The Educational Weekly.

The Union of Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL, Managing Editor, 35 Clark Street, Chicago, Ill.

CONTENTS OF THIS NUMBER:

EDITORIAL: Page
Senate Memorial of Hon. Joseph M. Wilson in behalf of Industrial Education 975
Hire your Teachers Early 975
A Southern Educational Association 975
CONTRIBUTIONS:
Educational Men for Educational Positions — Prof. Wm. F. Phelp 975
Grebe's Method — VI — Prof. Louis Selden 977
School Records — IV — Prof. R. B. Backham 977
SELECTIONS:
Classics School Books — Cor. of N. Y. Evening Post 979
The School Room a Workshop — Y. L. Pickard 979
A Page from “Memory Gems” 979
Flexibility in a Graded School — Y. L. Pickard 979
HOME AND SCHOOL:
The Magic Pitcher — A Poem — Forrester Wilson 980
To a School Girl — A Poem — Fannie R. Robinson 980
An Old Boy’s Composition 980
EDUCATIONAL INTELLIGENCE:
Wisconsin — Kansas — Illinois 983
Michigan — Iowa — Missouri — New Jersey — Minnesota 983
PRACTICAL HINTS AND EXERCISES:
The Swallows — Music — Prof. H. M. Fairbank 984
Decision Drawing — Prof. L. B. Thompson 984
Help to the Kindergartner — Mrs. Louis Poland 984
Good Things — A. H. P. 985
Reading Class — Mary E. Anderson 985
REVIEWS:
The Physiology of Mind — By Henry Maudslay, M. D. 981
MISCELLANEOUS:
Opinions of Educators 980
Professional Faciee 980
Reports and Pamphlets Received 981
Files for Teachers 986
Publishers’ Department 987

CHICAGO, THURSDAY, MAY 16, 1878.

Editorial.

The memorial of Hon. Joseph M. Wilson, in the Senate of the United States, asking that a portion of the amount of money received from the sale of public lands be appropriated for the encouragement and support of industrial education in the public schools of the country, recognizes the fact that illiteracy should not be based alone upon an inability to read and write. It is submitted with a view of securing some provision in Senator Hoar's bill by which the children of the country may have the benefit of industrial education in connection with the public schools. The lack of this kind of education in the schools leaves the children to drift into habits of idleness, and become non-producers, and eventually dangerous to the welfare of the community. One may be unable to read and write and yet acquire a general knowledge of those facts and principles which are useful to every citizen, but an ignorance of any trade or profession which may lead to individual support is a preventive against the thrust and often an obstacle to virtue. Mr. Wilson shows by a carefully compiled table, divided into forty-one items, by states, territories, and a grand total, that where the percentage is low in the matter of the industries, it is high in that of illiteracy and idleness, and that where it is high in the matter of the industries it is correspondingly high in the per capita wealth of the people. In this grand total it is shown that only at 65 per cent of the population, engaged in all occupations, follow mechanical and manufacturing pursuits, “a percentage far too low upon which to base any reasonable hope for an abundant prosperity.”

Could we gain the ear of all directors, we would say to them, hire your teachers early. Especially make it a point to tell your old teachers before the close of this school year whether you wish their services next year. It is just as easy for you to settle this matter now as it is to wait two months, and the difference to the teachers is simply incalculable. We know of a board who seem to have conscientious scruples against telling their teachers whether their services will be again needed, until the last of vacation. The result is that those teachers lose half—or all—the good which vacation should do them, because of their anxiety concerning the future. It is not physical rest that teachers need in their vacations so much as mind rest, and this cannot be gained while suffering such anxiety. No other occupation makes such a drain upon nerve force as does teaching, and the teacher who would do good service next year must have time and opportunity to recuperate in this direction, after the labors of this year. Hence it is very poor economy in any board of directors to give their teachers anything to worry about during vacation. Of course this is not a very high motive to place before them, as it partakes so much of selfishness. A higher motive is the one based upon principles of honesty. It is not honest, to say nothing of being honorable, to keep your teachers upon uncertainty, until it is too late to find places elsewhere, thus driving them to the alternative of either accepting whatever terms you may choose to offer, or of giving up the profession in preparation for which they have spent much time and money.

Prof. T. C. H. Vance, editor of the Eclectic Teacher, has enlisted in an effort to organize a Southern Educational Association, to meet annually. A call will soon be issued for a meeting August 6, at Chattanooga or Nashville, to consider the propriety of such organization. He publishes letters from many representative educators in the South, which express various views on the subject; and which show that there is by no means a unity of sentiment among them, respecting such a movement. The great danger to be apprehended is that such an association would soon develop a strong sectional bias which would destroy any good results which might otherwise flow from it. The reasons for its existence, and the objections to it, are fully set forth in the correspondence referred to, published in the June number of the Eclectic Teacher. We predict that the August meeting will result in a permanent organization, and that the growing activity of southern educational men will keep the organization in a lively and healthy state of prosperity. It is safe to calculate on a continued increase of public interest in educational matters among the people of the South, and a consequent improvement in their public schools. May the forward movements be made with prudence, but be made with determination and energy, so that all progress shall be improvement.

PROFESSOR PHELPS ON EDUCATIONAL MEN FOR EDUCATIONAL POSITIONS.

To the Editor of the Weekly:

My attention has accidentally been called to the subjoined communication in the May number of the Wisconsin Journal of Education:

Dear Sir:—I have noticed for some time that the editor-in-chief of THE EDUCATIONAL WEEKLY is handling boards of education with unloved
hands, and insisting that schools and institutions of learning should be under the exclusive management of educational men. Some things which he says about boards are all right in themselves, though some might say that they are uttered in a spirit too cautious and fault-finding. Boards of education should be composed of men of liberal views and wise economy. They should be men of intelligence, of good business habits, and not governed by petty prejudices. Some people, who may not stop to look into the full significance of the language of this distinguished editor, may be led to the adoption of false conclusions and erroneous views, and therefore I would respectfully ask him if he really means that the prudential committees of the rural districts, the boards in cities, the regents of normal schools, universities, and colleges, should be composed of teachers? If I understand the editor's language, that is just what he means by educational men. Would such boards conduct educational affairs with better judgment in all respects than they are now managed? Could they manage financial and mere business matters as well? Would they come into sympathy with the people, and understand the popular pulse as well as boards constituted as they now are? Would they be as charitable toward teachers, pupils, and parents? Would not such boards be as dogmatic and overbearing as boards now are? Are not boards as now constituted a conservative force, preventing the schools from running into those wild excesses to which they might be liable if under the exclusive management of teachers? I do not disagree with this editor in the main, but if I understand his language, I do not agree with all that it implies. Will he please to answer?

"Teacher."

Setting aside such irrelevant expressions as "ungloved hands," "captious," "fault-finding," "distinguished editor," etc., allow me to say to the *Journal's* affectionate correspondent that had he directed his communication to the publication through whose columns it has been the custom of the undersigned to speak, it would have been not only more proper under the circumstances, but would also undoubtedly have attracted earlier attention. I am very glad that this "Teacher" agrees with me so far as to believe that "boards of education should be composed of men of liberal views and wise economy," and that "they should be men of intelligence, of good business habits, and not governed by petty prejudices."

So far then there is no issue between us and we will proceed to answer his questions seriatim:

1. He says: "I would respectfully ask him if he really means that the prudential committees of the rural districts, the boards in cities, the regents of normal schools, universities, and colleges should be composed of teachers." If I understand the editor's language that is just what he means by educational men.

To which it is replied that editors are not always responsible for the construction which their readers place on their language; that we have seen hundreds of "teachers" who were not "educational men," and hundreds of educational men who were not at the time teachers. We mean by educational men those who know something of education; who have clear conceptions of its true nature and objects; who have read somewhat of its history; who fully sympathize with its true spirit; who understand its vital relations to society and to a government of the people, and who have, in short, properly informed themselves upon school law, school administration, and other matters to the end that they may act intelligently, wisely, and justly upon all educational questions that may be presented for their official consideration. If such men have been or are teachers, all the better. It may not at present be practicable that the prudential committees of the rural districts be thus composed. But if the petty districts were to be abolished and the township system substituted, it would be more nearly practicable to find three or five men in the township qualified to manage the schools than now in the districts. In time it would be quite possible to do this. But it is also practicable, and certainly very desirable, that the few "educational men" needed to form the city boards, the university and normal regents, be secured for such purposes. It is practicable to impose suitable tests of fitness for educational offices as well as for teachers' positions. As to the colleges, fortunately they are private institutions, and their policy and plans are shaped mainly by their faculties, rather than by scheming politicians, who have other than educational axes to grind. We respectfully suggest to "Teacher" the query whether we have fully demonstrated that state control of higher institutions through such political manipulators as "Boss Keyes" et id omne genus, great and small, is the wisest and the best.

2. "Would such boards conduct educational affairs with better judgment in all respects than they are now managed?" If by "such men" my critic and catcher means such as *I* have described, I answer in the affirmative, most decidedly. According to his logic, teachers know nothing about financial and business affairs, which, if true, is discreditable to the teachers. According to mine, too many business men know nothing of education and seem to care less. This is true and discreditable. The question then is whether those who understand education and its needs will manage its institutions better than those who do not. The answer is not very difficult to reach.

3. "Could they manage financial and mere business matters as well?" Only properly educated men should meddle with education. Properly educated men will necessarily know the difference between debit and credit, the relations between receipts and expenditures, and will have the good sense to adapt means to ends. The "educational man," be he teacher or not, who does not comprehend these things is fit neither for business nor instruction, and should be sent back to school to be prepared for one or both, according to his capacity! I have known boards composed of business men almost exclusively, with a million dollars at their backs, and an annual income of seventy or eighty thousand dollars to work with, and yet who were such bungling financiers that they were forced by their own incapacity for financial management to overdraw their account for six months at a time! The mere financial and business management of schools and institutions supported at the public expense is a very simple affair. Educational men, whether teachers or otherwise, who cannot perform such business feats as that should be sent back to school to finish their "preparation for life."

4. "Would they come into sympathy with the people, and understand the popular pulse, as well as boards constituted as they now are?" Pray, Mr. Teacher, who are the people? Are not the teachers and educational men a part of the people? And is not their pulse a part of the "popular pulse?" And is it not their business to be in sympathy with the people and the children of the people? In other words, will not men who have studied education and fitted themselves to discharge the duties of educational officers attend to all these things as well as those who look only at the financial and business aspects of the case with a spice of political legerdemain thrown in? Did the "boards constituted as they now are," that deposed MacAlister, and Pickard, and Philbrick, understand or care a whit for the popular pulse or for the true interests of education? No sir. But boards of education need sometimes to rise superior to the "popular pulse," and this emergency requires mainly courage and intelligent convictions, which few boards as now constituted possess.

But it is scarcely necessary to follow out these questions in detail. They have practically been already answered. It is evident that "Teacher's" type of teacher and educational man is quite different from that of the late editor of the *Weekly*. It is very evident that he does not fully understand the language of the editor for the reason that he has seen but a small portion of the
language which that ex-functionary has used upon this subject. "Teacher" will doubtless concede that it is quite as possible to apply suitable tests of qualification for the office of school director as for that of teacher, and that in due time, these tests being applied, the men would be found of the requisite educational as well as business attainments to make a vast improvement upon the average school board, whether of high or low degree. The way to get a good school board is to put only the right kind of men into it. These men must have educational knowledge as well as business knowledge and financial judgment. Such men, too, will have all the charity toward teachers, parents, and pupils that can be needed. We fail to see how school boards will be as likely to run into "wild excesses" under the care of fully competent as of half competent men. But enough. Let "Teacher" read up on the school administration of France, England, and some other countries. Let him reflect that many men are no more fit to serve on school boards than to preside over courts, houses of bishops, or conservatories of music, and he will conclude also that wisely to manage education demands peculiar and special qualifications besides those of a business character. Let "Teacher" use his powerful pen and voice in favor of an educational service reform and he will aid in so educating public sentiment that it will demand educational men for educational offices. And, finally, let him so far allow his light to shine as to sign his name to articles aimed at poor editors who have to stand so many hot shots from mystified correspondents.

THE LATE EDITOR OF THE WEEKLY.

GRUBE'S METHOD.—VI.

Prof. Louis Soldan, St. Louis Normal School.

BEFORE proceeding to describe Grube's treatment of some numbers of the circle from 10 to 100, it will be best to recall to memory the few essential points of difference and agreement with the previous part of the course.

1. The processes with each number remain the same, namely, 
   1. Exercises with the pure number, by (a) comparison, (b) combination, (c) practice in the rapid solution of examples. 
   2. Exercises with applied number.

2. Objective illustrations form the most important part of each exercise. Arithmetic is a series of object lessons on numbers.

3. Each new number is not compared with all the numbers below itself, but with the numbers from 1 to 10 only.

4. Comparison with these numbers by means of addition and subtraction forms as a rule the subject of oral work only; comparison by multiplication and division is practiced both orally and in writing.

5. In writing out these comparisons of numbers, the examples are no longer placed side by side but between each other:

   | (12:3) | 2+2=4 |
   | 4+2=6 |
   | 6+2=8 |
   | 8+2=10 |
   | 10+2=12 |

6. Oral comparison by addition and subtraction takes usually the form of: Count upward or downward by twos, threes, fours, etc.

7. As the same examples occur frequently, Grube supposes that the pupil has acquired sufficient skill to master about two numbers each recitation; he is speaking, however, of recitations of 60 minutes each.

8. More time is to be given to the lower numbers from 1 to 24, and especially to numbers that are of importance in applied examples as representing some division in compound numbers, such as 12 (dozen, number of months, etc.), 14 (days in 2 weeks), 15, 16 (number of ounces in a pound), 18, 20, 21, 24, 25, 28, 30, 36, 48, 56, 64, 72, etc. In connection with them the principal divisions of compound numbers should be taught.

After this general explanation, an application of the principles set forth to a few particular numbers will suffice to show the process.

TWELFTH STEP.

The Number Twelve.

I. a.—Pure number.—Measuring.

| (12:1) | 12 |
| 12+1=13 |
| 12+2=14 |
| 12+3=15 |
| 12+4=16 |
| 12+5=17 |

Oroal work.—Measuring.

| (12:1) | 12 |
| 12+1=13 |
| 12+2=14 |
| 12+3=15 |
| 12+4=16 |
| 12+5=17 |

Written work.

| (12:1) | 12 |
| 12+1=13 |
| 12+2=14 |
| 12+3=15 |
| 12+4=16 |
| 12+5=17 |

Of what equal numbers is twelve composed?

Of what unequal numbers?

Give three numbers that make twelve, of which each following number is two more than the previous one.

I. b.—Combinations. (Oral.)

| (12×2) | 24 |
| 24+2=26 |
| 24+3=27 |
| 24+4=28 |
| 24+5=29 |
| 24+6=30 |

Charles, Fred, and George had 12 apples; they ate one half of them and one more, how many had they left? how many did they eat? Etc.

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

The third part of 12 is what part of 8?

One half of 12 is how many times 3?

What is the difference between one half of 12 and one half of 10?

12 is three times what number?

What number must I take from 12 to have 9?

What number taken away from 12 leaves 4? Etc.

II.—Applied number.

12 pieces equal a dozen. Half a dozen? 12 months are called a year. (The names of the months are to be committed to memory.)

What part of a year are six months?

3 months are a quarter of a year.

3 pieces are a quarter of a dozen.

A month has about 4 weeks. Fred pays $2 a month for piano lessons, how much does he pay a week?

SOLUTION: One month has 4 weeks. If he pays for 4 weeks $12, he pays for one week the fourth part of 12, which is $3.

A father paid $3 a month for private lessons given to his son. How much did he pay in a quarter? in half a year?
How many slate pencils at three cents apiece can you buy for 12 cents?
Illustrate:  
\[
\begin{array}{cccccccc}
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
\end{array}
\]

Caroline learned by heart 12 definitions in three days, etc. How many each day? etc.

The teacher should prepare collections of such examples in writing.

Follow the numbers from 1 to 100 treated in a similar way; as a further illustration the treatment of the number 30 is given in full. Such numbers as 17, 19, 21, 23, 26, etc., which are of less importance than numbers that represent some frequently occurring division in the denomination of number (12, 18, 24, 36=dozen, months, 7=days, 10=cents, etc.) are treated in their relation as pure numbers only, and the processes taken up under II. are omitted with them.

**THIRTEENTH STEP.**

The Number Thirty.

\[
\begin{array}{cccccccc}
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
\end{array}
\]

(3 times the fingers of two hands.)

I. a.—1. Connection with former steps: If I add one unit to 29 we have 30.

Three tens are called thirty.

(II. Measuring by the numbers from 1 to 10.)

Oral.

\[
\begin{array}{cccccccc}
(30;1) & (30;2) & (30;5) & (30;10) \\
\end{array}
\]

Count from 1 to 30.

\[
\begin{array}{cccccccc}
2 & 4 & 6 & 8 & 10 & 12 & 14 & 16 \\
2 & 4 & 6 & 8 & 10 & 12 & 14 & 16 \\
\end{array}
\]

Count from 30 to 1.

\[
\begin{array}{cccccccc}
30 & 28 & 26 & 24 & 22 & 20 & 18 & 16 \\
30 & 28 & 26 & 24 & 22 & 20 & 18 & 16 \\
\end{array}
\]

\[
30\times1=15 \times 2=5 \times 6=3 \times 10=30
\]

\[
30+1=30 \times 2=30+6=30+10=3
\]

\[
30=30-1=30-2=30-3=30-4=30-5=30-6=30-7=30-8=30-9=30-10=30
\]

In counting by 2's, 3's, etc., a pupil should point to the illustration. The teacher should stop frequently in this exercise etc. and make the pupils state how many tenths and units they have counted so far, and how many they have still to count up to 30. For instance: Class, 1, 2, 3, 4, 5, 6, 7.—Stop. Pupils: We are within the first ten, three more are necessary to complete the first ten, 23 units to make up 30. The same should be practiced in counting downward.

**Written Work.**

\[
\begin{array}{cccccccc}
0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
\end{array}
\]

\[
\begin{array}{cccccccc}
3 \times 10=30
\end{array}
\]

\[
\begin{array}{cccccccc}
30=30 \times 1 & 30+1=30 & 1=1 \times 30 & 30 \times 2=60 & 30 \times 3=90 \\
\end{array}
\]

30 is composed of what equal numbers? 30 is composed of which 2, 3, 5, etc., unequal numbers? In these operations the 30 dots on the board should be separated into groups of 2, 3, etc., by placing points between them, i.e. (30;3)

**Note:** These examples are to be read by the pupil in several ways: a) From...I can take away...times. b) In 30...is contained times, c) The...third part of 30 is...
2. The primary purpose of records should concern school itself in its lessons and deportment. They should tend to make these better and should be used with this object in view. A perfect mark should be attainable and should be held up as desirable. It should appear to be an honorable distinction to stand highest in class and have no demerit marks, and all the more so because there is nothing but faults and failings of individuals themselves to hinder all from attaining this distinction.

They should also be a means of information to those who have an interest in the progress of pupils, that is, to parents and others. To this end they should be in such a form as to be understood by others besides the teacher, and this they are not always. In this way parents and friends, as well as teachers, are both induced and enabled to urge children to do their full duty, to get their lessons, and to behave properly, and so to bring home as good a report or a better one, the next time. Parents can, if they will, double the good effect of records by understanding and using the information which they give.

Records, or rather the requirements which they are based on, should have reference to something beyond school conduct and school life, for all the training and discipline of school are not for school, but for the life which really begins when school ends. They should teach self-control, industry, respect for superiors, and every good habit useful or useful in every call of life, as well as those common lessons of knowledge which all will need. As general principle school rules and regulations should comprise as little as the teachers, are held up as desirable.

But these final results may, in most things and with most teachers, be best attained through those results which the school directly aims at, if the teacher will always remember in making his plans that school is thus a preparation for life, and will leave out everything not really beneficial either now or hereafter, and will include in his thoughts and embody in his methods of instruction and governing the serious fact, that the man will begin, and, in all probability, go on from the point and with the habits and the power for both good and evil with which he leaves school. With this thought constantly in mind, he will probably do by careful endeavor to make his school good as a school, with the reasonable certainty that in this way he will do most to make pupils good as men and women.

This limitation of records to results in school will avoid the danger of judgments whose grounds are not manifest to all observers, and will so far keep the teacher clear of the imputation of favoritism and partiality. But I insist that he should not make any such record of results the ground of his final judgment of any pupil. If he does this, he will often do the injustice of estimating success without reference to its cost or, indeed, to the means of attaining it, and he will also, run the risk of great practical mistake in putting those who have the highest marks into the first rank of ability.

THE SCHOOL ROOM A WORKSHOP.

THE intermediate grades covering the ordinary school life of a vast majority of our children are but indifferently prepared to meet the demands of the times. In their reading, arithmetic, and writing, universally acknowledged as essential, they do cultivate the habits of attention and analysis to a limited extent, but these habits may be more rapidly and more pleasantly cultivated by the better study of drawing and music. Let reading be accompanied by verbal analysis of both sound and sense, then by grammatical analysis, later by rhetorical analysis and by the careful study of some author whose works are read. Let writing be pursued as an aid to composition. Let arithmetic and other branches of mathematics demand the construction and use of diagrams. Let map drawing attend geography— the handling of apparatus by the pupil illustrate—laboratory practice accompany chemistry. Let the cabinet in each school invite contributions from the pupils, specimens carefully chosen, well preserved, properly classified, and neatly arranged. Let the designs in drawing be cut in paper, carved in wood, or stitched in canvas. Let all these things be done under the eye and direction of a skillful teacher, and every school-room becomes a work-shop in its better sense, in which the art phase is as prominent as the science phase, each helping the other, and both making manual skill respectable, and success in industrial pursuits attainable.—F. L. Pickard.

A PAGE FROM "MEMORY GEMS."

Evil thoughts are more dangerous than wild beasts. Keep your head and heart full of good thoughts and bad ones will find no room. The cup that is full will hold no more.

CURIOS SCHOOL BOOKS.

In America, where school-books are wont to be changed semi-annually or oftener, and where new-fangled primers, spellers, and readers are continually brought to market, should some white-haired instructor persist in using no more ancient a spelling-book than that of Webster, with its famous pictures of the imaginative milkmaid and the misguided urchin in the fruit tree, or an arithmetic no older than his own boyhood, every father, mother, trustee, and child in the district would unite in calling on indignation meeting. But here in China educational matters stand on a different footing. No primary book, secondary book, or any sort of book, less than six or seven hundred years old, would be at all tolerated in the curriculum of this highly scholastic people.

One book still in use in schools here, called "The Primary Lessons," was prepared for the Chinese children who lived two thousand years ago, and if anywhere, by fair means or foul, any primary Chinese school-books could be discovered, let them be admirably written before the Deluge, all the native pedagogues would rejoice over the price, and introduce the volumes at once into every school of the land. The book which the little learners of six and eight years of age are set to con, on their first entrance into school, is so unintelligible, even to somewhat advanced pupils, that it has been found necessary to append notes and explanations to the small volume; but as these notes are, in many instances, about as abstruse as the text itself, they afford little aid to the infant scholar.

This primary work is in rhyme, and treats of such entertaining topics as the nature of man," "salient events in Chinese history, with a list of the successive dynasties," "incitements to learning, drawn from ancient examples and considerations of interest and glory," together with other subjects similarly adapted to the capacities of the juvenile intellect. The only passage in this primer which one fancies the eight-year-old pupil might find some relaxation of mind in repeating, and which might induce something like a smile to shine out over his solemn little visage, is this following concerning the several degrees of family relationship:

Great-grand sire's sire, great-grand sire, grandsire, sire, and myself.

My own son, together with my grandson.

Great-grandson, and great-grandson's son.

Are nine degrees of kindred comprising the human relations.

The second primary book which is put into the hands of the scholars is a catalogue of surnames, four hundred and fifty-four in number, and the third is a volume somewhat more than one thousand three hundred years old, the style of which is so obscure and sententious that older people, as well as children, consider the perusal of it a most irksome task.

With primary school-books such as these it is by no means a matter for wonder that more time is passed in China and more labor put forth in learning to read than in any other country of the world.—Cor. of N. Y. Evening Post.

Education is a better safeguard of liberty than a standing army. If we re-
Home and School.

THE MAGIC PITCHER.

FORSYTHE WILLSON.

I know an ancient story of a maid
Who broke her golden pitcher at the well,
And wept there; then came a voice that said,
"Peace, sorrowing child; behold the magic spell
Wherewith I make thy loss a certain gain!"

Then through her tears she saw a shape of light
Before her; and a lily, wet with rain
Or dew, was in his hands—all snowy white.

Then stood the maiden hushed in sweet surprise,
And when her clasped hands held her heart throbs down,
Beneath the wondrous brightness of his eyes
Whose smile seemed to enravish her like a crown.

He raised no wand; he gave no strange commands;
But touched her eyes with tender touch and light,
With charmed lips kissed apart her folded hands,
And laid therein the lily, snowy white.

Then, as the south wind breathes in summer lands,
He breathed upon the lily bloom; and lo!
Its curling leaves expanded in her hands,
And shaped a magic pitcher, white as snow,
Gemmed with the living jewels of the dew,
And trimmed with overflows of running light,
Then came the voice: "the magic voice she knew—
"Drink of the lily waters, pure and bright,
Thou little maiden by the well," it said,
"And give to all who thirst the waters cool;
So shall thy grievances be comforted;
So shall thy pitcher evermore be full!"

Then, as the sunlight fades in twilight wood,
He faded in the magic of the spell;
While mute with joy the little maiden stood,
Clasping her magic pitcher by the well.

TO A SCHOOL-GIRL.

FANNIE R. ROBINSON.

Well, is it worth the winning, earnest eyes,
This learning that the late age offers you?
Will it make bluer any winter skies,
If Schopenhauer, and not Paul, is true?
Will ever rule that Euclid finds complete
But parallels of joy and duty meet?
Can it charm in a woman's pain to know
How Josephine and Juliet and the rest
Laid their sweet heads upon some fateful breast,
And drank a lover's poison long ago?
A bird I watch is singing on her nest,
Because no bird has taught her winds can blow.
Your pardon, dear, some royal height is meant,
Since One, wide-seeing, is the One content.

—Harper's Magazine.

AN OLD BOY'S COMPOSITION.

If a girl was to practice for fifteen years she could not learn to throw a stone with grace and accuracy. Have you ever wondered why it is so? We have.

It was one of the first and most knotty physiological problems which presented itself to our youthful mind—why our big sister, when she tried to throw a snowball at us, almost invariably sent it careening over the top of the house, while we, in turn, could pop her in the ear about every time. It may be that we took a mean advantage of this discrimination of nature in our behalf and against our sister, and it may be that we improved the opportunity to take her fare and ait whenever she came within firing distance. But that is neither here nor there.

As time passed on, and we increased our stock of observation, we saw that other fellows' sisters labored under about the same disadvantages that ours did in the matter of throwing any sort of missile. As near as we could generalize their modus operandi of awkwardness—for such we are compelled to call it—we found that they swung the arm back over the head with a nearly vertical motion, as though it were hung by a door hinge on the top of the shoulder, or much as we may imagine the old Roman catapult operated when firing stones at the enemy. When the arm had swung as far as the hinge would allow, it was brought forward with the same vertical motion, and with as much momentum as the thrower could raise, and, at some undefined point in the arc thus described, the hand lets go the missile. While executing this quick movement, some girls gave a little feminine Whoop, or maybe a half whoop and a half squeal; others did not. Our sister junped and whooped both; but then, she was a bad thrower. As we stated, at some undefined point in the arc described by the forward motion of the arm, the missile flew off. Sometimes it went up, sometimes it went down, and sometimes it went sideways, but it never, by any manner of means, hit the thing it was intended to—jump or no jump, whoop or no whoop.

Now, the point of difference between a girl's throwing and a boy's we found to be substantially this: The boy crooked his elbow, and reached back with the upper part of his arm about right angles with his body, and the forearm at an angle of 45 degrees; the direct act of throwing was accomplished by bringing the arm back with a snap, like the tail of a snake or a whip lash, working every joint from shoulder to wrist, and sometimes making your elbow sing as though you had got a whack on the crazy bone. The girl threw with her whole arm rigid; the boy with his whole arm relaxed.

Why this marked and unmistakable difference existed, we never learned until, at a somewhat advanced period, we dove into a book on physiology, and learned that the clavicle or collar-bone in the anatomy of a female is some inches longer, and set some degrees lower down, than in the masculine frame. This bone interferes with the free action of the shoulder, and that's the reason she can't throw. We have developed a pet theory of our own, however, that all-wise and beneficent Providence, fore-seeing that there would be rolling-pins, stove hooks, pot-lids, and hot water in the world, set the women's clavicle down a hitch or two for the safety of the men. It's lucky for all of us that women can't throw.

OPINIONS OF EDUCATORS.

—So long as teachers remain in back seats and quietly listen to others, so long will our most honorable and lucrative positions be filled with doctors, lawyers, and preachers. Teachers should boldly assert in their conventions—county, state, and national—their right to occupy the chief as well as all other offices whose work pertains to education. Let this army of 250,000 strong no longer be silent.—Electric Teacher.

—There are many merchants and professional men who have amassed wealth and are so crowded with its cares they have no time to make bright and cheerful the home fireside. Their sons and daughters grow up around them, their training and education being wholly intrusted to others. What books are your daughters reading? Where are your sons spending these winter evenings? Your failing to ask or answer the questions may in years to come bring such sorrow to your palatial home that gold and stocks will not satisfy or dispel.—Chicago Inter-Ocean.

—No man addicted to the use of tobacco or intoxicating liquors, and especially to drunkenness and profanity, gambling, or any of the popular vices of the day, should ever be allowed to darken the doors of a school-house with a certificate of qualification to teach upon his person. The commissioner or State Superintendent who grants a commission to such is recreant alike to his oath and his duty. The ignoramus who is without a knowledge of the elementary principles of his native tongue, and who is a stranger to every requisite of a genuine teacher, and who yet assumes to grapple with the responsibilities of life, is simply a disgrace to his race and a curse to his country. His efforts are but the blind gropings of Homer's Cyclops, around the walls of his cave.

"A stain upon the vestal robe,
The worse for what it tells."—Judge J. B. Robinson, M.D.

—It is claimed that the office of Supervisor is needed for the purpose of carrying on a system of examinations throughout our schools. In our judgment, the schools are over-examined already. If there is one mania which possesses this generation, it is school "examinations;" and to make room for this new com'er in our system, the old-fashioned "instruction" has been obliged to step one side. Even before a pupil has entered upon a study, he is examined to discover what he don't know, and every week thereafter percentages multiply like loci in Egypt. Now percentages have a place in mathematics; but the teacher or scholar once fully "possessed" of the examination frenzy with reference to rank in study may as well be dismissed to the asylum at once as a hopeless case. Woe be to the day and the hour when a system of
schools is run in a groove of percentages so deeply cut, so straight, and so sharply defined, that

"To sever and divide
A hair twixt West and North-west side"
either condemns to a condition of degradation on the one side, or elevates to a rank of accidental superiority on the other! To such a fine point have our percentages been carried that, in the total average of one hundred examinations, a fraction's difference of five-tenths of one per cent either promotes to the high school, or consigns to another year's work in the grammar school.—


—A common aspiration among American students is that their colleges may realize their ideal of a university, and a vast deal of nonsense is talked about national scholarship and its notable results in national scholarship are pointed to with an air which seems to say, "That settles it," and yet in their inner consciousness the young men of our colleges know that the argument does not apply. A system of voluntary study can succeed only where the sense of one's obligation to himself is stronger than any written law. American students are constantly demonstrating to the country that this essential condition does not exist here. Self-respect implies respect for others. Great respect implies respect for others.

"For my part I declare myself to be a child of the Faculty of Michigan University to protect themselves from the insults of the head of a great school, or she claims that she doesn't know anything, and that you and me will settle it between yesteryear No. 6 for me, then, please don't believe anybody could spell "Why?" or "Because I can't spell," was the reply. "Can't spell! What do you mean?" "Well," yesterday the Professor gave me a word so long that I couldn't spell it—I don't believe anybody could spell it." "What was the word?" asked the father. "He told all who could spell 'armed and equipped as the law directs' to stand out." The spelling, which we give in all its original purity, was received by the city of Raleigh, North Carolina, for the fall and winter term, 1877-8, D. B. Hagar, LL. D., formerly Principal of the Boston School of Languages. New York, 1,483 Broadway.

*Register and Circular of the State Normal School at Salem, Massachusetts,* for the fall and winter term, 1877-8, D. B. Hagar, LL. D., Principal.

*Proceedings of the Department of Industrial Education of the National Educational Association,* at the meeting in Louisville, Ky., August 14, 15, 16, 1877, Prof. C. V. Lacy, Secretary.


*Public Schools of Mifflin, Massachusetts; Directions to teachers and Programme of Exercises for Teachers' Meetings,* Hon. John W. Strong, Superintendent.

*Annual Report of the City Superintendent of Schools to the Board of Education of the City of New York,* for the year ending December 31, 1877. Henry Kiddle, City Superintendent of Schools.

*Annual Report, Department of Public Instruction, City of La Crosse, 1877-78,* C. W. Roby, Superintendent.

*Atlanta Public Schools.* Sixth Annual Report of the Board of Education for the School year ending August 31, 1877. B. Mallon, Superintendent.

*Proceedings of the Twenty-third Annual Session of the Adams County Teachers' Institute,* held at Gettysburg, Pa., December 3-7, 1877. Aaron Sheely, County Superintendent.


*Rules and Regulations and Course of Study,* of the Streeter Graded School, Adopted October 26, 1876. B. B. Lakin, Superintendent.

*Modern Pedagogy; A Poem,* by George D. Hunt, Salem, Ohio. Sent post paid by the author on receipt of 15 cents.


*Twenty-second Annual Report of the Board of School Inspectors of the city of Peoria, Illinois,* for the year 1877. E. S. Wilcox, President.
Educational Intelligence.

EDITORS.

The East—Prof. Edward Johnson, Lynn, 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 16, 1878.

THE STATES.

WISCONSIN.—Programme of the Twenty-sixth Annual Session of the Wisconsin Teachers' Association, to be held at Geneva Lake, July 16, 17, 18, and 19, 1878.

Tuesday Evening, July 16.—7:30, Introductory Exercises; 8:00, Lecture. Hon. J. B. Casadycy, Janesville. Wednesday Morning, July 17.—7:30, Opening Exercises. 8:45, President's Address. The Relations of Education to some Scientific Subjects. Paper. F. G. Lippincott. The Limitations and Conditions of the Control and Support of Education by the State—A. F. North. Discussion of the paper; 11:00, Paper. Spelling Reform—Prof. S. H. C. McGinness. Discussion of the paper; 12:00, Essay. Wednesday Evening, July 17, 7:30, Lecture. Rev. George T. Ladd, Milwaukee. Thursday Morning, July 18.—8:00, Opening Exercises; 8:45, Business; 9:00, Paper. The Relations of the Kindergarten to the Public School.—Mrs. A. Stewart. Discussion of the paper; 10:00, Paper. Physical Education—George Brosius. [The Brosius will also conduct several classes in calisthenics, at such times as may be found convenient for those wishing to participate in the same.] 11:00, Paper. Administrative Reform in Public Education—Hon. Edward Sebring. Discussion of the paper. Thursday Evening, July 18.—7:30, Paper. Standards of Admission to College—Pres. E. H. Merrell. Discussion of the paper. 8:30, Report on Course of Study for Mixed Schools—Hon. W. C. Whitfield, Chairman; W. H. Chandler, R. Graham, W. A. Walker, S. Shaw, Committee. Friday Morning, July 19.—7:30, Reports of Committees; 9:00, Election of Officers; 9:30, Paper. The Metric System—S. S. Rockwood; 10:15, Paper. The Signalling Service. Its Organization, Method of Operation, and the Results obtained—S. W. Rhode, Signal Office at Milwaukee. 10:45, Condition of Education in the State.—Five minutes each from persons representing various parts of the state. The afternoons of Wednesday and Thursday will be devoted to pleasure excursions, arrangements for which will be made before the time of meeting.

EXHIBITORY DEPARTMENT.—O. S. Wootton, Racine; Sarah A. Stewart, Milwaukee; W. C. Whitfield, Chairman. During the meeting of the association, an exhibition will be held, which will include scholars' work in all the branches of study pursued in the schools of the state, Kindergarten work, blanks used in the administration of the schools, plans of school buildings, and whatever else may be deemed of value in promoting the objects of the department. Further information on the subject will be found in the announcement of the committee.

RAILWAYS.—The Chicago, Milwaukee & St. Paul, Chicago & Northwestern, Western, Union, Wisconsin Central, West Wisconsin, and the Milwaukee, Lake Shore & Western Railways will sell return tickets at one-fifth regular rates to those who pay full fares in coming. Similar arrangements will no doubt be made with the other railways and the steamboat lines.

ENTERTAINMENT.—The following arrangements have been made for the accommodation and entertainment of the members attending the meeting: Whiting House, $2.00 per day; Lake House, $1.75; S. Denis House, $1.50; Kaye Park, $1.50; Lake Geneva Seminary, $1.00. Entertainment will also be furnished at private houses. The following gentlemen have kindly consented to act as the local committee of arrangements for the entertainment of the association: Dr. G. E. Catlin, C. B. Buell, Esq. Prof. W. J. Warner. Persons wishing to engage board or lodgings should correspond with this committee. The meetings of the association will be held at the Masonic Hall and the Opera House.

JAMES MACALISTER, President.

A. EARTHAM, Secretary.

The meeting will be held on the grounds of the State University, and the location is one of the most beautiful in the West. It is a popular summer resort for tourists from Chicago, Milwaukee, and other large cities. The teachers of Chicago and the surrounding country may find a healthful and enjoyable retreat among the groves and parks which surround this lake, and the summer meeting of the Wisconsin teachers is always one which is attended with pleasure.

KANSAS.—Mr. Thomas Schles, late agent for Scribner, Armstrong & Co., in Iowa, has removed to Kansas, and now sends out circulars for D. Appleton & Co., from that city. His former associates among the teachers in this state will contribute much to his success here, but he is one of that kind of men whom it is safe to "tie to," as the Educational Calendar says, and he will probably count three fourths of the teachers in the state among his personal friends within the next twelve months. Mr. M. H. Martz has been appointed superintendent of schools for Greenwood county, vice Dr. J. F. Troxell, resigned. There are four lady superintendents of public instruction in Kansas. Emporia has an ordination for its schools below 15 years of age to vacate the streets after 7 o'clock in the evening. It is said that Reed and Kellogg's Lessons in English is fast becoming one of the most popular textbooks in the state. An examination of candidates for state certificates and diplomas will be held Aug. 25-28, 1878. These examinations will be held in every county in the state, in which the county superintendent will take charge of and conduct them in accordance with the rules of the State Board of Education. Questions to be used in these examinations will be issued from the State Department of Public Instruction and sent to each examiner at the proper time.

Arrangements have been completed for county normal institutions to be held this year, as follows:

<table>
<thead>
<tr>
<th>County</th>
<th>Place</th>
<th>Time</th>
<th>Conductor</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Joliet</td>
<td>July 8</td>
<td>I. H. Middlidge</td>
<td>H. L. Henders</td>
</tr>
</tbody>
</table>
May 16, 1878

The Educational Weekly.

283

MICHIGAN.—The state board of education has dismissed two lady teachers from the Normal, to allow more opportunities for practice-teaching by the pupils. Mr. Clark was on the last mentioned school, and his decision was made by the board after a careful investigation of the case.

Miss L. L. L. has been appointed to the position of principal at Saginaw, Ohio, normal school, but, better than all, he has that something which no school can give, and which may be expressed by the homely word "gumption." Moreover he has in his methods of work much the right spirit and tone which the introduction at Mt. Moriah, Commencement at the State University, June 14-20, is the commencement exercises at the Normal School occurred a month earlier than usual this year on account of anticipated repairs on the building. The program consisted of music, prayer, presentation of diplomas, administration addresses by Rev. Mr. J. K. Davis, of Ann Arbor, formerly superintendent of schools at Chicago, has accepted the superintendency of schools at Rochester, Minn., at a salary of $4,000.

IOWA.—The Normal Institute will be called to meet at Iowa City, on the afternoon of July 1. The Association of Teachers and Principals will meet during the preceding week. The Convention of County Superintendents will begin on Tuesday, July 2. Prof. F. B. Gault, of Tama City, has our thanks for a copy of his annual report, published in the Tama Herald. It shows an entire enumeration of 448 pupils, an entire enrollment of 375, total enrollment in the high school of 60. Three pupils will graduate from the A class.—Commencement at the State University, June 14-20. Inauguration of J. L. Pickard as President, Thursday, June 20, at 8 P.M.—Washington Public Schools.—Report for the year ending May 31, 1878. Number days taught, 162; enrollment, 761; average attendance, 594-4; average attendance, 573-5; days of absence, 335-2; percent. of those present, 137-1; percent. of those present for tinty minutes; 114; percent. of those present for thirty minutes; 99-9; attendance in 1877, 3,709.5; in 1878, 5,575-7; in 1875, 6,141-6; in 1874, 7,566.4; in 1874, 8,631-5.—D. W. Lewis, Sept.—After the first of the month, the term of the classes' teachers' salaries will commence.—In Farmer City.—Supt., Lee, of Coles county, will hold a five day examination, beginning the 10th, for the position of principal at Summit City. Mr. J. T.大会 Nara, of Ann Arbor, formerly superintendent of schools at Chicago, has accepted the superintendency of schools at Rochester, Minn., at a salary of $4,000.

MISSOURI.—Prof. John C. Christian, Assistant Superintendent of the public schools in St. Louis, in special charge of the German department, committed suicide at Denver, Colo., in his room at the Jeter House on Wednesday, July 11. The county superintendent of schools of temporary insanity. Professor Christian was well known in Cincinnati, having been a member of the State Board in that city some years ago.—The State Teachers' Association will be held at Carthage, June 25, 26, 27. —Prof. J. W. H. White, of La Grange College, has resigned. —A Normal Institute of six weeks will be held at Memphis during the months of July and August. —The board of education of Canton elected teachers, for next year, as follows: Principal, J. H. Collins; Grammar Dept., Misses Biggs and Pledge; Intermediate, Misses Johnston and McCord; Primary, Misses Cowgill and Davis. —At La Grange, Prof. D. B. Jeter, who has been principal for three years, was re-elected. —Twice as many normal institutes will be held in Missouri during the summer as ever before. In one city alone, 3,393; percentage of attendance, 92; number studying German, 2,203; number in high school, 184.

NEW JERSEY.—The effort of Prof. Majory, principal of the Normal School, to publish a journal of education for this little state, though faithfully persisted in for fifteen months, has at last been abandoned. The net loss was only $50.

MINNESOTA.—Mr. J. K. Davis, of Ann Arbor, Mich., has accepted the superintendency of the normal school, at a salary of $1,200.
Practical Hints and Exercises.

The Swallows.

(Three-Part Song)  H. W. Fairbank.

Allegretto.

When flow'rs adorn the dewy vale, And blossoms hang upon the tree; And from our fields you take your flight, When autumn day by day declines;

Let me adorn the scenes I love, Where first you stretch'd a bound your wings; And so, like you, we often find Those in for tune's golden day.

DICTATION DRAWING.

Prof. L. S. Thompson, Purdue University.

LESSON LXI.

Place dots as in Lesson VIII, and another dot one-fourth of an inch above the middle upper dot. Draw as follows: From the centre dot to the lower one, a lens with full curves; from the left dot to the upper end of the lens, a full curve, with its convex side toward the middle upper dot; from the right dot to the upper end of the lens, a full curve, with its convex side toward the middle upper dot; from the left dot to the dot one-fourth of an inch above the middle upper dot, a full curve, with its convex side toward the middle upper dot; from the right dot to the dot one-fourth of an inch above the middle upper dot, a full curve, with its convex side toward the middle upper dot.

Remarks.—The result of this lesson is nearly the same as the last one except the lens is at the bottom instead of the top.

LESSON LXII.

Place a dot at the centre of the space to be used; another, one inch above the centre; another, one inch below the centre; another, half-way between the lower dot and the centre; another, one-fourth of an inch to the left of the last dot, and another, one-fourth of an inch to the right of it.

Draw as follows: From the centre dot to the lower one, a lens, with full curves; from the left dot to the upper end of the lens, a full curve, with its convex side toward the dot; half-way from the centre to the upper one; from the right dot to the upper end of the lens, a full curve, with its convex side toward the dot half-way from the centre to the upper one; from the upper dot to the dot, a full curve, with its convex side upward and toward the left; from the upper dot to the right one, a full curve, with its convex side upward and toward the right.

LESSON LXIII.

Place a dot at the centre of the space to be used; another, one inch above the centre; another, one inch below the centre; another, half-way between the lower dot and the centre; another, one-fourth of an inch to the left of the last dot, and another, one-fourth of 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 end of the lens to the left dot, a full curve, with its convex side toward the dot half-way from the centre to the lower dot; from the lower end of the lens to the right dot, a full curve, with its convex side toward the dot half-way from the centre to the lower dot; from the left dot to the lower one, a full curve, with its convex side toward the dot half-way from the centre to the lower dot; from the right dot to the lower one, a full curve, with its convex side toward the dot half-way from the centre to the lower dot.

LESSON LXIV.

Place dots as in Lesson LXIII, and draw as follows: From the centre dot to the lower one, a lens with full curves; from the left dot to the upper end of the lens, a full curve, with its convex side toward the dot half-way from the centre to the upper dot; from the right dot to the upper end of the lens, a full curve, with its convex side toward the dot half-way from the centre to the upper dot; from the left dot to the upper one, a full curve, with its convex side toward the dot right half-way from the centre to the upper dot; from the right dot to the upper one, a full curve, with its convex side toward the dot half-way from the centre to the upper dot. The last two curves should be joined at the upper dot so as to appear as one curve.

Remarks.—The two upper curves should form a semicircle, and the two joining the semicircle should each be equal to one-fourth of a circle. If the upper part of this figure is thus made it is called a selected. The teacher should draw a circle on the board and show the pupils what a semicircle is.

LESSON LXV.

Place a dot at the centre of the space to be used; another, half an inch to the left of it; another, half an inch to the right of it; another, one inch above the left one, and another, one inch below it; another, one inch above the right one, and another, one inch below it.

Draw as follows: From the upper left dot, to the middle left one, a full curve, with its convex side toward the right; from the middle left dot to the lower left one, a full curve, with its convex side toward the left; from the upper right dot to the middle right one, a full curve, with its convex side toward the left; from the middle right dot to the lower right one, a full curve, with its convex side toward the right; a straight line from the upper left dot to the upper right one; a straight line from the lower left dot to the lower right one.

Remarks.—The result will be a simple form of a vase. The curves at the sides should be joined in the middle so as to form one continuous smooth line or double curve.

LESSON LXVI.

Place dots as in Lesson XIX, leaving out the left dot, and draw as follows: From the upper dot through the middle to the lower dot a wave line, bending toward the left at the top and toward the right at the bottom; from the upper dot, through the right one, to the lower one, a regular curve.

HELPs To THE KINDERGARTNER.

Mrs. Louise Pollock, Washington, D. C.

QUESTION.—Which is the most perfect form of solids?

REPLY.—The ball or sphere.

Q. Why are the colored balls selected as the first gift to the child?

R. Because the bright colors there presented are easiest for the child to learn to distinguish.

Q. What impressions are mainly to be given with the first and second gifts?

R. Impressions of time and space.

Q. Impressions as to time and space being given with these gifts, what additional impression does the child gain?

R. He gains the idea of sound in connection with hard bodies, and of rest changing into motion.

Q. How can the child gain an idea of space and time by pushing the cube or letting it fall?

R. It is shown that where one thing is the other cannot be.

Q. What does he learn from the spinning around of the sphere, cube, and cylinder?

R. He learns that the sphere always looks the same when at rest or in mo-
tion, while the changed appearance of the cylinder and cube when in motion teach him to distinguish the transitory appearance from the real one.

Q. If we cut the sphere what do we obtain?
R. The circle; this is in the plane faces of the cylinder.
Q. What is the cylinder in regard to the cube and sphere?
R. The connecting link.
Q. In what part of the cylinder is the resemblance to the sphere most seen?
R. In the curved face.
Q. Which form includes all forms?
R. The sphere.
Q. Why is the square within the sphere adopted as a normal standard of measurement, as the square inch, foot, etc.?
R. On account of its simplicity.
Q. What form comes next in simplicity to the sphere?
R. The cube, which is likewise a normal measure, (cubic).
the suggestion of the teachers in charge. Pupils who need special drill or teaching on any subject pass to a recitation-room and the regular teaching and reciting of the school-room are not retarded by their work. The "individual," teacher must make such use of her time as will accomplish the desired result, whether it be to furnish work for the bright, mischievous pupil or to arouse and quicken a slow, lethargic intellect; and she must be an enthusiast whose whole soul goes into the work of making the most of the endowments of each individual pupil entrusted to her care, one who is the "confidante" of even the most timid of her charge. With such help we have nearly the flexibility of the ungraded school without its objectionable features; but the success or failure of the plan in any given school depends entirely upon the judgment and earnestness of the person who attempts to supervise, counsel, and teach both teacher and pupils.

J. R. McGlashan.

Mendota, Illinois.

FACTS FOR TEACHERS.

- New Orleans is built upon a forest of cypress trees. For 600 feet down this is the foundation. Rows upon rows of the stumps to the cypress are found lying over each other, super-imposed, each of which layers it is calculated has required a thousand years to form.

- In Paris last winter they warmed the street cars by small hot water pipes connected with a little stove placed beneath one of the platforms. The cost is about ten American cents a day, for the fuel being just sufficient to keep a moderate quantity of water hot. The Parisians are greatly pleased with the plan.

- The Chairman of the London School Board said lately that he believed that the working classes were unopposed to religion, for in London, out of 190,000 children, not fifty had been withdrawn from religious instruction in schools, while 18,000 voluntarily went into examination on religious knowledge.

- Prof. H. Kerr, of Colorado College, has discovered, at the foot of Pike's Peak, the parts of five reptiles. The largest, about 120 feet in length, seems to have breakfasted upon the smaller ones. A large part of the largest animal existed only in east. Where the bone has not been too long exposed, it shows its bony structure very finely. The bones were found near the gate to the Garden of the Gods, on a low ridge of the cretaceous formation.

- W. D. Henkle, of Ohio, says that "no teacher deserves a position in the school-room who has not enough educational spirit to become the reader of at least one good educational periodical." Is he right? And he says further: "He ought to be a reader of several. If he is too poor to afford the expense of one educational journal, he is too poor to teach school. Who would employ a carpenter that is too poor to buy a saw, plane, and hammer?" Think on these things.

- The Department of Agriculture announces that the climate and soil of Florida, Lower California, and portions of Texas are well adapted to the growth of the coffee plant. Great warmth of climate is not essential to its development. It thrives best in regions where extremes of heat and cold are not experienced. In Lower California and Florida, mild weather, with many characteristics of the cultivated plant, is very abundant. The importations of coffee into the United States during 1876 were nearly 340,000,000 pounds, at a cost of nearly $57,000,000.

- Prof. H. Cohn, who has arranged to conduct a Normal School of Languages at Iowa College, Grinnell, this summer, may be addressed at that place after June 20. The Henness-Sauvial method, which he follows in his instruction, is unquestionably the natural one, as is now generally conceded, and its success wherever tried has fully demonstrated its superiority over the old method. In this new method no English whatever is permitted in the classroom; all explanations and instruction being given in the language to be learned, just as a child is first taught to speak in the language of its parents. The success which Professor Cohn has enjoyed in New York and Boston is guarantee that his effort at Grinnell will be not only popular but entirely successful in its results. Professor Cohn will carry out in this method of teaching in America, has given the following testimonial of Professor Cohn's qualifications:

TESTIMONIAL FROM DR. SAUVIER.

New York, April, 1873.

I learn with the greatest pleasure that you have decided to open a Normal School of Languages in Iowa. The knowledge which I have of your power as a teacher, your learning and your zeal, makes me prophecy the success of your undertaking, and I am confident that the new method you are about to adopt will overcome one of the chief objections to teaching the living languages, which is the necessity of being able to translate the classical literature. I am confident that your success will be complete, and I feel that it is well adapted to your country and the present state of the education of the people.

Professor F. H. Cohn, Grinnell.

L. Sauvier.

TO ADVERTISERS.

The Educational Weekly furnishes absolutely the only means of reaching the great majority of teachers and school boards in the West by a single advertisement. The Weekly is found in the hands of nearly every graded school principal and superintendent in the Northwestern States, and quite generally throughout the whole country. There is no other weekly journal of education published west of New York City, and none of any kind in the states of Michigan, Illinois, Minnesota, Nebraska, and several others. In each of the Western States it has a special editor, who sends sufficient new items to render the Weekly valuable as a local journal for each state. It has also special editors for the South and the East, and is steadily increasing its circulation in those sections of the country. The rates of advertising are very low, especially on long contracts, and an invitation is respectfully extended by the publishers to test the merits of the Weekly as an advertising medium. Estimates furnished on application to the publishers.

TO SUPERINTENDENTS, TEACHERS, AND SCHOOL BOARDS.

The advertisements published in The Educational Weekly are a part of the paper. The information contained in them is often the most valuable to be found in the paper. They represent the business of the leading book publishers and others with whom all teachers and schools must have more or less dealings. They should be read every week, and when you want to avail yourselves of any of their offers, write directly to the advertiser and mention the advertisement which you saw in the Weekly. An advertisement usually contains the advertiser's address and terms, and if it is not specifically mentioned in your letter, you may not be favored by the best terms. Besides, you favor all parties concerned when you answer advertisements in that way.

- We want more agents for the institutes in Michigan and Indiana. Institute conductors and principals of schools are invited to correspond with us on the subject.

- Nearly every day we receive one or more orders for "Memory Gems," or "Choice Thoughts." No teacher will regret having purchased them; price is $2.50 per cent., and $1.50 per number, for school use.

- A review of the best of our offerings appears in our advertising columns this week. The Weekly is found in the hands of the best teachers and schools in the country. A review of these new books will appear soon in the Weekly. They will bear inspection.

- Cassell, Petter, and Galpin, publishers in London, Paris, and New York, appear in our advertising columns this week for the first time. Read what is said of their Dictionary of English Literature. It is safe to trust your Latin and French instructors to the WEEKLY. We are pleased and publish opinions of them from those who have purchased the books.

- Although the date of the Weekly is about four weeks behind the actual date of issue, yet the news and notes are always fresh, and written for the number in which they appear. This number, for instance, is dated May 16, but it is issued June 14. This discrepancy will be removed within a few weeks.

- The handsome advertisement of "Appleton's School Readers," on our first page, tells an interesting story. It will be republished for a few weeks, and succeeding editions may be looked for through the summer. A review of these new books will appear soon in the Weekly. They will bear inspection.

- Subscriptions for the Weekly will be taken at institutes at the lowest postage rates. Our friends will do us a favor by sending for specimens copies and seeing that a club is formed at each institute, early in the session. We will pay a liberal cash commission to a good agent at each institute. Write to us for terms.

- Among our advertisements of "Professional Schools" appears this week an announcement of the Illinois State Laboratory of Natural History—vacant since the last year. We call particular attention to this, as it is quite important, being the only summer school of natural science of which we now have any knowledge, and under the charge of acknowledged experts in all departments. Teachers' institutes are valuable, but for practical scientific and laboratory work this summer school will furnish advantages to be obtained nowhere else.

Times are hard and I have been fighting my inclinations for some time, but I'll yield as gracefully as possible and ask you to change my subscription from the Agent to the Weekly. The half loaf is very good but take the whole loaf hereafter. I desire educational news as much as methods.

Yours truly,

S. R. WincHELL & CO.,
23 Clark Street, Chicago.