other certain chemicals are packed which produce the desired effect. An improvement has been devised for the storm signals of the Government Weather Bureau. It is provided in addition to the ordinary storm signal a new one, to be used only when the expected wind will be offshore. On the Atlantic coast such a wind would be from the north or west. There is no doubt that the present indeﬁniteness of the storm signal causes shipmasters to doubt its value, even if they do not disregard it entirely. Showing the expected direction of the wind will be an improvement, as far as it goes, but it is only a part of what is needed. The Signal Service might, to advantage, contrive a variety of indications as to the probable violence of a storm and its other characteristics. Another valuable contribution to the science of the weather has been made by Lieut. Hitchcock, a navy officer attached to the United States Coast Survey. It consists of an analysis of the principal classes of storms that visit the Gulf of Mexico. The results are thus afforded to navigators for anticipating such storms. Lieutenant Nichols, in the same service, verified these observations by comparison with the records of the Signal Service at Gulf ports. It is worth noting that the cooperation of the War, the Navy, and the Treasury Departments was obtained to effect this forward step in meteorology. The Hon. George P. Marsh, United States Minister at Rome, in a recent letter to Dr. Hayden acknowledging the receipt of several of the bulletins of the United States Geographical Survey of Colorado, uses the following language in regard to the recognition which American scientific work is now securing in Europe. "Until within a few years American science was seldom spoken of abroad except in a disparaging tone; but now the full equality of American astronomers, geologists, physicists, chemists, and metallurgists is recognized by all the numerous European periodicals devoted to these and other branches of natural knowledge, to the promotion of all of which these surveys have directly or indirectly contributed; and I have no doubt that their reports, and those of other scientific expeditions and operations carried on under the patronage of the Federal Government, have done as much to secure to us the respect of the world as our military and financial successes. The reports for which I have the pleasure of thanking you have been most favorably noticed in all the scientific journals and proceedings of philosophical societies to which I am able to send copies. When unexpected light has been thrown on the ethnology and the history of the native American races has excited great interest; and a strong desire is everywhere felt for a further prosecution of these researches, and for the publication of their results, which of course can only be done at the expense of the Government, and in the way of the printing and distribution of the results. The reports have in a large measure gratiﬁed the desire of these men of the Old World to the unbounded ﬁeld of curious inquiry, which our territories offer to the scientiﬁc investigator. We shall feel great pride in procuring their publication of both hemispheres, and we shall not do our duty as members of the great commonwealth of science without the hope that the Old World will learn of such knowledge if we suffer a narrow economy to prevent a continuation of effort so well begun and so important to the general interests, material and moral, of the Old World and the new."

LITERARY. The "Few Words on Female Education," translated from the German for the WEEKLY by F. H. Lehmann, have been republished quite generally by newspapers and other periodicals in all parts of the United States and Canada, and about one in ten has given the WEEKLY credit for their first publication. The National Temperance Society has just published a little tract of thirty-five pages, entitled "Temperance and Republican Institutions," an address by the Rev. Joseph Cook, of Boston. It is an able presentation of the relations of the liquor-traffic to popular government. S. C. Griggs & Co., Chicago, have in press a new book by Prof. Mathews, entitled "Oriatory and Orators." The publishers have sold 68,000 volumes of this author's books.

REPORTS AND PAMPHLETS RECEIVED.

Annual Report of the Public Schools of York, Pa., for the year ending June 30, 1876. Together with classiﬁcation of High School and a Revised Course of Study, for 1876-77. Also Rules and Regulations of Schools. W. H. Shelley, Superint. of Schools.
Report of the State University of Iowa, October 1, 1877. C. W. Slagle, Prest. Past and Present of our Common School Education. Reply to President B. A. Hinsdale, with a brief sketch of the History of Elementary Education in America. By Andrew J. Rickoff, Superintendent of Schools, Cleveland. Published by order of the Northeastern Ohio Teachers' Association.
Department of Public Instruction, City of Chicago. Twenty-third Annual Report of the Board of Education for the year ending July 31, 1877. J. L. Pickard, Superintendent of Schools.
Communication from the Contractor with the State for Furnishing Cheap Text-books to the schools of Minnesota, in answer to the strictures of the Superintendent of Public Instruction, as found in his Annual Report. Daniel D. Morrill, Contractor.
The Public Schools of Dubuque. Twentieth Annual Report of the Board of Education of Dubuque, Iowa. Together with Rules and Regulations, and a Historical Sketch. Dubuque, Iowa, 1878. Thomas Hardie, Secretary. This is a volume of unusual interest.
Dayton Public Schools. Annual Report of the Board of Education, for the year ending August 31, 1876, with the address of the Superintendent. Dayton, Ohio.
Annual Report of the Board of Education of the Columbus Public Schools for the School year ending August 31, 1876. R. W. Stevenson, Superintendent of Public Instruction, Columbus, Ohio.
Pröb®'s Kindergarten System of Education. What is it and what is its use in the Nursery? Lecture delivered April 21, in Washington, D. C., by Mrs. Louise Pollock.

NEW BOOKS FOR TEACHERS.

[Publisher 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, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers.

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

The Educational Weekly.

BAKER, G. M. [Editor]. The reading club and handy speaker. Being selections in prose and poetry, serious, humorous, pathetico, patriotic, and dramatic, for readings and recitations. No. 3, 1876; pp. 115. Boston: Lee & Shepard. $ .15
BOARDMAN, Rev. Geo. D. Studies in the creative week. 1877. N. Y.: D. Appleton & Co. $.15
BOYD, P. Human life and its conditions; a sermon. 1876, pp. 132. N. Y.: Macmillan & Co. $.15
DEUTSCH, Solomon. Dante's letters. A practical and grammatical exercise in easy and thorough self-instruction in the German language, prepared with special regard to the close affinity existing between English and German languages. 1876. 8vo. New Yor. $ .60
LEEDS, J. W. A history of the United States of America. Incl. some important political and political events. 1876, pp. 428. Chicago: J. F. Lippincott & Co. $.75
LITHURGIA Solomin. Druhal's letters. A practical and grammatical exercise in easy and thorough self-instruction in the German language, prepared with special regard to the close affinity existing between English and German languages. 1876. 8vo. London: [Harford.] $ .50
MACMILLAN, W. A. Human and its conditions. A sermon. 1876, pp. 124. N. Y.: Macmillan & Co. $.15
MACMILLAN, W. A. A Revised English Lexicon. 1876, pp. 115. London: Oxford University Press. $ .75
WRIGT, J. a complete Latin course, comprising rules with examples, exercises, and a Latin and English dictionary. 1877. N. Y.: Macmillan & Co. $.15

Educational Intelligence.

EDITORS.

Missouri—Prof. J. Marshall Hawken, Principal Greeley Institute, Cumberland Center.


Iowa—Rev. J. D. Armstrong, Principal Grammar School No. 5, Davenport.


Indiana—J. R. Roberts, Principal High School, Indianapolis.


Minnesota—O. V. Teusley, Sup't. Public Schools, Minneapolis.

Ohio—W. M. Bristol, Sup’t. Public Schools, Yankton.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.


The East—Prof. Edward Johnson, Lyon, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

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

CHICAGO, May 2, 1878.

THE STATES.

Maine.—Prof. Cheney has appointed A. M. Spear, A. B., of Bates ’75, one of the examining committees of the Alumni of the college to fill the place of Martin H. Way, A. B., deceased. —The Portland high school has 377 pupils; grammar schools, 1,200; primary, 2,010. The last per cent of attendance was 95.3. The high school has been "spelling" recently. Miss Alice C. Moses carried off the honors. —F. C. C. Robbins, formerly principal of the high school at Saccarappa, has been engaged as principal of the new high school at Yarmouth, Maine. —The high school at Gorham has decided to adopt the "New "Standard course of study, together with the "Profession of Spelling," Mr. O. C. Blackmore also made some remarks on the subject. Hon. J. J. Pickard made an address upon "Profession of Spelling." Miss M. J. Bassett gave an illustrated lecture on fine hand-writing. The last annual meeting of the alumni of the Chicago University, will at the next meeting deliver an address on kindergarden schools. —Joseph Carter, late principal of the high school at Normal, has been appointed superintendent of schools at Peru, at a salary of $1,200.

Kansas.—The county superintendent of Lyon county, in connection with a committee of the Lyon County Teachers, has issued a neat little pamphlet which contains a course of study, together with a programme, suggestions, etc., for the county schools. —A new normal school will be opened at Paula in September.—With permission of the Directors, the building to about two hundred persons, the provisions being furnished by the college. —The Elkhart normal school at Yankton, has been removed, and as principal. —F. H. Head, of Kenosha, Wis., purchased the stock of Hadley Brothers & Co., Chicago, for $16,000. —The last meeting of the Cook County Teacher's Association, Mr. George D. Broomell, of the Chicago High School, read an address, on the subject of "Reform in Spelling," Mr. O. C. Blackmore also made some remarks on the subject. Hon. J. J. Pickard made an address upon "Profession of Spelling." Miss M. J. Bassett gave an illustrated lecture on fine hand-writing. The last annual meeting of the alumni of the Chicago University, will at the next meeting deliver an address on kindergarten schools. —Joseph Carter, late principal of the high school at Normal, has been appointed superintendent of schools at Peru, at a salary of $1,200.

Indiana.—A vast deal of excitement has been caused in the little burg of Ladoga, Montgomery county, by the removal of most of the students and nearly all the teachers of the Central Normal School and Business Institute to Danville, Hendricks county. The citizens of Ladoga stoutly deny that the school has been removed, and, as the buildings remain, they hold that the Central Normal is still there, in charge of the Rev. T. B. Minor, late of Asbury University, and Prof. Warren Darst, formerly of Lebanon, O., with about a hundred pupils under their charge. So that the removal or rather secession appears to have resulted in the formation of two schools in place of one, instead of public schools of South Lebanon, O., being made a success. —A class of six was graduated the same week at Good's Opera House, in the midst of an immense crowd and with much enthusiasm. —The first part of the regular report for the year May 10, has a total enrollment of 699 boys, 721 girls, total, 1,420; enrolled at date, 1,150; average daily attendance, 1,020; average average attendance, 93; cases of truancy, 8; not absent or tardy, 8; visitors, 140. Increase of enrollment, 140. Increase of attendance, 125. —The last month's attendance, in average daily attendance, 95. —Prof. H. W. Simms, of Greensfield, and Walter S. Smith, of New Palestine, will hold a summer session at the former place, beginning July 1. The building owned by the Disciple denomination, near Indianapolis, has been remembered to the amount of $14,000 in the will of a wealthy gentleman in Indianapolis, recently deceased.

Michigan.—The State Board for this year will be held in Lansing, during the week beginning July 7. The board will take part in the instruction. —The Detroit Board of Education ordered at its last session $15,000 worth of insurance placed on Detroit school property.
Thepremiums all told foot up $8,349.87. An evening paper in the same city, of recent date, has the following note: Prof. Nichols, principal of the Collegiate Institute of Chicago, arrived here last Sunday. A&J with 719 pa­pil of his assistants and pupils. All sorts of stories were rife as to the cause of the remarkable event, this being the first day he has been absent from duty in the entire eleven years past during which he has spent winters in the great city. In over go years of connection with the Detroit schools, he has been absent not over 20 days.

Prof. Strong, of Gran Rapids, has netted $202 for the high school reference library by his lectures, which has been invested in fifty­seven books. The school principal has gone in for his efforts in their behalf.

Harry Robeson, of Port Huron, has been reflected Super­intendent of public schools in that city, at $120 a month.—The Allegan school report for the month shows a total enrollment of 625; average daily attendance for the month, 390; percentage of same, 94; belonging end of month, 407.—Grand Blanc, Genesee county, is organizing a township teachers' union, to meet as an institute on alternate Saturdays.

WISCONSIN.—Supt. Henry S. Baker, of Pierce county, has issued "Circular of Instruction to Boards," in which he gives the books for Pierce county, and the reasons for their adoption and purchase by the districts. Lack of space only prevents us from publishing it entire. He mentions the following methods to secure uniformity: 1. The district board can adopt a list of books to be used in the school, to the exclusion of all others, that shall be binding for three years. If all the people are able and willing to buy books, this will answer. 2. The board can adopt a list of books and purchase the same from the publishers, and sell them to the pupils at cost. 3. The board can adopt and purchase as above, and place the books in the school-house to be used without charge, by the pupils who need them, under the teacher. The chief advantage in this is that all are equal. 4. All pupils are supplied, rich and poor. They are supplied in season, and no time is lost. 5. The books are uniform. 6. The books cost but little more than one-half the price of the private books. The method has been tried in Chicago, to the best advantage. There are fewer classes than when the books are mixed, and hence, better instruction and more rapid progress.—The State Teachers' Association will meet at Green Bay the first grand good time is anticipated. Illinois teachers will be hearty greeted, as well as those from other states.

KENTUCKY.—Prof. T. C. H. Vance, of Nicholas county, is spoken of among the prominent Democratic candidates for State Superintendent of Public Instruction at the next state election. Prof. Vance is the principal of Kentucky Normal School, editor of the Eclectic Teacher and Southwestern Journal of Education, and one of the most influential educational author­ities in the state. If chosen and elected he would make a high­ly creditable official.—Maysville Republican. The Mercury quotes the above and adds: "While he is not an announced candidate, and has not indicated any desire for the position of superintendent, it is our pleasure to approve all that is said of him in the above article. He is certainly a man of brains, he is full of will power, thoroughly educated, and of wonderful and uniform energy. He is a Christian gentleman, a Democrat, and stands at the topmost head of practical teachers. He would make a superb superintendent of public instruction. The compliment of naming him in connection with that office is refreshing and peculiarly appropriate from the simple fact: he does not seek it: but we think he would be an excellent, and let the teachers who do the work of educating the masses fill the office in future."

IOWA.—The board of regents of the State University have elected J. L. Pickard, late superintendents of public schools in Chicago, to the position of president of that institution, by a unanimous vote. It is generally remarked that a better selection could not have been made. —Regulations governing the employment of teachers in township schools are as follows: 1. No person, either male or female, under the age of twenty-one years, shall be appointed as teacher in charge of a room in any of the schools. 2. Three years of successful experience in the primary work of graded schools are requisite to receive an ap­pointment in the first grade. 3. An annual examination of candidates and teachers shall be held the week following the close of the schools in June, under the direction of the committee on teachers. 4. Two grades of certi­ficates will be issued by the committee, the lowest of which shall be equivalent to that required by the school board for one year. 5. A second grade certificate shall not entitle the holder to more than the minimum rates, according to the schedule of salaries.

CALIFORNIA.—The State Educational Association will convene at Sacra­mento, July 1, 2, 3. A delegation of representative teachers from each county in the state will be present, for the purpose of giving the board of the association that degree of influence that the officers of the association require to give weight to the necessity of the demands of the teachers. The association has been authorized by the legislature to appoint two additional members of the Board of Normal School Trustees. The animus of this action is said to be "to injure the efficiency of the school by rendering insecure the tenure of its present officers."

THE EAST.—The friends of Wesleyan University at Middletown, Conn., esti­mate that the institution will obtain about $800,000 under the recent recogni­tions of Mr. Henry Baker. —President Chadbourn of Williams College has received a letter from Edward Clark of New York, a member of the class of 1845, offering his Interests to send his check to Williams Col­lege for $10,000 on the first day of July.

The Forty-first Annual Report of the State Board of Education of Mass. has been presented in print several months earlier than last year, through the energy of its present Secretary, Hon. John W. Dickinson. The report of the Board proper is very brief and mainly devoted to a review of what the Board has done or attempted to do, the importance of its work and the general results of its labors. For the growth of the schools with 719 pa­pil of his assistants and pupils. All sorts of stories were rife as to the cause of the remarkable event, this being the first day he has been absent from duty in the entire eleven years past during which he has spent winters in the great city. In over go years of connection with the Detroit schools, he has been absent not over 20 days.

Prof. Strong, of Gran Rapids, has netted $202 for the high school reference library by his lectures, which has been invested in fifty­seven books. The school principal has gone in for his efforts in their behalf.

Harry Robeson, of Port Huron, has been reflected Super­intendent of public schools in that city, at $120 a month.—The Allegan school report for the month shows a total enrollment of 625; average daily attendance for the month, 390; percentage of same, 94; belonging end of month, 407.—Grand Blanc, Genesee county, is organizing a township teachers' union, to meet as an institute on alternate Saturdays.

WISCONSIN.—Supt. Henry S. Baker, of Pierce county, has issued "Circular of Instruction to Boards," in which he gives the books for Pierce county, and the reasons for their adoption and purchase by the districts. Lack of space only prevents us from publishing it entire. He mentions the following methods to secure uniformity: 1. The district board can adopt a list of books to be used in the school, to the exclusion of all others, that shall be binding for three years. If all the people are able and willing to buy books, this will answer. 2. The board can adopt a list of books and purchase the same from the publishers, and sell them to the pupils at cost. 3. The board can adopt and purchase as above, and place the books in the school-house to be used without charge, by the pupils who need them, under the teacher. The chief advantage in this is that all are equal. 4. All pupils are supplied, rich and poor. They are supplied in season, and no time is lost. 5. The books are uniform. 6. The books cost but little more than one-half the price of the private books. The method has been tried in Chicago, to the best advantage. There are fewer classes than when the books are mixed, and hence, better instruction and more rapid progress.—The State Teachers' Association will meet at Green Bay the first grand good time is anticipated. Illinois teachers will be hearty greeted, as well as those from other states.

KENTUCKY.—Prof. T. C. H. Vance, of Nicholas county, is spoken of among the prominent Democratic candidates for State Superintendent of Public Instruction at the next state election. Prof. Vance is the principal of Kentucky Normal School, editor of the Eclectic Teacher and Southwestern Journal of Education, and one of the most influential educational author­ities in the state. If chosen and elected he would make a high­ly creditable official.—Maysville Republican. The Mercury quotes the above and adds: "While he is not an announced candidate, and has not indicated any desire for the position of superintendent, it is our pleasure to approve all that is said of him in the above article. He is certainly a man of brains, he is full of will power, thoroughly educated, and of wonderful and uniform energy. He is a Christian gentleman, a Democrat, and stands at the topmost head of practical teachers. He would make a superb superintendent of public instruction. The compliment of naming him in connection with that office is refreshing and peculiarly appropriate from the simple fact: he does not seek it: but we think he would be an excellent, and let the teachers who do the work of educating the masses fill the office in future."

IOWA.—The board of regents of the State University have elected J. L. Pickard, late superintendents of public schools in Chicago, to the position of president of that institution, by a unanimous vote. It is generally remarked that a better selection could not have been made. —Regulations governing the employment of teachers in township schools are as follows: 1. No person, either male or female, under the age of twenty-one years, shall be appointed as teacher in charge of a room in any of the schools. 2. Three years of successful experience in the primary work of graded schools are requisite to receive an ap­pointment in the first grade. 3. An annual examination of candidates and teachers shall be held the week following the close of the schools in June, under the direction of the committee on teachers. 4. Two grades of certi­ficates will be issued by the committee, the lowest of which shall be equivalent to that required by the school board for one year. 5. A second grade certificate shall not entitle the holder to more than the minimum rates, according to the schedule of salaries.

CALIFORNIA.—The State Educational Association will convene at Sacra­mento, July 1, 2, 3. A delegation of representative teachers from each county in the state will be present, for the purpose of giving the board of the association that degree of influence that the officers of the association require to give weight to the necessity of the demands of the teachers. The association has been authorized by the legislature to appoint two additional members of the Board of Normal School Trustees. The animus of this action is said to be "to injure the efficiency of the school by rendering insecure the tenure of its present officers."

THE EAST.—The friends of Wesleyan University at Middletown, Conn., esti­mate that the institution will obtain about $800,000 under the recent recogni­tions of Mr. Henry Baker. —President Chadbourn of Williams College has received a letter from Edward Clark of New York, a member of the class of 1845, offering his Interests to send his check to Williams Col­lege for $10,000 on the first day of July.

The Forty-first Annual Report of the State Board of Education of Mass. has been presented in print several months earlier than last year, through the energy of its present Secretary, Hon. John W. Dickinson. The report of the Board proper is very brief and mainly devoted to a review of what the Board has done or attempted to do, the importance of its work and the general results of its labors. For the growth of the schools with 719 pa­
Practical Hints and Exercises.

HOW TO TEACH GERMAN.—NO. XV.

By Dr. Zur Brücke, of Chicago.

Die Sprachreifung.

Wie die Speisen schmecken; how food tastes.

Suggestion: if convenient, place the picture of a table, with several persons eating at it, before the class.

Der Lehrer fragt: Wie schmeckt das schöne, weisse Brod? How does the beautiful white bread taste? Das schöne, weisse Brod schmeckt recht gut.

Wie schmeckt das Hammelfleisch? How does mutton taste? Das Hammelfleisch schmeckt recht gut, aber das Schneinkleisch schmeckt noch besser; mutton tastes right well, but pork tastes still better. Wie schmeckt das Kindfleisch? The kid meat tastes the best of all.

Wie schmecken die schmaucksamen Kortoffeln? The edible vegetables are also palatable. Wie schmeckt dem hungrigen Knaben die nahrhoft und wohlschmeckende Suppe? How does the nourishing and palatable soup taste to the hungry child? Wie schmeckt die Suppe den hungrigen Knaben recht gut.

Wie schmecken die nahrhaften Speisen dem hungrigen Manne? The nourishing foods taste well to the hungry man.

Wem schmeckt die schmaucksamen Thee immer recht gut? To whom does cake always taste good? Mein Mutter und meiner Tante schmeckt der stärkere, schmaucksame Thee immer recht gut; to my mother and to my aunt strong and palatable tea always tastes very good.

Wen schmeckt der Kuchen recht gut? To whom does cake always taste good? Den Kindern schmeckt der süsse Kuchen immer recht gut; sweet cake always tastes well to the children.

Schmecken die Pastete und der Kuchen noch besser als die einfachen Speisen, wie das Fleisch und die Kortoffeln? Do pie and cake taste still better than meat and potatoes? Nein, wenn man hungrig ist, dann schmecken sie neuen nicht besser. No, when one is hungry do they not taste better to him.

Was schmeckt Einen am allerbesten wenn man hungrig ist? What tastes best to one when he is hungry? Wenn man hungrig ist, dann schmecken am allerbesten die einfachen Speisen; plain food tastes best when one is hungry.

Sollte man Delikatesse wie Kuchen und Pastete häufig geniessen? Should one partake heartily of delicacies like pie and cake? Nein, man sollte selten von solchen Delikatesen geniessen; one should rarely partake of such delicacies.

Darf der Knabe häufig Butterbrod geniessen? May a boy partake frequently of bread and butter? Ja, ein Knabe darf Butterbrod häufig geniessen. Yes, a boy may eat bread frequently.

Ist das Butterbrod nahrhaft und schmaucksam? Ja, das Butterbrod ist nahrhaft und schmaucksam; bread and butter is nourishing and palatable.

Sind die verschiedenen Gemüse auch nahrhaft? Ja, die verschiedenen Gemüse sind zumal nahrhaft und wohlschmeckend; the various vegetables are at once nourishing and palatable.

Wann schmecken die Aepfel und anderes Obst am besten? When do apples and other fruit taste the best? Am besten schmeckt das Obst, wenn es ganz reif ist; fruit tastes best when it is ripe. Schmecken die Erdbeeren und die Kirschen; do strawberries taste good when they are entirely ripe? Ja, die Erdbeeren schmecken recht gut wenn sie ganz reif sind.

Sind die Erdbeeren mit Zucker und Rahm gut zum Essen? are strawberries with sugar and cream good to eat? Ja, mit Zucker und Rahm sind die Erdbeeren recht gut zum Essen. Yes, with sugar and cream they are good to eat.

Die Unterschiede, eine Kirsche, zwei Kirschen, drei Kirschen, etc. The differences, one cherry, two cherries, three cherries, etc.


A Talking Blackboard.

Mrs. M. A. McGonigal, Iowa.

Did you never see one, dear teacher? They are easily obtained. I have always had one for the reason that when I commenced teaching, nineteen years ago, my attention was called to the fact that my blackboard might speak for me oftentimes more effectively than I could. I have been visiting schools some of late, and I infer that a great many teachers know nothing of what a moral assistance their blackboard might be to them.

Place some pleasing drawings and instructive mottoes on them some night after school, or some Saturday, and observe the effect upon your pupils. The feeling that you did it to please them and beautify the room for their sake, will be shown by a greater desire to please you; and many will feel inspired to put in practice the spirit of the representation; and then the motto, or drawing, can be made the subject of a three minutes talk. "Our Home," "Noble boys make noble men," "Think the truth, speak the truth, act the truth," and "Be polite," discussed under topics how, when, and where, have brought out decisions upon the part of pupils that have saved us many words of reproof.

"Shine."—How and why, and what shines? will form a basis for a series of very instructive object lessons, and elicit much thought and research. We remember one little fellow quoting,

"Jesus bids us shine, You in your small corner, And I in mine."

One schoolroom we visited had two pictures side by side which you have doubtless seen in wood-cuts, "A joy shared is doubled," and "A grief shared is divided." In another part of the room, was handsomely printed, "Deeds are fruits," "Words but leaves," "Attention," "Perseverance," and well executed linear drawings. This same room had a fine organ and beautiful plants, and nowhere did we hear better recitations, or see more studious and well-behaved pupils.

In another school-room we found "Dare to do right," "Little children love one another," and a fine drawing of a mother bird seemingly urging her little nestlings to try their wings and leave their nest, underneath which was printed, "It is better to try than never to fly." Here we found wide-awake orderly little folks.

Try it teachers, make your blackboards assist you in discipline, and spare you many rebukes.

EXAMINATION QUESTIONS.

A This spring examinations, Supt. H. S. Baker, of Pierce county, Wisconsin, used the following questions:

THIRD GRADE.

1. Name.
2. Age.
3. Address.
5. From whom, and when, have you received certificates?
6. Do you intend to teach during the time for which you may receive a certificate?
7. Have you engaged a school for the summer?
8. If so, name the clerk and number of the district.
9. Will you make all reports required by the County Superintendent, and properly keep your register?
10. Do you take or read the River Falls Journal?
11. What branches, if any, have you studied, besides those required for a certificate?
12. What newspapers and magazines do you read?
13. What is your favorite study?
14. Have you received Circulars Nos. 1 and 2?
15. Can you teach drawing, or botany?
16. What educational papers do you take? What ones do you read?
17. If you have ever taught, state the number of terms.
18. How many days have you been in attendance upon institutes?
19. How many days have you attended Teachers' Associations in Pierce county?
May 2, 1878] The Educational Weekly.

**Phylogeny.**

1. Define liver, lacteals, retina, reflex action, vein, pneumogastric nerve.
2. What food should be eaten in warm weather, and what shunned?
3. Trace a particle of albumen from its entrance into the mouth until it becomes a part of the muscular tissue of the body.
4. Name the four principal digestive fluids and the function of each.
5. Draw the optic nerve, cerebellum, medulla oblongata, spinal cord, and give the function of each part.
6. What is the effect of any drink containing alcohol, upon the intellect, digestion, bodily warmth, muscular strength, and endurance of fatigue?
7. What causes near-sightedness?
8. What should be the relative position of the body, book, and lamp or window while one is reading?
9. Draw the eye naming each part.
10. Why are we so dizzled on coming into a light room from the dark? Does it injure or improve the sight?
11. State what text-book you have studied and what parts of it you have mastered.

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**QuERIES AND ANSWERS.**

To Correspondents.—Make your answers as brief as possible and not sacrifice clearness. Never send an answer or a question on a postal card. Never make any cancellation marks in your solutions. Always write your answer before sending; so that it is perfectly clear and contains no errors. The shortest and best answers will be published in preference to others. When it is possible, send your own answer when you send the query. Make as few diagrams as possible. Write only on one side of the paper.

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**QuERIES.**

40. I have always had trouble in analyzing a sentence in which the verb to be is. Will some one please analyze the following sentences?
   1. This lake is said to be one hundred feet deep.
   2. I know it to be true.
   3. I believe it to have been them.
   4. He maketh me to lie down in green pastures.
   5. It is good for us to receive the solution in the columns of your periodical, or per letter to my address.

Stias L. Messinger.

To the Editor of the Weekly:

I respectfully submit the following problem and would be pleased to receive the solution in the columns of your periodical, or per letter to my address:

50. A speaks the truth 3 times in 4.
   B " " " " " " 5.
   C " " " " " " 3.
   What is the probability of an event which A and B assert and C denies?

I have had the honor to receive results from Prof. Richard H. Proctor, F. R. S., etc., from a distinguished mathematician of Chicago, and from the University of Michigan, with results so diverse that I now hopefully appeal to the readers of the Weekly for the true answer.

W. A. Drake.

Hillsdale College, Mich., May 24, 1878.

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**ANSWERS.**

41. Yes.
42. You "would better go home" is correct. In “you had better go home,” (to) go is an infinitive dependent upon “had.”
43. Compound.
44. Not unless the exercise becomes mechanical through repeated correction of the same errors.
45. Many words formerly regarded as compound are now written as single words, and in general use should be so written. There is no reason for writing “churchman” as a single word, and “school-man” as a compound word, as is done by Webster. The writer must be sure he understands the relation he wishes to express. A black bird and a “blackbird” may be two very different objects.
47. It is understood if not expressed.
48. The error is in regarding 1 in sq. = 1 sq. in, as a mathematical equation. A mathematical equality can exist only between quantities of the same kind. Your terms are equivalent not equal. Equivalents multiplied by equals are not always equal.

E. B. F., Jr.

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22. (By T. F. M. E.) Part I. The first two payments do not pay the interest; therefore we compute interest on the principal to the time of the third payment. The amount of $200, at 10 per cent for 16 mos. is $225.66 2-3. The amount of the first payment, $4.00, to the time of the third payment is $4.49 1-3. The amount of the second payment, $2.00 is $3.24. The sum of these two, and the third payment, is $27.88. This sum deducted from the amount, $85.66 2-3, leaves $78.68 1-3 for a new principal. The amount of this new principal for the remainder of the three years is $208.51 1-3, the sum due at time of settlement.
I se to pupil s. In the primary department, So cents is charged for the school, a man to aid him in his pursuit after knowledge. The text-books for the use of Wiscons in county, di trict of the tiio for.

IIt world In the sea-coast, thre the student in Madison, of the schoo many of them receive their education. Here Supt. Shaw, now of Madison, showed the people of Wisconsin what he was worth. The apparatus is extensive, but has not been well cared for. The student in geology, botany, and other branches of natural science, has many valuable collections in the well-arranged cabinets to aid him in his pursuit after knowledge. The text-books for the use of the school are kept in the high school building and rented to pupils. In the primary department, 50 cents is charged for the use of all necessary books; in the intermediate, $1 a year; high school, $3 a year. The pupils who rent books are required to deposit a small amount in order to secure the care and return of the books to the library at the close of the year.

Arrangements have just been completed with the manager of the Detroit Evening News White Mountains Excursion which will render it possible for teachers to attend the great meeting of the American Institute of Instruction the best two days of the session, at a total expense for traveling of only $25—from Detroit to Portland, Maine, and back. The excursion will start on the evening of July 8. A day will be spent at Niagara; Lake Ontario will be crossed in the day-time; the route down the St. Lawrence River, among the Thousand Islands, and through the famous Rapids, will also be traversed during the day-time. Two and a half days will be allowed at the sea-coast, giving sufficient time for sea-bathing, clam-halting, and the like. Thoso who desire can take the night boat an Upset Sunday in Boston, fare each way, $1.50. A day at Quebec will be one of the most unique and interesting features of the trip, and the moonlight ride on the St. Lawrence, from Quebec to Montreal, will not detract from the pleasures of the day. One day will also be spent in Montreal, the metropolis of Canada.

For illustrated guide book, descriptive of the route, send stamps to the manager, W. H. Bearey, 56 Shelby street, Detroit, Mich.

PUBLISHERS' DEPARTMENT.

The subscription price of the Weekly is $2.50 per year. County superintendents are authorized to receive subscriptions at clubbing rates, as they are frequently forwarding names of new subscribers. At county institutes subscriptions will also be received by the superintendents, conductor, or authorized agent, at clubbing rates. We earnestly urge all friends of the Weekly to assist in extending its circulation. A favorable word is easily rendered and may influence several teachers to subscribe.

—We are filling numerous orders for examination paper for uniform or competitive examinations, and the (Library) binders for preserving the papers. Send your order with the money, with good season, remembering our change of address.

—Our offer of Webster's Unabridged Dictionary, latest edition, the Weekly, and the Inter-Ocean two years for twelve dollars will not stand after June 18, 1878. Those wishing to avail themselves of the offer should do so at once.

—The Educational Weekly for 1877, two volumes bound in one, may be had by addressing the publishers: Price $5. Also covers for binding the fifty numbers; price 75 cents.

NOTES BY THE WAY.

Although a small city, Berlin has one of the best public schools in the state of Wisconsin. At the high school many of the best teachers of the state received their education. Here Supt. Shaw, now of Madison, showed the people of Wisconsin what he was worth. The apparatus is extensive, but has not been well cared for. The student in geology, botany, and other branches of natural science, has many valuable collections in the well-arranged cabinets to aid him in his pursuit after knowledge. The text-books for the use of the school are kept in the high school building and rented to pupils. In the primary department, 50 cents is charged for the use of all necessary books; in the intermediate, $1 a year; high school, $3 a year. The pupils who rent books are required to deposit a small amount in order to secure the care and return of the books to the library at the close of the year.

Prof. L. N. Stewart and wife are doing good work for the schools. The excellent character of these schools has a great influence over the schools of the country districts of Waushara and Green Lake counties. Supt. Tobin, of Waushara county, lately graduated at this high school.

TO THE WHITE MOUNTAINS!

The Educational Weekly will remove June 1, to Number 35 Clark Street, Rooms 16 and 17, in the Inter-Ocean building, where we shall be glad to receive calls from our friends when they visit the city. The object of our removal is to increase our printing facilities and at the same time secure larger and more convenient rooms for offices.

The Educational Weekly, of Chicago is one of the very best exchanges on our list. It is unexcelled in the educational field—Central School Journal.

The binder reached me duly and nicely. I like it extremely, and it greatly enhances the worth of my already valuable papers.—S. P. Bartlett, Mass.

I consider it the very best journal of the kind in the country.—Hon. S. M. Etter, Supt. Pub. Inst., Illinois.

It is a representative educational journal—representative in the broadest sense; progressive, vigilant, and American.—Pacific School and Home Journal.

I sincerely hope that you will succeed beyond your anticipations in publishing the Weekly, for it is just what the teachers of the West need.—Supt. J. F. Everett, Rock Island, Ill.

The Weekly improves with each issue. It certainly is the best weekly school journal published. I would not exchange it for any other I have yet seen.—Prof. Edward Wise, Johnson, Tenn.

It is ever welcome, as it contains matter that is fresh, original, and progressive. A special feature that makes it valuable is its State Departments, each edited by some prominent instructor, and as it is issued weekly, live teachers cannot afford to do without it.—Sandwich, Ill., Free Press.