The Educational Weekly.

It is not often that the editorial sanctum of the WEEKLY is so pleasantly lightened, and enlightened also, as it was last week by a call from Mrs. Mary P. Colburn, the Massachusetts editor of the New England Journal of Education, and the veteran primary teacher of Boston. We call her a veteran not from any battle (pedagogic) scars that she wears, but from her long and eminent service not only as a primary teacher—for she has taught, we believe, fourteen consecutive years in one school-room—but also, as one of the most prominent and valued lady writers upon education in the country. She spent the summer in Boulder, Col., and for the sake of recruiting her health has prolonged her vacation until now; but not with as entire success, we are sorry to say, as her host of friends would wish. On her return trip she has made quite a visit to the schools of Illinois, and pronounces them admirable, and that too with an inflection that shows she means it, which is considerable to come from such a thoroughbred Bostonian.

From Mrs. Colburn's vivacity, and keenness and variety of observation and insight, it would never be suspected that she has discharged, for so many years, those duties which in their effects upon most teachers are like winds from the desert. May her tribe increase, and her shadow, not a small one now, never grow less!

The address of Dr. John Hancock, in another column, will be read with interest as coming from one of the most prominent educators of the country, and upon topics of present moment. We are especially gratified with his sentiments upon courses of study for our public schools. There is strong promise of a better day near at hand, when such declarations in regard to our "extra-super," cast-iron courses of study, come from an educator who is conservative in his character and methods, and who has been ranked heretofore among those superintendents who believe in "tightening up the screws" pretty well. There is nothing under the sun more preposterous than many of these "time cards" which have come to our notice. How any man of sense could tolerate them, much less prescribe them, is beyond comprehension. And then, at the end of every month or six weeks, by a pestiferous written examination, applying the square and plumb, as if settlement were to be made with a brick-layer or a hewer of stone! Who is to blame that our teachers are but machines, and that they keep clear of the fatal ambition to be anything more? It is a crime to so let a teacher who has sense enough to teach without such minute directions. And if she has not enough sense to teach without them, it is a greater sin to let her darken a school-room door. The great, unsolved question for our graded schools to work out is, How to make the spirit of freedom welcome and at home within a house well ordered and systematic.

WRITTEN EXAMINATIONS.

Prof. Homer B. Sprague, Principal of the Girls' High School, Boston, read a paper, some time since, before the High School Teachers' Association of that city, on "The Use and Abuse of Written Examinations." Some of his thoughts are so eminently sensible, and carry with them the authority of so prominent an educator, that we republish in another column parts of his paper as recently published in the New England
The Educational Weekly.

**Journal of Education.** It is needless for us to say that we endorse most emphatically the sentiments which we quote from Prof. Sprague. We have labored diligently in the same direction; and are heartily glad to see indications that a more healthful sentiment and a more sensible practice are beginning to prevail in regard to this agency in education. But much work needs to be done yet by way of retrogression, especially in the super-graded, examined-to-death schools of some of our larger cities.

The **Weekly** would not be understood as seeking to abolish written examinations. They are a necessity, and when judiciously used they are a great help in promoting thorough teaching and thorough learning. But as a new invention they have been put to uses for which they are not adapted. By their abuse they have been converted into an engine of untold injury in our school system. Instead of bringing life and health, they have, generally speaking, stimulated mechanical teaching; they have shorn the teacher of his locks, and have literally drawn from many their life-blood. Our children have been forced to swallow books, syllabuses and lectures, without bolting, in order to make sure of a certain per cent. The teacher has been allowed no perspective in his work and but little individuality in his methods. Great facts and small ones, broad principles and petty details, all have had to go through the same process, without variation or discretion, because "we must prepare for the examination."

It is high time that the abuse of written examinations should come to an end, and that they should be applied to an intelligent and legitimate purpose. Prof. Sprague hits the right thought when he says: "In rare cases it is enough to know that a student passes or fails to pass, without estimating precisely the merit or demerit. * * May we not lay it down as a general rule that school examinations should be qualifying and not competitive?"

Let examinations cease to be looked upon as a refined and delicate instrument, capable of expressing in exact terms the minutest shades of a pupil's merit. They are only a gross instrument, utterly incapable of doing justice to many most valuable and essential qualities in the work of noble teachers and faithful pupils. Let the per cent fever subside. Allow children no germs or discretion, because it is to be hoped he will have respect to the infirmity of his friend up the river and will despatch a messenger in advance with a private and clear interpretation.

**Note.**—In a work of such great historical importance as this poem, it is necessary to append the authorities for each section, which we herewith proceed to do.

For the first stanza.

Among the awards of the Department of Education at the Paris Exposition is a Bronze Medal to the New England Journal of Education. It is gratifying to note that the highest award given to the Educational Journalism of any country comes to our American publication—Circular letter sent out by T. W. Ritchell, Editor of New England Journal.

For second stanza.

We will say nothing of the fact that the "bronze" is only a third grade medal, and that there is no competition in Educational Journalism at the Paris Exposition—Ed. **Weekly** of Sept. 26.


We are content with our prominent position. We shall try to wear our honors with the most approved grace. Ed. **Weekly**, Sept. 26.

For third stanza.

Gold Medal—[The only one given]—To Henry Barnard, of Hartford, Conn.—The American Journal of Education, 1859—List of Awards, N. Y. Herald.

We learn from a private source that a gold medal was awarded to the American Journal of Education—J. B. Merwin's "Am. Journal," St. Louis.

After seeing our friend do so creditable a thing, and hearing him talk so learnedly of the "pessimistic articles and the dilligent distresses and despairs of the Atlantic Monthly," and of the "highly—almost terribly—dramatic poem on the old subject of the 'Vengeance of MacLean,' in Appleton's Journal," it is really distressing to be obliged to believe that he cannot distinguish a joke from a mile-stone. The next time Major Merwin attempts to perpetrate a harmless joke in the columns of the American Journal of Education, it is to be hoped he will have respect to the infirmity of his friend up the river and will despatch a messenger in advance with a private and clear interpretation.

**Do we need a new pronoun or not?**

We want a new pronoun. The need of a personal pronoun of the singular number and common gender is so desperate, urgent, and imperative, that according to the established theories it should long since have grown on our speech as the tails grew off the monkeys.

When I was a child and spoke as a child, reckless of grammar and rhetoric, there was no trouble; but growing mindful of the proprieties of speech, I became conscious of a need, dimly felt at first, and hardly recognized, but ever growing more imperative, until now it calls loudly every time I open my mouth to speak, or take a pen to write. For instance, I am writing a story, and come to the following sentence: "Then they had a delightful time reviewing the whole transaction, each stoutly defending the course of the other, refreshing one that has come to our table yet. It opens with the following happy version of "Who Killed Cock-Robin?" We would exclaim with the little boy, "Mister, please do so some more."

**Who got the "Bronze" Medal?**

To all who got prizes at the Paris Exposition and to some who did not, this poem is affectionately dedicated by the author.

Who got the "Bronze" Medal?

"I," says Our American Publication;

"If we were the pride of the nation,

I got the 'bronze' medal."

Who got Honorable Mention?

"I," says the **Weekly**;

All humbly and weekly,

"I got the Yankee invention."

Who got the Gold Medal?

"I," says the man at St. Louis.

"If I'm not, then who is

The man with a gold medal?"

Who else got prizes?

"We," says the journals all,

Big, little, great, and small,

"We all got prizes."

**WELL DONE!!**

Our neighbor at Dubuque seems to have had a fresh infusion of new spirits—no insinuation meant—this month. At least its November number, which is just at hand, is the most re...
and severely blaming”—I pause. “Himself” will not do because one of them is a woman. “Herself” is out of the question, for one of them is a man. Once I should have written “themselves,” but now I know better. That sentence can never be finished. I must write it over again using “both” instead of “each,” and failing to express my exact meaning.

Again, I am writing a business letter. I say, “If there are any further preliminaries to be arranged, let Mr. or Mrs. Smith come out on the ten o’clock train, and we will meet”—here I stop. Not “him,” for Mrs. Smith might come; not “her,” for it might be her husband. I will not reconstruct my sentence and say “them,” when I particularly wish they should not both be present.

And so I am tormented at every turn, my only comfort being the fact that I am not alone in my misery. How often do I see a fellow-mortal pause in the middle of a sentence, groping blindly for the missing word and then begin over again, or founder miserably or ungrammatically through to the bitter end!

Why should we not have a new word? What is the use of such men as Professor Whitney, or Professor Max Müller, or Mr. Grant White, if they cannot help us in a real trouble like this? They are like the entomologists who spend years in recording the names of the potato bug and cannot tell us how to get rid of it. Let the eminent linguists leave the spelling reform and such trifles long enough to come us a word which shall save a preacher from saying, as I heard one once, “Let every brother or sister examine himself or herself, and looking into his or her heart find out his or her besetting sin, and resolutely cast it from him or her.”

I do not believe there is a writer in the country that is not hampere every time he—no, she—There! I’ve run against the old snag.

Upon this the New York Evening Post comments as follows:

A writer in the Atlantic Monthly repeats all the old arguments and illustrations showing the supposed need of a pronoun of the common gender, apparently knowing nothing of the fact that the matter has been discussed in books, magazines, and newspapers for something like half a century; or that two or three robust common pronouns have been introduced to the English-speaking world which would not receive them, although their charms were extolled by most enthusiastic admirers.

If the contributor had known all this he would perhaps have seen—for he appears to be a person of good sense—that the English-speaking world does not feel the need of a new pronoun as he supposes it does, and a little further thought would have shown him that the need he feels for such a pronoun arises from an insufficiency in himself, not in the language; that he lacks that complete command of his mother tongue which would make it a perfectly flexible instrument in his hands.

If he had been familiar with the literature of the subject he would not have called upon Mr. Richard Grant White to devise a pronoun of common gender, as much as Mr. White has been at some pains in one of his essays to show that no pronoun is needed, and that no such pronoun can be introduced into the language so long as the need of it is not real.

That the need is not real is sufficiently shown by the refusal of the public to adopt and use the common gender pronouns which have been carefully manufactured for public use. The sentences offered by the contributor in illustration of the supposed want may be divided into two classes: first, those in which the masculine pronoun may be used with perfect propriety, precisely as we use the nouns “man” and “mankind” to include women, or as we write of the contributor in this case as “he,” not knowing in fact whether he is a man or a woman; and second, those in which the difficulty grows out of clumsy construction. In one case the masculine pronoun is sufficient, because the question of sex is unimportant; in the other, the absence of a common-gender pronoun serves the excellent purpose of compelling the writer to begin over again and construct his sentences less clumsily.

Our sympathies and judgment are altogether with the Atlantic contributor. We do need a new pronoun, Richard Grant White, the Evening Post, and all conceived experts to the contrary notwithstanding. Talk about clumsy construction! Who wants to spend ten minutes or half an hour in constructing a sentence so that it shall say to common readers just what the writer wants to have it say? Does it reconcile him any to tell him the trouble all lies in his “clumsiness?” That might be said with truth to nine hundred and ninety-nine people in every thousand, and is itself a conclusive reason why we should have a new pronoun, unless indeed we accept Richard Grant White’s opinion that the English language is too mighty and sacred a creature to be touched by our infirmities—if such they be—and to be modified according to our every-day needs and conveniences. For ourselves we prefer to look upon speech as our servant, and if it can be made to help or accommodate us more perfectly, why should it not submit? Within the last six months in the office of the Weekly enough time, we judge, to edit three issues, has been—were going to say wasted, but we will say—consumed, in reconstruction labor for the purpose of including both men and women in a single, perspicuous allusion without any grammatical crime. But we have surrendered to our “clumsiness” and abandoned the effort. In our literary vision there are no longer any women. They have all become “he’s, his” and “hers.” (We forgot our correspondence column and the going-to-college question.) But we never thus do violence to the usage of the great mass of people without recalling an amusing debate which once occurred upon the question, “Are cows oxen?” The unanimous verdict of the judges was “No!” And yet there is no question but that a cow is an ox. The only trouble is in making common people believe it.

The difficulty in the matter is not with the writers of the language, but with its readers. Those who write realize the difference between the general and particular use of a term. But the majority of those who read do not. They do not have it ingrained in their mental texture that he, him, and his may carry double and include, at the option of the writer, she, her, and hers. When we mean boy or girl our speech serves us; for when we mean either we can say child, youth, urchin, etc. With man and woman we are all right. When we mean either we can say person, party, individual, etc. So long as we use the dignified nouns, all is well. But when we wish to use a substitute for the noun of common gender, our English speech abandons its analogy, and leaves us with nothing to use which corresponds to the nouns it gives. We are forced to use words which in the thought of the great mass of mankind denote exclusively and only things of masculine gender. But we suppose that writers must continue to suffer the brightness and sharpness of their thoughts to be destroyed because the most of their readers have not been trained to see double in grammar.

It does not follow that there is no need of this new pronoun because the public has refused to adopt those that have been proposed. The same argument would prove that there is no need of temperance reform, or dress reform, or spelling reform, or metric reform, or labor reform, or even moral reform.

REVIEWS.


We supposed that mental arithmetics were an extinct order in the publisher’s creation. But here is a live one, transporting us to those olden days when we sat on a bench, vainly knotting our brows and trying to follow our teacher through the intricacies of such a problem as this: 5-8 of 28 are 3 times 2-9 of what number? What a joy it was when we had learned the “trick” and could delight our “dear” teacher with a glib solution, but without any more real comprehension of the process than the man in the moon has of green cheese!

If these pages said a little more about women going to market,
and poles with shadows, etc., we should think Colburn and Stoddard had come again to vex us.

"With thoughts beyond the reach of our soul."

But we thank Dr. Thompson that he has stopped just in time to save our children from such "horrid shakings" (mostly mental, of course) as we used to get.

The opening sentence of the preface is, "Intellectual Arithmetic has, confessedly, never received that attention in popular education which its importance demands." If it only read "The study of arithmetic has never been made as much an intellectual process as the good of the child demands," we should agree most heartily. We started out to say that we do not believe in intellectual arithmetic; but the mark would be better hit by saying that we do not believe in arithmetic that is not intellectual; and this certainly condemns a large part of the arithmetical teaching in our schools, no matter whether the work required is mental or written. It is a delusion entertained by many that mental arithmetic will not readily contribute to mere mechanical, routine work. Logical analysis, they think, must be a vital process; carrying the intelligence of the child along with it. But this process may become a matter of rote, as well as any other process in arithmetic, and indeed, more easily. In the hands of a teacher who understands the abuses to which arithmetical analysis is liable in teaching the young, this is the book we know of. It contains the whole science of arithmetic. There are enough and not too many problems in each department. It is just the kind of a book for a thorough-going teacher to do most excellent work with. When this little book is mastered there cannot be need of much more arithmetic.

We have just noticed that, in reviewing, a short time since, Milne's Practical Arithmetic, published by Jones Brothers & Co., Cincinnati, we spoke of it as if it were the only one in the series. We wrote with that wrong impression in mind, and consequently may have done injustice to the excellent series of arithmetic prepared by Prof. Milne. The series consists of two books and no more, and from our reading of them we shall be surprised if they do not by use in the school-room prove to be among the best text-books on arithmetic yet published.

HIGH SCHOOL TALKS.—NO. VI.

ABOUT FORTUNE TELLING.

Perhaps there is nothing which young people so much desire as to have their fortunes truly told. I have sometimes thought of turning fortune teller, at least to the boys and girls whom I meet in every-day life. If I could not tell of the events which strike their lives from without, I could tell of the greater influences which direct and control them from within.

It is easy to tell fortunes. We learn in Geometry that two points determine the position and direction of a straight line. Two points will also determine the position and direction of a life. A point at ten and another at eighteen usually establish the general bearing of one's character. You can tell from them whether the life points upward or downward. The whole current of one's being when set in a certain direction will sweep on and on unless some mighty force arrests it.

I can look at the school girl of to-day and tell whether she will be the slattern or the tidy woman of the future. I can look into that girl's desk and see whether the house over which she should have a high and holy ambition to preside in the distant future will be suggestive of earthquakes, or whether everything will be done decently and in order. One can see a long way by looking through a school girl's desk. It is a wonderful telescope.

I listen to what this same girl says in her common talk, and I hear the echoes coming back from away down the distant years. She reveals herself as the discreet woman or the fertile gossip.

As I listen I may be able to tell whether somebody in the anguish of his soul may say in future years, "It is better to dwell in a corner of the house-top, than with a brawling woman in a wide house." I can tell whether she will give the soft answer that turneth away wrath, or the grievous words that stir up anger.

You can hear a long way off by listening to this girl.

When I observe her in her every-day work, I can tell whether she will be able to stand alone in after years or whether she will always be a helpless clinging vine. Independence will assert itself as much in a problem in algebra, or in a composition, as in matters of right and wrong in society. You can never rely upon yourselves unless you make yourselves strong enough to bear your weight. Strength is not to be cultivated by leaning upon somebody else. The people leaned upon are the ones who grow strong. You can very soon get into a chronic state of helplessness by always being helped.

Life is frequently compared to a river which is rapidly bearing us on to the ocean of eternity. There are some people who manage to keep their heads above the water by using other people as life-preservers. Does it not seem to you there are pupils in school who use other pupils as life-preservers? It seems so to me; but I must confess that I never see it without a desire to fling the clinging ones out into the stream upon their own resources in order to let them see that strength and safety come with effort.

Then as I watch you in your every-day work I can tell whether you will have that self-reliance that will carry you safely through the difficulties of after years. I can tell whether you will lead or be led. If you learn to be second rate now you will soon fall into that grade as your appropriate rank. I do not mean second to somebody else but second to your own capabilities. Every body can be himself at his best. The trouble is that too many people are themselves at second best.

We defraud ourselves as well as the world when we do not rise up to the full measure of our ability.

ORAL TEACHING.

W. A. FALLASS, Chesaning, Mich.

While it is felt and acknowledged by all that in some respects oral teaching is superior to the method of teaching by text-books, it is claimed by many that there is, in oral teaching, such looseness and want of thoroughness as to make its few advantages more than counterbalanced by the greater solidity of text-book teaching. Without directly questioning this claim, but to aid in examining its grounds, it is proposed here to inquire what is oral teaching, and what must oral teaching be to be good teaching.

At the outset it is well to say that good oral teaching does not consist simply in talking to the children. Though an occasional talk, under happy circumstances, may make a lasting impression on the child's mind, an every-day talk would be, in its results, the most evanescent of all things. A year of such talk, be it of the best, would leave scarcely a trace in the child's mind.
of weariness and disgust. Indeed, study of the question will
reveal the fact that those ages to which oral teaching is best
adapted are precisely those which will least bear talking and lec-
turing; mature minds can be taught by lectures, as in law and
medical schools, while ordinary oral teaching would be out of
place with them; children can be well taught orally, though
lecturing is worse than a waste of breath.

If now we seek to inquire, What constitutes good oral teaching,
we meet the broader inquiry, what is essential to good teaching
of any kind? Without attempting an exhaustive or philosophical
analysis of educational processes and results, I venture to
name the following things as essential to good teaching.

First, that the thing taught be clearly apprehended by
the mind of the pupil. Here a distinction should be made be-
tween a process and the reason of that process. All that is claimed is
that if a process is to be taught, that process should be clearly
understood in all stages; if the reason of that process is to be
taught, that reason should be understood.

Second, that the pupil be able to embody the thoughts thus
obtained in appropriate language. To those who, fully realize
the independence of the thinking powers upon the use of language,
this will need but to be stated.

Third, that the faculties of the pupil be to the fullest extent
exercised upon and about the thing learned. He should furnish
illustrations of it; he should find likenesses and unlikenesses be-
tween it and kindred things; he should solve problems illustrating
it.

Fourth, that the thing learned be firmly fixed in the memory.
With regard to the means to this end, while some will be content
to rely upon the pupil’s understanding of the matter, most teach-
ers of experience will agree that for the average pupil this is en-
tirely insufficient; that the thought, at least the principal
thought, around which the others may be grouped, should be
embodied in clear, brief language, and that language committed
to memory. We cannot afford to disregard any efficient aid in
retaining knowledge. Besides, though memorizing senseless
combinations of words, as definitions too often are to pupils, is
a waste of mental power, intelligent memorizing is a strengthen-
ing discipline, worth all its costs for its own sake. Moreover,
in the gradual unfolding of a subject, the mind of the pupil,
however carefully led along, becomes confused by the variety of
details presented to it; it grows uneasy under the constantly
increasing sense of uncertainty and hesitation; it will soon be
lost and bewildered in the intricacy of the subject. To such a
mind, a clearly understood set of words to be memorized is not
only a waymark through the mazes of details, but it has, by the
steady and concentrated attention in memorizing, a restful effect
upon the mind; uneasiness and vacillation disappear as the
mind settles down into quiet mastery of the subject.

Oral teaching, then, to be good teaching, must include these
things. But in advising systems and methods for the attainment
of these ends, we shall find such variety in circumstances and in
the subjects taught, that, in a paper like this only a few
general hints can be given.

The most important thing to be borne in mind is this: ex-
planation and illustration should precede all other things. Lead
the child into the light before you set him to work. Do not let
the children harass themselves with attempts to learn or to ap-
ply rules that they do not understand, in the hope of offering
them explanation and illustration afterward. He who does this
will generally find that he has placed those children beyond the
reach of explanation and illustration; the injury is past repair.

And here lies the great difficulty with text-book teaching; it is
impossible to get an opportunity fully to explain and illustrate
before the pupils are set to work upon the books. Pupils must
be kept busy at their seats; during the hour assigned to the
study of any branch, they must have something in that branch
to work upon; but the recitation hour has been occupied in fin-
ishing the preceding work, and there has been no time to explain
what follows. Often, a new subject will require a week or more
of class-drill and recitation before the pupils can profitably work
upon it at their seats. How shall we keep them busy? Tied to
text-books the teacher has no resource; but freed from the books
the black-board enables him to furnish work, so long as he finds
it necessary. When fairly in possession of the new thought, let
the pupil embody it in language; let him write about it at his
seat; let him tell it in class. The teacher can then give him
problems to solve by the application of the principles; better
still, he can also be required to furnish problems for himself, and
solve them.

Lastly, he can be required to furnish clear and compact defini-
tions and rules to be memorized. Let those be brought to class
and compared, all excessences lopped off, all deficiencies supplied,
until, under the eye of the pupil, they take the force and beauty
of perfect definitions. Then let them be memorized; let them
be wrought upon until they become an eternal possession of the
soul. Is not this good teaching?

Thus briefly have I sketched the needs of oral teaching. I
am no advocate for the exclusion of the text-book from school,
but for the freedom of the teacher from its control. Let the
master be the teacher, not the text-book. And I believe, that, as
a part of his professional training, every teacher should conduct
a few classes in different branches entirely without text-books.

SOME STEPS OF PROGRESS YET TO BE MADE IN OUR SCHEME
OF PUBLIC EDUCATION.

The Address Delivered Before the Central Ohio Teachers' Association, Oct.
28, by Dr. John Hancock, Sup't. of Schools, Dayton, Ohio.

A LTHOUGH Horace Mann, with his able co-laborers, laid the broad and
solid basis of our present scheme of public education, no considera-
ble progress has been made since their day in school organization and
methods of instruction. But the question now arises shall we stand still, or
shall we go forward? In view of the many attacks making upon our public
school system, especially upon the high and normal schools, it may be thought
by some that the wisest plan for educators to pursue would be to intrench and
try to hold the ground they now possess. With them I cannot agree. He
that fights a defensive fight usually fights a losing fight. Besides, I believe
the time has arrived when we may not only go forward with a prospect of the
happiest results, but must do so, if we would not lose much of the valuable
ground we have already won. What this advanced movement ought to be I
shall endeavor to set out in general terms in the short time allotted me on
this day's programme.

1. The late hard times, and perhaps other more hidden causes, have brought
into prominence some most curious views on more topics than one. All
classes have been affected by the painful pressure, but as usual the laboring
classes have felt it most. They have felt the hurt, and some of them like blind
giants have struck out wildly, hoping that their blows might, peradventure,
fall on the supposed cause of their woes. And so enraged have they become
in this wild and fruitless combat, that they appear not unwilling to pull down the
temple of society itself, and bury themselves and their imaginary foes in a
common ruin. Civilization is possible only through accumulated wealth.
Yet parties have been arrayed against property. To deprive the people of
education is the straight road back to barbarism; yet we have parties whose
platforms have declared against the means essential to the success of a system
of free schools, and in favor of excluding the cultured classes from all active
participation in the enactment of our laws. In consonance with these declarations, one of the first things proposed to be done by a party recently come into power in one of our states, is a raid on its educational institutions; and one of its congressmen says, it is said, publicly boasted of his ignorance, and hung himself on the possibility of so striking a virtue.

Notwithstanding these unfavorable signs, we need not altogether despair just yet. We have the right to rely with some confidence on the sober second thoughts of our citizens. For after all, our country has the most intelligent people on the globe; and it is not unreasonable to expect that the present crazes will soon wear themselves out, and our lunatics be found sitting clothed, and in their right mind.

The extraordinary manifestation of popular delusions alluded to, and the causes which have given rise to them, must give us pause. Poverty and want are very substantial things, and likely to exert a decided influence on our political and social institutions. The man who is hungry, whether from his fault or misfortune, is not likely to be in a frame of mind best fitted for dispassionate reasoning. It seems to me, then, that this time of upheaval is not an unfitting one to inquire whether it may not be one of the functions of our public school system to give our people such instruction as shall contribute materially to the abatement of poverty and want.

In an able article on the labor question in the September-October North American Review of the present year, by Dr. Harris, superintendent of the St. Louis schools, that eminently thinker asserts that the two great remedies for the evils at present caused by the necessity of a readjustment of vocations are (1) that of affording facilities for migration to new territory; and (2) that of educating the people to versatility and easy readjustment of vocation. Assuming his position to be correct—which I believe it is in all essential points—and dismissing the first remedy as lying outside of present discussion, let us consider briefly the second, as related to our common school system. And, first, a thought to the healthfulness of physical labor in connection with mental. The relatively large number of men brought up in the country who attain eminence in the various walks of life must have struck every close observer. Now, why should this be the case? Surely not because they have enjoyed greater educational advantages; for the schools of the country have been, and still are, at least as well attended by those of the cities and towns, to say nothing of the lack of libraries and other means of culture. The reason, as it seems to me, is that country youths—contrary to the general belief—are more systematically developed than those of the towns. Much out-door exercise gives not alone toughness of muscle but firmness in the texture of the brain itself. The alternation of work and study tends to the growth of a true manliness. If country boys could enjoy the advantages of the better organization and methods of instruction of the city schools in connection with their farm labors, I am confident, that extending their shorter school terms, and the frequent interruptions from study demanded by the conditions of their work, they would outstrip in mental growth as well as growth in manliness their fellows of the cities.

A leading educator of New England speaks in a late address of the 'bosh' of industrial education. Such expressions are easily spoken, but more judicious thinkers may well ponder whether, after all, this question is not the question of the age. Our public schools until now have only undertaken to educate in a general way, in such a way as to fit the pupil, by the acquisition of general knowledge and the training into correct habits of thinking, to follow more successfully a vocation to be learned subsequently, relegating to strictly technical schools the preparation for special pursuits. But to impart in the schools of our cities and large towns all this general knowledge and training without the slightest abatement, and to add, not the knowledge of a trade, but such a knowledge of the uses of tools and materials as shall enable the scholar to adjust himself to several trades, seems to be something worth striving for. That this can be done, and with that result, which is not the period of school life, or enormously increasing school expenses, has been very well established by the experiments made within the last two or three years at the Boston School of Technology. Indications are strong that the education of the brain and of the hand are, at no distant day, to run on side by side, mutually strengthening each other in the race. To unite a thinking brain with a skilful hand is the way to make labor respectable, and any other way than this it is not under the sun; and there is but one mode by working men to resolve themselves into the lead of affairs, and that is by becoming wiser and more virtuous than other classes of men. And why should not all men be working-men? And why should any true worker with his hands undervalue work of the head or the heart?

Drawing is the foundation upon which the skilled industries rest; as penmanship is the basis of mercantile relations; and drawing has already been introduced to a very large extent into the graded schools of our country, as well as into special and evening schools. Now drawing as a general educational force pays richly for the time spent upon it in the public schools, with the obvious practical application; but its richest fruits will be found in the enlargement it will give to our field of industries and the element of taste it will introduce into all the products of our workshops. The hand trained in drawing can not only do more and better work than the untrained hand, but can do work impossible to it. By drawing only renders high skill in the industrial possibilities; it is not itself that skill. The next step forward is the erection of "school shops" in connection with our higher grades of schools in the cities and large towns, and the teaching therein such a practical use of tools in actual work upon material as will give the student the power and versatility necessary to embody his drawings in concrete forms. By such an education our artists will be an in sense, artists; and instead of working by pattern or "thumb rule," they will stamp into every piece of their work an element of originality. The man who can do but one thing is a pitiable creature. The invention of a new machine may throw him helpless on the world to starve while waiting the necessary readjustment of vocations. The man taught upon the scheme I have mentioned has many hands. Loosen the grasp of one, and he has another ready to lay hold. New things come easy to him. As Dr. Harris says, "a boy trained in a 'school-shop' would learn the mysteries of a special trade in a month, and would go forth into the world of industry able to readjust himself to any trade or vocation." The scheme of education the people now have, and the new one to which they are now longed towards by the present craze, will introduce into all the products of our workshops. The hand trained in drawing is to be a foundation for the time the hand has been trained in drawing, and the hand trained in drawing is to be the means of developing the hand trained in drawing.

II. Another step of progress in our scheme of public education seems soon to be taken, is the joining of the kindergarten to our common schools. The method of Pestalozzi is the most philosophic and complete system which has originated from the brain of man. It is true, Froebel had Pestalozzi for his predecessor; but how grandly has he systematized, enlarged, and beautified the crude scheme of his master! When we shall have teachers competent to use this new method, in sufficient numbers to supply our schools, what a change we shall have in all things affecting the school-life of the child. That wonder, which Plato tells us is the basis of all knowledge, will then be so directed that the child shall not only learn the things which will be most useful to him, but the very learning of them shall be a source of the greatest delight. Under this scheme the beginning of the education of the child will not be postponed until he has fallen into many pernicious, mental and moral habits; but it will begin almost with the earliest dawning of his reason to develop the true, the beautiful, and the good, in his nature, and to repulse all that is ugly and hateful. Froebel's scheme will work, too, with admirable harmony into that scheme of industrial education just presented. The hand of the little kintergartner, made deck by its work of folding, planting, and building with blocks, in the industrial school, will readily become skillful in handling the tools of the mechanic. In the play work of the kindergarten the eye is trained to distinguish and the brain stimulated to invent useful and beautiful forms; and it is not difficult to see how this keenness of vision shall be intensified and fertility of brain quickened and broadened by the work of the school-shop; nor is it difficult to imagine the artisans educated through the kindergarten, the common school, and the school-shop, crowding the earth with the beautiful and grand productions of their master-manship.

But it may be objected that the cost of these added features of our educational scheme would be a burden too great to be borne. No; it is not true that an education so broad and complete would cost more than our present one. But would it not be worth more? By no ingenuity can a small sum of money be made to educate a people in the best way. Says Walter Baghot: "In a rich country like England, efficiency is vastly more important than the mere reduction of expenses." What is true of England is true of this country, with a wealth not far inferior. Can we not especially afford an additional expense in the education of our people, if we can thereby greatly augment the number that are educated, and thus abolish pauperism and annihilate the tramps? or by decreasing crime, empty our jails?—to say nothing of the amount that will be added to the sum of human happiness.

III. A third step of progress which would, in my view, naturally follow upon the two already discussed, is, that every child should be assured by leg.
The Educational Weekly.

iscussion in his share of public education. The child has rights that every just
government is bound to respect,—rights of which even his parents cannot de-
prive him without committing a crime. Selfishness and indifference must not
prevent the working of the principle of universality in education. In a word
education must be made compulsory. But as this topic has been assigned
another place in the programme, I shall not enter upon its discussion here.

IV. In conclusion, I may be permitted to add a fourth progressive step to
those already given—one not pertaining so essentially to school organization
as they, but more pervasive—touching organization, method, and that spirit
which must breathe through all instruction if mind and soul are to be
awakened.

Our modern educational systems embrace more than one feature calculated
to enable the ignorant and unskillful teacher to do the work of the learned
men and Last Suppers are not made by a printing press. In the chromo
scriptive geography of a given section, but not definitely. The accusation that schools do not go beyond a certain figure in multiplication, and shall drill his
abilities in public education, that it will be a sorry day for the development of
character in the educator, or to look on mechanick as the equal of dynamic
organization. Organization and method are wondrous helps, but they can never
be substitutes for higher things. The thought of Carlyle that mind grows only
by contact with living spirit, and that the quality of its growth depends upon
the quality of the spirit by which it is touched, can not be held in too rever
ence. For this reason we would have great men arise from among our youth, this
youth must receive their training in the schools—that is to say, we need to have arise
in our profession a host of men of the type of Arnold of Rugby and Horace
Mann; for the influence of such men is everlasting and ever-growing.

INDIANA STATE TEACHERS' ASSOCIATION.

Programme for the Twentith-Annual Session, to be held at Fort Wayne, in the
Central Grammar School, November 12, 13, 14, 15. Subject: "The Improvement
of Secondary Education." Thursday, November 12. Address: Hon. George P. Morgan,
President. American Association of School Trustees. Fort Wayne. Response by the retiring
President, J. H. Martin, Supt. City Schools, Frankfort. Friday, November 13. Address:

HODGKIN, M. D.; Teacher of Science, Fort Wayne; D. C. Lewis, Supt. of Schools, Fort

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Educational Intelligence.

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MICHIGAN: Henry A. Ford, Kalamazoo.

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

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

CHICAGO, NOVEMBER 21, 1878.

THE EAST.

At a meeting of the Yale College Corporation, week before last, a proposition was received and accepted from the corps of professors and instructors that their salaries for the year should be reduced 5 per cent in order to make up for the deficiency that will occur in the college income on account of shrinking in value of the securities held by the trustees.

There is a good prospect that Ambler College will receive a liberal gift from the estate of the late Mr. Strong, of Malden, Mass., for the endowment of a professorship of biology. It is proposed to make the gift $50,000, on condition that the college raises $25,000.

There are 92,836 children between five and twenty years old, in Vermont, 75,612 attend school, and the schools cost $204,596 a year.

The new catalogue of Williams College, just issued for the present year, shows a total of 208 students—40 in the senior class, 48 in the junior, 58 in the sophomore, and 62 in the freshman.

The Massachusetts Teachers’ Association will meet at Worcester Dec. 26.

The high school section of the methodist convention, held at Burlington, Christmas week, Dec. 26, 27, and 28.—By a vote of seven to one the New Haven Board of Education decided to adopt a subject list which provides for the teaching of fifty scholars than it did in the first examination for teaching one scholar. This, too, sounds funny to say the least. At the same time the board of directors refuse to pay a teacher in the schools of Grundy Center, in spite of the fact that they have the salary of the taxes of the town which it pays, more for teaching fifty scholars than it did in the first mentioned case for teaching one scholar. This, too, sounds funny, to say the least.

The following is the list of the successful aspirants in the late examination for admission to the teacher’s college:—Laura McCoo, Hoge; N. D. Ellis, Springdale; Kersey Cook, Lansing; Flora B. Dodd, Fairmount; C. C. Hurlbut, City; Lou Rhea, Easton; L. T. Oliver, Fairley, Mo.; M. D. Walker, Kickapoos; Mrs. M. L. Anderson, Leavenworth; Mary Nils, A. Ford, Fairmount; Emma L. Heagnet, Eau Claire; C. Hubbard, Maria; M. R. Baker, Fairmount; Sallie Edwards, Oak Mills; C. W. Bean, Photograph; Second-grade certificates—W. W. Anderson, Leavenworth; O. Turner, Masterson, Leavenworth; Mary H. Barker, Paint Rock; Martha Rohr, Leavenworth; C. E. Bodie, Leavenworth; E. B. Dolley, Conner Station.

Our readers in Kansas are particularly invited to send us more educational news.

THE WEST.

INDIANA.—Supt. James L. Noble, of Orange county, has published a pamphlet containing the course of study for the public schools of the county; Rules for the Government of Schools; A Daily Programme of Exercises; General Remarks; Diacritical Marks; and the minutes of the County Institute held last August.

The Methodist Convention called to consider the interest of the Asbury University recommended that the needs of the institution be presented by every pastor in the state to his congregation; that the assessment of ten cents per member be increased to twenty cents, and that the church contributes its educational efforts on Asbury. The financial condition of the university shows: Endowment, $165,000; value of buildings, $75,000; amount needed at once, $115,000.

IOWA.—The following item from the Grundy County Republican explains itself: "In a certain district in this township, last summer, a lady taught a four months’ school, receiving therefor $140. From the first day to the last only one scholar remained on the register, and the tax-payers (of the whole township, not of the said district) paid one hundred and forty dollars for this one young lady’s instruction in the three R’s. This sounds funny, to say the least. At the same time the board of directors refuse to pay a teacher in the schools of Grundy Center, in spite of the fact that they have the salary of the taxes of the township which it pays, more for teaching fifty scholars than it did in the first mentioned case for teaching one scholar. This, too, sounds funny to say the least.

Prin. R. S. Bingham publishes three items concerning the Marengo public schools in the Democrat: Number enrolled, 511; average attendance for month ending Oct. 25, 4378; percentage of attendance, 92.2; percentage of proficiency, 97.2; number neither absent nor tardy, 190.

Supt. Young reports evening Davenport schools; average number belonging, 3571; average attendance, 3314; number in high school, 206; number in first grade, 6353; number in highest grade of Grammar schools, 107.

MISSOURI.—Prof. Henry A. Ward, of Rochester, N. Y., has just placed in the Washington University, St. Louis, a fine collection of his casts of fossils, anatomical and rocks. The sum of $3,400 was paid for the collection.

Alfred Mitchell, county school commissioner, is teaching at New Madrid. The school is graded, under the charge of three teachers—the first school of the kind ever undertaken there.

The State University has 268 students—13 more than last year. There are 400 pupils enrolled in Canton Public Schools; Shelbina 300 enrolled; average, 270; term, seven and one-half months; Glasgow, 242, enrolled; term, nine months; Monroe City, 298, enrolled.

Supt. Shannon visited a number of places in Northeast Missouri, a few weeks ago, and lectured on the Public School question and other educational subjects.

The State Superintendent of Missouri has called upon all teachers holding state certificates to return to them. His reasons are that two or three have been lost, and several have been forfeited by drunkenness. Not knowing the address of some of the parties he takes this means of reaching them. Certificates will be returned to all those who are worthy. Under no circumstances will certificates be granted to any one of drunkeen habits.

The Northwest Missouri State Teachers’ Association will meet in Mexo City Dec. 26, and 27. Addresses will be delivered by Supt. Shannon, President C. H. Blackinton, of East Boston. Among the prominent speakers on the list are: Principal C. H. Blackinton, of East Boston. Among the prominent names of speakers are President Chadbourne, of Williams College; Hon. John D. Philbrick, on “Education at Paris,” Superintendent Ethel, on “Oral Instruction;” Head-master Sprague, on “Gratuitous Supply of Text-Books;” Prof. Niles, on “Mountain Scenery;” Art-master Walter Smith, on “Art Instruction;” N. T. Allen, on “Military Drill;” and J. A. Allen, on “Reform in Spelling.”

The committee of arrangements for the Rhode Island Institute of Instruction, Providence, are maturing plans for the annual meeting in January.

The Massachusetts Teachers’ Association will hold its next annual session at Brunswick, Christmas week, Dec. 26, 27, and 28.

A by a vote of seven to one the New Haven Board of Education decided, Nov. 19, that the old uniform plan of religious exercises in the public schools be dropped. The literacy proposed by the committee of clergymen is thereby disposed of. One Catholic voted with the majority.

KANSAS.—The State Normal School building at Emporia was destroyed by fire Oct. 26, President Pomroy lost his library and all his household effects. The building cost $8,000 and was insured. Respecting this the Denver Times says: “The building erected by the state of Kansas at Emporia, for a Normal School, has been destroyed by fire. We have read that the Normal School has been destroyed by the Legislature of the state. We understand that a semi-private, semi-normal boarding school has, during last year, been conducted in the building, with little or no help from the state. The loss of the beautiful building is a serious one, but not comparable to what it would have been, had the state fostered and encouraged the institution on its original basis, for in that case, a supply of efficient teachers, such as the Kellogg and Norton administration afforded, would have been cut off. Kansas Public schools are good, but with an efficient normal school they would be better.”

The following is the list of the successful aspirants in the late examination for entrance to the teacher’s college:—Laura McCoo, Hoge; N. D. Ellis, Springdale; Kersey Cook, Lansing; Flora B. Dodd, Fairmount; C. C. Hurlbut, City; Lou Rhea, Easton; L. T. Oliver, Fairley, Mo.; M. D. Walker, Kickapoos; Mrs. M. L. Anderson, Leavenworth; Mary Nils, A. Ford, Fairmount; Emma L. Heagnet, Eau Claire; C. Hubbard, Maria; M. R. Baker, Fairmount; Sallie Edwards, Oak Mills; C. W. Bean, Photograph; Second-grade certificates—W. W. Anderson, Leavenworth; O. Turner, Masterson, Leavenworth; Mary H. Barker, Paint Rock; Martha Rohr, Leavenworth; C. E. Bodie, Leavenworth; E. B. Dolley, Conner Station.

The University Chronicle says that there is still some hope that Prof. Watson will remain in Ann Arbor. The citizens of Detroit are bestirring themselves to raise $60,000 with which to purchase a new telescope for the Observatory. A large number of county students and the other people are working together and passing resolutions of uncomnch, which betoken a coming conflict if not several of them.

Without one hundred more students are enrolled at the University than last year.

Pres. Angell, of the University, has addressed a letter to those high schools from which students are admitted on diplomas, informing them that henceforward German will be received in lieu of French in courses in which the latter has formerly been studied.

The Bay City school board is considering the project of buying school books for giving to scholars at home. Dr. J. H. Kellogg, proprietor of the Sanitarium, and the Seventh Day Adventists at Battle Creek, have purchased the academy collection of books from Prof. Ward, of Rochester.

The Detroit board of education, Nov. 11, appropriates $1,147.35 for the purchase of school books for poor children, and $4,256.88 for new books at the public library. Evening schools were reported opened as follows: Abbeville school, 45 pupils; Fort street east school, 60 pupils. The resignations of E. J. Hale, teacher of book-keeping at the high school was accepted.

[Number 91]
WISCONSIN.—A charter has been issued from the secretary of state's office, to the Village School at Evanston, in the counties of Lake, Cook, and Wood, by Edward J. Strong, Augustus G. Ruggles, Charles A. Galloway, James B. Perry, and Hannibal Woodworth, of the city of Fond du Lac, giving them authority to establish a Protestant boarding school in the city of Fond du Lac. The object is to be a school of learning, with full collegiate powers, to be maintained as an integral part of the Protestant Episcopal diocese of Fond du Lac. It is to be located in the city of Fond du Lac, and its officers are to be: president, a presbyter; secretary, treasurer, and board of twenty directors, of whom ten are to be clergymen of the diocese.

County superintendent Isham, of Walworth, reports 1,293 schools in the county, requiring accommodations for 7,970 pupils; there are 1,941 children of school age, 6,541 of whom have attended school during the year; $4,731.99 have been expended for schools during the year, or about $75.41 per school. Of the 241 pupils enrolled, of which 6 are first grades, 14 are second grades, and 221 are second grades. Although only 164 teachers are required to teach the schools, the number employed was 265 on account of the number of teachers during the winter term,—a large number of the country districts still holding to the plan of hiring a new teacher every term; again some teachers have taught a winter term in one district and a summer term in another district, and would be reckoned twice in making 265. Whitewater has 182 children in private schools, besides a large number in the lower departments of the normal school; Geneva had 50 in private schools; Walworth, 67; Delevan, 13; Elk horn, 20; Lyons, 25; and Sharon 45. Geneva town ship reports 1,002 children between the ages of 4 and 20 but only 674 have attended the public schools during the year; Delavan town ship 725 children between the ages of 4 and 20, 522 of whom attend the public schools. Male teachers including those in the campaign, and it is estimated that all that can be furnished at Geneva, Delevan, and Elk horn are at work under the free high school law and each received $460 aid from the state.

COLORADO.—The Denver high school has arranged for a course of lectures the people to be appropriated to the increase of the library, which now contains nearly 1,000 volumes.

The editor of the Denver Times has paid a visit to the State University at Boulder, and describes the university as an interesting institution descriptive of the institution and a day's work therein. The course of instruction provides for a normal school, comprising two years' study; a fitting or preparatory school, comprising three years' study; a university school of a year's study; a normal school for the training of teachers; and an agricultural college, including instruction in agriculture.

The spirit of students and faculty is most pleasant. The library, called from the name of the donor the Buckingham library, is perhaps the most valuable—indeed the only one, in fact the only one in the way of apparatus, connected with the University.

Notwithstanding the pro-people condition of the University, the excellent instruction and almost incredible results accomplished in one year, the wants and needs of the institution are painfully felt by the visitor. The building itself seems to be better arranged for a laboratory than than for a school. It is so cut up into rooms that no room of sufficient size for the recitation of a class of twenty pupils can be found. The building must be remodeled inside, as the rooms removed and re-arranged, before the work of daily instruction can be economically done. Again, not enough furniture is at hand. It is true that the pupils are all comfortably seated during recitations, but at morning recess, when crowded two or three in a small room, we wondered why the chapel was not utilized. We were told that no seats could be provided. Again, no chemical or philosophical apparatus is available, no money has been appropriated for laying out and beautifying the grounds; indeed the library before mentioned is all that excellent and hard-working faculty have to cheer and help them on their way.

ILLINOIS.—The citizens of Highland Park gave a grand banquet to their fellow-townsmen, Prof. Elisha Gray, on the evening of Nov. 15. The festivities took place at Highland Hall, and were participated in by several hundred persons from Chicago, Milwaukee, and other cities where Prof. Gray is well known to the people. Prof. E. F. Weston was master of ceremonies. One of the most attractive features of the evening was an elegant part of inventions, consisting of twenty-five instruments of different kinds, which have been invented by Prof. Gray, among which were the celebrated telephone, telegraph, and typewriter, reading to begin with. The building in which the meeting was held has been changed into a large hall.

The Chicago Board of Education has decided to purchase ten sets of wall-maps of W. A. K. Johnston, Scotland, for the use of the schools. The maps are to be furnished at $1.50 each, and a donation to the board of one copy each of the following maps: A. R. T. Robinson, Misses Agnes Wilton, Augusta Henderson, H. M. Hathaway, and Mrs. A. McLain, have resigned their positions. Three thousand pupils are enrolled in the board of education. O. E. Randall has been elected head assistant of the High School, since Miss Anderson, resigned.

In Chicago, Misses A. McCarthy has been elected principal of the Senior High School, and Miss Carrie G. Adams principal of the Folk Street School.

Eighty schools in Illinois county have adopted the model, and our readers have received the reports of the George Sherwood & Co., of this city. These books are recommended by a committee on text-books, which was appointed by the teachers' association last summer.

Nov. 12 Attorney General Edsall notified the attorneys of the Northwestern University that he would, on the 9th of December, move to dismiss the suit now pending in the United States Supreme Court involving the right to tax the property of the university held for sale and property. This case is a recent term of the State Supreme Court adversely to the university, and an appeal was allowed to the United States Supreme Court. The Attorney General holds that the decisions of the State Supreme Court are final, and that the United States Supreme Court can have no jurisdiction.

The annual meeting of the Pike county teachers' association will be held in Pittsfield on the 29th and 30th inst. President Bateman will lecture on the evening of the 29th. There was a local institute at Perry, attended by thirty teachers. Another was held in Griggsville Nov. 16. The new school building at Griggsville is nearly completed. The cost is $3,000. Prof. Buel, the principal, is universally liked.

Prof. P. H. Harris, for many years a teacher in Southwestern Illinois, has taken charge of the school at Paoli, Kan.

In the Perry high school there have been but two cases of tarsiness since the 5th of last December, and in this whole school, with an enrollment of 232, there were but six cases in the month of October. Mr. A. C. Mason, the principal, is a teacher of unusual energy and tact. The chairman of the executive committee of the teachers' association writes us that that body will meet at Springfield, and will continue in session Thursday and Friday, Dec. 26 and 27.

The illus of the editor of this department will explain the absence of a line on the result of the recent election. As our readers are aware, the "written scrolls" have counted Mr. Eter out and Mr. Slade in. Several articles respecting Mr. Slade have appeared in this Weekly in the course of the campaign, and it is necessary to reiterate facts already published. Suffice it to say that we shall have for our chief for the next term, a man of unimpeachable integrity, of tireless industry, of good scholarship, of sound school law, in whom modesty is equalized only by his real worth. He knows the common district school system of the state as well as any of the candidates has ever had known it. Every worthy educational enterprise will find in Mr. Slade a true friend. There will be no doubt as to his attitude. He will enter upon the duties of the office of the first day of his term, the defeated candidate, made a gallant race, leading his ticket in many parts of the state, but not having the nomination of both Nationals and Democrats. In his first contest, he falls behind Mr. Slade several thousand votes. Mr. Frank Hall, the National candidate, had no chance from the first, yet he polled an unexpectedly large vote.

A. J. Slavon is principal of the East side school at Virden, and Miss Agnes E. Ball occupies a similar position on the West side. There are about 375 pupils in attendance. Superintenden-elect Slade lecture in this Oct. 7, on "The Improvement of Our Common Schools." An esteemed correspondent says, "A lecture on practical, bringing home some unpalatable truths to parents and teachers, shows what the office seeker, but the man—a man working not for himself, but for the good of his kind.

E. Superintendent E. L. Wells, of Ogle, will open a training school for teachers, and a school of individual instruction, at his home in Oregon, Ogle county. The first term will begin next April.

OHIO.—Prof. Kasie, of the Kansas Agricultural College, succeeds Prof. Dascomb at Oberlin in the department of chemistry.

We learn from the Educational Monthly that Mrs. John Ogden, in connection with Miss Hall, has opened a kindergarden and a kindergarten training-class at the Cleveland Academy.

Of the thirty-seven deaths from yellow fever in Galipolis, three were pupils of the public schools. The last vestige of the fever is now gone, but death has broken out, and there is fear that it may prove worse than the fever.

MINNESOTA.—Superintendent Prior, of the Chicago, Milwaukee, St. Paul & Minneapolis Railway, has ordered that all of the time pieces of the company shall be governed by the Carleton college observatory.

THE SOUTH.

KENTUCKY.—We have about seventy public schools in Floyd county. Hon. J. M. Davidson is our county commissioner. The County Teachers' Association convened in Prestonsburg, Nov. 2, 1878. James G. Hutton gave his method of teaching reading to beginners. Mr. W. W. Magoffin explained the reading to beginners. Misses Douglas and Lizzie May read selections from McGeoff's Readers. W. H. Weddington lectured on Spelling. Prestonsburg Academy has 307 pupils enrolled.

Maryland.—Prof. J. L. Diman of Providence, R. I., will give a lecture, at Johns Hopkins University, a course of twenty lectures on Europe during the Thirty Years' War.

TEXAS.—All the professors in the new institution just opened at Tyler, to known as East Texas University, are from Southern colleges. The President is Prof. T. L. Norwood, formerly of the University of North Carolina.
Practical Hints and Exercises.

WRITTEN EXAMINATIONS.

From a Paper by Prof. Homer B Sprague.

"You cannot make the examination everything," says Whewell, "without making the love of knowledge nothing." The most vital results of schools are things of which a written examination takes no note. It measures brain and brain only. It can show nothing of vocal or physical training; nothing of manners or morals; nothing of the student's truthfulness, purity, conscientiousness, courage, modesty, patience, honesty, manliness or womanliness; nothing of his respect for law, obedience to rightful authority, reverence for what is sacred, love of country, love of liberty, love of humanity; nothing of those aspirations and inspirations which a teacher should above all things seek to kindle,—that lofty ideal which a teacher should incessantly strive to create or make vivid, without which life must be a failure, and with which it must be a success. If we must choose, let our children have an ounce of high resolve rather than a ton of learning; let their teacher build in them a lofty character, even if she stows in their memory but half as many pages of geometry, or language, or history, or physics, or philosophy.

May not this examination business be overdone? Undoubtedly. The chief business of the teacher is to teach; not to pump facts and ideas into the mind daily, and out of it weekly, fortnightly, or monthly; but to train as well as to feed, to discipline rather than fatten, and promote nimbleness rather than store up, to train to action, and to put the student to the test. This examination is a burden that must be borne. It is a sacrifice that we make. At the end of a month the teacher (not to mention the student) is ill disposed to sacrifice the next, so that she comes to want to test the knowledge of her pupils with a written examination. She is so used to it that, in a sense, she cannot avoid it. She feels that she has to. She is not always aware of the fact, but she feels that she has to.

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Another very common abuse is cramming. Emergencies occur in the profession of law, and sometimes in other occupations, when one must, in the shortest possible time, collect, answer, digest, and utilize, a vast mass of facts; then one must cram. It may be unavoidable, but the reaction is severe. It breaks health and shortens life. There is no need of such spurts in school. The preventive is simple and effectual; let the class never know when the examination is to be held; let the intervals between examinations vary, sometimes two weeks, sometimes three, five, seven. Where recitations in any branch of study occur daily, there should, perhaps, be from five to ten written examinations in a year. The utter uncertainty as to the time of examination, its liability to occur any day, holds the student faithfully to his work; for he must be in constant readiness to give an account of his stewardship. The heat which burns up his body and brain when concentrated into a few days or hours, is a gentle and healthful warmup if diffused evenly through several weeks. In his lessons he learns to slight nothing, omit nothing, be ignorant of nothing, leave nothing to chance. To get that habit of thoroughness, this principle of fidelity, inwrought, as it were, into the student's being, is of itself almost a liberal education. But if he knows that the recitations count for little or nothing, and that months will elapse before he is to be subjected to the ordeal of a written examination, the temptation is well nigh irresistible to put far off the evil day, neglect daily tasks, and trust to luck, or genius, or cunning, or cramming.

It would be a great mistake to make the written examination a mere test of memory. The pupil has actually learned. The value of the knowledge lies in its use. In every set of examination questions there should be at least one to test his originating power, to show his ability to wield principles, his force of reasoning, keenness of analysis, and justice of synthesis. Indeed, it hardly needs to be said that all through his course of study it should be a prime object to draw out and cultivate this power of original thought, this penetrating, inventive, creative power. Many of my pupils, during the last year, gave from fifty to eighty original demonstrations of propositions in geometry. Was not this better than to memorize the whole of Chauvenet? Is it clear that much of the utility of written examinations depends upon the wisdom with which the questions are selected and framed? There is no work of a teacher, supervisor, or examiner, that requires more consummate skill than this. Yet how few examiners know enough to separate the transitory, the impermanent, discriminative between knowledge that must be kept in readiness to do service at any moment, and knowledge that, having served its purpose as discipline, and given its essence to strengthen the mind, may without loss be forgotten! How many teachers still survave of the graduates of the old school,—sorts that drilled longer and bored harder on circulating decimals, or greatest common divisors, than on simple interest?

HOW TO TEACH GERMAN.

BY DR. ZUR BRÜCKE.

DAS LICHT.—A KINDERGARTEN LESSON.

THE teacher lights a candle (ziehst eine Kerze an) and places it on a candlestick on the school desk; she reads the class (Sie address the class). Kinder, hier ist ein Licht; seht ihr das Licht; (here is a light;
do you see the light? Die Kinder antworten; Ja, wir sehen das Licht
(wes, we see the light.)

The teacher takes a piece of paper, and saying, hier ist ein Stück Papier,
(here is a piece of paper), lights and holds it in the flame; saying, Kinder,
sichet, (look) das Papier brennt; die Flamme brennt das Papier. All
repeat with the teacher, das Licht brennt das Papier; die Flamme brennt das Papier;
the teacher quem the paper, etc., etc.

The teacher, in my next question, kinder—Kinder, was ist das Papier?
Karl hebt die rechte Hand auf, und antwortet: Das Papier ist verbrannt.
(Charles raises his right hand and replies, the paper is burned.)

The teacher may now light another piece of paper and call attention to
the smoke, saying, Kinder, das Papier brennt, hier ist Rauch (the paper burns,
here is smoke); and the children may all say, ich seh' den Rauch, das Papier
brennt; ich seh' den Rauch (the paper burns, I see the smoke).

The teacher may now ask so if she were smelling smoke, saying, ich rieche
mit dem Mund: ich kann mit der Nase riechen, (I smell with my nose.)

The teacher asks whether the children can smelt: (ich rieche mit
der Nase, ich kann mit der Nase riechen. Karl, du kannst mit der Nasen
atmen. Teacher says, Ich kann auch mit dem Munde atmen
Teacher repeats with the pupils: Ich kann durch den Mund und durch
die Nase atmen. (I can breathe through the mouth and through the nose.)

Teacher explains: Wir können alle mit der Nase riechen, means we can
all smell with the nose. Wir können Alle durch den Mund und durch
die Nase atmen.

Durch hier means through, the nose and mouth, they being the passages
for the air; durch may also signify, by means of. Now, for the sake of impressing as fully as possible, on the minds of
the children, the words already given, the teacher repeats with them the foregoing
sentences as a

Resume: pointing out each object in turn: Ich seh' das Licht; ich seh'
die Flamme; ich seh' die Kerze; ich seh' den Leuchter; ich seh' das Papier
nicht; das Papier ist verbrannt.

Pointing to the nose, the teacher says, ich habe eine Nase; ich habe einen Munde, im die Munde, nur mit der Nase kann ich riechen, (only
with the nose can I smell.) Ich atme mit dem Munde und mit der Nase.

Suggestion: The teacher may continue this exercise during two or three
lessons, making them short, varied, and as interesting as possible. But
the children should be questioned individually, at every step, and then as each
pupil gives a correct answer, the whole class should repeat the same, at least
twice. The more repetition the better, so long as the teacher can keep up
the interest.

THE GIRLS AGAIN.

To the Editors of the Weekly:

I desire to write a few lines expressing thanks to Mr. Lowrey for his kind
championship of those women who are striving for a higher education.

It is refreshing to read, now and then, an article from the pen of a liberal-minded
man, with broad views and who considers matters from the standpoint
of justice and equality; even though it calls out the electrical counter-current
which工作任务 our defences heads the thunderbolts of the editorial
sharp-shooters.

The narrow-minded view which so many men have taken, of the life and
duties of woman; the fact that they almost monopolize the columns of the
newspapers, and that woman training so prescribed with family duties has not
clarify presented the subject from her own point of view, has given a false
idea to the public,—so that not only most men, but many of the teacher-minded
women, coincide in this false ideal held up for the guidance of woman. Thus
is it that, working under so many disadvantages to rise above the
semi-barbarism which formerly characterized the history of woman, regards
as the voice of a benefactor one who takes so firm a stand for justice and
woman as does Mr. Lowrey.

In my belief, not only does the higher development of the intellectual
faculties better fit woman for the office of wife and mother, because of her ability
thus to train the young, but it is committed to her charge, but it enables her
to meet with calmness and patience the ills and adversities of life which so galls
and fret the undisciplined mind.

I can scarcely believe that the culture obtained from a collegiate education
would produce "loudness" of character or "self assertion" in woman. On the
contrary I think it inculcates refinement and a modest self-reliance, which are
altogether desirable. According to my observation, the "loudness," the "push"
the "rationalizers" are to be found among the ignorant class—or among those
half educated, who, having nothing higher to fill their minds, devote their
entire thoughts and time to dress.

Again, suppose for the sake of argument, that college life has a tendency to
produce in woman a strife or ambition to tread some of the higher paths of
life. Who has the right to say her way? Who shall forbid her to fit herself for the "forum," the "bar," the "study" or the "pen"?

By what compulsion shall she be forced to accept the "monotonous," "undramatic
duties of housewife and mother, because, forsooth, some illiberal,
narrow-minded men did demand such duties from their wives?

Let these men seek their wives from the class of the uneducated, who no
doubt will be most congenial to their taste.

S. C.

QUESTIONS NOT TO BE ANSWERED.

To the Editors of the Weekly:

We would very much like to have the following questions discussed in your
valuable paper, because we find authors disagree on them.

1. Is it, the sign of an infinitive, a preposition? If not, what is it? If it
is, then is it not proper to use it in this case?

2. In the sentence "I wish him to go," is him the direct object of with,
or, him to go, the object, and aim the subject of to go?

Student.

[We cannot afford to give space to questions like these or their answers.
All such "on to" or "to" sign of an infinitive is easily an-

cessible in ordinary books on grammar. If "Student" will take the trouble
to look up the matter in his text-books he will obtain much more profit than
he would from any discussion that would be likely to take place in the
Weekly.

Without any doubt in our own mind "him to go" is the direct object of with.
But upon this point also authors differ, as "Student" knows. Who shall settle it?

While we desire to make this correspondence column of the utmost ser-
seria, from the point of view and every possible discussion and write questions and
letters upon any and all subjects, we must exercise a rigid selection in order
to keep this department from becoming wearisome and useless. We hope no
questioners will ever be discouraged or offended; and that all readers will
approve our course. For one thing, we have decided that the profitless and
interminable discussions upon petty grammatical points shall not invade our
space. Now this does not mean that nothing on grammar or language will
be admitted. Anything new, or novel, or profitable; anything bearing upon
the study of languages, or giving a new or correct explanation of anything upon which
it is not easy to find light, will be gladly welcomed. But we shall be slow
to admit questions the discussion of which can gratify those only who are fond
of splitting hairs, or those who lack the industry and earnestness to seek for
information which is ample and to be readily found in common books. We
shall be sorry if what we have said shall have the effect of checking the flow
of questions and correspondence which has so happily set it, and we trust it
will not have that effect.—Eds]

THE RANK HELD BY THE EDUCATIONAL WEEKLY.

To the Editors of the Weekly:

I admire the Weekly for its fearless, manly utterance, no less than for its
ability and enterprise. I think it, for an educational newspaper, ahead of all
its competitors. The fraternity needs just such a wide awake paper, both for
the fostering of improvement, and to represent them to the world. After all else is
done and said, the schoolmaster is the potent factor of the republic. With
the right men,—men of character, earnest, intelligent, strong, true,—in the school-
room, mobs, rebellion, jails, poverty, immorality, must disappear. Ignorance,
only fosters evils and wrongs. May God spread the good time.

AUSTIN, MINN., 10, 26, '78.

JAMES M. LEE.

GEOMETRY.

To the Editors of the Weekly:

Will you oblige the writer by proposing the following problem for solution?
It is found in the new edition of Davies' Legendre, page 252:

"If two sides of a triangle are prolonged beyond the third side, show that
the lines bisecting this included angle and the exterior angles, all meet in
the same point."

—A German tea dealer in this city displayed the following sign, inscribed
in large letters on a piece of pasteboard, at his door, the other day. "Can-
binour 40 Sen a lb."
There are many county superintendents in the Western States from whom we have never received even a postal card. We shall be glad to hear from each such one during the next week.

Editors of educational columns in the weekly papers of the country will be glad to send copies of their papers to the Weekly. We shall make a thorough revision of our exchange list about the first of January, and would be pleased to make negotiations with local editors for effecting some new exchanges.

Thanks to friends for returning back numbers of the Weekly asked for. The supply of No. 87 is now exhausted, and we shall be glad to extend subscription for the first of January. Inter-Ocean.

Three Teachers.

Elective Teacher.

Harper's Weekly.

Barnes.

' Magazine.

Annual, subscription.

New.

New.

New.

New.

New.

New.

New.

New.

New.

New.

New.

The publishers of the Weekly are making no great offers of premiums or extravagant promises of good things for their subscribers during the present year; but they are determined that THE EDUCATIONAL WEEKLY shall be the best teachers' journal published in this country, as well as the cheapest. Let the friends of the school and the profession speak for it.

Every teachers' association should appoint a committee on educational journals, and this committee should report a resolution embodying their views of the present and future needs, and they should, if possible, recommend one or more journals to the association, after careful consultation with the older members, and should then be authorized to solicit subscriptions at the best rates they can obtain from the county superintendent or the publishers.

OPINIONS OF THE WEEKLY.

We believe THE EDUCATIONAL WEEKLY is the best of all educational papers. Its outspoken, fearless, independent manner is worthy of praise. - Principals and superintendents can have their local published in this country, as well as the

Weekly.

Supt. of Education and the State Department of Illinois for the Centennial, and afterward for the Competitive Examination Paper.

It is manufactured in two sizes (size A and size B), the first one is 8x13 inches and the second, 8x35 inches.

The above prices are our lowest trade rates.

No further discounts are made, as these prices are graduated according to the size of the order.

Pergam and express charges must be paid by the purchaser. Send money with your order.

It is especially recommended to county superintendents who wish to preserve a file of all such papers. The "Library Binder" will be furnished for preserving them in book form for 35 cents and 50 cents respectively. This binder was used by the Chicago Board of Education for binding school work for the Centennial.

In all cases full payment must be made by the purchaser. By the purchaser.

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Chicago, Illinois.

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