The Educational Weekly.

The Educational Weekly.

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CHICAGO, THURSDAY, OCTOBER 10, 1878.

Editorial.

Teach the Elements of Political Economy to Children.

Last week we spoke of the educating which must be done in this campaign, and of the duty of every citizen to bring his positive influence to bear in favor of a wise and honest policy. The educating forces must operate upon the voters. That is the urgent necessity of the present moment. But there is another necessity in the line of popular education of even greater importance; and that is that the rising generation, the boys and girls who are in our schools to-day, shall be so taught and influenced that the labor commotions of the last two years, and the foolish and most pernicious socialistic sentiments now so freely uttered by discontented ignorance and villainous demagogism, shall be an impossibility in the future of the Republic. If we escape from the present crisis without suffering greater torment we may well be thankful. For our salvation in the future let us turn promptly to our public schools and to our teachers. There is the place to apply the remedy rather than to risk the uncertain issue of a political campaign, as we are now compelled to do. Let the thoughtful citizen as he travels through the country talk with railroad employees from station agent down to brakeman; let him stand by the workman's bench or tradesman's counter, and he will be astonished to see what a hold the moral and social heresies of the day have taken upon even well meaning men of some intelligence.

These men stand where they do, not because of any inherent or superior force or plausibility in the doctrines they have imbibed. American air and American soil are naturally hostile to these principles, and yet they have taken deep root. The influences of suffering and of short-sighted selfishness, in the absence of counteracting forces, have furnished the stimulants to a troublesome growth. But the man who, pinched by poverty and goaded by monopoly, is deaf to facts and arguments, could as a boy, before the shadow of the wolf had come to his door, have been so molded in sentiment and intellect as to make it impossible to throw him from his balance by the mischievous fallacies of to-day. The time to set one's bearings is before the stream is entered.

But let it not be understood that we have in mind only the laboring class, or those who hereafter are to constitute it. Those who are to be the capitalists and "directors" in the future are to be educated so that their oppressions shall cease. Capital has its obligations, and it has been terribly remiss. In the shape of soulless corporations and unscrupulous monopolies it has been as much to blame, we verily believe, for our troubles as the laboring class. It must be aroused to its duties, and taught the financial, if not the moral, virtue of liberality.

There is no formal way in which this education can be imparted. The introduction of the study of the Elements of Political Economy in our schools will do much to dispel the ignorance and blind misconception which now exists in regard to the rights of labor, the relations of labor and capital, and the omnipotence of the law of demand and supply. Much more may be done by teachers themselves studying the problems of the hour and testing every theory by the law of common honesty, and impressing their pupils with the result. To do this is no easy matter. To bring these questions clearly down to the level of ordinary life and in the midst of the commonest occupations and interests, and yet so as to make it impossible for the pupils to think of them as apart from their principal studies, this is the great problem of the times. And we must be careful not to make this study too formal, or for the boys and girls to look upon it as a matter of necessity to be studied, but rather as a matter of interest and of high principle. If this is done we believe that it will do more to promote the moral and intellectual growth of the country than the most formal courses on the subject ever could.

High School Talks.—No. III.

"Drag Your Rake."

It was my pleasure during the past summer to listen to a conversation between two men who were born and bred in one of the New England states. They were giving their experiences as farmer boys and were comparing the grudging soil of their native hills with the more generous response of the western fields. And as men are wont, they spoke of the stern discipline to which they had to submit at the hands of their exacting fathers. In harvest time they were compelled to follow the hay cart, with rake in hand, to gather up the wisps as they would fall along the way.

And they narrated, too, how the hand of the diligent father would point emphatically to a few neglected straws with the
stern command, "Go back and gather what you have left."

And as boys will be boys, they would sometimes pass across the fields with rakes on their shoulders, and minds on something other than their work, only to have their meditation rudely broken in upon with the stern command, "Drag your rake."

As I listened, I thought of the great number of people who were passing through this world with rakes on their shoulders, utterly oblivious of the fact that they were passing over and losing precious straws of information that should have been carefully garnered.

This habit of dragging the rake is one that should be cultivated. It is the only way to gather up things. Even on the ground that seems almost bare, the rake that drags is soon filled. You will always find empty rakes on lazy shoulders.

An intelligent, an inquiring frame of mind is worth more than all you can acquire from books.

Such a mind will fill up with things that cannot be gleaned from any printed page. Walter Scott never made a chance acquaintance, however humble, from whom he could not learn something. The richness of his mental stores was inexhaustible because he laid under tribute everybody and everything he met.

Around you, there is an abundance of things to be garnered up. You have not only the old things of the world, but also the new.

In the old world there has been a meeting of nations in mighty war, followed by a meeting of nations in mightier councils of peace.

The young man who a few years ago was hissed down in the British House of Commons, saying, "I have tried many things many times and have succeeded at last; the time will come when you will hear me," has been heard not only in England, but around the world. The voice that could not hush a single House into silence has stilled the world into an audience. Such a career as that of Disraeli the world before has never seen; it is culminating under your very eyes. Is your rake down, and are you gathering it in?

But, at home, there are things worthy of the careful attention of every boy and girl. We are in the heat of a political conflict in the election of a House of Representatives, a body that may choose the next President of the United States. Old issues are passing away, and new ones are coming to the front. Now is a good time to learn what "hard" money is, what "flat" money, what is meant by redeemable and by irredeemable paper money.

It will do you no harm to find out the name of your representative in Congress. During the last week, I found some boys and girls of about your age who did not know the names of the members of the President's cabinet; and still they were—happy. Their happiness could hardly be accounted for on the ground that

"Where ignorance is bliss,
'Tis folly to be wise."

for what bliss there is in being profoundly ignorant among intelligent people passes ordinary comprehension.

There are a great many items of information that come almost within your reach, only to be missed because your rake is not down and out. The way to know things, to have things, is to bring them in.

Some people seem to go through the world "bottled up," neither giving out nor taking in. Their protection against information is perfectly wonderful. But while you go through life making everything minister to your growth, have a care to take in nothing that will not nourish a noble manhood, a noble womanhood.

Hawthorne, in speaking of the fragrant white pond lily, says: "It is a marvel whereby this perfect flower derives its loveliness and perfume, springing as it does from the same black mud out of which the yellow lily sucks its obscene life and noisome odor. Thus we see, too, in the world some persons assimilate only what is ugly and evil from the same moral circumstances which supply good and beautiful results—the fragrance of celestial flowers—to the daily life of others."

J. W. D.

THE STUDY AND TEACHING OF PHYSICAL SCIENCE—1.

LET us first consider some of the advantages that result from experimental work in natural science.

1. The ability to follow directions sensibly; this is something of which we see the need every day in our schools, and it is readily acquired by a course of experimental work.

2. The ability to construct and use apparatus comes from a use of the experimental method of study and teaching. When a teacher or a student understands the use of tools many articles of great use can be made at a very small expense. Students or teachers will be gainers by being thrown upon their own resources. A complete and well arranged laboratory may be so used as to cramp the ingenuity and independence of an experimenter, and so be a positive disadvantage.

3. The actual seeing of a phenomenon, or the handling, tasting, and smelling of some chemical substance, carries with it a knowledge obtainable in no other way. The student who learns a printed statement is likely to forget it, for the imperfect knowledge has gone into his mind in but one way, and second-hand at that; while the thing itself once known may whenever, encountered again appeal for recognition to all, or to nearly all of the senses. There are odors, for instance, common in the chemical laboratory, that once known are never forgotten, which are beyond the power of words to describe.

4. Apparatus in books always works well. In practice there are accidents the educational value of which the student of physical science cannot afford to miss. If things will burn, or break, or explode, there is no way of knowing it better or remembering it longer than by experience.

5. The reality of some slight change, some variation in the weight, color, or temperature, comes home only to the student who observes the change itself.

6. The cultivation of a scientific faith, of a belief in things understood but not seen, is not the least of the advantages of the study of experiments. Pupils can be led to recite glibly book statements which they do not believe in the way that facts should be believed. Students will look with genuine wonder at a few ounces of water supported in an inverted goblet over the mouth of which a slip of paper or of glass has been placed, but will state without hesitation that the atmosphere presses with a force of nearly fifteen pounds to the square inch and in every direction.

7. The habit of associating phenomena with their descriptions and explanations will be acquired after a time. Students at first find a genuine difficulty in this matter.

8. The habit of seeing what is going on in the world around...
us grows as we use the method of experiment. There are many things happening all about us from which the skilful teacher can draw illustrations for the use of his classes. Some great advances have been made in science because men saw what happened, how it happened, and all that happened. Things have swung, in nature and in art, ever since the world began, but an observing young man, (20 years old, only) a man with eyes and the habit of using them, discovered the principle of the pendulum, before unknown.

9. To one who does experimental work, and loves it, there cannot but come a habit of looking for the reasons of things. "What?" is the question asked of nature by the experiment; "Why?" is the question the mind sets itself to answer. Science has always been the gainer by this habit; right or wrong, every theory that attempts to explain a group of related phenomena is of benefit. The theories, now known to be false, mere names long ago, marked steps in scientific progress as truly as do the accepted theories of to-day.

10. The culture that comes from a use of scientific work will have a tendency to enable men to see what there really is in the everyday and common-place. It is too late for a falling apple to suggest anew the law of universal gravitation; it is too late for us to attempt to produce, from the fact that if a certain kind of vibration produces a certain sound, repeating the vibration repeats the sound, (a fact, by the way, as old as speaking and breathing), an instrument like the phonograph, or the telephone; but it is not too late for the pupils in our schools to study science, and to keep their eyes open.

REVIEWS.


This is a genuine text-book; the author so warns his readers in the preface. And as such it is worthy of the highest commendation. The book is divided into three sections. The first contains a general summary of musical epochs and events, including brief sketches of the principal persons concerned. The second section comprises a series of chronometrical charts which present to the eye the names of musicians in close connection with the great musical events of their times. The third section summarizes the history of the art itself, free from the inaccuracy of any biographies; it deals with the history of modern scales, counterpoint, and harmony; with the history of choral and instrumental music, and the development of the present classical forms of composition; with the history of musical instruments, ancient and modern, and enumerates the principal works of each important class. We quote a few interesting items from the third section. Here is a suggestion as to the probable origin of the harp.

"The shape of the modern harp must be familiar to every reader, and its triangular form is almost identical with that of the Egyptian and Assyrian harps as depicted on the ancient monuments. The further we go back, however, we shall find these instruments more and more bow-like in shape; so that there is good reason to believe that the first idea of the harp was derived from the bow of the archer, the twang of the tightened string or cat-gut when plucked giving forth a more or less definite tone or note."

Here are two interesting bits of information:

"Until the middle of the last century the use of the thumb in playing (on the harpischord) was not allowed; it was Emmanuel Bach who, in 1753, first introduced a system of 'fingerings' in which the thumb was admitted."

"The harp-like shape and the metal wires remained as in the older instrument (harpischord), but the quills and jacks were displaced by the little hammers with which every one is familiar. Every degree of piano and forte being thus producible by the touch of the performer, the new instrument obtained its present name by common consent, as indicating a feature hitherto unknown in connection with keyed instruments. The idea of the pianoforte seems to have occurred coincidently to several persons about the same date; the earliest amongst them, however, appears to have been Cristofori, in 1711."

Many persons who have heard some of Wagner's music, and have heard a great deal about it, will have their ideas more clearly defined after reading this extract:

"Richard Wagner has gone beyond all others in the noted 'Tetralogy' of 1876. Wagner has initiated a complete revolution in opera, discarding the set airs, and substituting for them a modernized musica parlante, or recitative. He declines to write melodies for the purposes of mere vocal display. The old traditions as to the 'related keys' are cast aside without compunction. In short he makes music entirely subservient to the dramatic element. With him, the libretto is no longer a species of lay figure upon which to hang any kind of musical drapery or embroidery that the composer may fancy or the singer desire. Wagner composes his own libretti, and this fact illustrates the fundamental principle on which he works, and of which he is so strenuous an advocate. This principle is, that the music, the poetry, and the mise en scène of an opera should each aid, not over-weight the other, and thus unite to produce the desired dramatic effect. The old operas may be regarded, on the other hand, as a collection of vocal and instrumental compositions or numbers, each complete in itself as to form, and strung together by the story of the libretto. In fact, Wagner's dramatic music is so far removed from that which for ages has been known as 'opera' that it has been difficult for musicians or the public to connect the former with the latter. They therefore say 'this is not opera,' and some few add 'nor even music.' It is, however, to be remembered that no musician has ever ventured upon a new path without bringing upon himself and his work the doubts, suspicion, or contempt of the majority of his contemporaries, who are naturally satisfied with what their predecessors and themselves have done. In such cases it is posterior which assigns to a musician or thinker (a composer must be both) his rightful place in the realm of art."

"It will be remembered how full the papers were of accounts of the great festival at Bayreuth, in 1876, at which these four operas were performed under Wagner's direction. One of them, Siegfried, we believe, Mr. Theodore Thomas has made somewhat familiar to this country."


It must be confessed that it is not very important to the user of this book to know where the University at Lewisburg is. But it would really have been kind if a little vanity had been concealed by somebody and had allowed the insertion of the small abbreviation, Pa., out of consideration for the lamentable ignorance of a great many people who have no idea whether this prominent Lewisburg is in Kansas or Maine. But the fact that the University is a denominational college in Pennsylvania does not in any way detract from the value of the book before us. We are pleased with it. While it reminds us very much of Hart's Composition and Rhetoric, it contains a great deal more of Rhetoric and in a much more scholarly and systematic form. And yet it does not step to the high plane of Bain's. From simply reading it, it seems better adapted to ordinary school classes than any book on the subject with which we are acquainted. The exercises in invention, style, punctuation, and capitals, are all massed in the last fifty pages, thus freeing the text from everything but illustrative examples. These exercises are abundant, and seem to be judiciously selected; although by being all classified, and furnished with references to particular rules in the text, the pupil receives a very clear hint what to look for in the way of error, and is thus, to his detriment, relieved of the necessity of using his judgment independently entirely of all aids. We would be glad to see in this appendix some short entire compositions or long extracts, upon which the older pupil might try his powers of criti-
iciam and improvement. There are other minor points which we cannot commend. But we feel safe in heartily recommending the book for upper-grade classes in high schools and academies. We notice in it one of the neatest and most perfect illustrations of the difference between "wit" and "humor" which we have met. It may prove of service to some teachers:

"Sydney Smith remarked to the Chapter of St. Paul's, on the proposal to lay a wooden pavement around the building, 'if we lay our heads together, the thing is done.' As he includes himself, this is humorous. If he had said, 'if you lay your heads together,' it would have been witty, but not humorous."


Dr. Sauveur's method of teaching foreign languages has attracted a good deal of attention in late years. The opinions, in regard to it among linguists are quite diverse. But it seems to be growing in favor; whether through the merits of the system itself or through the zeal and ability of its expounder it is hardly possible to tell yet. In his preface the author tells us that it is absolutely necessary for those who may use "Talks with Caesar" to read his Introduction to the Teaching of Ancient Languages." With the hot zeal of a reformer he declares that all the old, common methods of teaching the classics are radically bad. They begin with grammar. He goes straight to the master of the language, and learns to talk, getting the grammar by usage. The Weekly does not purpose to express at present an opinion as to the merits or philosophy of Dr. Sauveur's principles. Probably many readers have heard much about his method. It may not be amiss to give space to some illustrative extracts from this book. Here is the beginning:

*Gallia est omnis divisa in partes tres; quorum unam incolant Belgae, aliam Aquitanit, tertiam qui ipsorum lingua Celtae, nostra Galli appellantur.*

Gallica est omnis divisa in partes tres.

Ita est, etc.

The following is from paragraph XX, and is the last exercise of the kind:

"Dumnorigem ad se vocari, fratrem adhibet; quae in eo reprehendat ostendit, quae ipse intelligat, quae civitas queratur, proponit; monet ut in reliquum temporum omnibus suspiciendae vitet; praeterea se Divitiacum fratri condonat remit. Dumnorige custodes ponit, ut quae agat, quibuscumque iustit innum. Caesar Dumnorigem ad se vocari jabet. Nonne? Frater adhibitur. Nonne?


In reliquum tempus omnes suspicienes Dumnorigi vitandae sunt. Nonne? Nonne Caesar eum monet ne caussas suspiciionum det? Condimentum praeterita? Dicturne cui Dumnorigem condonem?

One hundred and thirty-one pages are thus given to the first twenty paragraphs. Then follows, in most admirable type, the text of four books of Caesar's commentaries, preceded by a valuable introduction. Then comes the most astonishing piece of work in the whole volume. "It is an attempt to reproduce the literal meaning, to render faithfully the thought of Caesar, and even the Latin form, in English words." We insert an extract from the translation of the twentieth paragraph of Book I.

"XX. Divitiacum num quid Caesar habee prosequi be-seecch he-gan, that not anything very-severe against [his]-brother he-should-determine; To know himself those things to be true, and any one out of that more than himself of grief to take, because of this that, when himself in-public-favor most at-home and in remaining Gaul, that one least on-account of youth could, by means of himself grew strong; which resources and powers not alone for to-be diminished popularity but almost to destruction his-own he-used. Himself nevertheless both by-love fraternal and by-[the]-opinion-[of-the]-public to-be moved. That if anything to-that-one from Caesar very-serious should happen, when himself that, place of friendship with him was-holding, no-one to-be about-to-believe not by-his-own wish done to be; which from thing about-to-be to be, that of-[the]-whole-of Gaul the-minds from himself would-be turned-away."

We forbear, lest we may be called upon to give the Latin for the purpose of interpreting the English. It is beyond the power of our imagination to see how such a translation can be prevented from doing great injury to the pupil in using his mother English, and in acquiring power and facility in reading the thought couched in a Latin sentence.

It seems quite unnecessary to say anything about the mechanical structure of the book. When was the imprint of the One ever seen upon any inferior workmanship?

**NOTES.**

-The Northwestern Christian Advocate quotes from the Weekly the statement of our position, that if manual education is imparted to the pupils in our public schools, the government thereby assumes a paternal attitude, by which in justice it must provide suitable work to the workmen to whom it has taken the responsibility of imparting a special skill as a pupil. The Advocate then adds: "That is an admirable argument by implication against high schools supported by general taxation." Now will not our contemporary be kind enough to show wherein our position implies any such argument?

—We give in this issue the course of reading of the Chautauqua Literary and Scientific Circle. As declared some time ago, the Weekly gives hearty support to this project. We wish there were thousands of centers from which such circles were radiating instead of one. In fact we think that every high school in the land should be such a center. We call the attention of teachers to this effort, and urge them to join it in company with as many of their friends as possible. The course is certainly meagre enough. It but contains three exceptionally fine books. *A Short History of the English People* by J. R. Green. Price $1.50. *Primer of English Literature* by Rev. Stopford Brooke. Price 40 cents. *Old Greek Life* by J. P. Mahaffey. Price 40 cents.

—Before we abandon our cause—woman's constitutional peculiarity—and retire from court in disgrace, will not our fair and
indignant protesters allow us the feeble satisfaction of summoning one fearless witness on our side? She has lived long enough to know whereof she speaks; and we have great respect for her. She has emphatically “sat alone” all her life-time; but instead of joining with those who are so persistent in discrediting our own testimony, she speaks as follows:

“Alas for a woman! She can never do a thing except gravely. She has no solitude except in the house, which is no solitude at all. She is always at the mercy of others’ whims, caprices, tastes, business engagements, or headaches. If she travels she must partially accommodate herself to somebody’s convenience. She must go in the beaten track. Her eyes must look right on, and her eyelids straight before her. * * * She cannot separate herself from the past, slough off her identity, and become a new being in new scenes. She must take her old associations with her, and they are a robe of oiled silk, effectually excluding the new atmosphere which should penetrate to the very sources of life. She cannot enjoy in quietness and silence.

—We like the suggestion of our Boston correspondent. Send us the happy thoughts you hit upon in your reading. Let others thus share in your good fortune. We will publish them as freely as space will permit.

—The Chicago Weekly Journal of Sept. 25 contains the following comment:

“Prof. E. O. Valie, the new editor of the Educational Weekly, has now held his seat long enough to give us a sample of his style and spirit. It is evident that he has been in school with his eyes open and has his own conception of what a teacher and his school should be. He has also the gift of clear expression. He wields a pointed pen, and presents it point down on what he has to say, and position, plain fashion, when he finds an adversary. He has been using his weapon lately on the editors of several educational contemporaries in a lively way. This will do no harm if not carried too far. It must be said he has provoked both of the present editors of the Weekly, Poole and Winchell, have set to work to make the Weekly a strong, national school journal, and the Chicago Journal bids them God speed.”

Thanks to our courteous contemporary, and especially for its courtesy to our courteous contemporary, and especially for its courtesy.

No one could depreciate the necessity that was upon the Weekly, to fight, more than we. The Weekly regrets exceedingly any approach in educational journalism to the spirit and manners which generally prevail in political journals, and will be the last to foster them. But then there is such a thing as a just and righteous aggression in self-defense, and the Weekly is still sleeping on its arms with one eye open.

“The use of potatoes in teaching “cube root” is a rather novel idea. We have always taken our potatoes in another form and for another purpose. But you will see from Practical Hints how a mump” can be turned to first-rate account in your arithmetic class to understand as well as to work” cube root. A turnip will do equally well. We hope that among the readers of the Weekly there is a teacher who has not mastered cube root and who does not teach it to his older pupils in a way that makes the rule a matter not of memory, but of intelligence and comprehension.

“The Supt. of the Flint Schools, Mich., T. W. Crissey, seems to be of the same mind as Supt. Gove and the Weekly. The Report of the Flint schools is just at hand, containing apparently all the items of special local interest, and contained in a sheet of five pages folded into itself after the fashion of railroad circulars. It will do just as much good, we venture, as if Mr. Crissey had taxed himself and the Board of Education with the preparation of a book of two hundred pages.

“The Nursery continues to come, as bright and fresh as ever. It is becoming more and more popular every year, and is now used in many places as a school reader. Published by John L. Shorey, Boston.


NEW BOOKS FOR TEACHERS.

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including its price, should accompany it. More extended notices will be made of such books as possess merit, or are of interest to teachers. Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

HOTZ, C. L. Questions and problems in elementary physics, cont. numerous practical examples and exercises for use of pupils in high schools and academies. 12mo, 172 p. St. Louis: Cent. Pub. Company. $1.75

MACMILLAN'S Progressive German Course. First year, cont. Easy lessons on the regular accidents, and a free use of the irregular. By Eugen-Feusscht. 1860. N. Y.: Macmillan & Co. $3.50

—Second year, cont. Conversational lessons on systematic accidents and elements of syntax, with phonetic illustrations and practical exercises, by Eugen-Feusscht. 1861. N. Y.: Macmillan & Co. $3.50

MARSHALL, W. V. The parallel and meridian system of map drawing in connection with a rule for making parallels and meridians, whether straight or curved (can be used with any geography). 40 p. 31. Pap. N. Y.: A. S. Barnes & Co. $1.50


RICHARDSON, Chas. F. A primer of American literature. 1860. 311 p. Bost.: Houghton, Osgood & Co. $1.50

STEVENS, E. C. Course of studies for the common schools of the United States. 1860. 313 p. N. Y.: A. S. Barnes & Co. $1.50

SIMSON, J. A. Contributions to natural history and papers on other subjects. 8vo. 1860. N. Y.: James Miller $2.50


A grammar of the Latin language. 8vo. Bost. N. Y. & D. & F. Salter $1.25

CORRESPONDENCE.

ANSWER TO "B. P. S."

Coming home from a round of Michigan institutes, I find in the WEEKLY for September 19, "an open letter to Mrs. K. B. F.,” concerning general recesses. The case which has called out the query of B. P. S. is a real one. In visiting schools, I have many times come upon just such cases. Teachers are so thoughtless about these matters; it is necessary to economize time, but he should never gain time for text-book work at the expense of morality. Better lose half the day from school than gain it by a half-holiday. It is a real one. I know that the teacher can be on the play-ground and hinder any undue familiarity; but the teacher who has general recesses "to save time," if not commonly employed with their young charges, and care for themselves without, and if the teacher is on the play-ground with the pupils, this does not do away with the necessity of visiting the water-closets in each other's presence. I believe we should teach our pupils to be willing always to do whatever is necessary to do, but while thus teaching them, it is as much our duty to keep them from evil every experience that shall blunt their sensibilities. I believe the true teacher will in every way show her pupils the difference between the right and the wrong, and will teach them to love the right; but I think she will fail to do her whole duty if she does not, at the same time, do all in her power to keep them from temptation. It is the duty of the school-board to attend to the school-ground; but they do not frequently the teacher suggests the refitting of out-buildings and the putting up of a high dividing fence. If I were called upon to teach where these matters had been neglected, I would write an argumentative letter to the President of the school-board, in which explanation could be made, if need be, why the repairs are needed at once; but until the play-ground is divided, I would take what time is required for separate exercises.

K. B. F.


ANOTHER PROTEST.

To the Editors of the WEEKLY.

I indignantly deny that there is any "constitutional peculiarity" which compels ladies to dislike "to be alone."

For three years I have known intimately two ladies, who possessed libraries that would do credit to professional men, and who employed stated hours in study. Another, with still a larger library, who possessed almost a complete knowledge of English literature.

In the school where I now teach, is one teacher, pursuing the study of
Latin, another, with myself, German. All of these study, not to keep pace
with their classes, but for self-culture.

As for myself, I never begin a school year without planning a course of
study and reading, and never go through the year without executing one, and I
study alone.

F. C. N.

Ekhari, Ind., Sept. 28, 1878.

ANSWER TO "RACINE,"

To the Editors of the Weekly:

In your last issue "Racine" asks for a solution of Ex. p. 55 of my Test
EXAMPLES IN ALGEBRA. The example gives rise to but one equation, 3x - 2y = 12,
between two unknown quantities, and hence is indeterminate. How the
example came to be inserted I do not recollect. It may have been select-
ad, as most of these examples are, and not examined with care; or it may have
been inserted for the purpose of arresting attention, and teaching in a prac-
tical way that there must be as many independent conditions as unknown
quantities. I think it probable that the latter was the reason. In my own
practice I frequently give examples for such a purpose. In my Calculus the
inquirer will find a number of such. I should have given more had it not
been that the practice of teachers and text-book makers is against it. There
is no better way of fixing certain truths than by bringing them thus sharply to
the attention in a practical way. But very possibly the example referred to
was an oversight; nevertheless, I should think it best to let it stand—it will
do more good than a "regular." Yours truly,

E. OLNEY.

UNIVERSITY OF MICHIGAN, ANN ARBOR, September 27, 1878.

[By the above from Prof. Olney, which came a little too late for last issue,
but in advance of any other response, several correspondents will understand
why their answers to Racine's query are not published.—Ed.]

CHOICE THOUGHTS FOR THE "WEEKLY."

To the Editors of the Weekly:

Why may not the readers of the Weekly render each other a service by
sending to the paper selections from the books, especially professional ones,
which they may be reading? I send some thoughts from Richter's "Levana
or the Doctrine of Education." "We merely reverse the ignorance of the savages, who sowed
power with their classes, but for self-culture.

render each other

vice, instead of making it, when we attempt to compound what can only be de-
veloped. "Education is always counselled to do as much as possible during the first
years of life; for it can then effect more with half the power than it can in
the eighth and double.

"Praise the action, not the child." Hoping some other teachers will adopt this plan so that we may have a half
column at least of choice thoughts from great minds, I remain very respect-
fully,

S. E. WILSON.

Bremen, Sept. 23.

MORE SOLUTIONS WANTED.

1. In Ray's Algebra, Part II., on page 221, is the following question:

"Two men, A and B, bought 200 (a) acres of land for 600 (b) dollars, of
which A paid 300 (c) dollars, and B 700 (d) dollars. For certain reasons they
agreed to divide the land so that B should pay 75 cents (e) dollars per acre more
than A. How much land did each man get, and what did he pay per acre?"

Then follows a solution with the results brought out "nearly" correct, but
still so far from being accurate as to show a material error somewhere.
Will some mathematician examine the question and point out the error?

Does not the mathematician himself contain an impossible condition?

Does it not involve a violation of the principle that the greatest product
that can be obtained from the two parts of a number is where those parts are
equal to each other?

H.

2. For balls, each 6 inches in diameter, are placed in a pile with 3 balls at
the bottom, and one on top required the height of the pile.

Lausynville, Ky.

W. L. GIBSON.

Lena, mit welchem Fuss kannst du stampfen? Ich kann mit dem linken
Fuss stampfen. Heinrich, kannst du mit beiden Fussen stampfen? Ja, ich
kann mit beiden Fussen stampfen.

Again, the teacher points at a corner in the class room, saying, das ist ein
Winkel. Here the teacher may continue to count all the corners in the room
as follows: ein Winkel, zwei Winkel, drei Winkel, vier Winkel; dieses Zim-
mer hat vier Winkel (inside corners).

Again, pointing to a wall the teacher remarks: das ist eine Wand; and then
pointing to all the walls in the room in turn, she counts, eine Wand, zwei

She (the teacher) now counts the panes of glass in the window, counting,
a eine Scheibe, zwei Scheiben, drei Scheiben, vier Scheiben, fünf Scheiben,
sechs Scheiben, sieben Scheiben, acht Scheiben, neun Scheiben, zehn Schei-
ben, elf Scheiben, zwolf Scheiben.

Looking at the clock on the wall, the teacher remarks, Ich sehe eine Uhr
an der Wand; die Haustuer hängt an der Wand. Looking at a table, she
reminds: Ich sehe einen Tisch, zwei Tische, drei Tische, vier Tische und
so weiter.

Again, the teacher counts the seats in the school room, saying, Ich
sehe eine Bank, zwei Bänke, drei Bänke, vier Bänke, fünf Bänke.

If there is a stove in the room, the teacher may say, das ist ein Ofen; and the
pipe, das ist ein Rohr.

Having named the various parts of the room, and the things in it, the teach-
er may now proceed to question her pupils as follows: Maria, wo ist die
Decke? (Answer) Dort oben ist die Decke, up there is the ceiling.

Lena, was ist eine Wand? Lena, zeigt auf die Wand (points at the wall) and
sagt (and says), Das ist eine Wand.

The teacher and the pupils may now count (zählen) the different walls,—
eine Wand, zwei Wande, drei Wande, vier Wande.

Question: Wo ist die Wand? (Answer) Da ist eine Wand. Heinrich
antwortet, Henry answers: Ich sehe eine Wand, zwei Wande, drei Wande,
vier Wande.

Edward, wo ist das Fenster? Da ist das Fenster; ich sehe zwei Fenster,
drei Fenster, vier Fenster, fünf Fenster.

Kinder, dieses Schulzimmer hat fünf Fenster, zählt mit mir, count with
me, eine Türe, zwei Türen, vier Türen, fünf Türen, ich sehe fünf Tü-
ren; dieses Zimmer hat fünf Türen und fünf Fenster.

Jedes Fenster (each window) hat zwölf Scheiben. Zählt mit mir, eine
Scheibe, zwei Scheiben, drei Scheiben, vier Scheiben; the teacher counts up
to twelve panes. Jedes Zimmer hat zwölf Scheiben, nicht wahr? (Answer,
Ja, jedes Fenster hat zwölf Scheiben.

(Answer) Ich sehe, und so weiter. Karl, repeat the Resümé; at least
in substance.

Suggestion II. In order to learn the 3rd person singular of sehen, to see,
the teacher may question as follows: Was sieht die Lehrerin? (Ans.) Die
Lehrerin sieht die Decke. Sieht Lena, den Fusshoden? Ja, Lena sieht den
Fusshoden. Heinrich, was sieht Marie? Marie sieht vier Wände, fünf Fen-
ter, fünf Türen, einen Ofen, zwanzig Bänke, zwanzig Schultische, eine
Schulauf, und einen Zeigestock.

Résümé: The teacher may now go over the whole ground of the lesson
with the class, and as follows: Ich sehe in diesem Zimmer (oder in disser
Schultube) eine Decke, einen Fusshoden, vier Wande, vier Winke, fünf
Fenster, fünf Türen, einen Ofen, zwanzig Schultische, zwanzig Bänke, eine
Schulauf, eine Lehrerin (a female teacher) and viele Schüler.

Suggestion: After the whole class has repeated the above with the teach-
er, the latter may question each pupil (jede Schülerin und jeden Schüler)
individually, as follows:

Karl, was siehst du?

Practical Hints and Exercises.

HOW TO TEACH GERMAN.

By Dr. Zur BRÜCKE.

THE INTERNAL HOUSE.

1. The teacher takes a survey of the class-room; pointing at the ceiling, she
says, das ist eine Decke; again, pointing at the floor she says, das ist ein Fus-
boden. Ich stempfe auf den Fusshoden; ich stampfe mit dem Fus; dies ist
der rechte Fus; das ist der linke Fus. Ich kann mit dem rechten Fus
stampfen; ich kann auch mit dem linken Fus stampfen; ich kann mit bien-
den Fussen stampfen.

Karl, kannst du stampfen? Ja, ich kann stampfen. Elise, kannst du mit
dem rechten Fus stampfen? Ja, ich kann mit dem rechten stampfen.

ON CUBE ROOT.

"Cube root" is a subject difficult to master, and still more difficult to remem-
ber. The chief trouble lies in the fact that ninety-nine pupils out of a hun-
dred who "solve" cube root do not understand the subject. They follow the
formula given in the "rule," a rule which, as ordinarily given in our text-
books, is simply a species of cruelty to compel a child to commit to mem-
ory.

But a few days ago a teacher said to us, "but how is a scholar going to learn
cube root, unless he finds out how, by first learning the rule?" We answer,
the teacher should first teach the pupil how, and then, if deemed necessary,
the rule is readily committed. The teacher is hired to teach, not to assign
lessons in a text-book.
In the first place we would require all the scholars to write their lessons on paper. When you call upon your class on the first morning of the first term of your school, explain to them, or draw from them by proper questions, the full meaning of the term grammar, and costing but 5 cents.

**WHAT SHOULD BE THE AIM OF THE MODERN TEACHER.**

As soon as physiologists had discovered that all the faculties of the intellect, however originating or upon whatever exercised, were functions of a material organism of brain, absolutely dependent upon its integrity for their manifestation, and upon its growth and development for their improvement, it became apparent that the true office of the teacher of the future would be to seek to seek the conditions by which the growth and the operations of the brain were controlled, in order that he might be able to modify these conditions in a favorable manner. The abstraction of the "mind" was so far set aside as to make it certain that this mind could only act through a nervous structure, and that the structure was subject to various influences for good or evil. It became known that a brain cannot arrive at healthy maturity excepting by the assistance of a sufficient supply of healthy blood—that is to say, of good food and pure air. It also became known that the power of a brain will ultimately depend very much upon the way in which it is habitually exercised, and that the practice of schools in this respect left a great deal to be desired. A large amount of costly and pretentious teaching fails dismally for no other reason than because it is not directed to any knowledge of the mode of action of the organ to which the teacher endeavors to appeal; and mental growth in many instances occurs in spite of teaching rather than on account of it. Education, which might once have been defined as an endeavor to expand the intellect by the introduction of mechanically compressed facts, should now be defined as an endeavor favorably to influence a vital process; and, when so regarded, its direction should manifestly fall somewhat into the hands of those by whom the nature of vital processes has been most completely studied. In other words, it becomes neither more nor less than a branch of applied physiology; and physiologists tell us with regard to it that the common processes of teaching are open to the grave objection that they constantly appeal to the lower centers of nervous function, which govern the memory of and the reaction upon sensations, rather than to those higher ones which are the organs of ratiocination and of volition. Hence a great deal which passes for education is really a degradation of the human brain to efforts below its natural capacities.—From "Science in the English Schools," in Popular Science Monthly for September.

Knowledge itself is an instrument merely, and as ready to serve wrong as right. What is wanted is a training that will operate upon habit. The school is emphatically a great training school of manner, in perseverance, in punctuality, in veracity.—American Journal of Education.

**AUTUMNAL.**

Upon the woodland-avenues a balmy carpet lies,
Of dappled leaves which glow and gleam like wine kissed butterflies;
Adown the walks, in reverie, Clarinda joyous goes,
And sentimental lingers o'er the pale September rose.

The breeze woe the petals of the chaste forget-me-nots,
The flowers look dyspeptic in the garden's lonely plots,
The somber way-side sumach from the fields will soon adjourn,
A dimly rime now glitters on the lady's milky urn.

No longer on the sycamore doth cool the forest dove,
No longer at the garden gate doth Phoebe speak of love,
No longer doth the robin blithe among the blossoms flite,
No longer doth the sportive swell have on a linen suit.

Round fern-embroidered valleys hangs the dreamy, mellow haze,
Which rests on hill and lakelet in the melancholy daze,
The lilac sky has here and there a snowy aureole,
The while the gay philosopher lays in his winter coal.

The orchard, full of luscious fruit, the youthful breast elates,
The small boy soon will sell his gun to buy a pair of skates,
Full soon Fall's tender beauties on the wings of death will go,
And then look out for winter, and its dash, infernal snow.

—Oil City Derrick.
Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.


Illinois—Prof. W. R. Cook, Illinois Normal University, Normal.

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

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

Dakota—W. M. Bristol, Sup't. Public Schools, Yankton.

Ohio—W. O. Stevenson, Sup't. Public Schools, Columbus.

Michigan—Geo. B. Palmer, State University, Lincoln.


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, or ordered.

Items of educational news are invited from superintendents and teachers.

CHICAGO, OCTOBER 10, 1878.

THE EAST.

Massachusetts.—Harvard has 242 students in the freshman class. The Boston Transcript says: "Several lads of Springfield are suffering from inquiet sleep, a disease caused by a brutal system of hazing practiced in the graded schools, wherein the victim is tossed up and down on his back."

Maine.—Mr. French, of the sophomore class at Colby University, has just learned that his recently died father left him $75,000. He was related to a remarkable fact that about the same time another student there, whose name is withheld, received a legal document informing him that a case long pending in the court, had been in favor of the heirs, of whom he was one, and that his share will be $75,000.

New York.—Professor George H. Hooper, a graduate of Princeton, has been made Professor of Greek and the modern languages at Syracuse University. Professor S. H. Isley, a graduate of Harvard, and for four years a musical student abroad, has been appointed teacher of vocal music. The authorities have postponed political economy to the last two terms of the course.

Connecticut.—The Hopkins Grammar School at New Haven is 218 years old, and begins the new year with 144 students. A committee appointed to consider the question of cutting down school expenses in New Haven have reported in favor of reducing the salaries of teachers from 10 to 15 percent. In the meeting at which this report was presented Prof. Summer made a speech in favor of large salaries to teachers, and the best kind of education for rich and poor alike, at the public expense.

Rhode Island.—Brown University has negotiable funds of over $500,000, and its property has shrunk little in the past few years.

The West.

Wisconsin.—The public schools of Milwaukee are reported in a flourishing condition. Supt. Sowers, with three of the commissioners, last week made a tour to the Eighth, Eleventh, and Twelfth Districts, and returned well satisfied with the condition in which things were found. The new graded course of instruction is working with the best of satisfaction. The new method of numbering the grades is well liked by the teachers. Under the old system there were ten grades, the tenth being the lowest and the one highest, while now it is the reverse, one being lowest and the highest last. The present course of study is more definite, and inures more uniform work. As reported in the Sentinel, a new feature of school work is the attention that is being paid to the cultivation of the organs of hearing and speech. The pupils in the second, third, fourth, and fifth grades are trained in articulation, and are required to recall their own language the meaning of their lessons in reading. The exercise is of great value to the children, not only in helping them to a thorough understanding of what they read, but in strengthening their memory. In the higher grades attention is given to the meaning of words, to emphasis and intonation, classification of the elementary sounds, and marking the same, and breathing exercises; also exercises in giving vowel sounds, repeating couples, etc., to give flexibility and power to the vocal organs.

Supt. Sumner, of Milwaukee, presented the following summary in his last month's report to the Board of Education:

Enrollment and Attendance.—Whole number enrolled, 24,790; average number, 11,748; average daily attendance, 10,370; monthly attendance last day of month, 7,800; increase in public school attendance last month is an increase of 378 in the whole number enrolled as compared with the corresponding month last year.

Number Studying German.—Whole number enrolled, 6,285, of which 3,906 are of German parentage, 620 American, and 819 in the second and fourth grades; 2,360, and in the second and fourth grades, 9,747, in all of the schools there are 154 teachers.

A resolution was introduced at the same meeting which provided for the appointment of a committee of three to draft a legislative bill looking to a change of the high school into a state normal school, reserving so far as possible its present relations to the district schools. Referred.

Mich., Easterday, of Carthage, Illinois, professor of mathematics in Anagram College, Knoxville, Tennessee, Ill., has been appointed to supply a vacancy in the professorship of the Northwestern University at Evanston.

Michigan.—Prof. M. W. Harrington has returned from China whither he went to teach in the Imperial College. He was obliged to return on account of his health, which he considerably improved by a short stay in Japan on his way home.

We clip the following sketch of the New York State University from the Transcript of Sept. 12: "The University of Michigan was founded in the year 1817, though it was unknown to the world at large until the year 1843. In 1843, with the advent of Regency elected the distinguished botanist of Harvard, who accepted the chair of botany and zoology at Ann Arbor, and who was authorized to proceed to Europe to purchase books for the library. In September, 1844, the necessary buildings being in readiness, the university opened its doors to students, having on duty only two professors, Mr. George P. Williams, a graduate of Vermont University, and Rev. Joseph Whiting, an alumnus of Yale. The university scheme provided for the formation of 16 literary societies: science, art, music, and law. In the beginning only the first named department could be put into operation. It began in 1844 with less than twelve students, adopting such subjects and methods of study as were in practice in the two New England colleges where its two professors had been educated. During the year 1850 the medical department was opened. In 1857 this department numbered some five hundred and twenty students. In 1859, on the advice of President Henry P. Tappan, of New York city, a graduate of Union College. Almost immediately, under his management, the institution entered upon a career of marvelous prosperity, which has attended it ever since. He retained the presidency for eleven years, and was succeeded by Rev. Dr. Ernest Otis Haven, a graduate of Wesleyan University, who has been President of the University for the past five years. The regents called to the first regular presidency of the University with his consent. Dr. Henry P. Tappan, of New York city, a graduate of Union College. In the last commencement, held in March and June the several departments graduated three hundred and fifty-eight. It opened its doors for the admission of women in 1870. Its respective faculties include such distinguished names as Moses Coit Tyler, Judge T. M. Cooley, Charles K. Adams, Edward Olney, Dr. B. F. Cocker, James C. Watson, and Prof. Henry S. Frizzell.

Missouri.—The St. Louis public schools opened this year with an increased enrollment of over 3,000 pupils. From last year's reports we find that there were enrolled 43,663, with an average attendance of 37,337. Number of teachers in day schools, 668, in evening schools, 117. Average salary of teachers $385.

In the Kansas City schools last year there were 4,334 enrolled. Average attendance, 2,530. Number of teachers, 58. J. M. Greenwood is city superintendent. The Normal Schools at Kirkville, Warrensburg, and Cape Girardeau opened Sept. 10. Prof. C. H. Hard, a graduate of Williams College, and Miss M. Thomas have been added to the faculty.

Prof. Ripley has resigned his position as Superintendent of the State Normal schools for the State Department of Education.

A correspondent of the American Journal of Education says: "At the last term of the county court of Crawford county, dram-shop license was abolished, and an order issued for the holding of an election to create the office of County Superintendent.

Prof. C. H. Dutcher, of the Southeast Normal School, conducted an institute in every county this summer. It was a very successful one. Among its results were that there were enrolled 43,663, with an average attendance of 37,337. Number of teachers in day schools, 668, in evening schools, 117. Average salary of teachers $385.

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Prof. J. T. Mair has been recently elected principal of the school at Windsor. Prof. Mair is a very successful teacher. He attended the Illinois Normal several years, and afterward graduated at LaGrange College, Missouri.

The best attended and most successful institute held in Missouri this season was conducted in the Collegiate Institute, Shelbina, Mo.

The nature of an instruction has been filed in the Circuit Court of St. Louis to restrain the Board of Directors of the public schools of that city from having German or any other language except English taught in the public schools and to require the board to abolish all branches of study outside of a common English course, on the ground that such branches are not contemplated in the law and charter of the school. It is said the institution if granted will reduce the expenses of the public schools nearly $250,000 annually.

Indiana.—The State Association of county superintendents of schools met at Indianapolis last week. Hon. Jas. H. Smart was elected president, and the motion was carried that the Board of Directors of Marthon county, seconds the adoption of the following resolution: 'The subject of the first day was spent in a free conference with the State Board of Education on matters of general educational interest. Supt. Smart addressed the meeting, and presented several valuable thoughts on the duties of superintendents, with which the audience were very much pleased, and which were reprinted in the Indiana Education.
Ohio.—The State University has a freshman class of ninety members.

O. W. Snyder conducts with ability an educational column in the St. Paris Enterprise.

The third regular session of the Tri-State Teachers' Association was held at Columbus, Saturday, Oct. 5. The attendance was not as large as at the last meeting, but it was a wide-awake meeting. The "Defects and Wants of the Ungraded Schools of Ohio" was fully and ably discussed by the members. This subject is uppermost in the minds of the teachers and friends of education in Ohio. This discussion and the discussion at Medina will do much good. Other meetings have been appointed and a memorial to the General Assembly is being worked up, and other legislation upon the subject is in the air. Commissioner of Common Schools, is active, and is doing good work for the cause. The Central Ohio Teachers' Association will hold its next meeting at Dayton, Ohio, Oct. 31, 1878, Prof. John C. Freeman, of Cincinnati, who was appointed to the new committee of fifteen, has accepted the position, but will not begin its duties until next year.

The number of students in attendance at the State University is considerably larger than a year ago. The college classes contain over 1,500; the preparatory classes over 1,250. About twenty per cent of the college students are ladies. Prof. O. B. Clark, recently of Anamosa College, Ohio, occupies the chair of Greek in place of Prof. Ballantine, resigned. Prof. W. G. Ballantine, who was chosen to succeed his father, also resigned a position at Oberlin, Ohio. Prof. John C. Freeman, of Chicago, who was appointed to the new committee of fifteen, has accepted the position, but will not begin its duties until next year.

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The enrollment in the schools of Columbus for September was 6,420. Of this number 49 per cent were in the High School. The census of the city recently taken by those appointed to take the enumeration of the youth between six and twenty-one years of age shows the whole population of the city to be about 52,000, an increase of 15 per cent since the last census. The report of the School Statistics of the principal cities of Ohio, for the School Year ending August 31, 1878, prepared by Alston Ellis, Supt. of Public Schools, Hamilton, Ohio:

CITIES REPORTED.

<table>
<thead>
<tr>
<th>City</th>
<th>Number of Schools</th>
<th>Number of Pupils</th>
<th>Average Daily Attendance</th>
<th>Total Pupils' Attendance</th>
<th>Cost of Education</th>
<th>Cost of Students' Attendance</th>
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Totals and Averages: 804,006,549,681,827,688,525,784,540,125,000,000.
THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE:

1. AIM.

This new organization aims to promote habits of reading and study in nature, art, science, and in secular and sacred literature, in connection with the routine of daily life, especially among those whose educational advantages have been limited, so as to enable them to the college student’s general outlook upon the world and life, and to develop the habit of close, connected, persistent thinking.

2. METHODS.

It proposes to encourage individual study in lines and text-books which shall be included; by local circles for mutual help and encouragement in such studies, by summer courses of lectures and “students’ sessions” at Chautauqua, and by written reports and examinations.

3. COURSE OF STUDY.

The course of study shall cover a period of four years. An experimental course for the first year has been arranged as follows:


4. INITIATION FEE.

To defray the expenses of correspondence, monthly reports, etc. an initiation fee of fifty cents is required. This amount should be forwarded to F. D. Curley, Esq., Louisville, Ky.

5. APPLICATION FOR MEMBERSHIP.

The membership is open to all persons, without regard to race, color, or creed, on the condition that they are in good health, and are desirous of becoming members of the Chautauqua Literary and Scientific Circle.

6. EXPENSES.

It is hoped that the books required will not cost more than five or six dollars a year for each person. By forming “local circles,” and providing “neighborhood libraries,” this item of expense may be greatly reduced.

7. TIME REQUIRED.

Forty minutes’ reading and study each week-day will enable the student in nine months to complete the books required for the year. More time than this will probably be spent by many persons, and for their accommodation a supplemental course of reading on the same subjects will be indicated. The habit of thinking steadily upon worthy themes during one’s secular toil will lighten labor, brighten life, and develop power.

8. EXAMINATIONS.

The annual examinations will be at the homes of the members, and in writing. Lists of questions will be forwarded to them, and by their written replies the Committee on Examination can judge whether or not they have read thoughtfully the books required.

9. ATTENDANCE AT CHAUTAUQUA.

Persons should be present to enjoy the annual meetings at Chautauqua, but attendance is not necessary to graduation in the C. L. S. C. Persons who have never visited Chautauqua may enjoy the advantages, diploma, and honors of the “Circle.”

10. MONTHLY REPORTS.

Postal card blanks for nine months’ reports will be furnished all members. These will indicate the number of pages read, the time spent in reading, etc.

11. BOOKS REQUIRED.

The books for the first year are as follows:

- **A Short History of the English People.** By J. R. Green. Price, $1.50.
- **Outline of Bible History.** By Dr. J. F. Harst. Price, fifty cents.
- **The World of God Opened.** By Dr. B. K. Pierce. Price, $1.
- **Chautauqua Text-Book No. 2. Studies of Stars.** By Dr. H. W. Warren. Price, ten cents.
- **Fourteen Weeks in Human Physiology.** By Dr. J. Darman Steele. Price, $1.40.
- **Old Greek Life.** By J. P. Mahaffey. Price, forty cents.
- **Old Tales Retold from Greek Mythology.** By Augusta Larned. Price, $1.40.
- (Any of these books sent by mail, post paid, on receipt of price. Address, Nelson & Phillips, 805 Broadway, New York.)*

*This book is not absolutely required. We deem it desirable, however, that every member of the Circle should read it.

12. BOOKS SUPPLEMENTAL.*

*These books will indicate the number of additional books which should be read. The honors of the Circle do not depend upon them. All persons who have leisure are urged to read one or more of the books here indicated under each general topic.


3. **Macaulay’s Essays on Bacon, Milton, and Dr. Johnson.** Price, 25 cents each.

4. **Millen’s Avestagita, with Essay by Seeley.** Bacon’s Essays. Price, $1.25.


7. **Stories from Homer.** By Church.

8. **Anthon’s Manual of Greek Literature.** Smith’s Student’s History of Greece. $0.75.

9. **Ancient and Modern Greece.** By Dr. C. C. Felton. Price, $1.75.


14. **Mental Hygiene.** By Ray.

15. **Local Circles.**

Individuals may prosecute the studies of the C. L. S. C. alone, but their efforts will be greatly facilitated by securing a “local circle,” of two or more persons, who agree to meet as frequently as possible, read together, converse on the subjects of study, arrange for occasional lectures by local talent, organize a library, a museum, a laboratory, etc. All that is necessary for the establishment of such “local circles” is to meet, report organization to Dr. Vincent, Plainfield, N. J., and then prosecute the course of study in such a way as seems most likely to secure the ends contemplated by the C. L. S. C.

16. **MORAL DAYS.**

Twelve days are set apart as days of especial interest to every member of the C. L. S. C., and as days of devout prayer for the furtherance of the objects of this society. On these days all members are urgently invited to read the literary or scriptural selections indicated, to collect some facts about the authors whose birthdays are thus commemorated, and to invoke the blessing of our Heavenly Father upon this attempt to exalt his name, and to understand and rejoice in his works.

1. **Opening Day.** October 1. Read Psalms 1, 8, 23, and William Cullen Bryant’s Letter on the C. L. S. C. [See volume on “Memorial Days of the C. L. S. C.”]


3. **Special Sunday, Nov. 10.** Read Job 28.


5. **College Day, Jan. 30, 1879.** This is the day of prayer for colleges usually observed in the churches. Let all members of the C. L. S. C. be present at such services in their neighborhood. Read Prov. 1.

6. **Special Sunday, Feb. 9.** Read Psalm 19.

7. **Shakespeare’s Day, April 23.** [Born April 23, 1564.] Read “All’s Well That Ends Well.”

8. **Milton’s Day, Oct. 9.** Read “Hymn of the Nazi.”

9. **Addison’s Day, May 1.** [Born May 1, 1679.] Read the “Vision of Miranda,” and extract from Essay on "The Oanipresence and Omnicience of the Deity.”

10. **Special Sunday, May 11.** Read Matt. 25.

11. **Special Sunday, July 15.** Read 1 Cor. 13.


14. **Our Class Mottoes.**

“Let us study the Word and the works of God.”

“Let us keep our Heavenly Father in the Middle.”

15. **ST. PAUL’S GROVE.**

The center of the Chautauqua Literary and Scientific Circle is in the beautiful grove at Fairpoint, Chautauqua, and was dedicated Aug. 17, 1878, by Bishop R. S. Foster, in the presence of a large, devout, and enthusiastic au-
Home and School.

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

JAPANESE SCHOOL COMPOSITIONS.

Some of the first attempts of students at committing their ideas to paper through the medium of English are somewhat amusing in one sense.

The following composition was duly read on the day for such exercises:

**TOKIO.**

“Tokio is very large city in the world; it contain about one million of people and one thousand streets. The men in Tokio is so many, but science men very seldomly appear comparatively, therefore civilized men is very little—men in Tokio is very uneducated. Its most principal streets are Ginza, Nihonbashi, Kojimachi, Asakusa, Dakaurocho, and others, fire in Tokio is very common, their houses are destroyed by it two times a year. I think will not destroyed, if their houses are built [built] from stone, but they mind not to reach, therefore is unconsidered as I said above. I like to write story of the city but would have no time to write. I will write to you very much afterward.”

We have adopted the plan of having pupils write sentences only, till they can do so in a comprehensive manner. In this they usually succeed some what better, and yet some of their efforts in this direction not only lack in clearness, but have a touch of the ludicrous as well, as the following examples will show: “Removing his foolish and having ashamed it he was forgiven.”

“A gentleman divided his property into his four sons at the point of death.”

“There was a pleasant wife whose name was Mass; she was justice and obedience; she did not so humorous as another women, and assisted of cultivation of her husband in day, and in night she endeavored to amuse her old mother’s husband.” “She could done what she hath.”

Doubtless our efforts to speak and write their vernacular afford them as much if not more cause for merriment. A missionary, not the earliest in the field, not long since attended the services of a colleague, and at the closing was asked to address the congregation. He complied, but unwittingly went through the formula for baptism instead of the benediction, not discovering his mistake till too late to correct it.—John C. Bullough, in Harper’s Magazine for October.

**Dangers are lurking about the halls of the schools! Yet, but dangers lurk everywhere. All things counted, it is as safe as any place you can find provided you send him to the right school. A smaller per cent of boys are spoiled at school than anywhere else. Look about any little town; loafers are too numerous for the population; and nearly all are doomed. A smaller per cent of scholars go down than any other class. A scholar in the pulpit is a rare specimen.—N. Y. Christian Advocate.**

A senior thus describes his unsuccessful attempts to gain the attention of a young lady: “I wanted to see her ever so much, but some old fellow rushed in ahead, and there I was eliminated by substitution.”

SUNDAY EVENING IN THE WOODS,—OCTOBER.

**TARPLEY STARR, Virginia.**

**THESE silent, solemn Sabbaths,**

In the golden autumn calm,

When God prints with sun and shadow

Such a grand cathedral psalm.

How we bow in voiceless worship

As that diapason roll

Sweeps from nature’s full-toned organ

Through the rapt and awe-hushed soul.

Not a voice but hath a sermon,

In “Divine commission’s” right.

For each preacher bears the heaven

Round its head in haloed light.

Yonder sky—so deep and tender,

Ocean love of God defining,

With each cloud turned inside outward,

Showing earth the silver lining.

“High priests!” all in gorgeous trappings

Stand those hectic death-flushed trees;

When will church priests in their vestments

Purify us like to these?

Cheerful cricket’s chip autumnal

Through the dead grass lank and long.

Where is choir by Art invoked

That can sing us such a song?

And that partridge’s clear staccato

Through the corn leaves rear and dried

Piping in its damnsless faith tone,

“Is now fear! God will provide!”

Sparrows picking on the gravel

Dinner without sentient care

At the grand Love-feast of Nature

Paying never bill or fare,—

Little wet the timid preachers,

What sweet seeds of faith they’re sowing,

That no creature falleth earthward,

But by our dear Father’s knowing.

Yonder butterfly, gay worldling—

Painted once, now fading fast—

Ah, poor pride! to this complexion

Must thy autumn come at last?

There—a leaf across my shoulder

Floateth down, a noiseless thing,

Yet its bloodless finger toucheth

Like a feather from Time’s wing.

Does the death-bell through our Life trees

Any where breathe of our dead

With such weird spirit whispers

As these bare boughs over head?

Oh, Resurgam! Life Restorer!

Through decay thy Spring comes back;

Though hope’s ear leaves falling, dying,

Make thy path a hidden track;

Through life’s forests of dim voices,

Thy grand harmonies unfold,

And through dust of all Love’s graveyard

To thy leaf-bud stirs the mold.

Dear dead leaves—that rustle, rustle,

On the grave of all our Past,

How you tell us of that Springtime,

God will bring to us at last!”
BRITISH POETRY,
From Chaucer to the Present Time (1350-1878).
Edited by T. S. FIELD & EDWARD W. WHITTLE.

A VARIATION ON FORD'S HOME.
SHELBYVILLE, ILY., July 3, 1878.

My Dear Professor Griffith,
I have just concluded one hundred and thirty engagements in the lecture field, all of them delivered within the last five months, and each lecture occupying over two hours in delivery. I have returned home perfectly well in fact, and stronger by several pounds, when than when I began, and my voice is clearer and better than ever. To the system of drill you have prescribed in the training I received many years ago at your hands I attribute the merits I have earned, and which I can be of benefit to you. I cheerfully give it, and say that every young man and every young lady who is an aspirant to receive training in elocution at your hands should not fail to avail of it. The system you propose in your best work is in fact the only system that I know of that meets my entire approval. Very respectfully your obedient servant,

GEORGE SHERWOOD

The Educational Weekly.

Competitive Examination Paper.

This is the same form and quality of paper as that used by the Chicago Board of Education for school work for the Centennial, and afterward for the Competitive Examination in Illinois for the three years in two sizes (A and B), the first 8½ by 11, and the second, 6½ by 9 inches.

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(PATENTED)

Will positively cure all cases of Nervous Debility and Premature Decline.

ONLY ONE INVENTED
and patented in the United States, and endorsed by medical men.

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147 East 15th St., N. Y. City.

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Questions on the French Grammar,
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This little Manual affords a means of thorough review for students, or a guide to teachers in examinations. It was prepared to meet the requirements for admission to the University of Michigan. Specimens will be sent on request of fifteen cents.

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