The Educational Weekly.

The Educational Weekly.

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CHICAGO, THURSDAY, OCTOBER 24, 1878.

Editorial.

GIVE TRIBUTE TO THE BRAVE.

MEN never see heroes in their neighborhoods and acquaintances. When we wish to point a moral with a deed of noble daring, we turn to the embellishments of poetry and romance. The present is ever ignoble. Our ideals are found only in the past or the future. And yet, within the last two months in our very midst, thousands of sufferers have had cause to bless a moral courage such as the age of chivalry and romance can not match. There is nothing in all the exaggerations of poetry or of song to excel the heroism with which noble men and women have gone as angels of mercy to the fever-stricken districts at the call of duty and humanity. The pestilence, with scarcely a parallel in history, has been so obtrusive in its terrors and desolation, and so quietly have these people gone to their work, and many of them, alas, to their long home, that the nation does not yet seem to realize the grandeur of the courage and devotion which it has witnessed. The expression of universal sympathy, contributing its dollars by the hundred thousand, is glorious; but in the quiet heroism with which these Good Samaritans have braved and suffered the extreme perils of the scourge there is sublimity. One tenth of the good they have done, and at one tenth of the risk, has filled the calendar with saints, or called forth the applause of nations.

The soldier encounters danger amidst the glorious pomp and stimulants of war and patriotism. And yet in the very delirium

of bravery, even in the thickest of the fight, he cannot expose himself so surely to the deadly stroke as did and do those noble heroes. And they have not gone accompanied by the trumpet that sings of fame. but at the command of that rare and still voice, man's humanity to man. It is doubtful if the reader can name a half-dozen of these worthy men and women. And yet in a day when the country seems given over to selfishness and a mercenary spirit they exhibited a most disinterested benevolence. They have honored the nation. They have ennobled human nature. Let them have honor and praise!

It may be true that the pressure of hard times and the want of employment have compelled some to act the hero's part. But scores have left comfortable and safe retreats from the noblest motives; members of the Howard and other charitable organizations, doctors, priests, preachers, nuns, and noble men and women from every rank. They have entered the very valley of death with a more glorious record than ever rode the gallant six hundred. See to it, teachers, that the influence of such exalted heroism is not lost on the rising generation.

IF NOT REPORTS FROM SCHOOL SUPERINTENDENTS, WHAT?

SHALL these men of eminence and ability say nothing in their chosen calling? By no manner of means. The great trouble is they do not say enough; or rather that what they do say is buried in a report almost as effectually as if it had never been said. There are not more than four superintendents in the country whose reports can boast of receiving even one-tenth of the attention that the utterances of such men ought to receive.

The place for these men to speak is in the columns of the secular or professional papers. There they would be sure of five readers where now they don't have one. They would find these papers ever at their service. What city paper would not be glad to publish anything that its superintendent thought was of sufficient importance to his constituents to address to them? If it were of more general or professional importance, it is needless to say how quickly it would find space in any educational paper to which it might be sent.

The WEEKLY has been taken to task for indulging in criticisms upon the average character of current educational literature. If there is any real foundation for our criticisms, it lies largely at the door of city superintendents. They are or should be the leaders in educational thought and progress. Their position, ability, and experience make their opinions of value. They are the natural source from which professional journals should receive a full supply of thought and suggestion. And yet, let the reader halt a moment and consider how many superintendents he can name who within the past year or two have been even occasional contributors to our school journals. It does not require the fingers of his two hands to count them. Our current literature is suffering for the aid of these men. This ought not to be. When younger, and working their way to influence and position, their zeal was known. They had something to say. Now that they have reached the top, and are thus able to speak with greater weight, why do they withdraw their contributions, and sheathe their pens so far as teachers' journals are concerned?

It is mildly intimated by a few that they cannot afford to have
their choice thoughts mingled with the mess of common contributions, or commit their valuable reflections to the ephemeral keeping of a weekly or monthly journal. But it is not better to have your opinions read and thrown away, which is not always the case by any means, than to have them laid away and not read, as is the case with your reports? But the common answer is, We have not time. This answer is hard to accept, especially at that season of the year when the crop of elaborate annual reports comes to hand. It would seem, indeed it must be, that a thoughtful and observing man passing constantly in and out of school-rooms, noticing methods, devices, errors, things good and things evil, can never be in want of a text. Every hour in the day impromptu sermons, fresh and warm, must come to his mind which would be of infinite value to the mass of teachers if they could but read them. Do not our superintendents owe it to the profession at large to take the time to publish some of these sermons, even at the sacrifice of a few pages in their next report? The few who do this are appreciated, and have made the cause of good practical teaching greatly their debtor. Will not others lend a hand to the school journals? Surely there is a work for them to do which they seem to neglect or ignore; not merely of the exalted theoretical kind, but by way of giving help in the details of school work, petty though they may be.

All readers of higher educational literature know something of Principal Shairp, of the universities of St. Andrews and Oxford, Scotland. Few writers deserve or receive more attention from thinkers and scholars. He is always clear, independent, and fearless. He was president of the Educational Institute of Scotland which held its annual meeting in Edinburgh last month. A large audience gathered to hear his retiring speech, which was one of the most wholesome severe addresses to which a body of teachers ever had the privilege to listen. However, its severity was confined mostly to blemishes in the Scottish character which it would seem that the public schools ought to remedy. But considerable portions of it bear directly upon current educational discussions in our country; and the readers of the Weekly will appreciate the extracts given in another column.

HIGH SCHOOL TALKS.—NO. IV.

ABOUT WORK.

ANYBODY could tell, by looking at it, that this world was made for workers. Everything is to be done. It was not intended that the Evil One should get the advantage of man, for you know

"Satan still doth mischief find
For idle hands to do."

We are too apt to look upon work as an evil. "In the sweat of thy face shalt thou eat thy bread" has been generally considered a curse; but it is certainly the greatest blessing ever bestowed upon man.

Happiness and toil go hand in hand, and refuse to be divorced. Here is one place, at least, where what God hath joined together, no man can put asunder.

It is sometimes brought as an objection against our schools that they unfit those who study in them for manual labor. It has been asserted that managers of schools have been in the habit of urging upon pupils this sentiment "that in this country education should raise all who obtain it above the necessity of mere drudgery."

Now I would have you learn that there is education in labor, that there is education even in drudgery, and that he who misses that kind of education misses the most there is in life. Whoever desires to be raised "above the necessity of mere drudgery" should seek at once to be translated as were Enoch and Elijah, for toil meets one at every turn in life. The habits of careful and methodical work which every school boy and girl must form will be a sure guarantee that, should it become necessary, they can work as faithfully with brawn as with brain. There is no danger that the faithful school boy will contract habits of laziness, and I shall always hold myself in readiness to insure such a one from the danger of becoming a tramp. The fact is that tramps are not recruited to any remarkable extent from the industrious school boys of the land. The tramp either has never been to school or has dropped out because school duties required the hard work which he was not willing to give. It is possible to tramp it through the world, but not through a well-regulated school.

The idea that education units for work presupposes that other idea, that brains are not needed for manual labor. Brains never hurt any work, the want of them frequently does. What I would have you understand is this: the more discipline you receive from your school life, the better able will you be to do your work in after years, whether that work be done by muscle or by mind. Nor would I have you, because of a few croakers, stifle your aspirations. It is your right, it is your duty to aspire.

Cassius spoke truly when he said

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

Perhaps it would be a good thing to leave the positions of mere drudgery "open with all their advantages" to those who complain that our schools are educating the young away from manual labor. It would be a delightful change to see these fault-finders rush in to fill the positions themselves.

Labor with the hand is just as honorable as labor with the mind. If you would be a force in the world, you must labor in some way or other. The business of to-day is in the hands of people who formed habits of work in early life. The business of the world will always turn to the hands that have the strength to handle it. Wherever there is a Belshazzar looking in terror at the handwriting on the wall, "Thou art weighed in the balances and art found wanting," there is a Cyrus, strong in manhood springing from a trained boyhood, marching in to take the management of affairs, marching in, if need be, along the dried up bed of some Euphrates.

The only way to anything great is along the way of toil. The path of real progress is always marked by great drops of sweat. It is sometimes said that blood will tell, but the most telling thing with which I am acquainted is hard work.

WORDS TO TEACHERS BEGINNING SCHOOL.—NO. II.

Mrs. F. W. Case, Columbus, Ohio.

TEACH your pupils terms and definitions only as you need them. Among the first to be taught, are right, left, upper, lower. You need these at once in order to begin slate work at once, properly, if you heed the next suggestion.

1. Give directions how and what to do whenever it is possible, instead of showing how the work is to be done. Do not teach the child to imitate you, nor permit him to copy from his more attentive neighbor, but:
3. Let the child think for himself. If you tell him to begin his work in the upper left corner of his slate, give him time to think out and apply your previous instructions for finding that corner. *Don't show him the corner.* In teaching proper positions, for slate work, tell him how to sit, where to put his feet, elbows, wrists, and fingers. Thus you will give a much more difficult and valuable lesson than one in position, or even in orderly slate work. The little one is learning how to give close attention and how to think. To this end you must:

4. Let your directions be simple and clear, and your words few. Speak them slowly and distinctly, once, and then—expect the desired result. You will often be disappointed, and you will need to go over the direction, changing its form, if you find the child cannot master the idea. Better to go over again and again, each time more carefully than before, rather than help the embryo thinker out of his dilemma by breaking the shell yourself. You will soon discover that you must—

5. Take short steps. Our one great fault is that we forget how very short the first little footsteps must be. We moderate our speed and vaguely imagine we are adapting our gait to the child's ability, and we try to drag the little one along, just like a man walking with one of his wee ones. If he is going anywhere in particular (as we teachers are) he is more intent on getting over the ground than in studying the child's ability. You have all seen it; it always exasperates me. Unfortunately (?) you cannot grasp the mental hand and compel the child to keep pace. He soon loses his way around a corner, and then his troubles and yours begin. But you must go back and hunt him up, and then he is still less able to walk fast. *You must go slowly.*

This is precisely what I have been doing this week—going back to hunt up the lost ones. In spite of past experience, I had gone too fast, and one whole class was bewildered and lost. My next neighbor's experience is the same. She said to me to-night: "My class don't know anything to-day." I answered, "Neither did mine two or three days ago, but they are coming to their senses again." What I meant was,—"I am coming to mine."

Fellow teachers, beginners,—do not be discouraged. We, veterans, have just these troubles—not so many as you do, perhaps, and may be we know better how to deal with them. We have to go back to where the little ones are, even if it is our first starting place, and then we have to "Try, try again."

Moreover, we have learned that if we work earnestly and faithfully, always seeking the better way, we shall not be reckoned a failure, though we are not already perfect.

**REVIEWS.**


The reader of classical fiction can not so fully realize the great propriety there is in calling Sir Walter Scott the Wizard of the North, as when he takes a book like this and passes in rapid review the whole host of characters which that wonderful imagination brought into being between the years 1814 and 1831. In the thirty-two extensive fictions known as the Waverley series, all written within those twenty-six years, there are actually over 1,300 characters. A large number of them, probably more than one-half, are distinct and individualized. In this dictionary they are all described with illustrative extracts from the text. The novels are taken in the order in which they were first published, and the characters of each novel are arranged alphabetically. A full index at the end of the book gives a complete list of all the characters. Miss Rogers has placed the lovers of Waverley novels under great obligation.

*Questions and Problems in Elementary Physics,* containing numerous practical examples and exercises for use of pupils in high schools and academies. By C. L. Holte, Teacher of Natural Sciences in the High School of Cleveland, Ohio. St. Louis, The Central Publishing Company.

This book is designed as an auxiliary to any text-book in Natural Philosophy. It contains 1,649 problems and questions, many of them selected from standard works. A few tables and formulas are inserted for the convenience of the pupil. But there are no discussions or explanations. We should think the book would be a very convenient one for the teacher both for recitation and examination use.


This is one of the neatest and most complete little works on Chemistry to be had. It has been in long and extensive use. This is a third edition, containing additions and alterations which make it as perfect as an elementary book can be in this rapidly advancing science. The fact that the book is used by many of the best high schools in the country is in itself a sufficient recommendation for it.


This is not an elaborate discussion on the science, if it may be so called,—of punctuation. It is small and compact, containing about all that can be said with profit upon the topics named in title-page The illustrative sentences are from the best sources. It is a useful book for young writers.

**NOTES.**

—We have made arrangements by which we are prepared to furnish all kinds of school apparatus: globes, charts, maps, etc. We shall be glad to send circulars and prices to all applicants enclosing a three-cent stamp.

—A correspondent in our Iowa news says that the large circulation of the *Weekly* in Pottawattamie county is highly beneficial to the teachers, and that the effect is quite perceptible upon the schools. We believe it; the Superintendent of the Council Bluffs' schools expresses the sentiments of many other correspondents. On the other hand, in one of the largest manufacturing towns of New Jersey, many of the teachers intimate that a bag of candy would be more acceptable than any educational paper. Is it then a still undecided question whether a school journal is of any value in a community?

—On the 5th of next November the people of Illinois will have a chance to vote upon the question of so amending the State Constitution that the thirty-first section of the fourth article may read as follows:

"The General Assembly may pass laws permitting the owners of lands to construct drains, ditches, and levees for agricultural, sanitary, or mining purposes, across the lands of others, and provide for the organization of mining districts and vest the corporate authority thereof with power to construct and maintain levees, drains, and ditches, and to keep in repair all drains, ditches, and levees heretofore constructed under the laws of this state, by special assessments upon the property benefited thereby."
As to the merits or importance of the question we know nothing. On its face it seems to be a desirable amendment. At all events it should be understood that votes not given directly for it will be counted against it.

The November number of the Magazine of American History offers a table of contents of more than usual interest. The leader—The Last of the Puritans—is based upon the diary of Chief Justice Sewall, who died in 1817. The Massachusetts Historical Society seems to have decided at last to let this famous document be known to the world. The most curious paper in the number is the French letter from Beaumarchais, the French agent in the colonies, to his Master, Louis XVI, proposing an ingenious plan by which the Americans might be assisted without compromising the French king's neutrality in the eyes of England.

The eminent and aged American historian, Mr. George Bancroft, is said to be in a fair way to recover from his injuries recently received by being thrown from his carriage in Newport, R. I.

Ciphers don't amount to anything in addition. In multiplication they amount to considerable. But in a presidential campaign they seem to be mighty significant, judging from the universal attention which is now directed to a certain series of them. If it is only possible to cipher out by their aid who are the parties really responsible for such an attempt at fraud and corruption, it will never do to say again that ciphers are worth nothing.

A very unwelcome piece of information comes through the Atlanta Sunday Gazette, to the effect that there is bitter opposition to the re-election of Mr. Mallon, their faithful and long-tried superintendent of schools. Mr. Mallon certainly has cause to be thankful for so warm and able a champion as the Gazette. Atlanta seems to be going through the same unfortunate spasm that has afflicted so many other cities within the last two years. The high schools and general supervision are the pretended points of attack which seem to rally all those who are dissatisfied from any cause. In this instance the Governor of the state seems to be among the most persistent foes of the superintendent. The last vote was a tie. We sincerely hope that Mr. Mallon will yet be successful as he ought to be, if the Gazette correctly represents the feeling of the citizens of Atlanta:

"We are perfectly sure that it is the opinion of nine-tenths of the people that these assaults on Mr. Mallon have not had the slightest justification by anything in either his private or official record. The public sympathy and feeling are overwhelmingly with him. And while he has received several offers that are better than what he gets by remaining here, we believe that it is his duty to stand to the public schools of Atlanta. It is doubtless disagreeable to a quiet and decorous gentleman to be run-a-muck by a few wrong-headed officials, but in this case he must certainly be sustained by the knowledge that the people approve of his work and will hold up his hands, with an almost literal unanimity.

It is needless to introduce to the readers of the Weekly our Chicago correspondent, as we are obliged to call him for the nonce. He will be remembered as the pleasing editor of the Chicago Teacher and later of the National Teachers' Monthly, both of which attained an unusual degree of prosperity under his management. Now that the fountain is again unsealed we hope the waters will continue to flow. We regret the distance implied in the term "Chicago correspondent." The Weekly looks upon itself as a member of the home circle, and trusts that its claim is allowed. The temptation was strong to alter the form of the communication. But then it would do for youth to take liberties with old age. We beg His Grace's pardon. We meant to have said experience, instead of old age.

—Will not superintendents, where clubs are about to expire, see that proper efforts are made to renew them? We believe they will do their schools good. It is always necessary for some person to take the lead in such a good work, or it is not done. Help us and we will do you all the good we can.

Look at the number accompanying your name on your paper. Has not your time about expired? If so, give us the encouragement and pleasure of a prompt renewal. We will not impose upon ourselves nor upon subscribers by sending the Weekly beyond the time, unless we are requested to.

FROM THE ADDRESS OF PRIN. SHARP, PRESIDENT OF THE EDUCATIONAL INST. OF SCOTLAND, SEPT. 21, 1878.

* * *

The highest good of the children of Scotland—this we said was the real aim of all our deliberations here, the end for which this institute was founded by its original promoters, the end for which it still exists. By their bearing on this end, their tendency to advance or retard it, all questions here discussed are to be judged. Teachers cannot have any interest separate or apart from this. For the good of the young, the boys and girls of the land, they, as teachers, exist, and they have not and do not wish to have, any class or profes­

sional interest which is not in harmony with this end. * * *

"The highest good of the youth of Scotland!" It is a grand-sounding phrase, some one may say, but what do you mean by it? Will you, please, condescend on some less vague abstraction, some more concrete, more tangible conception that we may know where you are, and not lose you as we so often lose public speakers, in the empty cloud-land of generalities? I shall do what I can, at least, to hit at what I mean. Some would answer the question I have before me by a short and easy method. They would say that the best that the teacher, in a primary school at least, can do for his pupils is to cram them as full as possible with the three Rs, and some elements of so-called "useful information," make them as adroit as possible in the use of these, and when they have passed in the highest standards, turn them out into the world, to push their way in it—"to better themselves," as it is called, in trades, in prenticeships, in clerkships, and such like. Then, when they have, by diligence in these callings, secured as much of the world's material goods as they can, they will enjoy the good they have gotten. This is no doubt a plain, practical view of life, and has this great recommendation to many, that it falls in with men's most clamant appetites, and has no nonsense about it. But the result of all this, is, what we see so abundantly on all sides of us—men, who, having reached middle life, are attained great wealth, yet know not how to use it rationally, for their own enjoyment, much less beneficially for the good of others. Self-indulgence, idle luxury, vulgar display, that is what comes of wealth attained by persons imbued in youth with no higher aims than those which this theory puts before them. * * * * *

He is not fit to be a teacher, even in the humblest school, who has never seriously lied to heart this thought—What are the inherent capacities of the young beings whom he undertakes to educate, and what is their ultimate destiny? Have the young creatures committed to your care no capacities but such as material good, and the intelligence that seeks it, will satisfy, or have they beneath all these, underlyings cravings, which, being spiritual, can only be satisfied with spiritual reality? Again, as to the destiny that lies before them. Will not the shipbuilder construct a very different vessel, according as he intends it merely to ferry over a Highland loch, or to cross the Atlantic, and to round the world? So the teacher will treat his children very differently according as he regards their life merely as it appears during their few visible years of their earthly existence, or as but one brief stage in a progress which is eternal. These are questions which you cannot get past though you would. You can no more ignore them in your intercourse with your pupils than you can exclude the outer air from your dwellings. They will be in upon you in spite of all efforts. The Secularist, who says he does not decide against these higher views, only wavers them, does in that very act effectively deny them. There are but two ways of it possible, there is no third; either to recognize and take full account of those great verities which encompass all human thought and action, or not to heed them, which is practically to deny their existence. But I need not insist on this, for I believe that most of those whom I address are pretty well agreed in holding the higher
view of education, and in regarding themselves as charged with a more than merely intellectual and secular function.

But even among those who agree in aiming at the higher and spiritual end there exists a very great divergence as to the means by which they seek to compass it. One method proceeds by addressing itself solely or almost solely to the understanding, seeking to find access to the human being mainly through his intellect. It essays to train the intellectual powers, and to store the mind with useful information, and with those truths which are needful for guidance both as regards this world and the next. The other method, while not neglecting the direct training of the intellect, by the best ascertained processes, still regards man as being made up of much more than mere intellect, and as capable of being reached, not only through this one avenue, but by many other avenues as well. This last method regards man as a very composite being, made up of many capacities, open to influence on numberless sides—a creature not of understanding merely, but of social affections, imaginations, conscience, capable of being trained in his tastes, his habits, his manners, and in every fiber of his social and spiritual nature. It tries therefore to educate him, not merely by precept, but by surrounding him with such an atmosphere of example, habit, personal influence, as may enter into the young being, and mould him into a higher creature, almost without his knowling it. Scotland has followed the former or purely intellectual method, throughout all departments of her education, from the primary school up to the universities; and not in the universities only, but in her churches also, and in the teaching from her pupils. And the result is what we see. A people of active intelligence limited withal, and somewhat hard, deficient in grace, in expansiveness, in those finer influences which flow in, to sweeten and to elevate the understanding, from the feelings, the sympathies, the affections; indeed, from all the springs that lie in the higher spiritual elevations.

One often hears the remark made, and we cannot deny its truth, how many Scotchmen you meet whose knowing faculties are highly cultivated, while their manners, their personal habits, the whole social side of their nature, have been left woefully neglected. Travelers tell us that this contrast between the two sides of men's nature is seen more abundantly in Scotland than in any other country, and certainly it is not a lovely one. I do not wish to bring a railing accusation against my countrymen, but I wish to know the truth about this matter, and I believe you have the same. For it is our duty, as educators, if possible, to know what is the truth, and if there is any defect, to do our little best to remedy it. If we then want to know the truth, we must not question our own consciousness, or ask each other's opinion, but take the good old rule of trying

"To see ourselves as others see us." **

But, without dwelling on particular classes, I think it must be owned that among most classes in Scotland, persons, even those who are intelligent and otherwise excellent, do not enough cultivate the amenities of social intercourse. Hence, life among us is apt to be hard to the best ascertained processes. There is much friction, which with a little gentleness, a little consideration for others, might easily be removed. It has been remarked that your typical Scot never says, even to a friend, a pleasant thing, though he might say it with ever so much truth; but he is not at all averse to saying an unpleasant thing. This I believe the truth, though these were great—as by reason of the manner of men they were, the spirit they were of. What they in their larger and more public stations were, every teacher, even in the remotest place, and in the humblest sphere, may, in his measure, become. **

The root of all bad manners is some form or other of selfishness. To counter-work the coarse self-assertive individualism which is natural to all the northern populations when left to themselves, and certainly not less to Scotchmen than to others, we must try to learn "to look not every man on his own things, but every man also on the things of others." Where selfishness has been subdued, where kindness, sympathy for others, consideration for their feelings has been awakened, it is hardly possible that bad or rough manners can any longer be. Where these good qualities are not, there may be a certain lacquer or veneer of outward politeness, but it is only skin deep. Really good manners are nothing else than the constant transpiration of pure, selfless, noble character. Other things may help toward this, but nothing creates it so effectively as real Christian feeling, openness of spirit to the vision of

"The countenance human and divine."

Bent on us with transforming power,
Till we too faintly
Where these good qualities are not, there may be a certain lacquer or veneer of outward politeness, but it is only skin deep. Really good manners are nothing else than the constant transpiration of pure, selfless, noble character. Other things may help toward this, but nothing creates it so effectively as real Christian feeling, openness of spirit to the vision of

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WE respectfully submit that when children from seven to eight years of age are required to add and subtract rapidly by 7's, 8's, and 9's, and to call at sight the result of the division of four numbers, or combinations of four numbers, in the Third Grade or taking up the Third Reader, the hobby of rapid work is coveting and prancing outrageously.

But a graded course should be for the average child. The graded system is a system of averages. Of compromises between brightness and stupidity, and as such only can it be said, "It should not be, as it is not the physician's province to prescribe the dose, as it is the grade-maker's business to define the grade; and if he cannot do that, what is he good for anyway? It may be said, "This is a standard to work up to, not at once, but gradually; therefore, it must be gradually, and at the same time." But I would point out the steps by which the standard is attained. As well might we teach a boy to jump by saying: "Sonny, there is the moon; don't jump over it immediately, but jump over it gradually, you'll jump over the moon." State platitude and glittering generalities will not disguise the fact that an impossible graded course is no graded course at all, but an ungraded and degraded course. A good course to be available must be reasonable and definite. The teachers have a right to be heard in this matter, for it is they who will have to bear the odium of advancing pupils who are not up to grade, or holding them back till they have thumbed to pieces half a dozen Second Readers. With the requirements of the Second Grade in numbers strictly adhered to, we would challenge any class of teachers or professional men, except perhaps professional accountants, to pass into the Third Reader. And the demands of the Second are not a circumstance to those of the Third and Fourth, in this regard. It is not the business of the common schools to make perfect accountants any more than to make accomplished artists or musicians; one is as technical as the other. And if a graded course is strictly adhered to, better have them on paper that are not enforced in practice is a sham—the same thing that hypocrisy is religion.

A word spoken by one who was there—that the tower of Babel was 21 miles high; that seven miles of it sank into the ground, seven miles crumbled off the top, and seven miles remained standing. Though sounding like heresy, we assert that pupils should not write compositions before they reach the high school. They should not be compelled to put ideas on paper when they have no ideas in their heads save what they have taken directly from a book. Writing compositions in the lower grades gets children into the habit of being satisfied with childish dictation and commonplace ideas. It makes composition writing cheap, vulgar, dish-water.

That the mechanical arrangement of composition should be taught is readily granted; but this may be done by means of written abstracts of lessons, written examinations, transcripts from books, etc., in a combination which might assist as much as make combinations. Our school should have a graded course to do what the goose does. To do much to remedy these, and by doing so, to reserve the gratitude not only of your pupils, but of the whole community. One thing I am sure of—they can set before them no better aim, none whose results shall be more satisfactory and enduring.

SPECIAL CORRESPONDENCE.

[Chicago Letter.]

PLEASE DON'T.

To the Editors of the Weekly:

YOUR recommendation that political economy be taught in our district schools is one of the best results which the book in process who has been group and tumbled down with the educational system of Chicago, I believe to be a danger to the quality that lurks in a plausible suggestion. We have run through the books, and boxes, and panicked, to view 304 without alarm any proposition to add to our already booky cumbrous.

Political economy in the primary school! Whose political economy? What political economy? Which school of political economists shall we adopt? Those bearing our flag or party tickets or who are followers of Gresham or a convertible currency? Thus the partisan difficulties of the case confront us at the very outset. Moreover, children are not interested in the abstract theory of politics, nor in the varieties of practical application, so that when the subject is presented to youth in its proper place, the academic course, it simply formulates, puts into language ideas already existing in their minds.

Further, we deny that socialists derive their false doctrines—granting them false—from ignorance of political economy; but rather we maintain that their fallacies spring from the study of political economy from a partisan standpoint and the absence of a solid education, such as may be obtained in the district school, provided the common studies are not neglected to give place to theology in the shape of catechism, botany, political economy, and other sciences.

As hinted at above, no schools have suffered more than those of Chicago from pedagogical nostrums. With the educational revival of 1858, came in a flood of books, the oral course, and phonics—all good in themselves, but beggarly as a substitute for the three R's of common school education. In those days lack of education was a small disqualification in a teacher provided she could lead off in physical exercises, that is, provided she could strike out like a schoolmaster or a schoolgirl in the windmill and be tackled by the valorous Don Quixote. Text-books were disparaged and the children censured by word of mouth, with information half of which they could not appreciate; half of which may be ghastly gain by the use of their own minds and senses. It was of little moment then whether a child was up in the multiplication table or not, so that he could give the physiognomy of the cat, the anatomy of the turkey, and the psychology of the goose.

Then, too, we were seized with a frenzy for phonics. Reading was at a discount and in lieu thereof might be heard in our schools a series of vocal exclamations, whooo, whoo, whoo, while the wily bookagent smiled blandly on. The use of the book in process of time faded away like the daisies it told about, and teachers were facilitating themselves that they were free from the twin pests, oral and botany in the primary school, when in fact they were as thick and heavy as before.

In these days teachers would go along the streets automatically exercising akan / so / ou / ouou / ouou till the very clerk drug took pity on them and came rushing out with Seward's powders for the regulation of their interior economy.

Later, botany was introduced on grounds similar to those now advanced for the teaching of political economy, and a harmless little bookie became the innocent cause of much torture to teachers and more useless expense to children, while the wily bookagent smiled blandly on. The use of the book of time faded away like the daisies it told about, and teachers were facilitating themselves that they were free from the twin pests, oral and botany in the primary school, when in fact they were as thick and heavy as before.

But the inexorable hammer of time at last swept away the chronicles and we thought the teacher had dawned upon our attestations that any derivation from the common school course in a common school is a waste of time and effort and an injury in the end.

Nor are we to be free from hobbies. It is true that no extraneous science is taught, but there is enough attempted within the bounds of the legitimate to make up for our extremists as well as reformers and industrious. At present we have three lunatic cabals, whose only object may be to attract the minds of children, and not carry it to a degree unanswerable for. Now such branches of science and art as drama are given us, the demand for these is to be answered by writing a composition by the common school. The demand for such branches of science and art as these are given us, the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school. We have seen the demand for these to be done by the common school.

CRANE NO. 1—LIGHTING PROCESSES

Lighting processes in arithmetic are the stock in trade of the lightning calculator, who bears no relation to that of numbers in days as a student in school, provided it is not carried to an unreasonable extent. Now
of political economy and finance, about the latter of which, truly "no body seems to know nothing."

As to Cover No. Blanks, we must say that, as a subject, it is such a bonanza that we would treat it in another paper, with the permission of your editorial high mightiness.

WASHINGTON, Oct., 18, 1878.

JEREMIAH MAHONEY.

To the Editors of the Weekly:

A case of counsel punishment, extraordinary only in the degree of public attention excited, is still under violent discussion among our suburban friends of the good city of Lynn. From the outcry you would think that no child had been so severely whipped since the days of Solomon. The truth is the mischievous boy was very badly used, as the committee on the case have reported. No blood nor blister was drawn, though the back was made to smart severely.

Miss Finkham is one of our most estimable young women, and a competent teacher, and certainly would not have resorted to the rod for the pleasure of it, but when such a recourse seemed unavoidable, her positive character led her to do this, as she does do so, in through a manner.

If the rod is to be wholly interdicted, the philanthropic city of Boston will have to add to its many notions a society for the prevention of cruelty to teachers.

I note in a late number of the New York Observer that old familiar hymn commencing "When shall we three meet again" given as "the Dartmouth college Song." I should be scarcely more surprised to find the Dies Irae given as "Our Home, Sweet Home" traced to a Harvard Song Book. Bating my surprise, however, this title may be susceptible of explanation. Can you give it?

Formerly this hymn was said to have been composed and sung upon the parting of three school friends. On referring to the "Family Library of British Poetry," by Messrs. Field and Whipple, now being advertised in the Weekly, this is given as an anonymous British poem. The poem as given in the Observer has four stanzas, that in the Family Library only three, and there are some other variations. It is a beautiful thing, and I hope its origin can be traced. By the way, let me say a word in commendation of that complete and beautiful work, the Family Library above referred to. Every teacher or teacher will allow, should have this book. It renders a hundred dollars worth of other books unnecessary. You need not have a whole shelf of your library taken up with English poets, when this one book gives you all you need for practical work. A compendium of British prose, uniform with this, is soon to be published.

I wish to add a word in favor of another work advertised lately in the Weekly. Boston folks are specially learning the value of this live, vigorous, western paper. They have an able and versatile school journal of their own, but it lacks the force and independence of its Chicago contemporary. But the book I wish praise for is a Boston man's book. It is called "The New University Algebra," by Prof. Wells of the Institute of Technology. This book seems destined to take the place among Algebras that the school from which it emanates holds among institutions of science. Another book I must praise because I am fresh from the enjoyment of it. It is a queer story, full of Western frontier, rough experiences, and disadvantage at the end. Yet it is true to life and brim full of good things, amusing, instructive, and healthily stimulating in its discussion of mathematics, by Adelaide Traiton. It seems to me a much better novelist in this country than Miss Trafton. She is quite young yet, and very industrious, and no doubt will ere long do something even better than this last very meritorious work. It is elegantly written, and Messrs. Lee & Shepard have published it in a very handsome form.

EDWARD JOHNSON.

No teacher who wants to be a success, or is a success, in his work, can afford to be without an educational journal.—Hof. S. M. Elden, Sup't. of Public Instruction, Illinois.

CORRESPONDENCE.

ANSWER TO "H" IN NO. 85 OF THE WEEKLY.

To the Editors of the Weekly:

I enclose to you a little pamphlet that was handed to me some five years ago by Deputy Superintendent Stewart, with the request that I give an opinion of its merits. I also enclose a copy of my opinion as communicated to Mr. Stewart, which may be found to contain a sufficient answer to the inquiry by "H" on page 152 of the Weekly.

I send you the pamphlet simply as a curiosity. Yours truly,

J. E. HENDRICKS.

DESMOINES, IOWA, Oct. 11, 1878.

[The pamphlet to which Prof. Hendricks refers is another illustration of how education would often save men from themselves as well as from their own vanity. The author of the pamphlet was Mr. John Beal, an industrious, self-educated (so far as his education went), laboring man, living since 1858 in Clarke Co., Iowa. By most persistent toil and with great gratification to himself, he succeeded in bringing to light what was thought, as he says, to be "a sunk in mystery beyond redemption." His sands of life were nearly run." He sought to save their flowing by offering to sell the privilege of teaching his mysterious rules in a college for $200, in a high school for $100, etc. What a blessing it would be if something could be done to protect to their own infatuation and ignorance the John Beals who are wasting their lives in efforts to square the circle or to invent a perpetual motion! -Eds.]

The rules given, in the pamphlet handed me for examination, are intended to give all the examples that the following general question may include, and no others:

The quantity and total cost of a commodity being given, a part of which is in inferior quality, and another, a part of which, being a also given, required to give the quantity and price for units, of each portion of the commodity when divided into two parts of equal value.

An easy algebraic solution of this question gives

\[ x = \frac{a + b}{2} \]

\[ x = \frac{a + b}{2} \]

In equation (1), \( x \) represents that portion of the commodity which is of superior value, \( a \) represents the total cost, and \( b \) the total quantity of the commodity, and \( d \) the difference of value per unit.

When \( a+b \) and \( b \) have such values that the quantity under the radical is a complete square, all the answers will be given in commensurable numbers, but in all other cases each answer will contain a \( \sqrt{d} \), which, however, can be expressed numerically to any degree of exactness that may be desired.

The rules given in the pamphlet, therefore, are erroneous, and give incorrect answers in every case except when \( a^2 + b^2 \) is a complete square, in which case they give correct answers only by a compensation of errors.

J. E. HENDRICKS.

DESMOINES, IOWA, June 18, 1878.

"STAND ALONE" AS WELL AS "SIT ALONE."

To the Editors of the Weekly:

Now that we have been taught to "sit alone," and have heard from the faithful that they really do so, I should like to see each example which the pamphlet contains, and of every other example which the rules are intended to solve:

A's share = \( \frac{a+b}{2} \)

B's share = \( \frac{a+b}{2} \)

A's price = \( \frac{a+b}{2} \)

B's price = \( \frac{a+b}{2} \)

When \( a \) and \( b \) have such values that the quantity under the radical is a complete square, all the answers will be given in commensurable numbers, but in all other cases each answer will contain a \( \sqrt{d} \), which, however, can be expressed numerically to any degree of exactness that may be desired.

The rules given in the pamphlet, therefore, are erroneous, and give incorrect answers in every case except when \( a^2 + b^2 \) is a complete square, in which case they give correct answers only by a compensation of errors.

J. E. HENDRICKS.


THE LOCUM IN QUO OF THE "GENERAL OFFICE."

To the Editors of the Weekly:

I have received THE EDUCATIONAL WEEKLY for Sept. 16. I am well pleased with the character of it. Your ideas of the best method of teaching the metric system, p. 116, are worth more than a year's subscription, to most teachers. But I am either obtuse of understanding, or Mr. Dewey (p. 125) is a little d'oise. Does every reader of THE EDUCATIONAL WEEKLY know the locum in quo of the "General Office," or to whom to send his "indomestica?" Give more light, Mr. Melvil Dewey.

J. A. ROUSSEAU, Co. Sept.

SAN BERNARDINO, CAL., Oct. 7, 1878.
At the Walworth county fair a good educational exhibit was made through the energy of Supt. F. W. Isham. A majority of the first premiums for high school work were awarded to Elkhorn; for Grammar school work, to Lyon; for Industrial work, to Darlin. Whitewater carried away the first premiums in Linear Drawing. Supt. Isham, in his report, says: "The committee, consisting of Prof. S. S. Rockwood, Mrs. William Stewart, and Miss Emma A. H. Alyea, Clerks, of the Board, after a careful examination, devoted about six hours to a very careful and thorough examination of the exhibit. The results so far as the country schools were concerned were very satisfactory; the competition proved an excellent stimulant to better work in their individual departments. As regards graded schools, although partially successful, we hope that in the coming year all the village schools may be induced to compete, and that some serious drawbacks that existed this year may be removed. This year we want to see better preparation and more general thorough throughout all the schools, more time to prepare the work, and hence, better preparation. The matter is no longer an experiment, and teachers of Walworth county are to be congratulated on having taken the initiative step in presenting educational work, systematically arranged, at county fairs in Wisconsin."

Pres. E. A. Charlton, of the Plateville State Normal School, has resigned the presidency of that institution, to go into effect at the close of the present term.

Miss Ada Ray Cooke was released from her contract at Edgerton to continue teaching in the Whitewater Normal. J. B. Estee, a graduate of the Peoria, Ill. normal school, takes her place at Edgerton.

MICHIGAN.—Prof. Bradsch has given the State University a fine medalion portrait of President Tappan.

The Regents of the University raised Prof. Watson's salary $500, appointed J. M. Schoerleir his assistant, at a salary of $500, and voted $50 for janitor's services, at the observatory, which Prof. Watson had before paid. Still he is undecided whether the larger telescope at Madison will prove sufficiently attractive to take him away from Ann Arbor.

ILLINOIS.—Prof. Lee, of Cotes county, has devoted himself to the interests of the schools of his county with characteristic energy. At the conclusion of the September Institute the following testimonial was presented him as the sentiment of his teachers: "In consideration of Prof. Lee's labor with us, our school board, and with our pupils, for the past year, in consideration of the lectures he has delivered to the patrons of our school, the many words of kindness and encouragement he has given us, and his unquestionably superior qualifications for the position which he occupies, we, the undersigned teachers of Oakfield public school, hereby acknowledge to Prof. Lee our profound sense of gratitude, and respectfully request him to visit our community and our schools at any and all times his official duties will permit."

The public school of Newton opened on Monday, Oct. 7, with a large attendance in all of the departments. The board have refitted the building, and everything that could be done to make the rooms and grounds attractive and pleasant to teachers and pupils has been done. The school is under the charge of an experienced teacher, Prof. M. V. Zimmerman, as principal, with an able corps of assistants. The organization includes high school, grammar, intermediate, and primary departments, with three grades in each.

There are between forty and fifty young men and women in the college department of Lake Forest University, and about 100 boys in the academy, and a large number in the ladies seminary, Ferry Hall. Pres. D. S. Gregory was inaugurated two years ago, and is doing excellent work.

Prof. A. A. Griffith, President of the Northern Illinois College, contemplates opening a summer school of oratory for the training of lecturers, lawyers, ministers, and public readers, the session to be opened next June.

IAWA.—The school board at Grinnell expects to open an ungraded department in the public schools during the winter term.

J. G. Haupt reported the proceedings of the Scott county teachers’ institute for the Evening post. Gazette, using as examples; "In the paper we learn that the Davenport school board appointed L. A. Rose principal of the Evening School, which was to be opened the 21st instant. The public school of Newton opened on Monday, Oct. 7, with a large attendance in all of the departments. The board have refitted the building, and everything that could be done to make the rooms and grounds attractive and pleasant to teachers and pupils has been done. The school is under the charge of an experienced teacher, Prof. M. V. Zimmerman, as principal, with an able corps of assistants. The organization includes high school, grammar, intermediate, and primary departments, with three grades in each.

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Iowa.—The school board at Grinnell expects to open an ungraded department in the public schools during the winter term.
The total number of pupils enrolled in the public schools of Minnesota the first month of the year was 1,205. In eleven schools there were no cases of tardiness. Pupils to the number of 209 have been admitted who have not attended the city schools. There are in nine different rooms of the Primary department 200 children who are taking their first lessons in reading. For the use of these little scholars, books and reading-stands have been purchased by the Board of Education.

The cases of tardiness or other irregularities of the character of the schools. Our teachers are reading and studying more than ever before. The schools of Council Bluffs opened under more favorable auspices than ever before. The old custom of using a week in organizing has been entirely done away with. The work is carefully and fully laid out beforehand and the lessons for the day immediately assigned and the recitation commenced. A new course of study for the high school has just been adopted in which the study of English language and literature is made a prominent feature.  

The school at Petersburg has been shortened one month, the schools closing Dec. 15, and re-opening Jan. 15. The Lynchburg high school is closed, but a private school is conducted in the building by the same teacher, and the work is being continued.

The election of a professor to the chair of natural history in the University of Virginia has been postponed.

We are indebted to the Educational Journal of Virginia, for numerous educational items this week.

FOREIGN.

The annual congress of the teachers of the Belgian primary schools, which was held this year at Bruges, voted that the programme of primary instruction ought to be composed of—1, the elements of natural science; 2, the elements of the natural history of plants; 3, the manual exercise; 4, the study of the elements of the language, with the writing; 5, the study of the nature of the world; 6, gymnastics; 7, singing; 8, geography; 9, the national history. The tendency of the congress is to simplify the educational programme as much as possible, in order to make the teaching more thorough.

The Elementary Education Commission in France has decided on adopting the principle of infant schools for both sexes up to 6 years of age; ordinary boys' and girls' separate schools for children over 5; and upper schools in every commune with more than 3,000 inhabitants.

The Minister of Public Instruction of Italy, by way of participating in the approaching commemoration of Giordano Bruno, has instructed a professor of the Royal University to edit a new edition of the philosopher's works at the national expense.

A correspondent writes from Japan: "Bear in mind, Asians live as no other race can, and upon food which would not sustain a European house dog. Frugal as badgers, industrious as bees, they undersell every labor market which they enter, and outdo every civilized artisan at his own trade. Any product of Japan is examined by the most exacting of Western manufacturers. The Japanese are always ready to learn, and to outdo everything that the Westerner does, they do with less food, less air, less clothing, and less comfort than any civilized workman."

The annual report of the Education Department of Scotland classifies the schools of Edinburgh as 2,260 public schools, 21 Church of Scotland, 115 Free Church, 72 Episcopalian, and 112 Roman Catholic. There are employed in these schools 2,857 male and 1,801 female certificated teachers, 289 assistant teachers, and 4,271 pupil teachers. The average salary of certificated masters is $1,355. 64. 3d.

The new dictionary of the French Academy contains 2,200 words more than the former one. About 300 words have been expanded, and many Englishisms admitted.

The London College of Physicians dates from the middle of the fifteen century. It was endowed with power to restrain "such ignorant persons as pretend to practice physic or surgery, to the great displeasure of God, great infamy of the faculty, and destruction of many of the king'sliege people." No man might practice in London, or within seven miles of it, without having been examined by the Bishop of London or Dean of St. Paul's, with four doctors of physic or surgery.

The arrangement by which the Canada School Journal was paid $600 per annum for inserting the official announcements and departmental regulations of the Department of Education, has been terminated by the Department. So much better for the School Journal, we should say, as every enterprise ought to stand alone. If the official announcements are desired by its readers, they should be published as a matter of business, but, with the loss. The paper, and if they are not proper matter with which to fill the columns of the paper, the paper is better off without them and the $600. Merit alone wins in the long run.

A normal school has been established at Athens, Greece. The Greek government has long maintained a system of common schools and high schools, with a National University.

THE SOUTH.

Miss Juliet Conon, the instructor in cookery, has asked the National Commissioner of Education to collect information through his agents in the South concerning the style of cooking there, and the Commissioner has consented to do so.

Mrs. Bloomfield H. Moore has given $10,000 to the Franklin Institute of Philadelphia, in memory of her late husband.

MISCELLANEOUS ITEMS.

Prof. Packard, of Brown University, and Mr. Leslie A. Lee, of Bowdoin College, have gone to Colorado, Utah, and Idaho, to continue investigation of the ravages of the grasshopper, cricket, and other destructive insects.

Ambrose has a freshman class of 104.

The total number of freshmen at Yale is 210.

Vassar has received two young Japanese girls as students. They have been permitted to enter the college, for the present, as part of the junior class.

Smith College for women, at Northampton, Mass., has begun its fourth year with 144 students, of whom sixty-five are in the entering class.

It is proposed to present a bill to the next congress appropriating $300,000 from the sum now held by the War Department on account of the freedman's branch of the Adjutant General's office, for the building of schools for the colored citizens of the District of Columbia, and for establishing free schools for the higher instruction of the race.
THE TEST QUESTION IN GEOMETRY.

M. LEONARD W. PARISH, Principal of the Rock Island High School, submitted the “nice test question in Geometry” mentioned in the WEEKLY a short time since, to some of his pupils. He sent us the paper of Master Allen Bing, second year in high school, but a little too late for last issue. The work is really quite creditable but will furnish another nice “test question” for a class to detect wherein it contains the very common errors of “taking things for granted,” a proceeding that rigid geometry will not tolerate. The pupil might also have avoided superfluous statements and have instituted a shorter and much neater proportion. Mr. Parish indicates these defects in the paper he incloses. We give Master Bing’s work verbatim.

This is a good illustration also of how one pupil’s work may be turned to good advantage for the rest by the teacher. It likewise indicates a good method in preparing written examinations. To simply require pupils to reproduce demonstrations from their textbooks does not deserve the name of an examination. And yet to call for original demonstrations is, often times, absurd; and therefore the hypothesis by which we derive this conclusion is absurd and the triangle and the polygon do not form a triangle.

Therefore, as the sides about the equal angles of equiangular triangles are proportional, we have the proposition:

\[ \frac{AB}{BC} = \frac{DE}{EF} \]

If the line \( AB \) coincides with \( A B \), then will the triangles \( ABC \) and \( ADE \) be equal, because \( \angle BAC = \angle EDA \), and the \( \angle C = \angle C \) and \( \angle A \) is common to both. Therefore, as the sides about the equal angles of equiangular triangles are proportional, we have the proposition:

\[ \frac{AB}{BC} = \frac{DE}{EF} \]

The Editor’s Easy Chair, in Harper for November, discusses thus pleasantly and wisely upon Theodore Thomas and gentlemanly conduct:

“The scene was Washington, we believe. The advertised hour for the concert had passed, and the music had already begun, when a party of persons came in, and pushed forward through the hall, disturbing the audience and inquiring the seating arrangements, keeping themselves, kept up an audible conversation. Suddenly Thomas, in the midst of a noble passage, rapped the astonished orchestra into silence. The audience looked at him in amazement, and, turning to them, Thomas quietly said, ‘I am afraid that the music interrupted conversation!’ The hearty applause of the audience saluted the desirable rebuke, and, resolving the symphony, the orchestra was disturbed no more.

‘No doubt the vulgar party of tattlers thought the conductor a very impudent fellow, and it is quite possible they had no sense of their own misconduct. But they and all who hear the story will have a vivid sense of it hereafter, and concert audiences and orchestras will owe to Thomas the undisturbed attention which is as necessary and becoming to the occasion as that of a theatre or a lecture. It was a striking lesson in the somewhat neglected department of public good manners, which ranges all the way from the conduct of a guest in a hotel to that of statesmen in Parliament. Nothing more surely marks a gentleman than his public manners. The following, for instance, impossible not to feel that a man who arrives at a hotel late at night, and goes noisily, talking and laughing, along the corridor to his room, flinging his boots down heavily, and slamming the door, though an upright and excellent person, is not a gentleman. It may, indeed, prove an excellent character, like Thomas, if he feared that the music interrupted the conversation, or like that true gentleman whom the older Berkshire knew, and who said to the young woman to whom he had given his place in the car, and who asked him what he was waiting for, ‘Only to hear you say thank you, my dear.’”

“I’ve always thought boys rather more difficult to manage than girls,” says I to a passing teacher, “but these seem altogether milder and more than ordinarily gentle—almost as much so as the girls.”

“Shall I tell you the secret of their good behavior? We give their minds and bodies simultaneous employment, every one of our games and occupations requiring some as well as thought. The game of one game or another, so that the little ones are engaged in one thing long enough to weary of it. This constant activity, change, and variety, coupled with song, leaves no minute of time for idleness or mischief.”—F. E. Prayt in Harper’s Magazine.

REPORTS AND FAMPHELETS RECEIVED.

The Education of Labor. An address delivered before the State Agricultural Society of Indiana, January 8, 1878, by Pres. E. E. White, Purdue University, Lafayette, Ind.

Report of the County Superintendent of Schools, for Wayne county, Ind., 1877. J. C. Macpherson, County Superintendent.

Catalogue of the Northwestern University. 1877-78. Evanston, Ill. Oliver Marcy, L.L.D., Acting President.

Annual Catalogue of the Officers and Students of the Milwaukee College, Milwaukee, Wis. 1877-78. Charles S. Farrar, A. M., President.

History of the Wisconsin Teachers’ Association, from 1873 to 1878. Compiled by Albert Salisbury.

Kansas City Public Schools. Seventh Annual Report, for the year 1877-78. J. M. Greenwood, Superintendent.


NEW BOOKS FOR TEACHERS.

[Publishers may send out a monthly list of new books in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended reviews are to be made of such as pass muster and are of interest to teachers.

Any book named in this list may be obtained by forwarding the price to the publisher of The Educational Weekly.]
Home and School.

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

DREAMLAND.

H. W. Holley.

Into the summer sky listlessly gazing,
Dreaming by daylight a beautiful dream;
Turreted castles from fleecy clouds raising,
Where I betake me a monarch supreme!

On the rapt soul no trace of a sorrow—
Over the vision no shadows are flung;
No gloomy fears of disaster to-morrow
Linger these glorious of dreamland among.

Hushed is the wild din of life's busy clangor,
Quiet is brooding and reckoning time, that he
Employed for this purpose,
And perfect clock, which tells the hours, days, weeks, months, seasons, and

Posits, as it falls. When work is going on, and
Dull routine work; restlessness, anger,

Gray. Day and night are thus
Dawn, and the sun is


Who can tell but the rapt soul no trace of a sorrow—

The Education, Weekly.

Proverbs from the Talmud.

If the fox is king, bow before him.
Deal with those who are fortunate.
The rivalry of scholars advances science.
Teach thy tongue to say "I do not know."
The soldiers fight, and the kings are heroes.
The ass complains of the cold even in July.
Make but one sale and thou art called a merchant.
A single light answers as well for a hundred men as for one.
The doctor who prescribes gratuitously gives a worthless prescription.
The wine belongs to the master, but the waiter receives the thanks.


Beautiful Thoughts—Selected.

-A story is told of a woman who freely used her tongue to the scandal of others, and made confession to the priest of what she had done. He gave her a ripe thistle-top, and told her to go out in various directions, and scatter the seeds, one by one. Wondering at the presence, she obeyed, and then turned and told her confessor. To her amazement he bade her go back and gather the scattered seeds; and when she objected on the ground that it would be impossible, he replied that it would be still more impossible to gather up and destroy all evil reports which she had circulated about others. Any thoughtless, careless child can scatter a handful of thistle seeds before the wind in a moment; but the strongest and wisest man cannot gather them again.

-There is a wonderful clock in the great cathedral at Strasburg, which attracts thousands of visitors. It tells the hours, seconds, months, and seasons of the year. At twelve o'clock a cock crow three times, and twelve apostles walk around a figure of the Lord. But there is a more wonderful clock than this, which you may see at any time. It was God's will that man should be able to measure and reckon time, that he might have its value and regulate its employment. For this purpose he placed in the heavens a most magnificent and perfect clock, which tells the hours, days, weeks, months, seasons, and years: a clock which no one winds up, which goes constantly and never goes wrong.

-In one of the coal mines of England there is the constant formation of new rock from the dropping of water. The water is full of lime, which it deposits as it falls. When work is going on, and dust flying, the lime is colored gray. Day and night are thus marked with layers of white and gray. On Sabbath there is formed a broad, white stratum, which the miners call "Sunday stone." Who can tell but to angel eyes there are white marks in our hearts and characters formed by every one of our sweet, peaceful Sabbaths of holy rest? Be content to have quiet Sabbaths. The still hours are needed that the foul dust of earth may settle, and, in the same, be formed a white mark.

-Who knows nothing of pillow prayers is ignorant of one of the sweetest modes of prayer open to men on earth. The day with its cares being gone, it is a good time for candid, sincere thoughts of ourselves, our sins, our wants, our hopes; and then turning of them up heavenward. Many a timid boy at boarding school has kept alive his prized communion with his Father on high, and saved his soul by pillow prayers. Boys, try them; girls, don't neglect them. Inviolable with eyes held open in the weary night season, distrust not pillow prayers.

-Almost every person wants to be doing some "great thing," something that heroes and heroines have done; but a little thing, a common, every-day thing, such a thing as must be done out of every body's sight—in daily home duties, or in school, or in business, that seems a poor kind of work to do.

One little sprig of mignonette is sweeter than a wagon-load of sun-flowers.

One single fragrant rosebud is more to be desired than acres and acres of coarse, rank, but showy flowers. So the sweet fragrance of a Christian spirit. The beauty, the gentleness, the loveliness of Christ in the soul is worth more than any outward form, however grand and imposing.

What Am I?

By Hannah More.

I am a strange contradiction: I'm new, and I'm old,
I'm often in tatters, and oft decked with gold.
Though I never could read, yet lettered I'm found;
Though blind, I enlighten; yet loath, I am bound.
I am always in black, and I'm always in white; I am grave, and I'm gay, I am heavy and light.
In form, too, I differ—I'm thick and I'm thin;
I've no flesh and no bone, yet I'm covered with skin;
I'm more points than the compass, more stops than the flute;
I sing without voice, without speaking confute;
I'm English, I'm German, I'm French, and I'm Dutch;
Some love me too fondly, some slight me too much;
I often die soon, though sometimes live ages,
And no monarch alive has so many pages.
The Educational Weekly

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