The Educational Weekly.

The Educational Weekly.

THE UNION OF
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F. O. Valle
S. R. Winchell, Editors and Proprietors.
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Form for Teachers' Monthly Reports.

Publishers' Department.

CHICAGO, THURSDAY, NOVEMBER 14, 1878.

Editorial.

That infantile rash—the "bronze" medal—seems to have broken out again upon our Boston contemporary. This time the gray-headed veteran, Henry Barnard, Mr. Wickerson, and the Pennsylvania School Journal have to endure its childish humor.

We fear that a serious blunder was made last week by our mailing clerk, and that several packages of papers for clubs were sent to the wrong post offices. We shall take pains to correct it as soon as our readers will let us know where the blunder occurred. If No. 89 failed to reach you let us know at once, as the error, in all probability, rests here.

The whole country, especially its industrial and mercantile interests, is to be congratulated upon the results of last week's election. The result was not a party triumph in any strict sense of the word. It was the verdict of the honest, intelligent portion of the people against an inflated and unstable currency, and dangerous and unwise experiment in legislation. Although the escape was a narrow one, the whole country breathes more freely.

Even a good portion of the Democratic party must feel relief in the issue. In Congress the parties will be more nearly balanced than was expected and will be so far a check to each other as to prevent any radical or ruinous changes in the policy of the government. Business may have full confidence now that the ordinary laws and conditions of trade are not to be meddled with. How the result of the election is looked upon abroad may be judged from this paragraph taken from the London Times:

"It is with sincere satisfaction that we publish the results of the November election in the United States. The gravity of the issues on which the electors practically to decide could scarcely be over estimated, and there was some ground for apprehension that the caprice of the Democracy might turn the scale in favor of reckless agitation and ruinous policy. Now, as often before, the good sense of the American people has come to the rescue just in time to save the country from the consequences of party blundering and the immorality of professional politicians. Little thanks are due to the leaders of the Republican party, and still less to those of the Democrats. Neither side can be exonerated from the guilt of paltering with the inflationist-republican–socialist agitation, which culminated in the foundation of the Greenback–Labor party."

HIGH SCHOOL COMMENCEMENTS.

LAST summer the Weekly took occasion to criticise the ordinary type of high school commencements as being an ambitious and unreasonable attempt to force our high school graduates to play the rôle of college graduates, and as deluding our boys and girls with the idea that they are equal to an emergency which they cannot meet without a fearful amount of mental strain and a use of borrowed brains bordering on dishonesty. And yet it is proper and advisable to have some kind of celebration at the conclusion of a four years' course of study. But what shall it be? This is a question we commend to the consideration of our readers.

However, when these commencements of the regular stamp are to be held next June, one thing is certain—every boy and girl who expects to take part ought to have his subject chosen and his composition well under way by this time. A good composition is a thing of growth. It cannot be made by ordinary mortals without time. And especially, when immature minds like those of our high school graduates are expected to prepare an original essay of special merit, should time be taken by the forelock.

When we say that a composition for next June should be well under way at this date, we do not mean, of course, that it should be about in its final form. By the boy or girl who has the true spirit of composition writing this form will not be reached until the last day before the essay is to be read. But the essay should be well under way in this sense:—All experiments and trials which invariably attend the choosing of a subject should have been completed some weeks ago. The pupil's mind should be perfectly composed and at rest upon the subject which is to be the text of its final effort. A good deal has been accomplished by the pupil when his mind gets into this state in which the blandishments of other topics are no longer noticed. The mind thus becomes leisurely concentrated upon the subject. Materials will accumulate by degrees and almost unconsciously. Facts and sentiments will be found to have unexpected bearings. A kind of fermentation will be going on until at last, when the pupil begins the real task of writing he will be spared the usual month or two months of anxiety and spasms. His material will have become homogeneous; it will rest in his mind in formulas of his own; and he will write with ease, if not an original essay, one that will be a fair expression of his power to assimilate and present the thoughts of others. If we must have our commencement exercises, let the compositions be begun in time to grow into something creditable.
HOW DOES YOUR DAY BEGIN?

The first waking moments of the day are of peculiar value to every conscientious person, no matter what his business. But to the teacher they are a sacred time containing the promise of all the good for the day, which lies within his possibilities. By the history of all his yesterdays he knows that his to-days will bring critical moments, when even the expression of his face or the tone of his voice may make an indelible impression either for good or for evil upon the sensitive soul material before him. The comparison is more expressive than happy; but the teacher's life often appears to us as the walk of a man upon a tight rope. The slightest movement of a muscle, the least unsteadiness of nerve, circumstances of no consequence elsewhere, become things of greatest moment in his critical feat. The equilibrium is so unstable, the balancing is so delicate, that trifles become matters of greatest magnitude. However, it is not the teacher to whom these little things are of great importance; it is to the youthful, plastic minds and characters among whom he walks. His influence, his unconscious balancing, if it may be so called, is working for eternity. He ought to be under a moral and intellectual tension, whether realized or not, such as belongs to no one else. In his intercourse with his pupils nothing can happen which may be called trifling. Then how important it is that this tight-rope walker shall have a good start as he enters each day's course! that he shall be well girded, his muscles stiffened, his nerves steady. If he would acquit himself nobly he must be well balanced at the start.

From this comes the significance of the first conscious moments of the day. That is the girding time, the balancing time. To the devout teacher who realizes the responsibility which rests upon him, these first moments are moments of earnest prayer that there may be no unguarded times in the day, and that the meditations of his heart and the words of his mouth may be such as shall strengthen and nourish the noble qualities of manhood and womanhood. The earnest teacher will think of the delicate and peculiar "cases" which he must handle to-day; he will reflect upon his own conscious weaknesses, and by thus forewarning himself be forearmed against the ambushes and pitfalls that await him. These sacred moments are the proper breeding time of noble resolves and high consecration. They contain the key note of the day. They are the anchor cast at the bow of the day, which insures steadiness and safety. Teacher, see to it, before your couch is left, that you are prepared to meet your sacred duties.

REVIEWS.


Among text-books if there is one book more dreary than another it is, it seems to us, a spelling-book, especially one of the old time. Recent efforts are all in the direction of utilizing the spelling exercise with the purpose of giving it a broader scope than the mere memorizing of words and their letters. Most of the spelling-books which are now appearing remind us of the publications furnished at some of our restaurants. The only savory and valuable element seems to be the dressing. In this respect the graded-school speller is no exception. It is to its credit that it contains so much dressing possessing both substance and flavor. Its main subsidiary objects are (1) to familiarize the pupil with a system of diacritical marks, Webster's being used through-
inexpressive recitation of words without ideas usually called reading.

Much preparation is necessary in order to teach this branch. It is the great desideratum in the qualification of the primary teacher, and whoever aspires to teach should be keenly alive to the responsibility resting upon him in this matter. More simplicity; more nature;—with the understanding that in this sense is meant that nature which is the climax of art.

ON BRAIN FORCING.

(Concluded.)

A NOTHER kind of premature brain forcing is seen in young artists. Young musicians, especially, abandon themselves with perverted ingenuity, not merely to discipline and culture, but also to original composition and to excessive display. Hence, as the passion of music is of early manifestation, and the vanity of parents invariable, we find the history of musicians is one long wall over brilliant promise and early exhaustion or death. It is as true of music as of every other art, that its greatest works are works not of youth but of manhood, not of tender age but of maturity. Schubert died at the age of 31, Mendelssohn at the age of 36, Mozart at the age of 36; these, like many other masters prodigiously, even wastefully, produced under the first days of spring, were worn out when their transcendent genius should have born its harvest. Even in music we find the most lustrous and immortal works were the works not of youth, nor of early manhood, but of riper years; of masters who were endowed with inexhaustible wellsprings of force in body and brain, or who had husbanded their stores in earlier days. Handel composed his great oratorios after he had passed his fiftieth year. Sebastian Bach wrote his grandest works, such as the Ninth Symphony and the Passions, were worn out when their transcendent genius should have born its harvest.

I must pass on to consider brain work under the head of tension. Tension, I believe, depends in some way upon the tides of the blood-vessels—upon their rapidity perhaps—and more especially upon the rapid distribution of blood in particular directions. It may well be a matter of the nervous system. Probably also some relation of capillary to cell, which is fastened together in the nervous system, under several aspects, as in the digestion of food, may be responsible for this. Perhaps, after all, this is meant that nature which is the climax of art.

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which education is chiefly concerned are Quality, Quantity, Tension, Variety and Control. Quality is beyond the direct efforts of education, its rarer development, both in nations and individuals, is as yet in calculable; in the early life of the individual it is often latent, and its greatest results belong to years of maturity. On the other hand education may often overlay it, thwart it or expend it, and as quality is largely dependent upon quantity or volume of nerve force, the ripening of those degrees of it which exist in ordinary men, and the favoring of those revelations of it which occur more rarely, are constantly prevented by brain forcing in early life. In men of great quality or genius such brain forcing has too often dimmed or blighted the splendor of their work, or has shortened their days, and has only failed to do so in others by virtue of their perennial springs of inward energy. Quantity therefore is a very fruitful possession, and, unlike quality, may be directly reinforced by wholesome conditions—by physical education, and by the promotion of healthy and rapid digestion, assimilation and excretion. Tension is a virtue without which quality and quantity of nerve force may be wasted. By it men overcome resistance, and are fired with impulse. Promptness, alertness, and acute sense come also of this attribute. Tension may be increased greatly by education, and it springs up in the busier contentions of men. It is largely independent of physical health and of food, but is favored by action and the training of observation. Variety, by which men are enabled to touch the world at many points, can be favored by education. If in excess it results in aimless dissipation of energy; if dully consorted with full knowledge of one or more subjects it gives breadth and flexibility to the intellect and promotes the happiness of personal and social life; it favors general progress by permitting the more rapid diffusion of the knowledge won by the few. Lastly, control is eminently a creature of education, and is perhaps the most precious gift of the individual man. Without justice, temperance and definite industry the most brilliant attributes of mind may be impotent for good, and without the habit of social subordination and the bond of social sympathy the most brilliant society would be but a rope of diamonds. Brain forcing is terribly mischievous. It urges genius into precocious fruitages, it drains the springs of nervous force, it excites high tension without giving volume to it. It stunts the variety of mental expansion, and by enforcing control it breaks the spirit. The true purpose of education is first of all to teach discipline—the discipline of the body, and the higher discipline of the mind and heart; to encourage the budding faculties to break freely in natural variety; to quicken the eye and the hand, and to touch the lips with fire; to promote the gathering of the fountains of vigorous life by fresh air, simple nutritious diet and physical exercise; and finally to watch for the growth, silent it may be for a long time, of the higher qualities of character, or even of genius, not forcing them into heated and froward activity, but rather training the temptation to early melioration, the ripening of those degrees of it which occur more rarely, are wanting most in the busy contentions of men. Without justice, temperance and definite industry the most brilliant attributes of mind may be impotent for good, and without the habit of social subordination and the bond of social sympathy the most brilliant society would be but a rope of diamonds. 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These words seem almost to simple—these truths too obvious for repetition, yet for lack of that which lies in them our modern schemes of education are day after day ruining the young by overstimulation and unhealthy competition. Happily the public is awaking to its error, and is beginning to regret the days when its young dunces grew into its old heroes. What we did blindly in the past by trusting to the hidden wealth of nature, we may now do face to face by the revelation of her secrets.

P. S. —Since this essay was prepared for the printer, I have received the February number of the Fortnightly Review, which contains an article by Prof. Huxley on Technical Education. In that article Mr. Huxley expresses opinions which must command general attention and adherence. Although his argument is steep with thought and word far stronger and swifter than mine and clothed with an authority to which I can lay no claim, yet I may perhaps without presumption call myself a fellow-laborer in the same field.

THE VOWELS.
We are little airy creatures,
All of different voice and features:
One of us in glass is set;
One of us you'll find in jet;
T'other you may see in tin,
And the fourth a box within;
If the fifth you should pursue,
It can never fly from you.

Written for The Educational Weekly.

THIS AND THAT.

By GEORGE HOWLAND, Esq., Principal Chicago Central High School.

We smooth our darling's pillow,
And spread his couch so warm,
And look upon life's hillow
To see him brave the storm.

With dainty fingers twining
His soft and curling hair,
We fondly sit divining
What laurels he shall wear.

With robes of finest texture
His graceful form we deck,
Absorbed in sweet conjecture
How crowds shall heed his beck.

While to our hearts we fold him,
Or guide with gentle hand,
In fancy we behold him
A leader in the land.

Ingenious aids contriving,
The deeps to bear him o'er,
We paint him boldly diving
Their secrets to explore.

The rugged steeps of learning
We grade with easy slopes,
That he the low plain sparing,
May reach our topmost hopes.

Underneath an old and broken
Stairway, where in rags he lay,
Wakened by no loving token,
Watched an orphan for the day.

Like a cub unwelcome, creeping
From his lair, unwashed, unkempt.
Of the good within him sleeping,
Hope herself had hardly dreamt.

Blows and buffets for caressing,
Curse for a mother's love.
No strong arm his wrongs redressing,
Save his own, and one above.

Dark fate closing with him ever,
With his fate he battles still,
Gaining with each new endeavor
Greater force and stronger will.

Little versed is he in letters,
But in human nature read,
Judging living boors the betters
Of the lettered great but dead.

Will it be from nature's juggling,
If he soon to honors grown,
Sees our darling weakly struggling
Far beneath him all unknown?

—A teacher in Squiggleschunk, Me., during a Bible lesson, when speaking about Cain and Abel, asked one of the scholars, "Where did Cain go after he killed Abel?" "Went to sleep," was the reply. "Went to sleep! Where did you get that information?" "It's in the chapter, sir, that Cain, after he had killed Abel, went to the land of Nod."—Punch.

—EDUCATION—Inspector of Schools: "This strikes me that teacher of yours retains little or no grasp upon the attention of the children—not hold enough, you know, not hold enough." Lancashire Magnate (who takes great interest in the educational movement): "Not hold enough! Lor' bless ye—if she ever sees forty again I'll eat my 'at!"—Punch.

—On being asked what he thought fire-flies were made for, a little boy answered: "I think God made them for candles to light the little frogs to bed."
SOME CONSTITUTIONAL QUESTIONS.

By A. O. Wright.

To the Editors of the Weekly:

Some questions raised in the Weekly on points in the United States Constitution have interested me, and I will endeavor to answer them here.

1. The Number of Inhabitants Required to Make a New State. The Constitution simply says that "a new state or territory may be formed by the Congress of the United States (not counting the territories) in 1870 was 38,115,641. Congress fixed the whole number of representatives at 283. This would give the ratio of representation assigned by Townsend. But Congress afterward passed a centennial act, giving nine unapportioned states each one additional representative. The number is thus increased to 292. But this creates a question whether the basis of representation is changed by changing the number of seats. If it is, then the basis of representation is that of Martin and Andrews. The question is of no practical moment, because Congress fixed the representation of each state, instead of fixing a ratio of representation and then giving the Secretary of State to make the apportionment on that basis, as was the case for two decades previously.

3. Why Elections for Representatives are in October. The Constitution leaves the time of holding elections for representatives to each state to decide, unless Congress by law changes it. The states were left to hold their elections as they pleased till 1872, when Congress prescribed the Tuesday after the first Monday in November as the uniform time. But the time of its going into effect was 1876, so that certain states might change their state constitutions to correspond. As several of these were not able to do it in time, a further extension of time was given to those states whose constitutions prescribed some other day than that fixed by the act of 1872. Under this act, therefore, they might hold their elections for representatives this fall at an earlier time. Congress could insist on its constitutional right to prescribe the time, regardless of state constitutions; but it has chosen to be courteous to these states and make uniform time for them.

Fox Lake Seminary, Fox Lake, Wis.

[This letter from Mr. Wright covers so fully parts of the letters sent by Pres. A. Eathurn, Humboldt College, Iowa, and by D. A. M. Salem, Wis., that it is not necessary to present the corresponding parts of their letters.—Ed.]

PLEASE DO.

In a private letter to the editor, accompanying the one addressed to Mr. Mahoney, Mr. Lee says he wants to bring out some useful thing looking to practical results in systematizing our school-work. He believes thoroughly in the common school, but he can't shut his eyes to the fact that the cause of common schools (meaning ungraded schools, we suppose) in the East has become inert, and will soon lose its power in the West unless something is done to give it greater potency and appreciation.—Ed.
In conclusion, I will say that, far from relaxing great and well deserved merits to the Heness-Sauveur method, I argue that the application of the same should be made in our schools and colleges, only that it should be done after time.

Alfred Henniquin.

UNIVERSITY OF MICHIGAN, Nov. 2, 1878.

To the Editors of the Weekly:

We are glad to see that the merits of the Natural Method are likely to be thoroughly discussed. Prof. Sauveur and his associates certainly deserve the thanks of every earnest teacher for having attracted such general attention to the methods of teaching foreign languages. The discussion will undoubtedly lead to further valuable investigations both in theory and methods, which will be of material assistance to every live instructor. Prof. Sauveur has, it seems to me, made the mistake (quite common with successful men in every department), of attributing to his system of instruction a development which is very largely owing to his individual character and to the very favorable conditions under which he works. The practical question as it comes to the teacher in our schools is not—how can I impart a thorough knowledge of German or French to a class of adults who come to me with a long course of previous training, and with an eagerness to acquire the language, and a determination to persevere until they thoroughly conquer it, and with a willingness perhaps to spend ten hours a day for three or four months, if happily they may attain their end? It is on the contrary a very different one, viz.: how can I best utilize the time for a class of children from 14 to 16 who come to me one hour a day for 200 days in the year, the majority of whom will never pursue the study more than one year, whom not more than one in 25 will carry it on for the second year? Now to judge a priori the Natural Method is but poorly adapted to produce valuable results under such conditions; and I judge of a particular system by the results it can produce in conditions which are the same as those of our schools. All the teachers who I know who pretend to use the Natural Method, as a matter of fact, regular Grammar lessons, and have their scholars use the dictionary in translating, reject exactly that part of the Natural method which, from the Usual Method; and, thus, by their practice at least, confirm the statement made by a prominent teacher, that all that is distinctively new in the system is di-stinctly unsatisfactory. Dr. Sauveur, for in France, almost a fanatic. He exerts that same influence which every really earnest man exerts. His positive, dogmatic assertions as to the superiority of his method go a great way toward convincing his audience. His enthusiasm for his system begins a similar enthusiasm in the minds of the readers, though it is considerably dampened when he reads in the De Bello Gallico that the Professor will give the results of his experience for the next two months to be published. ‘This experience must be which is to become much richer within eight weeks! How rapidly that man must live who proposes to collect out of a sixty days’ experience proofs enough to show that the whole previous course of the world’s education has been wrong, and that the methods in vogue for centuries in all civilized countries are radically unsound and defective! Dr. Sauveur—but enough for the present. More another time.

E. J. JAMES.

STAND UP FOR THE GIRLS.

To the Editors of the Weekly:

It seems to be a popular opinion that when a woman marries she must thereupondevote her life to sweeping, cooking, and tending babies; but we confess we hardly expected the leading educational paper of the West to assert such opinions in the light of the nineteenth century. Because a woman has a third after knowledge, is interested in something outside of her own little world, is she therefore lacking in “essential elements of character?” Does she possess a something which is not compositional with the highest development of matronly character? Is a woman better because she “feels guilty” if she takes time to read? as some wise say do they, while her husband goes on progressing in knowledge until in a few years you will hear “what a pity so intelligent a man as Mr. —— should have such an ignorance.”

Woulidn’t it be better to develop a little more self-reliance, self-assertion, and “push” in early life that we may have more intellectual housewives and mothers; that they may not be so easily persuaded to leave a desire for learning which has often a better chance of being lost on the way and which has not the same chance of being reached. If college life teaches self-reliance let the girls have it that they may instruct their children in future years to learn to depend upon self effort, not to expect the study to be done for them, not to be inefficient and insufficient as the average American child. It seems to be expected that every woman shall take to housework as naturally as a duck takes to water; but it isn’t considered, that the man is the eminently more not to edit a newspaper. Why should not a woman be free to follow her tastes? Even the French, as an extreme, insist that—‘“Pour les jeunes filles et les femmes qui se marient, il faut que les écoles d’éducation généralisent d’abord une instruction au moins équivalente à celle qu’offre notre système.”’

I grant for a few years of a married woman’s life she is chi−fly occupied with the rearing of children and cares consequent thereto, but she need not from the same time give up her aspirations and degenerate into a common-place nurse and maid of all work. Let her have all that can enrich and prepare the soul of her mind to bring
forth good fruit in the days when so much attention cannot be given to it. It always seems to create a panic if it is feared that women are not being educated for wives and mothers, with no thought of anything further; but the time cannot be far distant when women will be educated for parents, as well as daughters, and daughters will be educated to earn their own living as well as sons, and there will be less crime and less misery than now.

Let it not be said that THE EDUCATIONAL WEEKLY will lay a single straw in the path which leads to this higher education of the future!

Mrs. C. E. C. W.

AUSTIN, ILL., Nov. 7, 1878.

[An article discussing the education of women, with a quote from Mr. C. E. C. W.]

THE PRINCIPAL MERCANDS.

To the Editors of the Weekly:

In answer to the query asked by "Wisconsin" will say that the survey merchants run as follows:

1st. Runs from Alton, on the Mississippi River, to the northern extremity of this line, it runs N. through Iowa, through a part of the Waukee, and then crosses over the Michigan, crossings the western part of Iowa, through a point to be named. It runs N. on the other side of the Missouri River, to the western boundary of the State of Minnesota, where it intersects the line from the mouth of the Mississippi River, to the western boundary of the State of South Dakota, to the eastern boundary of the State of North Dakota, to the northern boundary of the State of Nebraska, to the western boundary of the State of Wyoming, to the northern boundary of the State of Montana, to the western boundary of the State of Idaho, to the western boundary of the State of Washington, to the northern boundary of the State of Oregon, to the western boundary of the State of California, to the western boundary of the State of Nevada, to the western boundary of the State of Arizona, to the western boundary of the State of New Mexico, to the western boundary of the State of Texas, to the western boundary of the State of Louisiana, to the western boundary of the State of Mississippi, to the western boundary of the State of Alabama, to the western boundary of the State of Florida, to the western boundary of the State of Georgia, to the western boundary of the State of South Carolina, to the western boundary of the State of North Carolina, to the western boundary of the State of Virginia, to the western boundary of the State of West Virginia, to the western boundary of the State of Maryland, to the western boundary of the State of Delaware, to the western boundary of the State of Pennsylvania, to the western boundary of the State of New York, to the western boundary of the State of New Jersey, to the western boundary of the State of Connecticut, to the western boundary of the State of Massachusetts, to the western boundary of the State of Rhode Island, to the western boundary of the State of Delaware, to the western boundary of the State of Maryland, to the western boundary of the State of Virginia, to the western boundary of the State of West Virginia, to the western boundary of the State of Kentucky, to the western boundary of the State of Tennessee, to the western boundary of the State of Missouri, to the western boundary of the State of Arkansas, to the western boundary of the State of Louisiana, to the western boundary of the State of Texas, to the western boundary of the State of New Mexico, to the western boundary of the State of Arizona, to the western boundary of the State of California, to the western boundary of the State of Nevada, to the western boundary of the State of Oregon, to the western boundary of the State of Washington, to the western boundary of the State of Idaho, to the western boundary of the State of Montana, to the western boundary of the State of North Dakota, to the western boundary of the State of Minnesota, to the western boundary of the State of Wisconsin, to the western boundary of the State of Illinois, to the western boundary of the State of Indiana, to the eastern boundary of the State of Ohio, to the eastern boundary of the State of Pennsylvania, to the eastern boundary of the State of New York, to the eastern boundary of the State of New Jersey, to the eastern boundary of the State of Delaware, to the eastern boundary of the State of Maryland, to the eastern boundary of the State of Virginia, to the eastern boundary of the State of West Virginia, to the eastern boundary of the State of Kentucky, to the eastern boundary of the State of Tennessee, to the eastern boundary of the State of Missouri, to the eastern boundary of the State of Arkansas, to the eastern boundary of the State of Louisiana, to the eastern boundary of the State of Texas, to the eastern boundary of the State of New Mexico, to the eastern boundary of the State of Arizona, to the eastern boundary of the State of California, to the eastern boundary of the State of Nevada, to the eastern boundary of the State of Oregon, to the eastern boundary of the State of Washington, to the eastern boundary of the State of Idaho, to the eastern boundary of the State of Montana, to the eastern boundary of the State of North Dakota, to the eastern boundary of the State of Minnesota, to the eastern boundary of the State of Wisconsin, to the eastern boundary of the State of Illinois, to the eastern boundary of the State of Indiana.

S. C. B., Ellis Grove, gives substantially the same answer, and refers the seeker for further information to a pamphlet published by Ivison, Blakeman & Taylor, called "The Township System."

VOWEL MARKS AND MERCIANDS.

To the Editors of the Weekly:

In answer to Wisconsin:

1st. It is proper to say that the is marked with a caret, and ad. It is proper to say that the is marked with a slanted line between the initial letter and the following vowel.

2nd. In Mead's Geography of Wisconsin, by Prof. Salisbury, we find the following: "The first principal mercand is a line surveyed due north from the mouth of the Great Miami river. The second runs through the middle of Indiana; the third, from the mouth of the Ohio, northward through Illinois; the fourth from the mouth of the Illinois river north to Superior; the fifth, from the mouth of the Arkansas river northward. Michigan has a special mercand. The present system of U. S. land surveys was inaugurated by Col. Mansfield in 1802."
Educational Intelligence.

E D I T O R S.

MASS.-Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
Colorado.-Hon. J. C. Shuart, State Sup't Public Instruction, Denver.
Iowa.-J. H. D. Dessauer, Principal State Normal School No. 4, Davenport.
Indiana.-J. B. Roberts, Principal High School, Indianapolis.
Massachusetts.-W. W. Tousley, Sup't Public Schools, Minneapolis.
Dakota.-W. M. Brandt, Sup't Public Schools, Yankton.
Ohio.-R. W. Stevenson, Sup't Public Schools, Columbus.
WYOMING.-Prof. G. 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, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, NOVEMBER 14, 1878.

THE EAST.

NEW ENGLAND.-The Vermont Legislature is discussing various educational matters this year, the most important of which is the question of consolidating the State Normal Schools, or withdrawing their charters. The State University and the Agricultural College are also to be investigated, a charge having been made that the agricultural fund is diverted from its proper channel and its appropriate use. "Beginners." Thomas Tash, of Portland, was elected president for the next term.

Some students in his class have just returned from a trip around the world in eighteen months, with letters from Mrs. A. C. Heizer, of New York, to the Davenport Gazette. They were subscribers, too. How many of our friends will think well and speak well of it, but who are procrastinating subscribers; publishers' business to get new subscribers; that they are not content till their name appears in a Teachers' Association Bulletin? The last issue contained a series of interesting letters to the State Press, detailing his experience and adventures while traveling through old Virginia.

Marengo talks of establishing a public reading room. Penn College, at State University, has a total attendance of 194 students.

Chiapparelli, of the State Normal School at Amherst, Mass., will deliver his inaugural on Thursday evening, Oct. 26, at Wheaton, Dr. J. R. Haggard, county superintendents of New England. "Mr. G. W. Lyman, Superintendent of the city schools, will lay it lighter on the back of the offending urchin, not that we ever heard him accused of laying it on too heavily, but now he is an exceedingly contented papa, and the ten-pounder can vote for Congress in 1899, provided the October election is not legal.

Tift Academy, at Vinton, is said to be in a prosperous condition, with a good attendance of students. Mr. T. F. Tobin is principal.

Mr. J. D. McClure has been selected to represent Simpson County College at the State oratorical contest.

THE WEST.

IOWA.-A normal class has been organized in connection with the De Witt school, which will offer opportunities to all who wish to fit themselves for teaching, to review the common-school branches, or to prepare to enter college, to do so at a small expense. Board from $3 to $4 per week. Tuition $5 per term. Further information, address Kate N. T. Snyder, Principal, Beloit, Iowa.

Miss Jennie McKoon is now teaching in the high schools of Sterling.

The De Witt public schools have enrolled three hundred and ninety-one pupils.

Boone expects to have new high school building completed, furnished, and ready for occupancy immediately after the holiday vacation.

Twenty students are enrolled in the homeopathic branch of the Medical Department of the University. Des Moines and Council Bluffs are talking of establishing academies of science. Davenport has the finest institution of this kind in the state.

The University Reporter says: "The law department this year embraces members from England, Africa, Bermuda, Nova Scotia, the United States, and New Jersey." A grandson of Daniel Boone, the pioneer settler of Kentucky, died recently in Missouri.

Mr. F. S. Belden, the popular and obliging agent of Messrs. Cowperthwait & Co., has our thanks for copies of Berard's "New History of the United States," and Goodrich's "Child's History," both of which are fresh, entertaining books that are bound to win their way into popular favor.

The students of the Marshalltown high school have formed a society—The Philomathes—and furnish excellent literature. They have a band, and are free from books that are bound to win their way into popular favor.
THE EDUCATIONAL WEEKLY.

MICHIGAN.—The Supreme Court has just rendered a decision of considerable importance to the school districts, and this is the first that has been made upon which the court has been called to pass. The decision in question is that of the Court of Appeals in the case of People v. School District of Detroit, which was brought to the Supreme Court for review.

The case grew out of an action brought by the city of Detroit against the school district of the city, to recover the sum of $1,000, which was found to be owing to the city for taxes levied by the school district. The city claimed that the school district had failed to collect the taxes, and that the city was therefore entitled to recover the sum of $1,000 from the school district.

The school district claimed that the city had no right to recover the sum of $1,000, as the city had no authority to levy taxes for the support of schools.

The Supreme Court held that the city had no authority to levy taxes for the support of schools, and that the city was therefore not entitled to recover the sum of $1,000 from the school district.

The decision of the Supreme Court is a decided victory for the school district, and it is hoped that it will be followed by similar decisions in other cases.

THE SCHOOL OF ART.-The Board of Education has just adopted a resolution, which provides that the school of art shall be conducted in the old high school building, and that the school shall be conducted by a committee of three, consisting of the president, the treasurer, and the principal of the school.

The resolution also provides that the school shall be conducted in the manner prescribed by law, and that the school shall be conducted for the purpose of promoting the interests of the city.

THE SUPREME COURT.—The Supreme Court has just rendered a decision in the case of City of Milwaukee v. School District of Milwaukee, in which the city of Milwaukee sought to recover the sum of $2,000 from the school district, which was found to be owing to the city for taxes levied by the school district.

The city claimed that the school district had failed to collect the taxes, and that the city was therefore entitled to recover the sum of $2,000 from the school district.

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THE EDUCATIONAL WEEKLY.

THE SOUTH.

KENTUCKY.—Dr. Henderson was announced to lecture at Lebanon, Nov. 11.

Prof. Kirby is lecturing on "The Relation of Catholic Schools to the State."

"The teachers of Kentucky believe in and practice corporal punishment as a part of the daily exercise. Having conducted several institutions during the past three months, at which expression was had by vote as to how many returned to any form of corporal punishment, we reached the above conclusion."

—Eclectic Teacher.

VIRGINIA.—Dr. Ruffner, Superintendent of Public Instruction, publicly charges that $850,000 of our public schools has been illegally appropriated to pay the ordinary expenses of the state.

FOREIGN.

It is thought that M. Talon will be elected to the French Academy as the successor of M. De Lormerie, a French writer.

The Camerian School Board for November is a most excellent number. It ranks among the best of the monthlies. Subscription price one dollar a year. Specimens sent free, Adam Miller & Co., Publishers, Toronto, Ontario.

Captain E. Johannsen, who has lately returned from a voyage far beyond Nova Zembla, discovered an island situated longitude 60 degrees east and latitude 70 degrees 25 minutes north, which he called "Emsenheden" (Solitude).

The sea was toward the west, north, and east, free from ice; to the southeast, however, drifting ice was observed. The vegetation on the island is poor, but there exists a rich fauna of birds.

M. Renaut is making researches in the municipal archives of Lyons for information concerning the introduction of Christianity into Gaul.

According to recently published statistics there are more deaf mutes, idiots, and lunatics in Switzerland, in proportion to the population, and fewer people afflicted with blindness, than in any other European country.

The Archaeological Society of Athens is in treaty for the purchase of the houses upon the site of the temple of Delphi, and the removal of the village to another plot. Excavations which are expected to reveal great art treasures will then be undertaken.

MISCELLANEOUS.

Prof. S. S. Hamill, the ecologist, has just closed a course of lessons to the faculty and advanced students of Asbury University, Greencastle, Ind.

He has been a late returner from Cuba, and is now engaged in preparing the text for his work. His study is the one to which the name of the department is due.

The American educational exhibit in Paris received 117 awards as follows: 26 gold medals, or equivalent diplomas; 42 silver medals, or equivalent diplomas; 24 bronze medals; and 25 honorable mentions.
MODERNIZED EDUCATION.*

THIS may be set down as a fundamental principle: That education is not merely a useful acquisition, but also a means of filling the gaps in the intellectual and moral development of the individual. To this end, both the individual and society benefit from an education that is both comprehensive and practical. The modern student, unlike his counterpart of the past, must be able to adapt to a rapidly changing world.

In our age, the world is in constant flux, and the need for education is greater than ever before. The educational system must be reevaluated to ensure that it meets the needs of the present and future generations. The modern student should be equipped with the skills and knowledge necessary to succeed in a complex and dynamic world.

The modern student must be able to think critically and creatively. They must be able to analyze information and make informed decisions. They must be able to communicate effectively, both in writing and orally. They must be able to work collaboratively and be responsible for their own learning.

It is crucial that the educational system recognizes the importance of practical skills. While academic knowledge is important, it is equally important to develop skills such as problem-solving, time management, and teamwork. The modern student should be able to apply their knowledge in real-world situations.

In conclusion, modern education must focus on preparing students for the challenges of the 21st century. It must be comprehensive, practical, and relevant. It must be able to adapt to the changing needs of society and the individual. Only then can we ensure that the modern student is prepared to succeed in a rapidly changing world.

*Address delivered by Dr. Alexander Winchell, at the Thirty-Second Annual Convention of the Delta Kappa Epsilon Fraternity in New York, Oct. 31, 1878.
the same crime. All children like to see pictures, and to make pictures; but instead of fostering this useful instinct, a picture on the slate is as horrifying to Miss Nancy or Mr. Petriflet as the nature of science is to our mediævalized theologian. When a boy is asked to take a locomotive to pieces we set him to dissecting a verb. Let him gratify his curiosity; let him entertain himself with chemical re-agents; give him means to make a telephone or a steam engine; allow him to drive a ball, and a jack-plane; give him the field-scope and the geological hammer. With these things he will unite hand-work with head-work in a most fruitful alliance; and when he becomes a man, he may be either a mechanically expert scholar or a scholarly mechanic. As a scholar he will understand how to tend the end, and as a mechanic how to read the end. The two will turn every situation to account. As a mechanic, he will understand his business, and make a "boss" who may be trusted without misgiving.

EVILS OF OUR EDUCATIONAL SYSTEM.

Permit me now to point out some of the evils of our dreamy, theoretical, and antiquated system of education. First, and worst of all, is the crying lack of qualification for citizenship. In a country where every man wields political influence—where the judge and the ditt-digger confront each other at the polls—the destiny of the state and all its precious interests depend on the amount of political knowledge which the citizen acquires. Most people, as I have said, depend upon schools for their education; they acquire them a little after they leave the schools. If a gleam of political intelligence reaches them, in the midst of the affairs of business; if they seek a late and slender education in the duties of citizenship; all the better would it be if this knowledge could be systematically imparted during the period of life allotted to the acquisition of knowledge. Alas! how our ignoramuses of voters are dismayed and fobbed off by some shadowy and personal explanation; by some misapprehended principle of political science, or the seductions of some self-seeking and heartless demagogue. I could name counties and Congressional districts where the political knives are in the habit of taking contracts to carry the election of candidates. And these ignorant, political mountebanks hoist themselves triumphantly into our halls of legislation on the backs of these hooting, smirky parodies of freemen; and there they flaunt the emblems of their authority over heads grown gray in knowledge, and pure hearts glowing with honest patriotism and political virtue. It may not be possible, in the absence of well enforced systems of compulsory education, to make honest and competent voters of this blind and blatant herd; but we can, at least, seize every occasion to inoculate them with political wisdom, even if grammar and vulgar fractions must remain dead secrets. Better for these to "go to the dogs" than for the country.

Another evil resulting from misapplied school years is widespread incompetency among our mechanics and tradesmen. They do not understand their business. We employ a mechanic on a "job"—and he leaves it spoiled or botched. These deals are never realized; we are always disappointed. We are not taught to match the tools from our workmen's hands, and show them how to put brains in their work. They do everything by rote and rule, and not by principle; they are destitute of experiments; a new floor demands them; they need intellectual resources. These the schools should have given them; but, in place of wisdom, they acquired mental arithmetic and analysis of sentences. The case is made worse by our laws—framed by the same ignorance and intellectual anemia we speak of; a new factory is opened, and a new school is opened, every month, and next day bidding for a contract to build—and spoil—the building.

Another evil from inadequate education is the public misconception of the desirability of education. Hence, the rising, and already politically tinted outcry against our high schools, and against all public support of education. The ignorant voter demurs, because he is utterly incompetent to understand the relation of higher education to the public weal. The evil-centric demagogue roars to the idea, because he desires the ignorant vote to lift him into a place of easy emolument and power. I care not whether the outcry against public support of high schools proceeds from the incompetent, and probably untaught, voter, or from the dignified bench of the Board of Regents, or the canopied chair of the State Executive; I characterize the outcry as a voice prompted by political knavery or an inadequate conception of the nature and origin of the forces which confer greatness and power upon a state. I cannot here enlarge upon the discussion; but I desire to say, that the man who shall convincingly demonstrate that the humblest citizen, as well as the highest, receives the benefits of every man's collegiate education, will confer a blessing which is more needed, at the present political juncture, than good harvests and fat dividends.

BEGOTTEN IN EDUCATION.

Herein also, religious bigotry and intolerance. These are the very same of ignorance. And as most of our modern progress has been in the field of physical and biological science it happens that it is ignorance of these which has instigated the oppression and proscription practiced against the searchers after God's truth in all ages, and the latest "heretics" whose fate was heralded yesterday to the world. If the great lights of ecclesiasticism—dark lanterns of sacred truth—had assigned a portion of their term of theological training to the study of what else Scripture writ by God's own hand," they would reverence the man who brings them the truth fresh from the sacred volume of Nature, instead of consigning him to the fires of tradition. Yet where is the theological school where it has put its curriculum of theological dogmology to the study of what else Scripture writ by God's own hand?" We have frequent calls for report cards similar to the above. These were furnished to a teacher in Arkansas city, Kansas. Duplicates may be obtained for one dollar per hundred. Postage additional, to cents per hundred. Address THE EDUCATIONAL WEEKLY, Chicago.

A remarkable competitive examination was recently held at Otago, New Zealand, between the five best Maori children in the native school and an equal number of proficient white children from the English school, the subjeets of test being both academic, geographic, writing, reading and spelling. In arithmetic the Maoris solved correctly twenty-two out of the thirty examples to the English children's fourteen; in geography the natives were also slightly ahead, and in writing they again carried off the palm. They were badly beaten, however, in oral and written spelling, and the committee finally awarded equal marks to the two sides.
The Educational Weekly.

[Number 90]

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