Editorial.

The true aim of the public schools is not merely to make scholars, nor is it merely to make statesmen. The public money may be employed for such purposes only on the ground that it will contribute to the strengthening and establishment of the national honor and the exemplification of the true American idea of a republican society. A man must be more than a scholar and more than a statesman in order to become a good American citizen, and the work of the schools is not compassed as long as they fall short of realizing this result. Public money may not be employed for anything less. On this principle, it is not loyal to demand the aid of the state for any purely professional school—unless it be the normal school; nor is it loyal to demand the aid of the state for any sectarian school. Scholarship and sanctity are desirable elements in the character of the American citizen, but they can be made the basis of public school instruction only so far as they will contribute to the better development of the perfect citizen. The true citizen is virtuous, as well as law-abiding. It is the province of the school, therefore, to fit the child to become the man, to educate him to treat his fellows in such a way as to contribute to the happiness and good order of society and the temporal prosperity of the people and community in which he lives. Morality in the schools implies that the children are being taught those principles which will render them trustworthy and reliable citizens when they reach maturity. It is the duty and privilege of every one who is or shall be engaged in teaching, to contribute very much to the general good of the state, by teaching the children under their care the great industrial, social, and civic virtues enumerated in the bill recently submitted in Congress by Senator Burnside. To do this there is no necessity of the Bible in the school; it may be there or it may not; the eternal principles which have been recognized by all men in all ages are those which lie at the basis of true Christianity—Christianity which has been strengthening and growing for nearly nineteen centuries, and which is supplemented in this country by the great American privilege of thinking and acting as one pleases, as long as he doesn't interfere with his neighbor in his belief and action. The morality which is to be taught in the school, then, is Christian morality; not a definite code of morals from some text-book which embodies the notions of a single man—or woman, but that Christian morality which is exemplified in the pure, inspiring life of a wise and devoted teacher. No other teacher has a right in the school room. No one should be tolerated there who does not exemplify the principles of true Christian morality as here indicated.

Is there not a tendency in these days to lay too much stress upon some minor and less important requirements, and neglect those which are really of greatest importance, in the selection and examination of teachers? Is it more important that a teacher should know exactly how every vowel is marked in the latest edition of Webster's Dictionary, than that he should be able to impart sound moral instruction to children? Indeed, is it more important that he should be able to write, cipher, and parse correctly, than that he should have the dignity and strength of character necessary to lead his pupils to a nobler and better life? General Garfield once said before a teachers' association in Ohio, that if he were called upon to make certificates for teaching, he would let "gumption" count 25 per cent, and education 25 per cent. Whatever General Garfield may have meant by "gumption," if it is allowed to include everything except book-education, he certainly was not far from correct. It is the teacher himself, or herself, that must possess the qualifications necessary to educate boys and girls to become good citizens; if the teacher does not possess these qualifications, the desired results will not be attained. Let the teacher study to become an exemplary character himself, and then his daily walk and conversation will be a daily lesson in Christian morals, and the teaching of that subject in his school need give him no further concern. But a man devoid of faith in God, who has no idea of the spiritual and immortal nature of the soul, and of the great law of love as the grand motive power of human life, is as much out of place in the teacher's chair as a heathen would be in Christian pulpit, or a Fiji Islander in the President's chair. The responsibility of becoming the guardian of an American child is one which should not be lightly assumed; it involves the highest moral obligations, and is scarcely exceeded by that of the teacher of religion itself.

And in these days of more extensive object-teaching in the schools, this responsibility becomes intensified; for it is in just this kind of instruction that the individuality of the teacher is brought out and where the contact is strongest between the soul of the child and that of his teacher. He who fails to make his pupils better by one single lesson, is guilty of a fail-
ure to do his whole duty. Success in object-teaching is evidence of the truest fitness for the teacher's place, and failure there is as sure evidence of unfitness. An object lesson by one who has no true conception of the beauty and greatness of childhood, no consciousness of the moral inspiration which accompanies any effort to gather and group together the stray germs of knowledge in a young mind, and locate them about a single vital principle, is as barren and fruitless as the mockery of the hypocrite who attempts to teach the truths of divine inspiration without ever having known the thrill of divine inspiration himself.

The school is the place to teach those principles of Christian morality which apply to and form the vital elements of society, business, and public life. The school is the place, of all others, to inculcate, in season and out of season, the elements of social and moral science, including "industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, cheerfulness, courage, self-reliance, gratitude, pity, mercy, kindness, conscience, reflection, and the will," as enumerated by Senator Burnside. In a land like this, where the individuality of a man constitutes in a large degree his citizenship, morality and patriotism can scarcely be separated. The school is a little democracy; a miniature of American society. Harmony, unity of effort, and loyalty to the laws of the school will lead to sobriety, unity, and patriotism in the citizen. A teacher who succeeds well in inculcating these principles is fit for a place in the councils of the nation; to be President of the United States is scarcely more than to be the head of a large public school. No untrained or careless man or woman should be intrusted with the great responsibility of teaching a public school for a single term. Far more is required to become a fit teacher than merely an intellectual preparation. A special moral outfit is required to become an American teacher, an outfit which cannot be obtained in the ordinary seminary for ladies, or the girls' high school, or the classical academy, or even the normal school, unless something more is aimed at than simply the aesthetic culture of the student. Character cannot be obtained from books, nor can a good preparation for teaching be found in what comes alone from the literary and aesthetic culture afforded by any school. A good supply of common sense is desirable to begin with, but even this should be supplemented by a careful study of human life, of the great book of life called the Bible, of American history and the American newspaper.

The only true teacher is the teacher of morals. And as some kind of moral education is inevitable in a school under the instruction of a constant teacher, as it is impossible to send the intellect of a child to school and keep the heart at home, he is the only true teacher who teaches true Christian morality—the morality which lies at the basis of all philosophy and civilization, the morality which has fostered and maintained the civilized nations of the world, and the lack of which has produced the downfall and ruin of others.

One of the most subtle and powerful methods of moral instruction is to be found in music. The singing of children in our common schools is one of the grandest, most delightful, and soul-stirring of all concert exercises that can be devised. A hundred children of all ages and conditions, of every faith and shade of culture, mingling their voices in a grand song of patriotism or faith will stir the emotions of the sternest breast. The school-room should ring with the songs of the children. "Marry your highest moralities to childhood's music, and Young America may yet sing itself within sight of the millennium in this New World."

EDUCATION—THE INCHOATE SCIENCE.

J. C. Gilchrist, Cedar Falls, Iowa.

Often and often is the mind overpowered as it contemplates the magnitude of the educational problem. The educational cosmos is to us but little better than "an anarchy of thought and chaos of intellect." To understand this cosmos, in our present advancement, is impossible. A parallel case would be presented by supposing a great assemblage of people, struggling to comprehend the true nature of a government when they were destitute of any information about governments—struggling to establish one when they were destitute of history, example or precedent, to aid them. It could not be done. Governments are growths. The existence of each nation has contributed something—a trial to be sure—yet something; and in the long lapse of centuries we accumulate the organic principles of government; we, at length, are rich in magna chartas, bills of rights, and declarations of independence; we get the details of law, the general legislative, judicial, and executive organisms, and in due time, the minuteness of judge, jury, witness, attorney, and sheriff. Suppose a citizen stood at the beginning of this formation, and felt the magnitude of it all, yet knew it not—saw the unending chaos of thought and opinion, and hoped for order to come out of it, yet knew not how—only knew that man's brain must collect and systematize—would he not be confounded in the presence of the gigantic task! To-day our educational system is as crude as the old twelve tables of the Roman laws. Worse, for we scarcely have the materials out of which to form the twelve tables. We are, indeed, in only a preliminary period from which some one may collect the twelve tables.

As yet, in education all is nebulous, airy form matter waiting for aggregation in the lapse of time, and, finally, for the thought of man to condense and organize. But how vast and intricate even now! How grand it will be in its completion! One stands and sees this firmament, "without form and void," stretching far away, beyond the limits of present human thought. But he discovers a few beginnings—centers of molecular combination, each of which will form, in the course of ages, a separate, independent world in the educational cosmos. Let us look at these few nuclei, and endeavor to appreciate the magnitude and the profundity of thought necessary for their systematization.

First, the Human Being, as the subject of education, presents itself in a most undoubted manner—childhood and its laws of growth, the physical body, and the spiritual essence, called mind,—all their tendencies, all their parts, all their inter-relations—these form a structure complicated and refined to an extent almost bewildering. Shall we ever know the labyrinth so well as to be able to thread the mazes with security and certainty? Again, there are the forces of nature acting as educational instrumentalities. These must be discovered, selected, and applied to desired ends, fortuitous conditions, and unexpected exigencies. With these occult forces, we have but little familiarity. The maxims of Rousseau, of Pestalozzi, of Froebel, of Hill are nothing more than rare and widely diffused vapors, perhaps with a common center of gravity, to which there is a slow movement. Yet we cannot doubt that the educational forces of nature are
abundant and that some generation will discover the elastic power of some educational steam, and the far-reaching influence of psychological magnetism. May the day be near at hand.

Another great assemblage of truths is around the teacher. He comes into view with his vague and misty outlines, and, by him, are momentous problems thrust forward for solution. How shall he be trained for his mission—not one teacher, but the overflowing tide of thousands, coming for a day, then disappearing forever? How shall they be qualified? What is the true status of the teacher in the future system? What will be his jurisdiction? What is the inherent privileges and rights? What shall be his qualifications, and who shall decide upon them? Or, shall any one?

Again, the origin and support of the system, at present, are undefined, yet upon them the greatest consequences depend. What are the true relations of the state to education? What of citizens in their individual capacity? What of parents? What of the church? If the state ought to support a system of education, what limitations and safeguards must be set up? What things can the parent resign into the hands of the state? What shall he retain? Has the church such absolute duties to the youth within her pale, that she cannot delegate them to the state, or permit the state to assume them?

Again, the administrators of the system—who and what shall they be? This nebula is yet to be resolved by the future telescope of political science. Shall political parties dictate these officers? Shall there be any antecedent qualifications required of incumbents? Shall any citizen be eligible, without regard to age, sex, previous vocation, experience, or predilections? How shall these officers be chosen in the "golden era"? What shall be the definition of their duties? What shall be the scope of their powers?

Again, a clear and definite settlement of the policy of supervision must be made. Shall skilled experts or novices supervise education? What business forms between contracting parties will be adopted? What schedule of details for supervision will be exhaustive and efficient? What balance of power must be instituted between teacher, superintendent, and board?

Yet another—the materiality, if I may call it so, of our educational system. How shall territory be divided and how shall each district be presided over? Shall these be independency of districts or federation? How shall school houses be located and built? Shall their plan and equipment be brought up to a fixed standard?

And again, how much and what of human knowledge shall form a course of study in our elementary schools? In our secondary schools? In our superior schools? What is the true order of studies? Shall the aim be practical efficiency in life or culture? Shall symmetry of the whole organism be the sovereign aim, or the production of a mechanical drudge? Shall the gift of power for self-direction and self-control—in other words for self-mastery—be a superlativse purpose? Shall we educate a child for a spiritual life, or for a material existence? Shall this child be made a citizen of the realm of Mind, or a slave in the quarries of the Body? Shall discipline be treated as independent of applied uses? How will the context between classics, mathematics, and natural sciences be decided? All children have common wants, certainly the children of the same nation. What common course of study is adapted to those common wants? Shall there be independent courses for the avocations of life?

Still another field is under our view. The pedagogical art, at present, is as uncertain and erratic as a meteor. Will definite processes be discovered for each and every condition of an individual pupil? For each and every condition of classes of pupils? Will the phases of mind and habits be classified and named? Will each stage of learning be defined and designated? Will the influence of previous conditions as affecting present manifestations and states be weighed? Can definite or approximate results be required from a given means? Will instruction be given to individuals by personal contact or to classes in diffusion? Will each branch have methods generally known by the profession of teachers? Will teachers, universally, use common forces? Shall the oral methods of instruction prevail, or the text-book method? Or shall there be a just proportion of both?

Still, again—the thought of school government. Shall there be formal procedures in cases of discipline? Shall the teacher always be law-giver, judge, and executive officer? What conditions will be declared worthy of count in deciding penalties? What penalties shall be inflicted? What shall be considered a standard for order? Is expulsion of a student better than chastisement? Shall "force" give place entirely to "love"? Shall moral suasion wholly supplant the susion of the rod?

Other clusters of thoughts present themselves for decision—the text-book question—compulsory education—the proportion of physical, intellectual, aesthetical, moral, and religious education—the coeducation of the sexes—the healthfulness of study—but I desist.

Certainly, in the presence of so many unsolved questions, we must feel that, as a system, education has no definite existence. On many of these vital questions the most divergent views are entertained. It cannot be said, even concerning our most accepted principles, that we entertain no doubt. An honest and competent student of this subject will feel that all is vague, painfully vague.

ART EDUCATION.

Industrial Handwork.

No educational topic is receiving more attention in the East to-day than the different plans for connecting the brain and hand. These plans proceed from different standpoints, but aim at the same result, viz.: to furnish boys and girls such training of the brain and hand as shall prepare them best for such work as they are most adapted to. It may be too early for us, who view the matter from the outside, to pronounce decidedly in favor of one or another of the prominent theories, but it is perfectly clear that either is better than none and that from these theories is to come great good to our students. We have too long had simple brain education, the end of school existence has too long been considered a diploma from some college. Scores of boys have been spoilt by forcing them away from the bent of their genius and stuffing them with Greek and Latin. No doubt there is nothing better than the old-college curriculum for boys who will choose a profession, and it is equally true that a large percentage of the boys would be better off in a carpenter's shop, a machine shop, or on a farm. This simple brain education has been, generally speaking, all that was of value in our common school system. Boys and girls follow the schools for ten or twelve years, leave them with some increase of mental power, but entirely unfit for any path which can possibly open before them.

We talk about the young folks going to the cities and seeking
places in stores, etc., but what else is there for them to do? Why, if the girl graduate wants to go into a mill, even, she must begin anew and learn the work, and is not so well fitted for it as the girl by her side who cannot write her own name. Possibly industrial education may never reach this extreme of teaching girls how to run a loom. An idea of the extent to which it can be carried and the way in which it will be developed, are yet in a formative state. The operations in the different schools are largely tentative, but they will undoubtedly change through their development our entire system of common school education. It is certain that the future welfare of our country depends as much upon the skill of the artisan as upon the brain of the so-called thinker. The industries, the trades, are not half developed; and the great overplus of unskilled labor in our great cities can be made advantageous only by so directing it as to make it productive. We want to develop the talent, great or small, for this or that pursuit, which the boy or girl may have. Anything that will do this will deserve the hearty support of every well-meaning person, and every honest attempt to do it demands a fair trial and best wishes for success. It may be that in the several modes now under trial will be found a germ of truth, or perhaps each plan will prove itself suited for some particular classes and vocations.

The theory advocated by President Rankle, of the Institute of Technology, is certainly based on scientific principles. For this he claims no originality. It is, in all its essential features, the system pursued in the best Russian schools and adopted by the faculty of the state school in Bohemia after thorough investigation of all the different systems of note. A few simple principles lie at the foundation of all departments of skilled handiwork. After these are thoroughly taught and clearly understood, the student is able to go into any department to which his taste inclines, and to work understandingly.

It is the work of the Russian school to teach these principles practically. For example, the student is given the few tools strictly necessary in joinery. He is taught their uses. After practice, a piece of work is given him to do. He must plan it for himself, must execute it as best he can, and receive his rank according to both work and plan, and by an ingenious system of marking, the student is taught not only to rank himself correctly but to judge more accurately of his work than he otherwise could. This plan works from within outward. It claims only to lay the foundations for skilled workmanship. The superstructure must be built by the student afterward.

Another plan is more like the old 'prentice system. Students are assigned a certain part to do, are taught how to do it, and then another part is assigned them; about as the blacksmith's apprentice learned first to make nails, then to weld iron, then to make the shoe, and lastly to shoe the horse.

This plan would seem to call for state workshops, where all kinds of work could be done. The expense would be too great to be borne by the tax-paying public. Something of this kind is done at our reform schools, where pupils are taught some useful occupation by which they can earn an honest living when discharged.

There is still a third plan that teaches principle from work actually done. The boy is taught how to make a chair and then is shown really how the same principle can be used in making other things.

All these theories tend in the right direction. Certainly the need is to-day for skilled workmen. Men who know not merely how to do some little part, but who understand the principles of the different trades. People talk of hard times, but who is suffering from them? Why, in spite of all the business depression, skilled labor is at a premium. But little if anything has been taken from the salaries of designers in our mills, master mechanics in our shops, eminent lawyers, ministers, or teachers. It is the common people who can do a part as a machine but have not got much above this, who feel and bear the whole force of the hard times. If I want a shoemaker, or a coachman, or a clerk, I can get 500 for the asking, in twenty-four hours, at about what I have a mind to pay, but if I want a master mechanic I must hunt for him and pay him good wages. Skilled labor is one of the needs of the country. There is enough and more than enough of merely skilled brains; give us skilled hands attached thereto for the benefit of America and for their own good. I say, then, welcome every attempt to produce skilled labor, and fair play with ample room to every experiment even in this direction. The division of labor and the invention of machines have come high making machines of men, and if they do this, instead of benefiting they will injure any nation; but, with the poison let us have an antidote in art education, in industrial handiwork.

Boston, May 27, 1878.
WILLIAMS.

Home and School.

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

CARRIE'S COMPOSITION.

KATE BREARLEY FORD.

CARRIE had to write a composition. She had "reasoned with" her teacher concerning the usefulness of such an exercise, and had tried to wheedle her mother into writing an excuse which should, to-day and forever, release her from such distasteful work; but both were "obstinate," as she expressed it—and now the necessity was upon her.

"If there is anything in the world I hate," said Carrie, "it's writing compositions."

Her brother Bennie thought he had heard her make that remark before.

"In the first place," Carrie proceeded, "I never can find a subject. Miss Arnold gives us such easy, simple things; I am ashamed to read to the school anything so childish—"

"Oh, let me see," Bennie put in, "I believe you are thirteen years old. Of course, you ought to write like a philosopher."

His sister looked a reproof, and continued: "And, if I could make it sound beautiful and smooth—"

"No matter about the sense," interrupted her brother.

"Well, if you think it is so sensible and altogether easy a thing to do, to make up any amount of splendid things about little nothings, please give me a topic, and tell me what you would write about it."

"I'm most happy to do it," Bennie began; "and, since you are a girl, a suitable subject, I think, would be, 'Dish-washing,' and I would say, first—"

"—His sister put in an imploring interjection—"Since this is a scientific subject, I shall treat it in a scientific manner."

Carrie wore a hopeless expression.

"I should say that as an introducing remark to my learned and elaborate exposition."

"You wouldn't use such long, high-sounding words about dish-washing, I hope," Carrie remarked.

"I should have it sound as much like an encyclopedia as possible," said Bennie.

"But everybody knows that the encyclopedia doesn't tell of any such things."

"Unfortunately for the book, but still more unfortunate for one's own brains, to be compelled actually to think for one's self; it is so much more convenient to copy."

"Well, what would you say 'next?' Carrie wished to change the current
of the conversation, and then, she was getting interested in what Bennie was saying; even if it was "ridiculous nonsense."

"I would say, 'Only the initiated, the experienced, can properly wash dishes.'" Carrie wondered whose experience he was drawing from, and looked a real satisfaction at her own want of knowledge in that direction.

"I would add, 'Dish washing requires five things.'" Bennie here used his right forefinger to help him enumerate. "Firstly, or first, or two great dish-pans; second, plenty of soft, warm water—not hot water; that injures the enamel on porcelain, is liable to crack china, and will break glass, sure. And right here I would put in something about a thermometer, and always trying the water, to be sure it is warm, and not hot."

"But how many degrees must we say will be exactly right?" Carrie questioned.

"Oh, 125, 130-40-50—somewhere along there. I'd investigate the matter, and then I'd speak as if I had found out for myself, and known." Here Bennie made a queer-looking left side to his face, which his sister understood to be a way of reproving her for her silly pride and disbelieve of honest work. She answered his look rather than his words.

"I don't want them to think that I have to work. I don't care if I can't tell from experience how to wash dishes!"

"You'd rather have people think your mother did the extra work," was the uncomfortably true remark that followed. "But we are forgetting that we are writing a composition; so, to return on some way I'd put in something of Fahrenheit, that scalding water, destroys the soft, delicate whiteness of the snowy scouring knives, and then I'd put in something about having a thermometer, and going before it."

"And you were going to have for an ending—"

"I intended making quite a flourish with properly. It was to be a right good will for the work. Without a will, pans, and soap, and water, and lovely dish cloths, and lovelier wiping-towels would be of little avail, and then you can throw in sundry things about the 'dignity of labor,' and Queen Victoria's working with her hands."

"Not washing dishes," Carrie explained. "Just as you please," returned Bennie; "only give them something good to think about at the last. Let them see that there is a vein of sense running all through your nonsense; but do not preach."

Carrie was writing for two hours after her brother finished giving his suggestions, and, what seemed strange to her, when she tried to write independently, she found it came that Bennie had not mentioned. She described more than he did the methods of proceeding on different kinds of dishes, scouring knives, and finishing up the "last, but not least" pots and kettles. "When you reach these," she pleasantly wrote, "be sure to look at the clock, for it will doubtless be time to get ready for school, and somebody will finish the task for you before you come home."

The next morning, just as Carrie, ready for school, was standing before the parlor mirror, putting on cherry-blossoms in her hair, she heard Bennie whistling to the bird Peko, in the front porch, and, in a moment more, he was standing by her side.

"I've been planning a short walk or you, a very short walk with me, before you go to school; and it is quite a needed one if you would put a consistent end to that composition of yours," remarked the boy, as he offered her arm.

"I have only a few minutes," said Carrie. "I don't see how I can go anywhere. But Bennie drew her hand through his arm, and they walked toward the hall. Passing along the entire length they walked through the library and the dining-room, and Carrie wondered what her brother could have in his funny head. He opened the kitchen door and there was their mother washing dishes. She wiped her hands to greet her unexpected guests. Bennie led his sister to the vacant place, and, standing behind her, and taking each of her white hands with their pretty rings in his strong ones, he raised them many times, up and down, in the greasy dish-water. "There," said he, as he finally released the half-pouting, half-amused girl, "now add this to your composition: 'Ladies and gentlemen, I speak of what I do know, and testify of what I have seen;" or, 'My friends, take my advice, I have had experience.'"

FACTS FOR TEACHERS.

The total specie value of our exports last year was, according to the Bureau of Statistics, $688,535,440, and of our imports, $503,901,174, against a total exportation in 1876 of $547,031,104, and an importation of $461,518,499.

In August last Mr. T. W. Williamson of McConnelsville, Ohio, while horning for oil, struck a vein of gas at a depth of 500 feet. He has fitted pipes to it and heats his house, dries his cooking, and runs a pump at another well with the gas.

A most interesting experiment is to be made in Paris during the Exposition for the benefit of those mature "toddlers" who "want to see the earth go round." It is well known that if a pendulum could be set up at the North Pole it would swing around the circle once in twenty-four hours, and at any place not directly over the earth's axis a correction for the motion of the planet must be made. It is now proposed to suspend a pendulum in the Champ de Mars, which shall weigh 650 pounds, and be sustained by a rod 220 feet in length. It will be hung in such a manner that the points of suspension will be free to move, and the spectator, standing upon what seems to be a stationary floor, will see the change in the line of the pendulum's oscillation.
Notes.

GENERAL.—The Publishers' Weekly, speaking of the Postal Bill now before Congress, very justly says: "It is an outrage on the country that important practical legislation, carefully planned out with the aid of leading business interests, cannot obtain attention from Congress."—Prof. Petere, of Harvard University, said in an address before the American Social Science Association at Cincinnati, May 18: "The White House at Washington is the castle in the air which the ingenious youth is stimulated to make his aim. Instead of building up a fabric of sound principle founded on the rock of integrity, the vision of life is foolishly and shamefully perverted. The greatness of simplicity of purpose and rectitude of conduct are scarcely recognized, and success is the standard of life. The schools should teach the children that their first duty and highest privilege is to become good citizens, and a good citizen, be he cobbler or manufacturer, tailor or senator, upholsterer or cabinet officer, will never descend to become an unworthy or incompetent President of the United States."—The Detroit Evening News has undertaken a grand excursion from Detroit to the White Mountains and the seaside, to start July 8, and return July 18 (tickets good till July 22). This will be especially favorable to teachers who wish to attend the meeting of the American Institute of Instruction at the White Mountains July 9, 10, 11, 12, as the excursion is so arranged that the 11th and 12th will be spent at the White Mountains. An illustrated pamphlet, descriptive of the route, may be obtained free of charge by addressing W. H. Brearley, 65 Shelby street, Detroit, Mich. Tickets for the round trip (including stage to the top of Mt. Washington), are $25.—A lamentable state of provincial ignorance is still reported in France. Recent official reports, for the use of the French Assembly, show that in full sight of Paris is a town only one of whose municipal councils can read; of 1,100 inhabitants in another in Charente Inferieure only six can spell and four read writing; only a few rich land-holders in another of 2,000 souls in Vienne can read; and so on. Before compulsory education can be attempted to be enforced, it will be necessary to build 17,320 parish schools, to enlarge 5,438, to repair 3,781, and to put ordinary furniture into 9,857. Of the existing schools, thousands are literally hollows and caves in the earth. Some have no light save what comes at in the door; in one of these it was impossible to hold recitations on thirty-nine days in a session of fifty. Another had to be entered on all fours; a third had earthen seats and desks. In another case, not even a cavern being handy, the master used to lead his flock across the line into Spain where an eligible nook existed. There are schools kept in wine shops, police stations, dancing-rooms, under a church porch, in a stable, (held there for warmth), in a kitchen. In one case the school-master's wife had been confined in the sole room, which was academy and dwelling; in another his pig occupied part of the apartment. And yet la grande nation wonders why Germany beats her!—The Weekly regrets to hear that a New York "Professor" has recently been engaged in a public gladiatorial combat with a resident of this city, of whom we do not remember to have heard before. Mr. M. Donovan. The Professor is not of a highly intellectual order of humanity, as we infer from the telegraphic report of his professorial performance, which says: "McCullen (he is the "Professor") was badly punished. Seven rounds were fought in fifteen minutes, when McCullen's seconds claimed a 'foul,' which the referee would not allow." Seriously, this indicates the degradation to which a once distinguished title has been subjected, and will prove a help, we trust, to its total abolition as a "handle" to the vast multitude of names which it is mistakenly presumed to ornament.—The higher education, after all attempts at its stimulation, makes but slow progress in parts of the sunny South. It is said that Peter Cooper, the philanthropist, has been compelled to abandon his project of a Free College for Girls at Spartanburg, North Carolina, on account of the indifference of the people toward his scheme. This is sad, indeed.—A valuable essay by Secretary Northrop, of the Connecticut Board of Education, on "Near-sightedness in Schools," has been included in the annual report of the Board. A good summary of the causes he assigns, so far as they appear in this country, is made by the New York Tribune: "A stooping posture which cramps the chest and brings the eye too near to the book or paper; reading at twilight and late at night, and studying by lamp-light in the morning; reading in the cars; using kerosene lamps without shade; reading while facing a window or looking out of any light, natural or artificial, and still more, the bright sunshine; reading dime novels or other books printed in too fine type (all books printed in diamond, pearl, agate, or nonpareil, are unfit for children's eyes); wearing a veil; and neglecting to cultivate far-sightedness by examining carefully distant objects. Hence myopia is more common in cities than in the country, among those working on near and minute objects than those laboring in the fields with a wider range of vision and more objects to invite habits of observation. The increase of myopia has been attributed to modern devotion to literary pursuits, as savages are generally exempt from this trouble. But if proper precautions are taken, there is no necessity that myopia should increase in a nation in proportion to its devotion to intellectual pursuits. Though it is often hereditary, this predisposition may commonly be counteracted by proper care."—An amusing and for a moment embarrassing incident occurred recently in Central Park, New York, in the arrest of a lady teacher from the city Normal School and her botanical class of fifty-three young ladies, as they were picking up leaves. An officer better informed, who happened to pass at the time, directed their release, as, by special permission of the Park Commissioners, botanical studies are permitted to be offered for sale in any year. The money derived from the sale of the leaves and flowers that has been left behind or fallen.—A correspondent at Washington writes as follows to the Chicago Inter-Ocean. "The House Committee on Public lands has reported in favor of the passage of a bill devoting seventy-two sections of land in each of the territories, to be selected and located under the direction of the Secretary of the Interior, and with the approval of the President, for the use and support of a university in each of the territories. The lands are to be sold at public auction, and in no case at less than $2.50 per acre. The funds derived from the sale of the lands are to be invested in the bonds of the United States, and deposited with the Treasurer of the United States; no more than one-tenth of the lands can be offered for sale in any one year. The money derived from the sale of the lands can be invested and deposited with the Treasurer of the United States, is to constitute a university fund. No part of this fund can be expended for university buildings, or the salary of professors of teachers, until the same shall amount to $50,000, and then only shall the interest on said fund be used for either of the purposes mentioned till the fund shall amount to $100,000, when any excess, and the interest thereof, may be used for the proper establishment and support respectively of universities."—It has been found by Mrs. A. T. Stewart that the magnificent hotel for women which she had kept open since April 1st, 1875, according to the will of her deceased husband, after two months' fair trial, will not pay expenses, and it is therefore to be abandoned for that purpose and converted into a hotel for both sexes. It was conducted at a loss of $500 a day. Mr. Hilton says of it: "A hotel on an extensive scale exclusively for women is an impossibility. Women want to associate with the other sex, and the restrictions imposed upon them in this house were so severe that many who would gladly have taken advantage of its benefits declined for that reason." Mr. Stewart had spent nearly $4,000,000 in building this hotel, but his plan of conducting a hotel for working women like a public institution of a quasi charitable character was not in accordance with the tastes of women who appreciate a home, with the liberty which it brings.—The annual meeting of the Spelling Reform Association for 1878 will be held in connection with the American Institute of Instruction in the White Mountains, July 9-12, inclusive. Half of one session of the Institute will be devoted to addresses on the Spelling Reform, by some of the most eminent educators and philologists. On the afternoon of the same day, probably Wednesday or Thursday, will occur the regular meeting of the Association; the institute holding no session. The exact day, speakers, and other facts will be announced in a few days. Free return railroad tickets, reduced hotel expenses, very low-priced excursions, and other inducements are offered to members, and the meeting promises to be the most important educational gathering yet held. The friends of Spelling Reform are urged to make special efforts to attend.

It is stated that the bill introduced into Congress by Senator Barnsdale respecting instruction in social and moral science in the public schools of the District of Columbia was written by Mrs. Matilda Fletcher, who was granted a hearing before the Senate Committee on Education and Labor.—The annual meeting of the American Philological Association will be held at Saratoga July 9, 10, 11, 12.—Mlle. M. Chataine, a very competent instructor by the "Natural Method," will conduct the French Dept. in the Summer School of Language at Grinnell, Iowa. The following are the subjects of the German lectures to be delivered every Wednesday at 5 p.m.—1. Martin Luther als Kirchenmeister. 2. Lessing. 3. Goethe. 4. Schiller. 5. Heine. 6. Die "Naturliche Methode" des Sprachunterrichts.

LITERARY.—The American Antiquarian is a quarterly periodical, the first number of which has just appeared, edited by Rev. Stephen D. Peet, Ash陆ba, Ohio. It promises to be of great interest and value to all interested in American antiquities. Price, $5.00 per annum.—The first article in The Popular Science Monthly for June is by Dr. F. L. Oswald, and is a vivid ex-
logy of the physical culture of the Greeks, under the title of "The Age of
Gymnastics." Herbert Spencer continues his interesting papers on the "Ev-
olution of Ceremonial Dress," by treating the history, derivation, and
significance of "Obligations." There is much curious information in the pa-
per, and many interesting views, together with explanations in connection
with this social custom. Dr. George M. Beard continues his important
discussion of "The Science of Human Testimony." Under the title, "Scientif-
cal Courses of Study," Prof. F. W. Clark contributes an able paper to the practical
side of the subject of scientific education. "The Cardiff Giant and other
Freaks" are discussed in a very entertaining way by Dr. A. G. Stockwell.
"The Order of Nature," by C. S. Peirce, is the fifth in his series of "Illustra-
tions of the Laws of Science." The most important article in the number is that
on "Obsequies-Forging," by T. Clifford Allbutt, M. D. This paper is worth
a year's subscription to the Monthly for every parent or teacher who has re-
sponsible charge of the young. Altogether the June number is very strong
on the educational side. The illustrated articles are "Water-Waves and Sound-
Monkey." There are also a portrait and sketch of the late Professor Hartt.
A new fine art magazine has appeared, entitled The Magazine of Art, to be
York. Its prospects announce that the most careful selection will be made
of those objects which are of the greatest general interest, and are most
worthy of being permanently recorded. * * * In The Magazine of Art will be
given from month to month the most attractive examples of the work that
Art is doing for the world in our own day, and what she has done in times
past. Part I., price 25 cents, is now ready. Part II. will contain: frontispiece,
"Two Fair Maidens," an original drawing on wood by J. E. Millais, R. A.;
The Royal Academy, the first of a series of papers, with "thumb-nail" sket-
ches of important pictures; The Paris Exhibition, another section on, with
view of Indian Pavilion, sketch-plans showing arrangements in main building,
etc.; Biography of Sir Francis Grant, P. R. A., with portrait and copies of
two of the president's most characteristic works, forming the second paper of
a series—"Our Living Artists;" "The Convo'bation," by H. Stacy Marks, A. R. A.,
full-page illustration; Art in Metal, the first of a series of papers by J. Hun-
gerford Pollen, M. A., with four illustrations from ancient bronzes; Colors
of Precious Stones, by Professor A. H. Church, M. A.; Lace, by the late Mrs.
Bury Palliser, with five illustrations; Artists' Haunts,—II.—Prague, with four
illustrations; Art Notabilia; Reviews of Books.—Wife, Little Ones, and
Home is the name of a sweet song and chorus just published by D. P. Faulds,
Louisville, Ky. Words and music by Will S. Hays. Price 40 cents.—
Harper's Magazine for June contains an article by George W. Beaman, enti-
tled "How shall our Boys be fitted for the Scientific School?"

SCIENTIFIC.—Professor Watson, of Ann Arbor, Mich., agrees with Dr.
Peters in finding that his observations of the brightness of Mercury indicate an
atmosphere about that planet. He, however, insists that the time of the con-
trast with the sun shows perturbations to some force not recognized among
the planets, and that the planet Vulcan causes them. He does not think that:
Vulcan will be seen until the year 1885.—The twenty-seventh annual meet-
ing of the American Association for the Advancement of Science will be held
at St. Louis, August 21 and 28, 1878.

REVIEWS.
The Manual of Takigrapby, Adapted for use in High Schools and Acad-
emies, with some exercises suitable for children. By D. P. Lindasly. (Second
P. Lindsay, 37 Park Row. 1878.)—It is claimed for takigrapby that it is a pure
photography, and is in fact what photography is in theory. In the Chicago
Evening Journal of May 8, 1878, Mr. E. T. Webb, principal of Graham pub-
lic school, Englewood, Ill., states that in five months his class of pupils, from
ten to fourteen years of age, attained to a speed of from fifty to seventy-five
words per minute, taking any kind of text. The only instruction given was
one-half hour a day, in drill upon exercises to be found in this "Manual."
"The pupils during the first week or so prepared their work at the class reci-
tations, but, becoming more interested in the study as they found they were able
to communicate with me through the mail by means of posts written in brief
writing. I was enabled to bring in material for the preparation of the lesson at the
class, and have each pupil prepare his work at home or at some one of the in-
tervals during the day." Any system of brief writing which has been
found serviceable by actual trial is worthy of recommendation to teachers and
literary men, and the testimonials furnished by Mr. Lindasly in behalf of his
system are unequivocal and from respectable sources. The "Manual" is designed for use in the class-room by both teacher and pup-
its. It contains explicit directions as to the manner of conducting the les-
sions, with ample reading and writing exercises, examples for drill, and tables
showing the manner of joining the letters in all their combinations. The style
of writing taught in these pages is not a stenography, but a full and plain sys-
tem of writing, adapted to all literary and business purposes, yet vastly briefer
and more rapid in execution. It is hence claimed that it will not be laid
aside after a short trial, as is the case in nine cases out of ten of those who un-
derstand the common system of phonography. The same publishers issue a
monthly periodical called The Rapid Writer and Takigrapby. Subscription
price, $1.25 per year.

REPORTS AND PAMPHLETS RECEIVED.
The Saxon Rose. A Legend of King Harold. A poem delivered before the
Alumni of Lake Forest Academy, June 26, 1877. By J. Charles Haines,
Chicago; Jansen, McClurg & Co.

Annual Report of the Board of Education of the Columbus Public Schools,
for the year ending August 31, 1877. Columbus, Ohio, R. W. Stevenson,
Superintendent of Schools.

Annual Report of the Normal, Model, High, and Public Schools of Ontario,
for the year 1876, with Appendices, by the Minister of Education. Toronto.
1878.

An Outline Course of Study for the District Schools of Lyon County, Kansas.
"O. B. Wharton, county superintendent.

Our Parks for Garden Schools. Papers read before the New York State
Arbor Cultures, April 30, 1877, and February 1, 1878. By Edward
Seguin, M. D. Milwaukee: Doorfinger, editor of Dr. Seguin's Report on
Education (second edition) 1878.

Proceedings of the State Teachers' Association of Iowa, at its annual meet-
ing held at Cedar Rapids, December 26, 27, 28, 1877. Published by the
Iowa Normal Monthly.

Education the Need of the South. A paper read before the American
Science Association at its Annual Meeting held at Saratoga, Septem-
ber, 1877. By D. A. Hawn, of the New York Bar. Printed by
Nelson & Phillips, 805 Broadway, N.Y.

Boston University Year Book. Edited by the University Council, Vol. V.
1878.

Thirteenth Annual Report of the National Temperance Society and Public-
Temperance Society and Publication House, 58 Read street, 1878.

The Birthday of Washington. Proceedings of the State Normal School,
Whitewater, Wisconsin, on the second weekend of February, 1878.

Annual Report of the Superintendent of Public Instruction of the State of
Wisconsin, for the school year ending August 31, 1877. Edward Stearing,

Regulations and Course of Study of the Dexter Union School. Adopted
and Published by order of the School Board, January 1, 1878. Dexter,
Michigan, H. E. Krul, M. S., Principal.

NEW BOOKS FOR TEACHERS.

6.) Thucydides, 1870. Phil: J. B. Lippincott & Co. ... $1.00

Curtis, Samuel W. Single entry book-keeping explained in five sets of
books; being the single entry part of an inductive and practical treatise of book-
keeping. First and single entry principles, arranged, with a practical book-
keeping text-book, and counting room exercises, eds. Rev. and ed. 8vo, pp. 304. Bbl. Phil: W. S. fortnitech & Co. ... 75

Ford, C. L. Questions on anatomy, histology, and physiology for the use of
students. New ed. 8vo, pp. 175. Ann Arbor, Mich.: Geo. Ford, B. B. ...

General Catalogue of (choice books for the library; comprising a selection of
books of the highest order by ancient and modern authors. New ed. 8vo, pp.
160. Detroit: T. L. Ruhl & Son ... 5.00

Lippincott & Co. ... 1.50

Jehovah's Greek literature. (Library.) 1878. Phil: B. F. Lippincott & Co. ... 4.50

Oliphant, Mrs. [Ed.] Foreign classics for English readers. Petarch. By He-
velius, 1870. Phil: F. A. Philip ... 1.00

Paul, E. H. Industrial chemistry; a manual for technical schools, chemists,
Lippincott & Co ... 10.00

Quinn, Chas. Studies in verse. 1878. Phil: J. B. Lippincott & Co ... 1.00

Reading, H. W. The law. A treatise for the instruction of lawyers, com-
pliance, legal writers, &c. Phil: G. & C. Scribner ... 1.50

Wayland, Francis.—The elements of political economy. Read by Aaron L.
Chapin, D. D. 1878. Phil: G. & C. Scribner ... 3.50

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E D I T O R S.

MAINE—Prof. J. Marshall Hawkes, Principal Greely Institute, Cumberland Center.
COLORADO—Hon. J. C. Shattuck, State Sup't. Public Instruction, Denver.
INDIANA—J. B. Roberts, Principal High School, Indianapolis.
WISCONSIN—J. Q. Eames, Sup't. Public Schools, Fort Atkinson.
MINNESOTA—Prof. T. J. Turner, State University, Minneapolis.
Dakota—W. M. Bristol, Sup't. Public Schools, Yankton. 
OHIO—R. W. Stevenson, Sup't. Public Schools, Columbus.
NEBRASKA—Prof. C. B. Palmer, State University, Lincoln.
MICHIGAN—Henry A. Ford, Detroit.

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

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

CHICAGO, May 9, 1878.

THE STATES.

OHIO.—The committee of the Northeastern Ohio Teachers' Association, appointed to recommend a course of study for high schools, met in Cleve-
land recently, and adopted, with a number of school superintendents, and agreed upon a report to be presented at the meeting of the asso-
ciation. For all but the inferior class of high schools, this report will recom-
mend a four years' course of study, covering what is usually required in col-
lege preparatory departments. —Mr. R. H. Stew-

ton has been re-elected Superintendent of Public Instruction of Columbus, for a term of two years beginning Sept. 1, 1878, at an annual salary of $3,000.
The board of Education has also adopted the same schedule of salaries as last year. The salaries are: Superintendent, $3,200; Assistant Superin-

tendent, $2,000; Principal of high school, $2,000; Teachers in high school from 
$700 to $1,000, each $100; and Teachers, $400 to $700. The cautious criticisms and wholesale abuse of an irresponsible Sunday paper of this city has done much to rally the friends of popular education and soften the stances of school officials. —The Columbus Art Institute will open at Worthington, July 7. There is a prospect of a good attendance, and the session will undoubtedly be one of great profit to the stu-
dents. Prof. W. S. Goodnow, who is in charge, is a good teacher and an enthusiast in art studies.

Programme of the afternoon annual meeting of the Ohio Teachers' As-
sociation, to be held July 2, 3, and 4, 1878, at Put-in-Bay.

SUPERINTENDENTS' MEETING. Inaugural Address by Geo. W. Walker, Superintendent of the Public Schools of Lima. Discussion to be opened by H. H. Wright, Superintendent of the Public Schools of Defiance. "What Studies shall be required below the High School?" by Dr. John Hancock, Superintendent of the Public Schools of Dayton. Discussion to be opened by A. T. Wiles, Superintendent of the Public Schools of Zanesville. 2 P. M. —The High School Diploma, a Voucher for what is expected of C. S. Stants, of the Woodward High School, Cincinnati. Discussion to be opened by A. E. Driver, Principal of the Normal School. "Concerning a High School Course of Study." E. M. Averv, Principal of the Cleveland East High School. Discussion to be opened by H. P. Ufford, Principal of the Chillicothe High School.

GENERAL ASSOCIATION. Thursday, July 3, 9 A. M.—Inaugural Address by T. C. Mendenhall, Professor of Physics in the Ohio Agricultural and Mechanical College, Columbus. "Our Public School Systems." By Wm. Richardson, Superintendent of the Public Schools of Chillicothe. Discussion to be opened by W. J. White, Superintendent of the Public Schools of Springfield. 2 P. M.—"Kindergarten Instruction," by Miss M. H. Ross, Columbus. Discussion to be opened by Dr. James McCollum, President of the Public Schools of Newark. "Powers, Duties, and Responsibilities of County Ex-

aminers," by the Hon. J. J. Burns, State Commissioner of Common Schools. Discussion to be opened by M. H. Lewis, Superintendent of the Public Schools of Circleville.

Thursday, July 4, 9 A. M.—"Reading," by Mrs. Rebecca D. Rickoff, Cleveland. Discussion to be opened by W. R. Beam, Superintendent of the Public Schools of Wellington. Annual Address by Dr. Chas. H. Payne, President of the Ohio Wesleyan University, Delaware. Discussion to be opened by Dr. W. H. Scott, President of Ohio Uni-

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The Educational Weekly.

in the parlors of the university. Nearly all of the students of the university, together with the members of the faculty, including President Galusha Anderson, President George W. A. Root, and the other trustees, assembled in the parlors. The professors were also accompanied by their ladies, while old-time friends of the university filled the rooms and corner seats. A handsome silver inscription, on the page of the April pay list, was presented to Rev. A. B. L. as an expression of love and respect for him. The first meeting was held at the University hall on the 29th of May, and the school board was at a dead lock on the 5th of June. The decision was made by a "bare majority." Many citizens were not present. Had they anticipated the proposed action, they would have attended and the greater number of students would have taken action. In the south there are ten counties having headquarters named Des Moines. They are: Boone, Dallas, Jasper, Jefferson, Lee, Mahaska, Pocahontas, Polk, Van Buren, and Jackson.

Dakota.—The city of Yankton pays her teachers nearly $4,000 per annum. Sioux Falls is agitating the question of building a $6,000 school house. A school house to cost $2,500 is to be built at Canton. The directors of the school have called a special election to be held on May 13, for the purpose of voting upon the proposition of bonding the district in the sum of $5,000 to purchase a site and erecting thereon a brick school house. There were but five votes against the proposition to issue $5,000 worth of bonds with which to erect a school house. The two-story brick building is to be put up. The schools commenced May 14, with Mr. McDuffe teacher.

Pennsylvania.—At the election of city, borough, and county superintendent, May 7, a large majority of the former incumbents were reelected. Allegheny city elected Prof. L. H. Darling, of the Pittsburgh High School; Titusville, Prof. H. H. Hough, of Doylestown; Reading, Superintendent Buhrlie, of Allentown; Allentown also elected Mr. Buehrie. Mr. B. goes to Reading. The following cities reflected the present incumbents: Pittsburgh, Geo. W. Lackey; Harrisburg, D. S. Burns; York, W. H. Shelley; Williamsport, Samuel Tramex; Pottsville, B. F. Patterson; Meadville, S. P. Bates; Corry, V. G. Curtis; Easton, W. W. Cottam; Erie, H. S. Jones.

Nebraska.—Commencement at the State University June 12, at Doane College June 20. Doane College is to have a German professorship. It is said that C. F. Veits has received a letter-subjecting to $3,000. One school district in Nebraska furnishes text-books gratis to pupils. There will be an institute at Tecumseh the third week in June. A county institute will assemble at Fremont July 8, and close August 2.

New York.—M. M. Merritt becomes superintendent of public schools at Elmhurst. Mr. Edward Daniels has been elected to succeed him. He is only one "Regents" Examination held in a year and that in June. The salary of State Superintendent Gilmour is $5,000; that of his deputy is $3,500. Besides these sums, he has $5,500 allowed for salaries of clerks, $1,000 for office expenses, and $500 for traveling expenses.

California.—That most excellent weekly paper named below contains the following in its last issue: "A telegram received as we go to press gives information that O. F. Fitzgerald, the editor of this paper has been called to an editorial position in Nashville, Tennessee. In consequence of this, the Illinois Newspaper and Educational Journal will for the present be suspended."

Kans.—State Sup't. Lemon has made arrangements to have an educational exhibit made at the meeting of the State Teachers' Association at Atchison, June 24, 25, 26. The collection will afterward be placed in the office of the State Superintendent, where it may be examined at any time.

The Colleges.

There is a rumor that Professor Palmer, of Harvard, a scholar and popular man, has been offered the place left vacant by the death of Dr. Dimock, at Adams Academy.—John G., son of John Tappan, has brought suit against Anmherst college to recover $25,000. The latter left $20,000 to found a professorship and it is alleged that the terms of the bequest were not complied with.—The seniors that go to college this year from the two famous Phillips Academies have preferences as here given:—From Phillips Exeter, 26 are for Harvard, 3 for Yale, 2 for Bowdoin, and 2 for Dartmouth. From Phillips Andover, 14 are for Yale, 6 for Harvard, 5 for Amherst, 1 for Bowdoin, Princeton, Dartmouth, and Bowdoin.—Professor W. D. Whitney of Yale College will go to Europe this summer with his family, intending to remain a year and publish a new Sanskrit grammar with him. Professor D. Willard Fiske, of Cornell University, is to make a lecture tour in Europe this summer for the benefit of his health. The students of St. John's College, Annapolis, are indulging in a good deal of indiscipline because the faculty refused to permit them to have a dance in a public hall after the arrangements had been made for it, and especially as their rivals in the affections of the young ladies of Annapolis, the cadet matronship, had been permitted to indulge in a dance once a week, though the discipline of the Naval Academy is much more severe than that of the College.

The East.

Respecting the reflection of Mr. Tolstoi to the vacant superintendence of the Boston public schools, the Atlantic remarks as follows: "The Board has shown the value it places upon the office of the superintendent, by the election of a man who has not the suitable qualifications for it; and the team of Boston must accept their master, and educational adviser one who has abundantly shown himself unsuited for school, as well as other service. The only method of justifying such an act is drawn from mathe-
The pupils will understand, perhaps, at this stage, the center dot. Draw the center dot. From the upper dot to the center one, draw a lens with full curve, with its convex side toward the center dot; from the right dot to the dot one-fourth of an inch above the center, a full curve, with its convex side toward the center dot; from the left dot to the dot one-fourth of an inch above the center, a full curve, with its convex side toward the center dot. Erase the upper dot.

LESSON LV.

Place dots as in Lesson XX, except the lower dot should be one inch below the center, instead of half an inch. Draw three lenses as follows: One from the upper dot to the lower one; another from the left dot to the lower one; another from the right dot to the lower one. Make the curves full.

Remarks.—The pupils will understand, perhaps, at this stage of their progress, that a lens is composed of two curves with their concave sides toward each other.

LESSON LX.

Place dots as in Lesson VIII, and draw as follows: A lens from the left dot to the centre; another lens from the right dot to the centre; another lens from the centre dot to the lower one; from the upper middle dot draw a slight curve downward and toward the left until it meets the nearest curve at its middle point; from the upper middle dot draw a slight curve downward and toward the right until it meets the nearest curve at its middle point. The last two curves should be drawn so as to form the upper half of a wire lens.

LESSON LXI.

Place dots as in Lesson XIX, and draw as follows: A lens from the centre dot to the lower one; from the left dot to the centre one, a full curve, with its convex side toward the upper middle dot; from the right dot to the centre one, a full curve, with its convex side toward the upper middle dot; from the left dot to the upper middle one, a full curve, with its convex side upward; from the upper middle dot to the right one, a full curve, with its convex side upward.

Remarks.—This result is the same as Lesson LLI, with a lens one inch long at the bottom.

LESSON LXII.

Place dots as in Lesson XIX, and draw Lesson LLI, without erasing the upper dot. From the dot to the upper dot, draw a lens with full curves.

LESSON LXIII.

Place dots as in Lesson XIX, and draw as follows: From the centre dot to the lower one, a lens with full curves; 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 centre one, a full curve, with its convex side upward; from the right dot to the centre one, a full curve, with its convex side upward.

LESSON LXIV.

Place a dot at the centre of the space to be used, and place other dots as follows: A dot one inch above the centre; another dot one inch below the centre; another, half-way between the lower dot and the centre; another, half-way between the upper dot and the centre; another, half an inch to the left of the last one, and another half an inch to the right of it.

Draw as follows: From the upper dot to the centre a lens with full curves; from the lower dot to the nearest one above it, a lens with full curves; from the left dot to the upper end of the lower lens, a full curve, with its concave side toward the centre; from the right dot to the upper end of the lower lens, a full curve, with its concave side toward the centre, from the left dot to the centre; a very full curve, with its convex side toward the upper lens; from the right dot to the centre, a very full curve, with its convex side toward the upper lens.

LESSON LXV.

Place dots as in Lesson XIX, and another dot one-fourth of an inch above the centre dot. Draw curves as in Lesson LIII, without erasing the upper dot, and then draw a lens, with full curves, from the upper dot to the dot one-fourth of an inch above the centre.
me something to do. Arranged for me work to accomplish.—Adverb in
finite.
There is a book to be written; there is work to be done; there is something
to be done, Infinitive clause. I have to write a book. Mood form merely of
the verb. So—have to do my work; something to be done.
A neuter noun may however be used as the subject of an intrasitive infinitive
active and thus constitute an infinitive clause. In this case, however,
the noun will always be preceded by the preposition for, which governs the
whole clause. Thus,—It is not cold enough for water to freeze; It is too
cold for plants to grow.
We should distinguish carefully cases where for is used expletively and
those where it is used as a preposition as above. All infinitive clauses with
for used expletively as subject terms, or as the complement in predicate
terms, have the for-mately as an expletive. Thus: Asks for something to be
done; cold enough for the ground to freeze; too hot for any one to work.
Here for is a preposition and governs the whole clause. For something to be
done is necessary; it is not strange for the ground to freeze; it is not hard for
any one to work. Here for is an expletive.

HINTS TO SUBSCRIBERS.

Always be careful to omit the name of the state from your address.
The publishers are supposed to know the state in which each sub-
scriber lives.
If you have a torn or doubtful bill that you haven't the courage even to put
in the contribution box, send it along. The publishers have pecu liar facili-
ties for selling defaced currency and counterfeit bills at a premium.
If for any reason you do not receive your paper promptly, write the pub-
lishers a sharp letter. Call them swindlers or some similar pleasant epithet.
It indicates true Christian forbearance on your part, and produces an agreea-
ble effect on them. If you enclose (by mistake) a stamp for reply, paste it carefully and firmly
on the letter. The effort to remove without destroying it is sure to make the
publishers s-mile.
Always take it for granted that subscribers never make any mistakes, and
that the publishers are responsible for all errors and delays.
A violation of any of these rules, by some folks will cause great surprise to
publishers and take away much of their enjoyment.—Selected.

OPINIONS OF EDUCATORS.

—It is curious how seldom prize competition produces good work. At the
annual meeting of the American Medical Association in Chicago, the Com-
mittee on Prize Essays reported that only ten had been offered, and that nei-
ther of them was worthy of any prize whatever. Yet doubtless during the
past year many able papers upon medical subjects have been written and
given to the profession without the incitement of a proffered premium. It is
with poetry as with science. The English universities each of them annually
hosts a prize that is the best copy of verses—is there any ordinary reader who
can name half a dozen of the successful productions? Perhaps the reason of
the mediocrity of prize work of all kinds is to be found in the unwillingness
of really able men to be regarded as laboring not for science or art but a ma-
terial compensation of filthy lucre. The plan of such reward is too definite
of it in the book,
the verb.

The Tribune.

—Self-government is good, if those who exercise it know how to practice it.
It is supreme folly to expect any number of persons to govern each other, if
they have never learned to govern themselves. Putting a man in a state-
house, to make laws, before he has been placed in a school-house to learn
how to study, and before he knows the science of government, is as much
foolishness, as it would be to permit a man to navigate a vessel, who knows
nothing about navigation. The right of universal suffrage is based on the
duty of universal education. Dishonest and uneducated persons should never
be permitted to make our laws.—National Teachers' Monthly.

—It is no easy matter so to read a lesson as to notice and remember all that
is important in it. Pupils will skim it at first, and it is for the teacher to show
them how to dive for the complete ideas and hidden meanings. All the nooks
and corners should be laid open in the class; every possible view brought to
light and discussed. Then will the pupils begin to see the ideas in the words
of the book, and they will soon learn how to dig them out and to throw away
the shells in which they lie.—G. A. Morey.

—None can really understand human nature in all its lights and shades un-
til they serve an apprenticeship in a newspaper office.—Inter-Ocean.

—There is no subject more appropriate for discussion at the next meeting of
the Social Science Congress than the art of good reading. With three or four
options, the valuable papers presented were so bunglingly and miserably
read by the learned savans as to be almost unintelligible. The Inter Ocean
has before called the attention of educators to the importance of teaching the
art of reading, and its great neglect in the common schools and colleges. We
have not at any time had a more marked exhibition of this neglect than was
exhibited by this gathering of the intelligence and culture of the land in Cin-
cinnati. Wise men who had something to say whistled words through their
noses, tore them up with their teeth, and swallowed whole sentences for their
own digestion, which their audiences would have enjoyed if properly pre-
vented to them. Those who appear in public should find out whether their
education in this particular has been neglected, and if so employ some one to
represent them whose voice can be heard, and whose articulation and modu-
lation would aid the words to express ideas. It is important to be able to
write well, and when the paper is to be brought before an audience it is
equally so that it be intelligently read. If the officers of the congress desire it,
they can set on foot an influence which will work a much needed reform,
and which will add largely to the interest of public and private readings.—
Chicago Inter-Ocean.

NOTES BY THE WAY.

Mr. A. J. Blanchard is superintendent of the Syca-
more public schools. He is assisted by a corps of
eleven teachers. There are two school buildings. The
main building is shown in this cut. Miss Hunt of the
high school, and Miss Mollan, of the primary,
visit the Paris Exposition this year. They will start
on their long journey im-
mEDIATELY at the close of the present school year.
Mr. Blanchard has been identi-
fied with school work for many years. He was at a
one time principal of the
People's Academy at Mor-
vrisville, Vermont. The pu-
pils of the Sycamore schools march to and from the rooms by the music of an
organ which stands in the hall and is played by one of the pupils. There are
many interesting features in the work here which we have not space to give.
At Cortland, Mr. Vrooman is principal of the schools. He has two assist-
ants. Pupils go out from this school who make successful teacher. The
teacher in the primary department makes school life pleasant for the little ones
by introducing many features of the kindergarten.
At DeKalb, Prof. Denison is in charge of a good system of schools. Mr.
Johnson, lately of Valparaíso Normal, is doing very acceptable work. There
are, besides, four lady teachers. Mr. Denison has acquired quite a reputa-
tion as a writer of charades and plays for schools, and societies in general.
His six plays are furnished for ninety cents. DeKalb has an Academy. It
has also an old veteran of the war of 1812 who can tell you all about Landy's
Lane.

A. H. P.

QUERIES AND ANSWERS.

To Correspondents.—Make your answers as brief as possible and not sacrifice clarity.
Never send an answer or a question on a postal card. Never make any cancellation marks
in your solutions. Always reply your answers before sending the query. Make a few diagrams as possible. Write only on one side of the paper.

QUERIES.

52. Give a reason for the winding course of the Mississippi as compared with the straightness of such rivers as the Rhine.
53. In what circles of latitudes are the equinoctial poles?
54. If there were no land on the earth's surface, the currents of the air
and ocean would always have an easterly direction near the equator, and a westerly direction away from it.
55. How do the great continents differ in respect to the extension of their
coast line? and how does this difference affect their civilization?
56. In what principal respects does the New Contrast with the Old World?
57. What would be the prevalent currents of the atmosphere and ocean if
the earth were at rest? What change would be produced in them by the
diurnal motion of the earth if there were no annual motion? What effects
result from the annual in addition to the diurnal motion?-

LIPA.
88. What part of speech is the word that in the following sentence:

"When that the poor have cried, Caesar hath wept."

99. Is it wrong to express ninety-nine thus: IC, according to the Roman notation?

60. I would like to ask "A" how the Mississippi river can run up hill with reference to the earth, and down with hill with reference to the "level of the ocean." Are not the river and the ocean governed by the same law? Again, why do some rivers run northward? Ought not the "motion of the earth on its axis" to make them all run southward?

61. The least common multiple of three numbers is 936, and their greatest common divisor is of the earth on its axis. 58. What part of speech is the word common divisor is of the earth on its axis. A bright little fellow put up his tail no longer tale.

PROFESSIONAL FACETIES.

To school teachers, who will then be enjoying their vacation, the Detroit Evening News Excursion to Quebec, the White Mountains, and the sea shore offers a rare opportunity for pleasure and profit, while it will be within the means of the most poorly paid. Every teacher knows the benefit of travel, and probably no trip could be made in which so much of value will be seen in so short a time and at so trifling an expense. The American Institute of Instruction holds its sessions at the White Mountains, July 9, 10, 11, and 12. The excursion will be at the Mountains on July 11 and 12. An illustrated guide book, containing maps of the route with full particulars will be sent free of charge on receipt of stamp. Address W. H. Brearley, 65 Shelby street, Detroit.

ATTENTION, SCHOOL TEACHERS!

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