The Educational Weekly.

The Educational Weekly.

THE UNION OF
Seven Leading Educational Monthlyss in the Western States.

E. O. VAILE.
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CHICAGO, THURSDAY, DECEMBER 26, 1878.

Editorial.

DURING holiday week the headquarters of the Weekly will be in the field. However, the type will continue to click, and the key to the editorial sanctum will hang on a nail near the door.

The editor has accepted an invitation to present the subject of Spelling Reform before the Michigan Teachers' Association at Lansing.

Mr. Winchell's purpose is to make a reconnaissance in force at Marshalltown; the center of a territory thickly set with fifty-cent and seventy-cent monthlys which in many sections seem to have vigorous roots. He does not expect to disturb them, but simply to see how they grow.

At Springfield the compliments of the Weekly will be presented by Prof. John W. Cook, its genial right bower. (We have no fears that he will call upon us to explain the term.) Everybody in Illinois knows that he is a kind of god-father to the Weekly; and we are thankful for the privilege of converting him into an apology for our own absence.

At Madison we shall both be present, but not quite able to materialize, owing to unfavorable circumstances of time and distance. However, we hope we shall be credited with full spiritual presence.

At Fort Wayne the following week, we hope to hold a more successful seance.

To Missouri and other distant states we send Greeting, and shall have to wait for telephone connection.

To these associations and to all others the Weekly wishes most pleasant and profitable sessions.

COUNTING ON THE FINGERS.

There are few teachers who are not troubled by seeing their pupils counting on their fingers or by marks on the slate in arithmetic work. By many teachers a special exertion is made to prevent it. They seem to forget that the process is a perfectly natural one for the child. That indeed, he is simply following the course of the race in its development. But we will grant that it is not wise to indulge the child in this elemental process of primitive man. But the question is, How to hinder it? Certainly not by the common method of a royal edict forbidding the practice.

Excepting in the case of a few older pupils who yield to the power of an early habit, children never resort to their fingers or to marks to help them in arithmetic unless there is a mental need within which makes it quite reasonable and proper for them to use counters of some kind. The way to help them is not to forbid the practice, but to remove the necessity. A child will not walk by holding on to chairs, when he finds that he can get along as well or better without them. And a pupil will not count his fingers if you will make it easier for him to do some other way. The thing for you to do is to cease altogether to worry about his fingers or to give them any attention but to bestir yourself to remove the mental necessity which prompts him to seek digital aid. The wise doctor does not waste his efforts on the mere symptom but seeks to remove its cause.

The elementary work has not been properly done with a child who "counts up" on his fingers. He has been hurried along too fast. A child who is fit for the study of numbers will have no trouble in giving the sums promptly of such combinations as 2 plus 2, 3 plus 1, and 1 plus 3. Now, proper teaching and practice will enable him to be just as prompt with the higher numbers. But to expect a child who is barely able to tell you quickly that 3 plus 2 are 5, to answer promptly when you ask him how many 4 plus 5 are, is absurd. You must either wait until exercise and development have made his powers equal to your requirement, or you must tolerate the very material but tardy aid which he obtains from his fingers. To leave him in his weakness, and yet forbid him the use of his crutch, is to persecute the child and yourself likewise. Go back to the numbers where you find his mind adds readily, and where he shows no tendency to resort to counters, and from there build him up by brief and frequent exercises until unconsciously he lays aside the use of his fingers. This may cause delay. But his advance work need not necessarily stop while you are thus trying "to work him up." But then do not rap his fingers or give him demerits when you should be striving to add ease and quickness to his mental operations. We shall venture soon to drop a few hints upon the matter of teaching addition in primary grades.

WHAT WILL YOU DO FOR THE WEEKLY?

Praisedations of the Weekly unsolicited and unexpected are coming in greater numbers than ever. They show that some teachers—we wish we could say all—can appreciate a good school journal. If we only had the power to coin
good words into dollars! But alas, we cannot. We cannot live on compliments and good wishes, nor pay bills with them. We want renewals and new subscribers.

Many superintendents and prominent teachers are doing for the WEEKLY all that the warmest friendship and highest appreciation could suggest. But we want more of these friends. It is all very good in theory to say that school journals have become regular business enterprises, and must sink or swim by their own merits. But something besides merit is required to bring prosperity in these days, and no educational journal ever got a good footing by being left entirely to its merits. It may be sublimely impartial for timid superintendents to personate the blind goddess of justice, and to open neither eye nor ear to what educational literature their teachers are reading, or whether they read any at all or not. But such a course is clearly not to the best interest of education. Circumstances are not so evenly balanced in regard to all educational journals that no one of them will better meet the wants of your teachers than another. What one they had better take always depends upon circumstances, and of these you are best able to judge and ought to do it. If you are so completely unbiased, which generally means indifferent, be assured that those who are associated with you will reflect your sentiment by letting all journals alone.

What support the WEEKLY ought to have from you is for you to decide. Everybody seems to feel that a weekly journal here in the West is a necessity, and that it would be a disgrace not to have one. And yet so few teachers seem to feel any responsibility for its prosperity, and so many think it is too high in price and thus excuse themselves for not subscribing! These teachers do not stop to consider that there are not more than three monthly journals in the country that contain as much matter per issue as the WEEKLY; and yet the cheapest of these costs $1.50 a year. According to the ordinary price paid for monthlies the subscription price of the WEEKLY ought to be $5.00 or $6.00 a year. But whether or not two-thirds of a cent a day is more than the enterprising teachers of the West can afford to pay for a weekly paper devoted to their profession, of this fact we are sure:—it is not within the bounds of possibility to publish a paper such as the WEEKLY is at less than $2.50 a year, and keep its head above water, unless it has a subscription list of 10,000,—a list we are free to say the WEEKLY lacks considerable of having at present. But it is working for it. Help us to get it, and you shall share in its prosperity.

We hope that all teachers who appreciate the importance of the WEEKLY in the West will wake up to the responsibility that rests upon them; and not only give it the pleasant support of good wishes, but substantial support in the way of subscribing and of inducing others to subscribe.

The WEEKLY does not attempt or desire to run in competition with any monthly journal. But if it is to grow into the paper that we would like to see, and to become the power that it ought to be, it must have the active assistance of many who seem to do no more now than to “heartily hope that it is receiving the abundant support that its merits deserve.”

As the teachers of these western states meet in their conventions this week, why can they not talk this matter over among themselves, and see if the common sentiment is not such as to justify a hearty endorsement of the WEEKLY and vigorous work in its behalf? Let the day of Jubilee come!

The Shakespeare memorial buildings at Stratford, England, have been begun, and the library and picture gallery are now under way.

TO ASSOCIATION GOERS.

IF we could change pulpiteers with some of our editorial brethren, if we have any such who preach to an audience composed of teachers who are not liberal and who do not “believe much in associations,” we could preach a sermon with considerableunction. But it is too bad to lose a sermon; and so we shall deliver part of it, trusting that our hearers will never think of applying it to themselves, but will hand it over to somebody who doesn’t take the WEEKLY.

1. Be sociable. The social element is one of the main ingredients in these gatherings.

2. Do not be foolish enough to try to avoid talking school and school matters with other members, anywhere and everywhere. We have known people who really seemed to have an idea that they should get away from school topics because they had got away from home. Nonsense! Everything in its place. When you go to a party leave your school and all its dust behind you. But when you go to an association take your school with you and stand it up, in a very secret way, however, by the side of the school of every person whom you can “draw out” and induce to exhibit his own school for your benefit. What are associations for if not to allow us to breathe a school atmosphere charged many times over with the best school oxygen to be found in the state?

3. When you go, do not go like a tramp to a kitchen door, to get all you can and give nothing for it. Of course if the railroads and hotels have restricted the benefit of their reductions to members, you will be exceedingly generous, and pay your membership fee with amazing grace. But suppose the executive committee has been unable to secure the aid of this pressure, what will you do then? Why, like three out of four teachers under such circumstances, you will “slide” out of your proper fee and will contribute your might to leave the treasury exhausted, and in all probability you will grumble at the “poor programme” and the “miserable arrangements.”

Now just consider, dear penurious friend, that these teachers’ meetings are worth every year twenty-five dollars to you and to every teacher in the state. They not only increase the efficiency of the profession as a matter of fact, they also give it its recognition and reputation of which you reap a share of the benefit. They convince and remind the public that there is a spirit and activity in the guild which is worthy of respect, and worth paying for. We verily believe that teachers’ wages to-day are ten per cent higher than they would be if the small minority should consent to settle down into the hum-drum, lifeless ways of those who stay at home and croak the old tunes of “tedious,” “gassy,” or “useless,” or “tedious,” than the most conceited fossil will pretend, yet as a money investment they are worth not trifling sum, and you ought to be ashamed to attempt to get off without paying your share. Listen to your conscience, and walk up to the treasurer and pay your annual fee as a matter of professional pride and principle.

4. Do not hang around the book agents endeavoring by all manner of insinuating questions and commendations to get them to offer what you are ashamed to ask for. We are not writing now in the interests of the agents, but of our calling. We have sometimes blushed to think we were a teacher, or rather that we had brothers who would stoop to some of the little,
contemptible ways of getting "specimen copies." If you want to know what "ways" we refer to, just put one of the older agents under oath—now no isuati on is meant in regard to their veracity, but simply that their "interests" (you know they are never sure where they are) would not permit them to give you the naked truth unless it is extorted from them—and make him tell you some of his experiences. Then you will understand why we advise you. If you want a book say so, as a man to a man. If there is any good reason why it should be given to you, explain it, and in all human probability you will get the book. If there is no such reason, offer to pay for it. In all events, do not feel or act as if a rare opportunity were before you, which might never occur again, of getting new books for nothing. Preserve your self respect, even if you take home as light a satchel as you brought.

5. In the meetings, if you have anything to say, say it and be done. Do not use two words where one will do. At all associations there are men who seem to think that it is absolutely essential to the welfare of the nation that they should "speak" on every subject that happens to come up. The chairman of one of the executive committees whose programme we have recently published, remarks that "The exercises seem somewhat crowded; but heretofore we have always frizzled away much valuable time in vague, extemopore discussions, which, to say the least, tended very strongly to afford a certain class of long-winded orators only an opportunity to air their rhetoric; to talk much, and say—nothing; while subjects of vital importance to every live teacher had to give way." Now, watch yourself in this matter when the discussions come round.

6. On the other hand, if you belong to the egotistic, timid class, who want to "speak" but dare not, do not go out and declare that the association is "run by a ring;" that "outsiders do not have a chance;" that "the old wheel-horses are bound to do it all," etc. If you had been on your feet a little quicker, or had called out "Mr. President!" a little louder, and "had got your speech in," everything else remaining just the same, the chances are ten to one that you would have pronounced that meeting the very best one that had ever been held in your state. But we forget that we are in a strange world.

His last chapter, "Coeducation of the Sexes," is the least satisfactory one, and indeed quite disappointing. It is too brief to permit any adequate discussion of the question, or any treatment such as might be expected in such a volume, if the subject is to be treated at all.

The chapter on Preparatory Schools has some sentiments which are of special interest to teachers. We have room for but a few, and they are preeminently worthy of consideration. He names as a special defect in modern schools the spirit of formalism and routine which has grown up; the "trend" of the "formalism of nature" (and of course mentally), of elaborate and unnecessary explanations, of endless and mechanical repetitions, of an artificial marking system, and a worse than mechanical reliance upon examinations. ** Machinery and routine are of enormous advantage when they are wisely used.**

** ** ** "But when they hide earnestness, or excuse indolence in the teacher, and encourage cramming in the scholar; when they repose the freedom, the curiosity, the independence, and the enthusiasm of the pupil; or again, when they turn the teacher into a mere administrative or teaching machine, who withdraws himself from all personal interest in, or adaptation to, his scholars, they very largely restrict the highest and best ends of schools association and discipline. Better far were the old-fashioned schools and the old-fashioned school-masters, with their noisy and disorderly associations, and their scores of classes, and total lack of system, which there were earnest teachers, and curious and enthusiastic learners, than these mechanical drill-rooms of modern times, in which teachers and pupils are restricted nearly as possible to innumerable givers forth of knowledge, and to uninterested receivers of lessons which are heard without interest, and recited without digestion. Tendencies and evils of this nature are limited to secondary and college schools. They are observed in college and university instruction and discipline. They partly grow out of the self-indulgent temper of the times, the ambitious vanity of learners, and the spirit of instruction in the public to mistake feats of memory and gibbleness of utterance for solid achievement and methodized reflection, by the disposition of teachers to do their work as easily as possible, and therefore to do it in the gross, with a feeble sense of obligation to prepare and adapt their instructions to the capacities and dispositions of individuals. We do not complain that in our best preparatory schools the classes are large, that even the "little folk" of the lower forms are summoned in crowded groups to perform tasks in grammatical analysis or composition, or that order and alertness are enforced by military methods, nor that twenty are taught to write as one; nor again, that the timid and nervous in conduct are not only as the finger of destiny, and that mistakes and successes are set down as by the recording angel, with never a tear and never a smile. These may be the necessary incidents of large classes and large schools, which, may, notwithstanding, do much to stimulate, and inspire, and awe. But if the "little folk" under such a system are never to have a word of special advice or special sympathy, if the instruction might, so far as human adaptation or human feeling are concerned, have proceeded from a talking machine, or Babbage's calculator, as from the automaton himself, who sits at the teacher's desk, then the teaching fails of one prime essential of success."

** ** ** "Closely allied to mechanism is the tendency to stimulate to the spontaneous or verbal memory. So much of early culture necessarily depends on the exercise of memory, and so easy does it seem to many teachers and a few favored pupils to fulfill its tasks, that excessive demands are often made upon the majority of pupils, who are deficient in this aptitude. Facts, dates, and paradigms, are exacted, with little judgment of their value or significance, as an indication of promise or of progress. The more inquisitive or thoughtful pupils, whose memories are necessarily more slow because their intellects are more comprehensive and inquiring, are discouraged and disgusted, and their capacities for successful achievement fall to be daily developed."

** ** ** "Those who yield to the tendency to develop prematurely the generalizing faculty are unconsciously misled by the truth that just so far as man learns to use his intellect properly, he learns to generalize, and the sooner he is trained to reason in any sphere of knowledge the more rapidly will his higher powers be developed. But they overlook a truth which is essentially important, viz: that this process is necessary, and that it is not until the work of disciplinary or even of professional education is complete, that the pupil can ordinarily master and manipulate either abstract principles or highly generalized formulas. The secret of its training in education is, therefore, in the capacity to select and present in such order and such relation as gradually to suggest and enforce the abstract, and to use the abstract in such ways as may impress light and interest to the concrete. The unskilled teacher is as much as he has learned to explain and rationalize his own knowledge of facts by a few comprehensive principles, leaps to the conclusion that he can begin with his pupil where he has finished with himself, and that he can introduce him at once to the metaphysics of algebra and geometry, before he is familiar with the conceptions and principles of either. He gives his pupil the philosophy of case formations and inferences, in which he may more readily commit to memory the paradigms, or forces him to master the last devised psychological and the syntax before he has learned to read with moderate facility a simple Latin or Greek sentence. The criterion of the teacher's highest success is conceived to be the power to answer questions which he can torture out of the shortest lesson in the classics, or the number of ways in which the simplest arithmetic or algebraic equation can be stated or applied."

REVIEWS.


The main part of this book, consisting of the first fifteen papers, appeared some years ago, and is now reprinted, with the addition of six new papers, which the author calls "After-thoughts." All the papers deal more or less directly with questions which pertain to higher education; but questions which are of paramount importance and some of which are to-day quite actively discussed. President Porter does not class himself with the "adventurous" president of Harvard on many college questions, nor do his sentiments place him with the reactionists and ultra-conservatives in educational matters. He is certainly a conservative; but a stalwart and vigorous one. It would be a blessing if the ranks of educationists had more like him.

In his first essay he enquires into the extravagant demand so often heard, that scientific studies should be substituted to a large extent for classical and literary studies in college courses. Some of the illogical, or at least unjust, ported, assumptions which the WEEKLY recently republished from Dr. Alex. Winchell are here discussed in a vigorous way. But Dr. Porter is not an apostle of college or classical methods of instruction exactly as they are. He advocates reforms, while he answers would-be reformers.

The whole range of English literature being given, together with a good knowledge of it, and 1,000 two-column pages to be filled with the best to be found in it, there can be no difficulty in making a good and a very desirable book. Indeed, the difficult thing would be to make a book that should not be a good book. But of course within the boundaries of what anybody would call good, there is room for varying degrees of excellence. Just how good such a book may be depends altogether upon the knowledge and taste of the persons who make the compilation. Among the excellent collections of poetry presented to us, it may be doubted whether there is one in the preparation of which a larger amount of real literary culture and taste has been employed. While neither of the gentlemen who have had this work in charge is widely known as a poet, they have both been long recognized as accomplished students of English literature, and as admirable writers in some of its departments. They both have a fine sense of spiritual beauty in its most delicate expression, while at the same time they appreciate humor, and have a pulse which beats in full accord with the hopes, faiths, and longings of the work-a-day world. As a consequence, in this volume we have a collection of what must be pronounced, upon any basis, "the best in English literature."

No fatal attempt has been made to illustrate the growth of the English language. The annotations are few, indeed, much fewer than could be wished. The object has been to make a readable book. In this whole vast collection, there appears to be more of a desire to hit the public taste, and make a few stanzas or couplets almost as immortal as the grander efforts of the noblest poets. It is to be noted that these 'occasional' poems refer to domestic or religious subjects. They are not in the very admission of the translation of force, with no more of essence in them than there is in the very admission of the translation of force, with no more of essence in them than there is in the fact that a child's capacity, and his estimate of that child's future. Sir Walter Scott was a dance. Wellington, pedagogically speaking, was a dunce. Goldsmith was a dance. Dean Swift got a diploma only by special grace, because he could not reason by rule. Shakespeare knew small Latin and less Greek. He did not set the Hudson river on fire, nor open the territory of the Mississippi. Indeed, if we have any pupil in our charge who is particularly dull and ugly, it behooves us to treat him with distinguished consideration, for, if we teach long enough, it is more than probable that he will one day be on our Board of Education.

To the young teacher I would say, that after he has gone over the course thoroughly and reviewed and examined, if some of his pupils seem to have little, or, as he will think, by his labors, he should not worry or weep, but take it as a matter of course. Let him expect nothing, and his surprises can be only agreeable. We did not make the world and we can not turn it into nightingales, or, our experience will be sad if we could.

If all the men in a nation were measured as to height, and the height of each marked on a white surface with a dot, it would be seen that the middle line would be black with dots, but, in the mass, there would appear more and more scattering in either direction from the median line. If all our pupils were measured intellectually, in a similar manner, the indices of mental stature would be equally scattered at both extremes. Now, it is not our province to make intellectual giants. Nature and self only can do that; but it is our duty to avoid the causes of stunted mental growth, and to keep pushing away to the end that the general average may be raised, bearing in mind that, though our work may seem fruitless at the time, it will have effect years, and, cayshay, in future generations. By taking our successes, and especially our failures, in this complacent and philosophical spirit, one of our most trying curriculums will be turned into one of our most enduring.

Yet much of the dulness of our pupils is apparent, not real. It comes from their ignorance of our composite language. We speak to them and their want of expression gives them the sense of dulness, when they are really puzzled and mystified. To lighten this burden the only safe and practicable action in the proper use of language in every possible manner. Whatever the branch may be, the study of language is the best preparation for it. The information of science and the precision of mathematics depend on the proper use and understanding of language. Language is the foundation of all knowledge. It is even doubtful if thought itself could exist without a language in which to express itself. With its terms understood, any science is easily mastered. Hence the first step towards accomplishing any branch is to under understand and be able to apply its terminology. From the cradle to the grave our study should be words—not as to their abstract and disconnected meaning, but as to their use in any given context. So definitions, after the old methods, substituting words in a sentence for others of equivalent meaning, constructing sentences containing one or more given words properly used, and the practical analysis of the form of words, should be constantly practiced. To this end I believe that a number of lists should be collected and used in the formation of derivatives throughout the grammar department. Though one month's study of Latin in a regular manner gives more than the first term of English in the hands of a student of reference to the dictionary, yet, for those who cannot pursue even a limited Latin course, a systematic training in the formation of derivatives is a necessary preparation for the understanding of the terms and phrases of the several branches of even a common school course.

That which may be either a burden or a boon, according to the manner in which it is framed and applied, is a graded course. Anything in the shape of classification—a graded course in a subject as an end in itself and re graded as the number of children in the school becomes larger, and a closer grading becomes practicable. To be a boon the studies must be arranged in groups and proportion, no one receiving undue attention or suffering undeserved neglect. There is nothing more characteristic of a possible graded course; for children may reach the requirements of any given grade, provided they remain in it till marriageable age. It is the regret of some that they leave school in the lower grades without learning certain things.
that seem of prime necessity, and the result has been a burdennng of the lower grades with matters that could be accomplished more easily at a later period. What wonder that children leave school before entering the grammar department? They were taught in the primary department till they have been crammed on a fair grammar school course! The expansion of the human mind is in geometrical rather than arithmetical ratio, and the requirements of a graded course should be correspondingly increased in difficulty as the square of the distance from the initial point. The work of the lower grades should be light and examinations frequent to the end of the year; whereas, the capacity of late has been greatly increased in accuracy and proficiency; that the stream of mental progress should be kept flowing and be fresh and sparkling at its source. After trying different systems I believe in ten grades for a common school course in cities, and five in village schools. The average course was divided into eight fractional parts, each part supposed to give up to drilling the time of constructing sentences after a particular fashion; or an artificial method of putting all knowledge on the area which from a speculative philosopher, back on account of non-essentials, or in anyway discourages the spirit of testing than reading, writing, and operations in numbers, provided he is his perception is keen. Whatever precludes the stimulus of frequent examinations, holds children off? And as the common school cannot complete such work, it is not to make spoon victuals of the sciences. Teachers, instead of discussing matters of importance to their pupils, will have more bruntis to bear than beams to enjoy. A school system should be governed with kindness and consideration, not in style of an army or a railroad. Human feeling should be a factor in the former, an element of continuous mental growth and development, but not in the latter, a matter of routine and unceasing monotony. A burden which we voluntarily place upon our shoulders is the effort to do too much. Children are not reasoning, but merely reasonable, animals, in which respect they are in the right state of development, being engaged upon immature minds, especially in problems of arithmetic involving three and four figures. The work is apparently accomplished, but it is simply memorizing the steps without comprehending the philosophy of them. It would be much better that to examine the younger children and postpone till the end of the year the demands on the reasoning faculty to the time when it is developed by age and the assimilation of mental food. But for it the said reasoning faculty will not develop without exercise. It will and must exercise, if material be supplied. Some of our school exercises intended for mental development are as unreasonable and unnatural as providing for the development of the stomach. In both cases all that is needed is proper food in proper quantities. We are apt, too, to be carried away with the speculative and inflated spirit of the age, thinking that since wonders have been achieved in the domain of mechanical invention, mental progress should likewise be carried on with power and celerity. The fact that a mill turns out ten thousand times as much cloth as our grandmothers could weave and tuck is no sign that we should teach, and change the style of a packed ward into a standing admonition to walk any more laps to the mile? Indeed, the true aim of mechanical improvements is to give the mind and body peace, ease, and comfort, and not to be the cause of toil and correspondence.

Moreover, we have a much heavier task than our professional forefathers ever imagined. In their day, only the brightest children of the brightest families had the privilege of obtaining an education. The whole mass of children of all nationalities, all grades of society, and all degrees of mental capacity—many hearing little English at home—are bound, in the vast majority of cases, to be educated, enlightened, and taught the way to accomplish under the guise of teaching. It is an unfreedom to which we are subjected in the schools. The teacher is in the right place, the pupils are there. It is the teacher's misfortune to be a political economist and ethics. But if we ask, have all our children been taught what are called the sciences—botany, chemistry, zoology, and natural philosophy—should be taught, to say nothing of political economy and ethics. But if we ask, whether all that has been learned, whether all that has been read, whether all that has been written, whether all that has been done, will have to sit with clasped hands and look on, and then professional attendance, just for the example of Leo XIII. Assume your triple crown, don your robes of office, and sit back on your prerogative. A burden which is growing heavier with the growth of the system is the enforced silence of teachers upon matters pertaining to their professional and personal welfare. The public schools attained their present development, efficiency, and respectability by means of open discussion, in which the public are invited to discuss the grades to be given in the days of free speech, among the best and brightest papers were those read by primary readers, while the ideas were always searching, suggestive, and to the point. Educational topics were discussed after the manner of a deliberative assembly, not in the way the packed ward courts. The extended greater discipline will be required, free speech will become heresy, and criticism a crime. Teachers, instead of discussing matters of importance to the man who will have more bruntis to bear than beams to enjoy. A school system should be governed with kindness and consideration, not in style of an army or a railroad. Human feeling should be a factor in the former, an element of continuous mental growth and development, but not in the latter, a matter of routine and unceasing monotony.

were for years at the mercy of the janitors, the creatures of political hawks.

With free speech shut off, the teachers, especially in large cities, will be a herd of dumb driven cattle in constant terror of the official lash; and this not because they are the acme of moral powers in the business, but because there are so few that have the spirit of men. What is everybody's business is nobody's business, and all will endure toil, persecution, and misrepresentation, knowing that to be everlastingly suppressed is to be intellectually weak.

If teachers would speak out they could have whatever they want, and as they want it; for boards of education are nearly always composed of men of liberal views, and kindly and generally inclined toward the cause of education. But not a full regiment of teachers would remain indefinitely silent, floundering and groping in perplexity, exhausting themselves, and pressing the vitality out of their pupils with unmanly and fantastic cramming, grooming under a pretense of remunerations beyond the expense, and on which we are the children of which Christian carried, while their natural advisers are resolving themselves into a number of secret societies, to draft a course of instruction for no place in the world. And God's creation is, and the detail of our work and the technicalities of our craft are a bane. Hence the little attention we receive from the daily press, and hence, too, the wisdom of the thing. But why not, in the interest of having their talents and the tendency of the lieutenants of the community, to put good motto in this city, and by our support of it now, it will be put in position to support us hereafter.

In presenting a case to the public there is nothing else so powerful as the press. Talk, discussion, grambling, excitement, is shut down to the wind; but a clear, terse, forcible article in type, is a rock—as B. Butle would say, a brick—which will go, hit, and make its mark. Our case will be made by publication fairly or fairly by them, and the impression that there can be nothing else so potent as a teachers' journal edited by a man of brains and courage.

We have had in our own persons the sorrows of educational terror aggravated by the torture of slavish silence. To prevent the recurrence of such restrictions, or to abbreviate their duration if they must needs return, there can be nothing else so potent as the interest of the world. We should sustain an educational journal which is the mirror of the times, the mirror of the world, a social bonanza to us in health, and a magnificent school system returned back to the chaos from which it required a quarter of a century to evolve it.

We might employ two means of defense against tyranny, viz., organization and agitation, as both are forms of abstract art; or more subjectively, more abstract in their aims than concrete, more for the good of mankind in general than for the benefit of the members of the craft. Every trade, every order, society, is chartered from the National Labor Union. Let the Trade to the Confraternity of Tonsorial Artists, from banking and insurance associations to the Knights of St. Crispin—each calling has its protective or benevolent organization. But what have we? Nothing for our material interest or social unity. The need for support, for there is a lack of practical benevolence or systematic cooperation subsists among us. With the exchange of speculative views on the theory and practice of teaching our attempts at concert of action end. It is a melancholy man for himself, but, virtually, every man against himself—with the expressive addendum.

We are cautioned, too, not to meddle in politics, and our position of advantages makes us feasible. But why should we die in politics? As long as our schools are supported by public taxation, their success will depend considerably upon the turn of politics, and who is more interested in the turns than the schoolmaster? and who more qualified by honesty to shape the policy? We are told that our success is a question of policy; to form political intrigues, to keep the political intrigue, to keep the political policy. We have not seen the time when the same would have been justifiable, but to keep up the professional status, to hold salaries at a fair level, to fix and maintain a proper standard for admission, to aid and exclude rats. Nothing is going on in the way of practical benevolence or systematic cooperation subsists among us. With the exchange of speculative views on the theory and practice of teaching our attempts at concert of action end. It is a melancholy man for himself, but, virtually, every man against himself—with the expressive addendum.

We doubt the wisdom of reading the schools too far out of politics, or removing their control too far from the people. The people make fearful blunders at times, and unwise, knotty, and abstruse—removing and rectifying them, and, moreover, they are right at heart; but cliques and rings and automatons—a despotism sustained by a bamboozled oligarchy—are too stubborn to acknowledge a blunder, too perverse to correct it, and too cunning to allow the reflection is forced upon us, What might we not have become if we had not succeeded as teachers? Now is not this reflection a boon? You don't see it? Neither do I!

But our most essential boon is the feelings of affection and appreciation, the atmosphere of genuine regard in which we live and move and of which we are the main unmixed. Not that we are uninterested in material gain and our pleasures simply palled on our taste by too much exercise. Very few people of fair education, kind heart, and ambitious motive, have escaped the temptation to teach. It is a melancholy man for himself, for the disease described as the love of teaching is an overpowering impulse and its pleasures have simply palled on our taste by too much exercise. Very few people of fair education, kind heart, and ambitious motive, have escaped the temptation to teach. It is a melancholy man for himself, for the disease described as the love of teaching is an overpowering impulse and its pleasures have simply palled on our taste by too much exercise. Very few people of fair education, kind heart, and ambitious motive, have escaped the temptation to teach. 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THE TEACHER'S DREAM.

By W. H. Venable.

The weary teacher sat alone, While twilight gathered on; And not a sound was heard around; The boys and girls were gone. The bowed 'neath a yoke of care, he spoke In sad soliloquy:

"Another round, another round Of labor thrown away,-- And chains of toil and pain Dragg'd through a tedious day."

"Of no avail is constant toil, Love's sacrifice is loss, The hopes of morn, so golden turn, Each evening, into dreams."

"Toil, while the scene was changed again, and He saw the bitter, soul-wearied school teacher, And then he lifted up his face, His aching brow he prest; And o'er his frame, erelong there came A soothing sense of rest.

"A Senate hall dissolved, The teacher's thought was strangely wrought, The church, a phantom, vanishe'd soon; What was the teacher, then?"

"And "I squander on a barren field, My strength, my life, my all; The seeds I sow will never grow."

The following schedule of study is respectfully recommended for use in your schools:

1. With the alphabet and primer: Counting to 100; writing the digits and printing on slates.
2. With first reader: Spelling the words of the lesson; counting continued; adding the digits; printing on slates.
3. With second reader: Spelling the words of the lesson; notation and numeralion to 1000; adding and subtracting small numbers; writing on slates.
4. With third reader: Spelling and defining the words of the lesson; spelling book; addition and subtraction continued; the multiplication table; names and uses of $+,-, \times, \div$ and penmanship.
5. With fourth reader: Spelling; practical arithmetic; elementary geography; penmanship.
6. With fifth reader: Spelling; penmanship; arithmetic; geography; grammar; history of the United States.
7. With sixth reader: Spelling; penmanship; arithmetic; geography; grammar; history of the United States; physiology and book-keeping (optional).

When the sixth reader is not used, the fifth should be continued.

8. At least one hour each week should be devoted to giving oral instruction to the whole school upon physiology and hygiene.

9. When outline maps are furnished, at least one hour should be spent each week in giving a general exercise upon the subject of geography, also in connection with map studies and history.

10. The last quarter day of each alternate week may be spent in reading exercises, and in declamations by pupils above the third reader grade. Practical exercises in composition should be given daily in connection with other exercises. Let the spelling class be required to frame the words of the lesson into properly constructed sentences, and let the history and other classes be sent to the board to write out a synopsis of their lessons from memory, while other classes are engaged in spelling. The spelling, punctuation, use of capitals, and construction of sentences should, in these exercises, be carefully corrected. Scholars should also be taught the sounds and discursive markings of the letters, that they may know the pronunciation of words when they see them marked in the dictionary and spelling book.

It is further recommended: That the time before recess in the forenoon be given to recitations in reading, from the highest to the lowest in order; that the time from recess to noon be devoted to arithmetic and spelling in the same order as the reading classes; that the time from noon to the afternoon recess be given to reading (from the third reader to the lowest in order), to history, and to (A) geography; that the time from recess to noon be devoted to (B) geography, penmanship, grammar and spelling.

The amount of time that can be given to the various recitations must, of course, be regulated according to the number of classes and the number of scholars in a class, and teachers should arrange their programmes accordingly.

Exercises in reading and spelling below the third reader should, in my judgment, be combined; the rest of the school should be divided into two spelling classes, according to their ability.

Scholars above the fourth reader may properly commence the study of history, but there should be only one class in this subject.

I earnestly recommend that all pupils above the second reader be given daily instruction in penmanship, and that all write at the same time.

CLASSIFICATION.

The following schedule of time and classification is also recommended:

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Time</th>
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<tbody>
<tr>
<td>Opening Exercise, preliminary</td>
<td>5 min</td>
</tr>
<tr>
<td>Reading, No. of classes, S.</td>
<td>75</td>
</tr>
<tr>
<td>Recens, A. M.</td>
<td>15</td>
</tr>
<tr>
<td>Arithmetic, No. of Classes, 3</td>
<td>70</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
</tr>
<tr>
<td>Noon Recens,</td>
<td></td>
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<tr>
<td>History, No. of Classes, 1</td>
<td>60</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>Geography, (A.), No. of Classes, 1</td>
<td>20</td>
</tr>
<tr>
<td>Geography, (B.), No. of Classes, 1</td>
<td>10</td>
</tr>
<tr>
<td>Penmanship</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
</tr>
</tbody>
</table>

**GENERAL EXERCISES.**

When the general exercises recommended in paragraphs 8, 9 and 10 are used, of course the work designated on the schedule for the time occupied will be omitted.

When physiology is pursued as a regular study, the recitations may alternate with history.

When book-keeping is studied, the recitation may be in connection with penmanship.

A Daily Register and Class Book should be provided by the Directors, and properly filled and left on file by the teacher.

It is expected that teachers will make their work conform to the foregoing as closely as circumstances will allow.

Respectfully,  N. W. Boys, Co. Supt.
Educational Intelligence.

EDITORIALS.

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


Iowa—J. R. Demorest, Superintendent, Des Moines.

Indiana—Prof. John W. Cook, Illinois Normal University, Normal.

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

Missouri—O. T. Tousey, Superintendents, Minneapolis.

Ohio—M. B. Smith, Superintendents, Yankton.

Ohio—W. R. Stevenson, Superintendents, Columbus.

Nebraska—Prof. C. 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, December 26, 1878.

THE EAST.

MAINE.—Eleven of the present first class in Lewiston high school have made application already to be admitted to the next class entering the practice school, besides several young ladies from other cities. It is evident that the course of this school is highly esteemed.

At the next meeting of the board of trustees of the State College to be held in Augusta, a plan to make a choice vote of the students, or a president of the college, to succeed President Allen, has been assigned.

The effort is being made to increase the endowment fund of Colby College to $15,000. The college is in a more perilous condition than ever before. The total number of students is 155, divided as follows: Seniors, 22; Juniors, 26; Sophomores, 45; Freshmen, 62. In accordance with the suggestion of Hon. John Eaton, U. S. Commissioner of Education, that the catalogue of our institutions after the German style should contain the careful discussion of some topic of permanent interest pertaining to the subject of education, in this catalogue is published an essay by President Robbins, on "The Relation of Education to Evangelization."

RHODE ISLAND.—The Rhode Island Institute of Instruction will hold its annual meeting at Providence, Jan. 17, and 18, 1879. The work is mostly laid out, and the lecturers and speakers engaged. Among the lecturers and participants in the exercises are the following: Col. Homer B. Sprague and W. C. Collar of Boston, Geo. A. Watson, Agt. Mass. Bd. of Ed., J. S. Diller, of Cambridge, Samuel Thruster, of Worcester, J. L. Carleton, of New Britain (Conn.); Wm. A. Mowry, B. W. Hood, Mrs. Rawson, and other home talent, also take part.

THE WEST.

ILLINOIS.—The Illinois Industrial University bids fair to become the model of the western spelling reform movement. Both faculty and students are joining in with a manner well worthy of imitation by other institutions. "The I. I. U. Spelling Reform" was organized during the last month, already numbers a large proportion of the students, and; whose strong day by day. Its rules are, for the present, only the following five: 1. Use e for a when equivalent to short a. 2. Omit silent e after a short vowel. 3. Use f for sh. 4. Omit one letter of a final double. 5. Use t instead of ed when it represents the sound.

Dr. Anderson, president of the Chicago University, is laboring most diligently, and with considerable hope of success, to raise $10,000 to relieve the University from indebtedness. The Mutual Life Insurance Company of Maine has a claim of $174,000, but is held on Feb. 1, 1878, to strike off the $74,000 if the balance should be paid within one year. Besides this there is a floating indebtedness of about $40,000. Dr. Anderson hopes to get the friends of the institution to take fifteen hundred shares at one hundred dollars each, and be confident that after that is accomplished a good endowment can be secured.

For more than two years past the teachers of South Vermillon have held stated meetings for the discussion of such questions as pertain to schools and school teaching. The principal workers in this organization until quite recently have been Prof. F. N. Tracy and wife, of Georgetown; Dr. T. W. Lamb, principal of Vermillon Grove Academy, and Miss Mary Hadley, assistant, and W. H. Chamberlin, principal of the Richmond Farm schools. The third year of this organization begins its work with an increased interest and attendance. The last meeting was held Saturday, Nov. 28, at Georgetown. The exercises consisted of a paper by Prof. B. R. R. R. Teaching; an essay by Miss Perkins on Use of the Blackboard; News of the Day, by Miss Cowan; remarks by Prof. Tracy on Derivation of the Names of Various Branches of Study, and a paper by W. H. Chamberlin on Some of the Anomalies of the Schools. The following were elected officers for the ensuing term: Mary Hadley, President; Lee Ullery, Vice President; Laura Richardson, Secretary. The exercises throughout were listened to with interest by a goodly number of teachers and friends of education. All of the subjects were discussed by the institute, and many valuable suggestions were made. The next meeting of the association will be held at Ridge Farm on the second Sunday of January.

Vermilion County has in operation the following graded schools outside of the city of Danville: Hoopston, T. B. Bird principal, five assistants; Roseville, E. L. Barton principal, five assistants; Georgetown, F. C. Smith principal, three assistants; Fairmount,—Better principal, two assistants, and Catlin, William J. Banks principal, one assistant. Most of these schools have from seven to nine months in the school year.

The following is the programme for the next meeting of Grundy County Teachers' Association, to be held in Normal Hall, at 10 o'clock, January 4, 1879, at the same hour. Opening Address, W. H. Cawford; "How to Interest Parents," Emma Williams; 10:30, Discussion upon the same theme, C. E. Dunbar, T. L. Regan; 11:00, Address, W. H. Stoner; 11:30, Music; 1:00 p.m., Select Reading, O. N. Carter; 1:15, Essay, "How to turn a Beginner in Grammar," Miss Hawkes; same theme, C. V. Parker; 1:45, Discussion of the same theme; 2:15, Quiz Box; 2:30, Permanent Organization; 3:00, Adjournment. W. J. Stevens, W. Davis, Albert Goss, Executive Committee.

IOWA.—By the way, have you heard about Superintendent Rowley's "Plan?" The principal of a high school not a thousand miles west of the Father of Waters persuaded one of Boston's fair daughters to journey through life with him. More anon.

The Davenport school children will enjoy a two weeks' vacation. The term ended but one week ago. The building cost $25,000 in 1869. It was insured to the amount of $12,000.

Superintendent D. W. Lewis, than whom there is not a better educator anywhere, reports an enrollment of 666 for the fall term; an average attendance of 568.4. 26 cases of tardiness; 250 pupils neither absent nor tardy; per cent of attendance, 95.3, and punctuality, 99.7.

Mr. F. R. Dutch is principal of the Ladora public schools. The whole number entered is 82.

The West Branch Local Record has a sound article on compulsory education.

The Mason County Educational Association will meet at Knoxville Jan. 3 and 4, 1879. An interesting programme has been proposed for the occasion. Principal J. W. Johnson is chairman of the executive committee.

The Nashua Post, one of Iowa's first-class weekly papers, recently contained a sound article on "Language and Grammar."

"A Carnival of Authors" was held recently for the benefit of the Davenport Library, at which over fifty ladies and gentlemen presented characters from Shakespeare, Scott, Dickens, Moore, Cervantes, Irving, Hawthorne, Mrs. Stowe, Longfellow, Whittier, Lowell, George Elliot, and a few others.

"Pleasurables of Teaching" was the subject of a paper read before the Delaware County Teachers' Association last week.

An exhibition follows the performance: "A peculiar case is reported where the law works a hardship. A board of directors in one of the southern counties of Iowa resolved to build a school house, but had not the funds on hand to complete it. The tax books were collected, and the taxes to be collected would soon provide the treasury with ample funds. On this expectation a citizen came forward and loaned the board $500, to be refunded when the money should be due. He was informed by the directors that the money was on hand, and received the money. When the time to pay the $500 advanced came round the directors had found out that they had no right to borrow money unless so instructed by a vote of the people, and declined to pay. The citizen brought suit in the courts, and the courts sustained the directors."

Cornell College, at Mount Vernon, closed its fall term of school Dec. 11. The records show a full attendance and extraordinary good scholarship. The average grade of the latter in the school has not been so high for fifty terms.

The graduating class this year will number about twenty-three. The Conservatory of Music, established in connection with the institution within a year, is making a very encouraging record. This is one of the western conservatories that holds a successful course during the "hard times."

The teachers of Floyd county are holding a series of educational meetings, and much enthusiasm prevails. There are two associations in the county. They will hold a joint meeting at Floyd the third Saturday of this month.

The following is the programme: Primary Geography, Mrs. Bryden; Orthography, (class exercise), Miss Clifford; With a view to what end should a teacher take his offenses at school? J. J. McClelland; How should reading be taught? J. Bryden; Paper, "Our wheat '"P. Palmer; Patrons vs. Teachers, Wm. Matson; Select Reading, Miss Webster; Proportion, A. E. Hitchcock; Critic, H. Davidson.

COLOMBIA.—The State Association will meet the first week in January, at Denver.

The building for the new Colorado State Agricultural College at Denver is finished and ready to pass from the constructor's hands to the State. Several more buildings will be thrown off whenever the State will authorize it. This will be granted in time. The school will open the college for students early in the coming year.
MICHIGAN.—The University people still expect to retain Prof. Watson's services in the autumn of the year.

There are 128 ladies attending the University, 72 of whom are in the Literary department; 41 in the Medical; 12 in the Homeopathic; 12 in the Law; and one in the Dental College.

The Board of Education of Michigan have invited Prof. H. S. Friese, of Ann Arbor, and Prof. J. C. Freeman, of Chicago, to examine and report on the efficiency of instruction in some departments of the Michigan State Normal School.

Prof. L. A. Park, who has been principal of the Yassar public schools for over six years, died Dec. 17, aged 41 years. He was a fine scholar, a good teacher and an upright man.

The fourth meeting of the Lenawee County Teachers' Association occurred at Adrian on Saturday, the 7th inst. The principal feature was a paper by Miss E. A. Davis, Professor of Oratory at Adrian College, on"History in Common Schools." An offer was received and accepted from the Adrian Press, of space for an educational column every week. It was resolved to petition the State legislature for a County Institute, and a determination was expressed to make it larger and better than any yet held in the state.

The Grand Rapids Board of Education has authorized Superintendent Daniels to procure 150 copies of the "Nursery" every month for the use of the primary schools.

The teaching of music has become one of the most popular features of Oliver College. Prof. George H. Howard has charge of that department, and under his direction some brilliant concerts have been given this winter, with more to follow.

OHIO.—The Ohio Central Normal and Kindergarten Training School at Worthington has been bought by Prof. John Ogden, the principal, and a new organization effected on a state plan, with a view to the opening of a purely professional state normal school in the near future.

The Twelfth annual State Educational Rally at Columbus has been fixed for January 10 and 11, 1879. The General Assembly will meet January 6. It is hoped that this gathering of educators will eclipse, in scale, numbers, and result, all previous educational meetings ever held in the state. One of the results hoped for is the provision by the Legislature for the organization of a county superintendency of schools. For the accomplishment of this result State Supt. J. J. Burns is actively at work in all parts of the state.

INDIANA.—The teachers' institute of Owen county has adopted and published a course of study for the common schools of the county. R. C. King is connected with it, and Prof. George H. Howard has charge of that department, and under his direction some brilliant concerts have been given this winter, with more to follow.

WISCONSIN.—The second and revised edition of Volume II of the Geology of Wisconsin is ready for sale in accordance with Chapter 145 of the Laws of 1878. It consists of a large, handsome volume of 700 octavo pages, illustrated by 121 wood cuts and 73 lithographic plates, and is accompanied by a concise index, well arranged, beautifully executed. It was largely the labors of citizens of Wisconsin, at a cost of $30,000.

The expenses of the first two years of schools have been very materially reduced during the past year, and the expense for the coming year will be still further reduced.

The expenses of the schools, including improvements, repairs, etc., for previous years, have been from $8,500 to $9,000, of which the city paid a tax of $7,000. The past year the expenses were reduced fully $2,000. The common school tax, of which $6,000, or $2,000 paid $6,000 school tax, of which $400 was expended for permanent improvements. Clerk Alexander says: "I estimate that the expenses for the coming year can and will be reduced another $500. So the city need only be called upon for $5,500. Our teachers and janitors' wages are reduced $250 this year from last. Of course a principal can do a great deal in saving little odds and ends, the same as a good housewife, and I am glad to acknowledge that our present principal, Mr. Stewart, does a great deal to that end and looks with an eye of economy to the interests of our schools and expenses."

It is suggested by the principal, that the manner in which they were treated during the last Parliamentary Session was the reverse of friendly. Pledges were broken, and hopes indefinitely deferred. The Irish teachers' Association has sent forth a solemn call to arms, and thus adjusts its readers regarding their duty on the day of meeting. "Hold yourselves in readiness for this meeting; attend it in your might, at all risks, and at every inconvenience; proclaim your convictions boldly, and without reserve. There is every disposition in high places to meet your views; it is therefore of paramount importance that they should be understood. Your cause is just, and you know it; but that is not sufficient—others must know it also. Proclaim your grievances from the hustings; let no one interfere with you in your efforts to obtain a reasonable settlement of your claims. Such an opportunity may not present itself again for a generation."

A new college for girls was recently opened by the countess of Derby at Liverpool. It has accommodations for 360 pupils, and can be extended to accommodate 240 more.

An interesting discovery has been made by Count Oavaroff of a burial-ground belonging to the stone age. The spot is situated between the rivers Tver and Volga, which runs through Central Russia to the Volga. The skeletons were all lying on their backs, with their feet turned toward the east, the head inclined toward the left shoulder, and the right hand resting on the left cheek. The exact cause of their death has to be studied with care.

A new course of studies has been adopted in the city of Paris, which will be introduced as early in the year as possible. The city of Paris is the largest city in the world, and the schools will be opened the first of April. The State Superintendent and County Commissioners shall immediately begin work and report all the schools for the coming year.

MISSOURI.—Supt. J. M. Greenwood, of Kansas City, makes the following recommendations for the improvements of the public schools of the state: 1. There must be an efficient system of supervision for the country schools. 2. A system of County Normal Institutes should be established. 3. The time of closing the schools for summer vacation should be made uniform, and the term to begin in April. 4. The State Superintendent and County Commissioners should systematize and unify the work in the country schools. 5. The County Commissioners and the teachers of each county should take steps to have a survey of schools-room work on exhibition at the county fair. 6. That it is the duty of each county to invite the medical profession to visit all school rooms and report their hygienic conditions to the public.

CALIFORNIA.—The San Francisco Bulletin of Nov. 25 published the examination questions in advance of the examination of teachers, with the statement that the questions were mailed from San Francisco on the 26th, as the envelope in which they were treated was in progress on the 26th, 27th, and 28th. As our correspondent says, there is evidently something "rotten in Denmark." It has also been shown that a bro-
CORRESPONDENCE.

WHAT CAN BE DONE FOR UNGRADED SCHOOLS?

[The following letter with its statistics is one of the most telling comments upon the present condition of ungraded schools in some parts of the country, that we have seen. The writer has done good service by calling attention to these facts. Just think of schools averaging six recitations daily more than they have pupils. And the number of recitations! Incredible, if the source of information were not perfectly reliable. Look at the figures. We fear—indeed, we know, that Minnesota is not the only state with ungraded schools in the same sad condition.—Eds.]

To the Editors of the Weekly.

In support of my letter to Mr. Mahoney as to the need of something being done for our ungraded schools, I submit the following facts taken from the records of the County Superintendent's Office for Mower county, Minn., which were received from teachers in answer to questions sent out from that office. Many of the reports were returned for correction and much pain taken to get accurate statements.

Figures for Winter-term of 1877-8.

<table>
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<tr>
<th>Number of schools</th>
<th>Number reported</th>
<th>Average days in term</th>
<th>Average enrollment (not counting tardiness)</th>
<th>Average attendance (not counting tardiness)</th>
<th>Number of pupils attending less than 5 days</th>
<th>Number of pupils attending less than 10 days</th>
<th>Number of pupils attending less than 15 days</th>
<th>Number of pupils attending more than nine and less than twenty days</th>
<th>Average age</th>
<th>Percentage</th>
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<td>89</td>
<td>72</td>
<td>24</td>
<td>18</td>
<td>112</td>
<td>112</td>
<td>242</td>
<td>89.6%</td>
<td>72</td>
<td>70</td>
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Average of 5 hours' work per day will average 70 laboring days of 10 hours each per year. If the child's school life, from 6 to 14 years, is employed well, it gives him 560 days' work, or one and 10-13 years of school discipline, such as it is, in which his own selfishness and vanity are indulged, to the great advantage of the work being distributed through four times that period (or 8 years).

The figures are their own commentary upon the average quality of the work done. I venture to say that outside of reading and spelling, not five of these schools contain classes that do not "begun back," or commence at the first of their books every term, and in most instances, necessarily, for want of any real knowledge of the subjects gone over, and for which they still grope in the dark.

More than half of the pupils leave school without ever having reached the standard percentage; and less than ten per cent of the other half ever get a word of English during recitations. To my knowledge not a single pupil refers to a dictionary containing English definitions.

With reference to my own classes (beginning and advanced), I state that they never hear or speak a word of English during recitations. To my knowledge not a single pupil refers to a dictionary containing English definitions.

HENRY COMM.

BOSTON, MASS., Dec. 11, 1878.

THE "HIGH SCHOOL TALKS."

To the Editors of the Weekly.

I wish to thank you for publishing "High School Talks" by J. W. D. They furnish excellent topics for school-room lectures. I read them to the pupils of my high school, and use them as the foundation of my Friday afternoon lectures. I hope J. W. D. will continue to give such "Talks" through the columns of the best educational paper in the country—The Educational Weekly. Respectfully,

M. D. L. BEUILL.

PITTSFIELD, ILL., Dec. 16, 1878.

This is the sentiment that reaches us from many directions. J. W. D. and his readers are both to be congratulated. J. W. D.'s example before his own high school is one that every principal in the land ought to follow. Our schools and teachers need a waking up in this matter.—Ed.]

PUBLISHERS' NOTES.

The advertisement of Edward Cook on our last page, comprising a select list of works of Ivison, Blakeman, Taylor & Co., with three columns of prices, will probably be read with care by every person into whose hands this paper may fall. The American edition is particularly well named, and a glance at this list will show the prevailing popularity of the works it contains. It is needless to repeat their names here. Write Mr. Cook a letter; you will quickly be favored with a fine specimen of his work.

Warren's Common School Geography, advertised by Cowperthwait & Co. in this number of the Weekly, is one of the handsomest, most substantially bound, best printed, and apparently most complete of the many geographies designed for common and graded schools. The Illinois edition is particularly a work of value to every citizen of the state. It is richly illustrated; the map of Illinois covers two large quarto pages, and shows every township and section line in the state. The superior character of Warren's Geographies has long been acknowledged, and as a new edition has just appeared, we intend soon to mention in more detail the special features of excellence.

The Milwaukee School Furniture Company is a new and vigorous organization, which has quietly but effectively entered into competition with the older companies in the cities of Wisconsin. Contracts for new furniture are now the hands of the company, which it will take them till next April to fill. Their facilities for manufacture, the experience of their business manager and secretary, and their extensive acquaintance with the schools of the state, enable them to make low estimates, and to quickly comprehend the wants of customers. It will pay school directors and superintendents to open correspondence with them.

Milton Bradley & Co., of Springfield, Mass., make a specialty of instructive games and toys, and were the first parties in America to make the kind of books and gifts and occupation material that continues to furnish such genuine novelties in the kindergarten line, very popular with eastern kindergartners, and their games are all either useful, or funny, or both.

The little volume, Choice Thoughts, could not have received another name so appropriate as the one given it. I like it so well that I send herewith 45 cents in stamps for a copy of each, Memory Gems and Choice Thoughts, to present to pupils.—J. A.面bust, Des Moines, Iowa.

Other teachers may procure these choice volumes for twenty and twenty-five cents respectively, by addressing the publishers of the Weekly.
In no department of school literature has more activity been manifested during the past few years than in the preparation of textbooks in geography; yet, notwithstanding the many competitors for public favor that have appeared, the popularity of Warren's Series remains unabated.

The original, practical, and philosophical method of presenting the subject, which won for this series so many friends, has been frequently copied, but never improved upon, and the only points of superiority that could be claimed for the newer books were their more modern typography and illustrations.

These minor points were more than counterbalanced by the fact that Warren's Series had been thoroughly tested in the schoolroom, and had received the warm approval of leading teachers from Maine to California; but in order to make the books as nearly perfect as possible in every respect, the publishers decided to make an entirely new set of electrotype plates, with new illustrations, and embodying the latest improvements in typography.

Advances have been taken of this opportunity to thoroughly revise both the text and the maps, and to compare them with the latest authorities at home and abroad, yet the necessary changes were found to be comparatively few, and of such a character that there will be no difficulty in using this edition in classes partly furnished with previous editions.

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