Editorial.

We are very much in need of No. 94 of the WEEKLY. If you can spare your copy we will extend your present subscription two numbers. Look around, and see if you do not find a No. 94 in your pile of old papers.

It is a good sign that so much attention is now being given to the importance of teaching our pupils to read with the spirit and with the understanding, as well as with the voice, and of developing in them tastes for that which is elevating and refining. In nearly every one of the associations held this season more or less attention has been given to this subject. It is generally conceded that too much time is spent upon arithmetic, and grammar, and geography, and not enough upon the general nourishing and developing of the child so that he shall be able to find pleasure in the noble thoughts of literature. Too little attention is put upon that reading which means a constant flow through the mind of thoughts clear and well understood, and the arousing and utterance of sentiments which follow the proper action of the intellect and emotions.

It is a matter of congratulation that the study of English literature is drifting so largely into the study of the actual text of the English classics, instead of being restricted as heretofore to the memorizing of the details of author life. What we want is to bring the rising generation close to the great heart of English literature, to be warmed and quickened by it. We need to make our children think and feel, an exercise to which they are strangers under the ordinary method of teaching reading.

Horace Mann, in one of his inestimable lectures, makes the following observation as the result of his study of the history of education:

"Search all the volumes of the poets, and you will rarely find a respectful mention of its (education's) claims, or even a recognition of its existence. As proof of this extraordinary fact, let me say that within the last five years I have been invited to lecture on the subject of education in churches of all the leading religious denominations of New England, and perhaps in the majority of instances the lecture has been preceded or followed by the devotional exercises of prayer and singing. On these occasions, probably every church hymn-book belonging to every religious sect amongst us has been searched, in order to find fitting words wherein to utter fitting thoughts upon this sacred theme. But in all cases the search has been in vain. The officiating clergyman has looked through book and index, again and again, to make a suitable selection; he has then handed the book to me, and I have done the same—the audience all the while waiting and wondering at the delay; and at last, as our only resource, we have been obliged to select some piece that had the word 'child' or the word 'young' in it and make it do."

We re-published in our holiday issue a poem which would have delighted the heart of Horace Mann, could he have read it. It expresses the very essence of the life of Mr. Mann, as it does the life of every true teacher. It is a poem which, upon its first appearance, drew from Mr. William Cullen Bryant high words of commendation. Such praise is praise indeed. The earnest teacher will find it a well-spring of life and strength in days of gloom and despondency; and if we are not mistaken it will be kept among the potent treasures of many a teacher who may chance to read it. It is in a volume of poems, from the pen of W. H. Venable, a most estimable teacher in Cincinnati, and widely known as a litterateur and author.

DO THE DAILY PAPERS FURNISH PROPER READING MATTER FOR SCHOOLS?

The press of other subjects has prevented the WEEKLY from expressing its decided dissent from the position and advice of a near neighbor on this question. We take this occasion to add our voice to the voice of two prominent educators whose sentiments upon this matter appear in another column.

We fully appreciate the importance of variety and freshness in reading matter for our schools. But the daily paper is not printed, and it could not live if it were published, which is pure and simple enough in matter, or steady and sober enough in style, to justify its being put into the hands of our pupils for reading. Highly as we esteem the Chicago Evening Journal, we do not hesitate to say that our child should be withdrawn from a school in which that paper should become a part of the regular reading matter. It is not adapted to the purpose, and we cannot but think that the teacher has made a mistake who thus uses it. The arguments presented elsewhere seem conclusive.

IMPROVEMENT IN COUNTRY SCHOOLS.

Another subject which we are glad to observe has received considerable attention at many of the associations is the improvement of the rural schools. Some of the states are in advance of others in this respect. But there is great need
revival upon the subject of country schools everywhere. At present the center of agitation is in Michigan and Ohio. In the latter state a determined effort is being made to secure action from the present legislature. The first object is to get rid of the sub-district system, and to organize the schools according to townships, with a board of education to manage all the schools of the township the same as a board of education does for a city. The second object is to secure county supervision. In Ohio the sentiment seems very decided in favor of county supervision, and the friends of the measure are very confident of its passage. In Michigan, so far as we could judge from the population of 1,730,097, the gambling houses are doing a $7.00 a year business. In Vineland, N. J., where, by local option, the sale of intoxicating liquor is prohibited, one constable suffices for a population of 10,000, and the poor fund reaches the sum of $4.00 a year. In Greeley, Colorado, under the same policy, a population of 3,000 has not a single police officer, and the poor fund is only $7.00. Bavaria, Ill., a town of over 3,000, in which total abstinence prevails, reports not a single pauper or single crime. In the city of New London, Ctl., where, by local option, the inhabitants have recently decided against all liquor, the arrests for drunkenness have suddenly diminished from thirty-five in a single night to five, and the gambling houses are doing a losing business. In Ireland, in 1837, the cases of murder and aggravated assault numbered 12,096; in 1838, 11,098; in 1839, 10,997; in 1840, 173. What accounted for the wonderful decrease in crime? Between 1837 and 1840, Father Mathew, the apostle of temperance, had secured nearly 300,000 names to his pledges of total abstinence.

Such facts as these are indisputable in their logic. Whether they justify the passing of a Maine liquor law for a whole state may be a question. Certain communities may be ready for self-denial and to enforce prohibitory laws, before a large part of the state has reached the same point. While it might not be wise or right to force upon the whole state a statute which would be welcomed by only a small number of towns, it certainly is both right and wise to allow each of these communities the privilege of prohibiting the sale of liquor within its own limits. There is no measure for the restraint of the liquor traffic which has so many arguments in its favor and so few against it, as "local option." No legislature ought to be allowed to adjourn this winter until it passes a good "local option act."

To secure such a measure in Illinois, a movement is on foot which ought to have the hearty support of every man or woman, no matter what may be his political connection. The Illinois Woman's Christian Temperance Union is circulating through the state for signatures a "Home Protection Petition," and will duly present it to the legislature, praying that "by suitable legislation it may be provided that in the state of Illinois the question of licensing at any time, in any locality, the sale of any and all intoxicating, drinks, including wine and beer, be submitted to and determined by the ballot, in which women of lawful age shall be privileged to take part in the same manner and only under such restrictions as obtain in reference to voting by men on such questions."

It would be a disgrace for any man to oppose such legislation or for any legislature to refuse to grant it. While there is force in many of the arguments against female suffrage, and while respect must be paid to the feeling that makes women far more reluctant to enter politics than their husbands are to admit them, yet in a case like this the woman who should fail to exert herself to the very utmost would not be worthy of the name of daughter, sister, wife, or mother.

It is hardly to be feared that the women when properly informed of the movement will fail to join it with enthusiasm. And if they do so join, there is little doubt but that they will secure the legislation they ask for. Where is the man who would dare to say a word in opposition to a proposition so reasonable? In a town where the devil himself in the guise of a polite and skillful gambler and liquor-seller is enticing young men into ways that lead down to death, and driving many a family into a valley of gloom and terror worse than death itself, why should not mother's have a voice in deciding how far the ruin shall spread before it is stopped?

Where children cry for bread because the father has spent his wages at these "hell-holes," why should not the mother be allowed a vote in protection of herself and her little ones? When the drinker prays to be saved from himself and his appetite, why shall not the wife have the privilege of uniting her vote with her prayer for his salvation? Let no conservative withhold his hand because this may prove the wedge that shall admit general female suffrage. It is the voice of humanity that calls. Do not allow petty scruples to seal your ears. Let no radical stand aloof because his policy of entire prohibition or of universal suffrage is not recognized in the movement. Here is a means of staying the dread pestilence in some communities. Shall they not have it? Let no teacher, man or woman, who reverences his calling, neglect to do his utmost in the matter. See that your pupils and the community are informed upon temperance questions and upon this particular effort. Circulate the petitions. Do what you can in public meetings to arouse a sentiment in favor of the legislation asked for. If nothing has yet been done in your community, consider if it is not your duty to begin the agitation. Put yourself in communication with the Woman's Temperance Union—Miss Frances E. Willard, Chicago, is its President—and do what you can to help the cause.

For women the question is simply this: Ought we or ought we not to have a voice in deciding what temptations the law shall allow unprincipled men to set before our sons and husbands? For all citizens the question is only this: Is there any fairer or more republican way of adjusting the temperance question than by allowing all adult people of each local community, women as well as men, to select their own licensing officers, and so decide under what conditions liquor shall be sold in their community, or whether it shall be sold at all or not? We sincerely hope that the Illinois Woman's Christian Temperance Union will secure its object, and that its example will be followed by the women of every state in the Union.
EDITORIAL CORRESPONDENCE.

THE Indiana State Teachers' Association closed its twenty-fourth meeting on Jan. 3, at Fort Wayne. Notwithstanding the intense cold there were plenty of heart warmth and good cheer. The arrangements by the executive committee were quite complete, and everything moved pleasantly. Owing to the fact that the place of meeting was so far from the center of the state, the number in attendance was smaller than is usual. Still there must have been over three hundred teachers present; and it is certain that the number of teachers present was not in the least diminished by the intense cold there were plenty of heart warmth and good cheer. This case, as it never is, indeed, a true index of the amount of advantage. The whole of northern Indiana seemed waked up, and the fact that the state, the number in attendance was smaller than is usual.

No important omissions in carrying out the programme. The daily proceedings of the association in full, with all the papers read; a work that was highly appreciated. Dr. Angell's address Thursday evening, on the Reflex Action of the Teacher's Calling, was most pleasant and inspiring. It was just such an address as teachers need to listen to. An unusual number of the representatives of publishing houses were present, and contributed not a little to lend an air of business and animation to the gathering. There was evidence that Dr. E. E. White, President of Purdue University, an Ohio man, and the Hon. H. S. Tarbell, Superintendent of the Indianapolis schools, and recently from Michigan, are securing for themselves high places in the regards of the Hoosier school-masters.

By commendable enterprise, the Fort Wayne papers printed the daily proceedings of the association in full, with all the papers read; a work that was highly appreciated. The meeting was certainly quite a successful one both professionally and socially.

Mr. Jacob T. Merrill, Superintendent of the Schools of Lafayette, was elected president of the Association for next year, an honor, though long delayed, most eminently deserved and heartily accorded by all his fellow teachers.

THE DAILY PAPERS IN SCHOOL.

By C. W. Leffingwell, D. D.

In No. 94 of The Educational Weekly, I notice a statement that in one of our high schools a daily paper is used by the pupils in their reading exercises. It is claimed that several advantages are secured by this means, and that "the bad results have not been observed yet." I understand that this plan is pursued in some other schools.

It is quite possible that bad results have not been observed yet, but that there are bad results to be apprehended seems to me very clear.

Even of the good results claimed by the Principal, I have serious doubts. 1. "General information not to be secured elsewhere." Whether the getting of this general information is a good result or not, depends upon its relative value and use in the education of the mind. Is it the purpose of education to fill the child's mind with the trivial facts and comments of a daily paper? Is it not, rather, to train the mind to think, and to make the pupil possessor of the wealth of thought and language that is the heritage of our English speaking race? How much of this does the child get by reading the "general information" from the columns of a daily paper? Moreover, it is hardly a fair inference that the pupil cannot get this information elsewhere than at school, as fast as it is of any practical importance.

2. "Excellent drill for the memory." It has long seemed to me that the reading of the daily papers was one of the most dissipating exercises to the memory that a man could engage in. It is to most of us, I think, rather an exercise in forgetting than in remembering. Is it any better for our children? Or if they do seriously set themselves to remembering facts of this kind, in what respect is the practice excellent? There is nothing scholarly in it; there is nothing that leads up to scholarship; it is, at best, but the accumulation of a mass of dry facts, for the most part rubbish. We sift the daily papers for a purpose, using a pretty course sieve that lets most of the "general information" run through, as it ought to. We gather out a few things here and there for which we have use, and we are glad to let the rest pass out of sight and out of mind. A vigorous and systematic memory will hardly be developed by this process.

3. "Drill in reading of a special and important kind." Why is it special and important? What is there in a newspaper article or item that requires special training and practice in reading? The Chicago Journal is the paper referred to. I believe that the Journal prides itself on using good English, though I do not suppose it is ambitious to supplant literary reading books in our schools. The journalism of our country is in a bad way, if the people! I have already suggested, inferentially, some of the bad results that I apprehend from the use of daily papers in our reading classes. They may not be apparent in a season; to some they may never be apparent. But men of scholarly mind and habit (among whom I doubt not the Principal of the school referred to should be classed) will see, upon reflection, that such reading in school is as stale, flat, and unprofitable as the uses of this world seemed to Hamlet.

The time will come, soon enough, to most of our pupils, when the reading of the daily newspaper will be a business necessity, when it will be almost the only reading they will do. They will begin to practice, soon enough, the art of skimming and forgetting; very useful in its way, but not useful as a basis of education. It seems to me our duty to train them to master and remember what they read, and therefore to give them only such reading as should be mastered and remembered.

The substitution of the daily paper for literature, in our reading classes, may be a popular movement, because on the surface
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The worst result of all, as I view it, is that by such a course of reading our children are deprived of the information which can be got only in school, under the instruction of an accomplished master. The "general information" of a daily paper can be mastered well enough by a well-trained mind, at any time, without a teacher. It is open to us all through life, and our American people know how to use it. But the culture that comes from acquaintance with great men and great books must begin in school, under wise direction, or it is not likely to begin at all.

It is for this reason, chiefly, that I would object to spending the time of pupils and the talents of the teachers upon daily papers in school. The bad results may not be "observed yet," but that they are pretty sure to develop within a life-time, there is little room to doubt.

THE NEWSPAPER IN SCHOOL.

AARON GOWE, in the Denver Times.

WE are not ready for the newspaper. Our schools are public schools, and belong not to the Democratic, the Republican, the Greenback, or the Independent party. They are supported and patronized by every religious sect known under the sun, and will not spare time during school hours for special instruction from any one newspaper. We believe in the motives that prompt the movement. The attempt has been made before, and usually with unfortunate results. Were every teacher an embodiment of good judgment and discretion; in addition to these qualities, had every teacher the complete confidence from anyone newspaper. We believe in the motives that prompt the independent party. They are supported and patronized by every religious sect known under the sun, and will not spare time during school hours for special reading text can be used, and it is also true that the school managements are very few that can have any practical acquaintance with great men and great books if they have not been introduced. It is true that such a reading text can be used, and it is also true that the school managements are very few that can have any practical acquaintance with great men and great books if they have not been introduced.

It is a mistake to introduce any reform into our schools when sense and history point to the ultimate opposition of a majority of the people. "Tis ill playing with edge tools." Do not introduce a newspaper into school unless you know yourself to be strong enough in the affection and confidence of your patrons to continue the practice without stirring up strife. The remedy is at hand without recourse to questionable expedients. Publishers prepare fresh reading matter soon and send it forth in leaflets for the remedy of the evil of which complaint is made. These leaflets are written with care by teachers skilled in the profession, and contain only pure sentiment and correct English. They cost little, can be placed in the hands of the class during recitation only, and thereby be always new, fresh, interesting, and profitable. Again, with the multitude of school readers published, each series of which contains only carefully-selected authors, it is possible, at little cost, to give fresh and new reading to the class. We take it that the school does well that on one day each week has, for a reading exercise, matter entirely new. Suppose a school has a class of ten boys and girls in the Third Reader. They read from their own book four days in the week; on the fifth, the teacher (who has previously supplied herself) puts into each pupil's hands a Third Reader of another author, and thereby gets away from that. Keep these extra reading books from the pupils at all times except during this weekly exercise, and something is accomplished in the direction desired. It is true that current news, market reports, etc., are not learned by the pupils; neither is hard or soft money doctrine, Roman Catholicism, or Protestantism, the popular suicide, the last hanging bronze, nor recent trials for adultery. When a non-partisan, non-sectarian, non-religious newspaper is published, it may do for a reading book for public schools; but it will be good for nothing else, though its English be as pure as Macaulay's, and its rhetoric equal to that of Addison. We admire, however, the enterprise of certain publishers, and when we own a newspaper, we, too, shall try to introduce it as a reading-book into as many of the 200,000 schools of the country as possible. "There's millions in it."
consideration that all things should be explained to the scholar. It must be remembered that the mind is a living thing with a wonderful assimilating power, and the pupil should not be given things to explain until he is fitted to receive them.

The high school meeting was presided over by Wm. C. Collins, of Boston, and the first paper was by Samuel Thurber, principal of the Worcester high school, on "The Recent Criticisms on Public High Schools," which was discussed by Mr. Danelli, of Boston, Merrill, of Andover, and Smith, of Dorchester.

Mr. John Tewot, of the Girl's Latin School, Boston, read a paper on the " Pronunciation of Latin," which was not discussed.

The Sauvay system of teaching languages was vigorously attacked by Prof. H. R. Greene, principal of Oread Institute, Worcester, and even more vigorously defended by Mr. A. Zwellig, of Boston. Several others also took part in the discussion.

The meeting of the grammar school section was presided over by Mr. E. L. Conins, of Worcester. The first paper was read by W. H. Bartlett, of Worcester, subject, "Economic Science as a Branch of Popular Education," in which he contended that something besides reading, writing, and arithmetic constitutes a common education, including as studies of equal importance, geography, history, and the other attributes of what is commonly called a liberal education. The subject was discussed by A. G. Boyden, principal of the Bridgewater Normal School, and Rev. Henry Blanchard, of Worcester.

The second paper was by J. D. Miller, principal of the Leicester high school, on "The Study of English in Grades Below the High School." He believed, first, that a young mind was better fitted by nature to receive the elementary branches of education than an old one; that a boy fourteen years of age could acquire a certain amount of Latin with one-third less labor than a young man twenty years of age; and what is true of the study of a language will hold in the English branches. Composition and rhetoric will never go amiss. The topic was discussed by H. M. Harrington, superintendent of the public schools, Bridgeport, Conn., Allen Wood, of New Bedford, and Wm. W. Waterman, of Taunton.

The third paper was by R. C. Metcalfe, principal of Wells school, Boston, on "What and how to read." He cautioned against reading everything, advocating thoroughness in the study of English language if only in one. Training of the mind and heart were also considered at length, with much good sound advice on both topics.

The primary school section was under direction of Prof. B. F. Tweed, of Boston. The first exercise was the reading of a paper by George A. Walton of Westfield, on "The Method of Teaching Reading in Primary Schools," in which he advocated the word method as preferable to the A B C method, or the phonetic method. Mr. Walton's essay was followed by a discussion, participated in by Messrs. Joseph A. Allen, of West Newton, Col. Parker, of Quincy, and B. G. Northrop.

Miss Crocker, of Boston, followed with a paper embracing "Suggestions to primary teachers as to methods of instruction in the elements of Natural History."

The concluding exercise of the afternoon was an essay by H. S. Holt, of Boston, on "Music in primary schools," in which he advanced the plan of teaching the different notes by gestures, of which he gave several illustrations.

In the evening Prof. W. H. Niles, of the Institute of Technology, Boston, gave a lecture in Mechanics Hall, on "Alpine Glaciers," illustrating his subject with a series of stereoscopic views, remarkable for their clearness.

At the closing session of the Association, Saturday, the nominating committee reported the following officers for the ensuing year, and they were elected by ballot:

President—William F. Bradbury, Cambridge.

First Vice-President—Charles T. Allen, Newbury.

Second Vice-President—Charles W. Parker, Dorchester.

Secretary—Ray G. Halling, Fitchburg.

Assistant Secretaries—William H. Bartlett, Worcester; Allen F. Wood, New Bedford; Corresponding Secretary—Charles F. King, Boston.
The committee appointed to take into consideration the subject of publishing an historical sketch of the dealings of the association since its organization in 1843, reported that it was advisable to publish such a work, and that $350 be appropriated to defray the expense. The report was accepted and adopted, and Messrs. D. B. Hagar, of Salem, A. P. Stone, of Springfield, Elbridge G. Smith of Boston, and A. P. Marble, of Worcester, were appointed a committee to carry out the recommendations.

The committee on reform in spelling reported a resolution in favor of the appointment of a committee to cooperate with the American Philological Association in memorializing congress for the establishment of a commission that shall investigate the orthography of the English language, and report upon the need and practicability of making reforms in that orthography. The report was accepted and adopted, and Messrs. D. B. Hagar, of Salem, N. T. Allen, of Newton, B. F. Tweed, of Boston, A. P. Stone, of Springfield, and A. G. Boyden, of Bridgewater, were appointed the committee.

The treasurer's report, showing a balance of $336.07 in the treasury, was accepted.

The first paper was by Homer B. Sprague, principal of the Girl's High School in Boston, on the subject of "ought the public to furnish gratuitously all text-books in public schools?" He stated the present question whether the state furnished the books there would be more uniformity throughout the commonwealth, delays at the opening of the session would be avoided, and children would feel more at ease if using something which they did not feel had cost their parents hours of hard and grinding toil. It is a great hardship for poor people to be continually buying new books; the old editions cannot be handed down from child to child, as there are so many changes.

Free books would take from the streets thousands of Arabs who now grow up in illiteracy. From every point of view the essayist believed in free books furnished by the state. Remarks on the subject were made by James A. Tufts, of Monson, James S. Russel, principal of the Lowell high school, James S. Barrell, of Cambridge, R. C. Metcalf, of Boston, and J. D. Billings, of Cambridge, and on motion of the latter a committee consisting of the members, Homer B. Sprague, and R. C. Metcalf, of Boston, was appointed to have Mr. Sprague's paper printed and circulated, especially among members of the legislature. It was the sense of the meeting that the report be printed in pamphlet form at the expense of the association. Prof. G. O. Thompson of the Technical School hoped the committee would not urge the matter before the next legislature as the people of the state are at present very sensitive on the matter of expenses, and a reduction seems to be imperatively demanded. Alfred Bunker of Boston, thought in the end it would be a matter of economy to have the state take hold of the matter at once. A. P. Stone of Springfield said it had as long as the state gave the association $300 he was opposed to taking that money to print the report. He preferred to pay for twenty copies himself.

The committee on necrology reported through E. G. Smith of Boston, that three members of the association had died during the past year, viz.: Loring Smith of Boston, Wm. R. Dimmock of Quincy, and Rev. Charles Hammond of Madison. Mr. Smith made feeling and appropriate remarks on the character of the deceased, and resolutions expressing the sentiments of the association were adopted. Remarks on the life and character of Mr. Hammond were also made by J. A. Tufts of Monson, A. P. Stone of Springfield, D. B. Hagar of Salem, C. O. Thompson of Worcester, J. S. Barrell of Cambridge, and B. F. Tweed of Boston.

The second paper was read by Walter Smith of Boston, who advocated technical education in art and science. He said the experience of other nations shows that only by the education of taste, design, and skilled workmanship can a people successfully compete with their neighbors in the production of all goods which have become the necessaries as well as the luxuries of life. England was cited as a nation which has, during the past thirty years, made great advances in this, and the result has been an increase in trade and in the well being of the people. The committee today stands at the head of technical education and of the products resulting therefrom.

Prof. L. A. Butterfield of the Boston University next gave an explanation of Bell's system of visible speech, and stated its relation to public instruction, the exercise being very interesting. At 10 o'clock the meeting dissolved.
in our moral teaching; but when I am told that our fathers decreed a separation between church and state, I answer that they did not intend thereby to hand the state over to vice and irreligion; and when the church claims that morality cannot exist without the state, I answer, again, that the state is the product of the common people, just in proportion as they divorce themselves from pure morality. The point which I wish to make is this: The state has a vital interest in the moral culture of the children, because the offspring of the child become, in time, the character of the state. The neglect of it is breeding a leprosy in the body politic. There is no possible plea by which we can justify that neglect.

We cannot permit the same base, education above rectitude, knowledge above religion. I wish to consider very briefly some peculiar claims which the teaching of ethics has upon the school. The aspiration which we need to implant in the mind is the aspiration to excel; to discharge the only duties which involve the worth and dignity of labor. It is one of the forgotten things in all kinds of work. The best possible brain is more honorable than that of the hand. It is attached to the arms of success, as well as of genius.

The hand which shoves the plane, which swings the ax, which cuts grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the clear-cut grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the aspiration to excel is the aspiration to be a plain business card of success; to take off the back of that card was printed, or sold by some unprincipled merchant, or stolen from all respectable society.

Of that institution so full of base innuendoes, of obscene allusions, that to the names of their pupils, dealer will tell you that there are boys, under 15 years of age, who regularly deal in immoral wares, and no man has the courage or power to close them. Reliable statistics show us, that while the population of New York and Brooklyn has increased more than whole burnt offerings, which are more than this age has yet to learn. The most essential teaching in our schools should lead the young, of hard work. The hand which shoves the plane, which swings the ax, which cuts grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the clear-cut grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the aspiration to excel is the aspiration to be a plain business card of success; to take off the back of that card was printed, or sold by some unprincipled merchant, or stolen from all respectable society.

There is only time to refer to the close connection which exists between obedience and excellence. "Honor thy father and thy mother" is closely allied to the command, "Obey your parents in the Lord." A growing want of reverence for authority is everywhere accompanied by an increasing negation of obedience; and the literature which we read. We can scarcely realize the immense evil which accrues from the trashy dime novel, from the sensational story, from the weak, sickly romances which fall thick as snow flakes from the press. There is still a darker picture. Every honest newspaper dealer tells me that there are boys, under 15 years of age, who regularly purchase the Police Gazette, or Police News, and who read them with the greatest zest. Joseph Cook, in one of his late Monday lectures, says that the amount of trash in schools is enormous far above any given in the world. We make the doors of the school-room so narrow, that he who carries on his shoulders the crimes of the nation, of the world, of the future, and finds its way into our houses as the lice came up into the bread troughs of the Egyptians, is the outward manifestation of the spirit which rules in the heart of every home.

The art to which the great masters devoted their lives, which lives in the works of Angelo or Raphael, which speaks in the divine strains of Mozart or Beethoven, found its noblest expression in reverence for all which is beautiful, and by their thought and feeling is thoughts, as the work of the sculptor, which communes with the statue, or the band of the worker, under whose skillful touch the marble becomes the visible soul of that conception. The spirit of the artist is the desired thing in all the arts. The best possible of its kind is the criterion of excellence, as well as of genius.

Statistics show that illiteracy is the most prolific source of crime. Moral training in our schools should lead the young, of hard work. The hand which shoves the plane, which swings the ax, which cuts grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the clear-cut grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the aspiration to excel is the aspiration to be a plain business card of success; to take off the back of that card was printed, or sold by some unprincipled merchant, or stolen from all respectable society.

There are not many to whom it is given, as it was to Moses, to look from Fingal's top into the promised land, which lies beyond Jordan, but the sight at least of the river of God. There is another realm than this. Here the sentence passed upon these boys, under 15 years of age, who regularly deal in immoral wares, and no man has the courage or power to close them. Reliable statistics show us, that while the population of New York and Brooklyn has increased more than whole burnt offerings, which are more than this age has yet to learn. The most essential teaching in our schools should lead the young, of hard work. The hand which shoves the plane, which swings the ax, which cuts grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the clear-cut grades in society, are those determined by virtue or vice. As they are totally distinct, those whose life is wealth and poverty, to them the aspiration to excel is the aspiration to be a plain business card of success; to take off the back of that card was printed, or sold by some unprincipled merchant, or stolen from all respectable society.

I have touched upon a variety of topics, without attempting to exhaust any one of them. Perhaps the most urgent duty of to-day is to bring the schools and the people to a just appreciation of each other. We must avoid any seeming conflict. Parents have rights and teachers have rights, but better any sacrifice of these, than that one of these little ones should perish. Happy is he among teachers, who recognizes in his degrading and its breadth, the worth of a little child; who sees in the soul of every pupil a wealth of immortality, more precious far than all God's universe beside, for the purposes of the school are as numerous as the sins which weighted the shoulders of Banyan's Christian enter without difficulty. I commend this subject of moral training to the careful consideration of the Association, because the want of it is causing the most immediate and pressing mischief in the public schools. The object of the teacher, the work of the school, is of inestimable importance. The love for beauty, which our language abounds. In no other way can we so easily induce a high ideal, a lofty standard for culture, and at the same time prevent the love for the low, trashy reading of the day, as to point out to them the bearings of whose authors in literature, science, and English is as a well of unfilled purity, whose imaginations are sweet and chaste as the summer air, whose thoughts are the offspring of great feelings.

I have removed the direction which moral training should take in our schools. It is only necessary to add that as the teaching of ethics is the most important part of our system of public instruction, it is time for it to come down off its stilts to the level of the common folks. We must have less to say herein, but the possibilities of the child's life, and less to tell, of the probabilities in the case. We must reach out into the region of the practical relations of daily life; we must teach the common, though blemished, the same that was taught to Moses; to work, and to know our daily bread. As a consequence of the principle of the child's life, we must be a school for teaching the children of the poor, of the miserable, of the wretched, of the oppressed. That object is comprised in the question of tramps and beggars.
Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
Colorado—Hon. J. C. Shainold, State Sup't Public Instruction, Denver.
Iowa—J. M. DaArmond, Principal Grammar School No. 5, Davenport.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Touhey, Sup't Public Schools, Minneapolis.
Dakota—W. M. Brinistoll, Sup't Public Schools, Yankton.
Ohio—R. W. Stevenson, Sup't Public Schools, Columbus.
Nebraska—Prof. C. F. 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 subscriptions may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JANUARY 9, 1879.

THE EAST.

NEW ENGLAND.—The teachers of the towns of Hinsdale, Winchester, and Swanzey, in south-west New Hampshire, are holding a series of institutes monthly, rotating between the three towns. The third was held at Swanzey, Dec. 6 and 7, and was more largely attended than either of the others. Mr. F. W. Hooper, of Keene high school, by the aid of skeletons of a man, dog, and sheep, made the subject of Bones very interesting. Other topics discussed were the relation of the teacher, the superintendent, and the parent to the school, object lessons and teaching grammar to beginners. The influence is already felt in the communities. Other parts of the state are looking with favor upon the movement.

Maine pays her women teachers smaller salaries than any other of the states. Her salary at Laporte was $17.04 a month, against $25.45 of the male teachers. Most of the Southern States give male and female teachers exactly the same salaries, as do all the Indian schools in the different territories.

PENNSYLVANIA.—Superintendent Wickham has prepared a plan of compulsory education which is to be presented in the shape of a bill to the legislature of that state. Its chief provision is one for the establishment of homes for friendless children, where they will be properly cared for, instructed in the rudiments of knowledge, trained in habits of industry and morality and from which they shall be placed in private families whenever proper persons can be found to receive them. It is proposed that these institutions shall be under the superintendence of the Guardians of the Poor or the Commissioners of the several counties, and that they shall be organized upon petition of one-half of the Boards of School Directors, or of two successive Grand Juries, the petitions in either case to be endorsed by the Judges of the proper Court.

THE WEST.

WISCONSIN.—The meeting of the Wisconsin Teachers' Association at Madison during the holidays was regarded as a fair success. The papers read were good, but not many of them of marked value or such as will have a material influence on the educational legislation or instruction in the state this winter, which is not usually said of the meetings of this association. The discussions, as usual, were both profitable and to the point. The Wisconsin superintendents and principals are noted for direct and pointed discussions, and not the rambling wordy "remarks" so often heard in conventions of this kind. However, no great and vital questions seemed to be before the teachers. No special inspiration was felt and no particular enthusiasm was manifested by anybody over any favorite educational scheme or novel proposition. The Association assembled on Wednesday evening, when a paper was read by Prof. W. S. Johnson, of Whitewater, and Prof. T. C. Chamberlin spoke of the general educational condition of Europe, and particularly of the effect of the Paris Exposition on the public mind. Supt. F. W. Isham, of Walworth county, read a paper Thursday morning on Educational Exhibits at County Fairs, which excited considerable discussion, tending mostly toward a discouraged arrangement of such undertakings. Supt. Burton, of Janesville, read a paper on Educational exhibits at the Annual Meetings of the Association, which was also fully discussed, and a committee was appointed to prepare a plan for guidance at future meetings. O. S. Westcotts, of Racine, spoke upon the collection of specimens of insects, etc., and aroused a good deal of interest in the subject. T. Frawley, of Eau Claire, urged the study of political economy in the public schools, in a well-written paper; Miss Rose Swart, of the Oshkosh Normal School, followed with a paper entitled, "The Function of Geography in a course of Study." The essayist spoke of the great importance of the study of geography in the public schools, and gave many valuable hints as to systematic instruction in this branch, educating her own experiences in support of her theories; the paper was finely written and received with marked attention. Thursday evening President Stearns, of the Whitewater Normal School, delivered an address, relating what an intelligent observer would notice in South America, as regards education. The address was well received, and the speaker won the hearty admiration of his hearers, both for his modest demeanor and his clear, forcible style of delivery. State Sup't Whitford opened a lively discussion by reading a paper on School Work in Wisconsin as Affected by Recent Legislation. The modification of the free high school law was regretted, and a resolution adopted stating that the changes made by the revisers in the high school law were injurious to the educational interests of the state and destructive of the ends for which the law was instituted, and a committee of three was appointed to lay the matter before the legislature. The question of teaching the study of the state and national constitutions in the common schools was discussed quite fully, and a resolution was adopted declaring it the sense of the Association, that such study should be placed on the same basis in the common schools as that of history, and that teachers should be examined as thoroughly in that branch as in others. Prof. Geo. Beck, of the Platteville Normal School, read a practical and instructive paper on The Relations of Schools to Public Health, giving many valuable hints for the proper ventilation of school-rooms and the physical and moral training of pupils. Prof. Sprague followed the reading of this paper with a vigorous protest against the study of physiology in the public schools, as demoralizing in a certain degree, but his position was combated by President Bascom and Dr. Joseph Hobkins, of Madison.

The Principals' Section of the Wisconsin Teacher's Association was favored with some good papers. R. W. Burton read an interesting paper on Normal Students. E. R. Smith read an instructive paper on Teachers.

The question of State Certificates was discussed by W. H. Beach, O. S. Westcott, W. A. DeLamayr, and others. Prof. Alex. Kerr gave some good hints to teachers who wish to keep out of the nuts.

INDIANA.—Miss Eva Chandler, a teacher in the Laporte grammar school," has been made professor of mathematics at Wellesley College, Massachusetts. Her salary at Laporte was $350. It now becomes $800 and "everything found." This is a marked compliment to the Laporte schools, as well as to Miss Chandler. Both Miss Chandler and Sup't Swift of Laporte are graduates of the classical course of the University of Chicago.

MINNESOTA.—The Regents of the University held a session at St. Paul the last week in December. At this meeting the question of salaries of members of the faculty was very thoroughly discussed. Regents Burt and Lamprey had been acting as a committee since last April, for the purpose of determining the work and compensation of the professors, and their report was not adopted without considerable opposition and about two days' discussion. The salaries determined upon are as follows: Prof. Campbell, $2,000; Prof. Brooks, $2,000; Prof. Thompson, $2,000; Prof. Marshon, $2,000; Prof. Laing, $2,000; Prof. Peckham, $1,500; Prof. Moore, $1,750; Prof. Tripp, $1,500; Prof. Kham, $1,650; Prof. Winchell, $2,000; Mrs. A. N. Smith, $1,500; Prof. Peck, $1,200; Prof. Lacy, $1,200. By a formal vote the board resolved "to fully sustain the faculties in their efforts to maintain and advance the standard of secondary scholarship, irrespective of the number of students and of graduates." It was decided to discontinue the fourth class at the end of the current University year, and to substitute the name "sophomore" for the first class, "freshman" for the second class, and "sophomore" for the third class. This action creates a sensation, as it destroys the distinctive plan of the University, known as the Minnesota plan, inaugurated by President Folwell, curtails the teaching force, discharging (next year) three of the professors, brings the University to the level and scope of a small college, and requires every man (except Prof. Winchell, whose work is divided into two parts) to carry more responsibility and discharge more duty. The result is mainly due to a (supposed) stringency of means. The President strenuously opposed this measure, and is said to be mentally and physically overcome by the result. It seems to be a successful reaction against his administration, and it yet remains to be seen what modi-
The regents will make in their action prior to the opening of the next year. Prof. W. W. Shelton has been hitherto discharging the duties of two or three men, and owing to objections in the legislature last winter the Regents have released him from all University work to prosecute vigorously the geological survey of which he has charge.

CALIFORNIA.—From the Pacific School and Home Journal we learn that the greatest care has been exercised by State Supt. Carr, and his deputy, in preserving and distributing to county superintendents the semi-annual examination questions, and it is probable that the leak mentioned in these columns two weeks ago lies at the door of one of the fifty-seven county superintendents. It seems that a broker by the name of Ewald has for years sold the sets of questions for about two hundred dollars to such as applied. A kind of "hanger-on" questions from Ewald, as he confesses, and investigations are in progress to discover where the stealing was done by postal officials, as the questions sent to several counties were noticeably delayed, and others did not arrive at all, as has happened two or three times previously.

MICHIGAN.—Prof. Phillip Keinath, for ten years or more principal of one of the leading schools of East Saginaw, has resigned. Supt. W. H. Payne was elected president, Supt. Daniels, of Grand Rapids, vice president, and Supt. Baker, of Three Rivers, treasurer of the Association of City Superintendents at their meeting in Lansing, Dec. 27.

"Father" Price, known to every teacher of Michigan for the last twenty years as the agent of Sheldon & Co., sends out a parting circular. Almost 70 years of age he retires to his farm the 1st of February.

More fun is expected in Detroit, after the appointment of the new textbook committee of the board of education. The geographies and mental arithmetic will probably have to go, but of course there will be a fight over it.

President Durgin is trying to raise money for Hillsdale College among the friends of that institution in Ohio.

Mr. Carlton, principal of the Holly public school, and his preceptor, Miss Millsapgh, have been dismissed by the board of education, chiefly because Mr. Carlton introduced "negroes and Irishmen" among the characters presented on the stage at the closing public exercises of last term. An injustice is said to have been done to Miss Millsapgh, particularly, and the board is seriously annoyed by the patrons of the school, who represent that the majority of the members of the board are not qualified or rightly disposed for holding the responsible position of managers of the public schools. The salaries of teachers have been so reduced that the evil effects of cheap teachers are beginning to be seriously felt, and an improved public sentiment is beginning to demand better schools under better paid teachers.

Detroit has at least three kindergartens, in connection with one of which a training school has been established. This is the kindergarten on Cass street, between Lafayette avenue and Howard street, under the management of Miss Rina Watkins. Miss Watkins was for ten years or more a teacher and principal in the public schools of Detroit, and is a lady of fine education and high standing. For two years she devoted her whole time to the study of the kindergarten in Washington, Chicago, and other places, and has for the past year sustained a successful English kindergarten in Detroit, under the immediate care of Miss Lulu P. Pugh, a graduate of the Chicago high school, and of Mrs. Patman's kindergarten training school of Chicago. Besides Miss Watkins's kindergarten normal institute, there is the kindergarten in connection with the German American seminary, which is probably the oldest in the western states. It has been under the charge of Miss A. Hinare for six years. There is also a kindergarten at the German-English academy on Farrar street, which is managed by Mrs. Schanz, wife of the principal, Prof. Norbert Schanz.


IOWA.—The State Normal School, at Cedar Falls, was created by an act of the legislature in 1876. It is in the hands of an able faculty, of whom Prof. J. C. Gibb is at the head.

Cornell College sustains an excellent normal course of instruction.

The Marshall county teachers have a very good county organization. The average ability of teachers in that county is high. Supt. Speer is very much liked, and is gradually improving the standard of qualifications. Salaries are among the highest in the state. J. B. Jenning, agent for the Weekly, is president of the association.

The Scott County Teachers' Institute is one of the best in the state. The best teachers in the county are among its most active members. It will meet once in January and once in February.

Mr. W. M. Colby, principal of the schools at Avoca, was hastily and unjustly accused of improper language and severe treatment of pupils, and a public investigation was held which was largely attended, Dec. 16, 1878. No evidence of any weight being brought against him, he was triumphantly vindicated by the people, and the board of education subsequently unanimously adopted a resolution heartily sustaining him in his course and complimenting him for his success as principal.

State Superintendent Von Coelln says in his forthcoming report that "the graduates of the State University number 1,086; 397 from the Collegiate; 542 from the Law, and 147 from the Medical department. The collegiate graduates engage to a very large extent in teaching, thus making the University a very factor in the educational work of the state. Of 124 principals and superintendents reported as having been educated in universities and colleges, nearly twenty-seven per cent are representatives of the State University. The number from the State University exceeds the number from the other colleges and universities of Iowa.

ILLINOIS.—There were 1,683 pupils enrolled in the public schools of Rock Island in December.

The present year is said to be one of prosperity at Jennings Seminary, Aurora. The new life given to the institution by the present principal, Rev. Martin E. Cady, has awakened a fresh interest in it, and an era of growth, popularity and success seems to have dawned. We have no statistics as to the present attendance.

From the annual report of the East Aurora public schools, submitted last June, we learn that there were 1,052 boys and 1,024 girls, a total of 2,077 pupils, in attendance upon the schools at some time during the year. Three teachers were employed in the high school, and 58 pupils enrolled; 32 other teachers were employed in the 28 other schools. There were 4,795 persons in the district between six and twenty-one years of age. W. B. Powell is superintendent, salary $2,100; T. H. Clark, principal, salary, $1,700. Total paid for teaching, $17,029; total expenditures for the schools, $29,546.16. The average cost of the schools per pupil was as follows: For teaching and superintendency, $5.20 on whole enrollment, $10.51 on average enrollment; total cost, excluding bonds and Interest, $10.80, and $13.85.

THE SOUTH.

VIRGINIA.—Virginia until last year has been losing her school funds by the diversion of them to other purposes at the rate of $50,000 annually, and last year she lost the surprisingly large sum of $250,000, or about one-half the proceeds of taxation for school purposes.

KENTUCKY.—Hon. J. M. Davidson, the superintendent of Floyd county public schools, is being urged by some of the prominent men of the state to become a candidate for the office of Lieutenant Governor; but he says that he prefers trying to advance the educational interests of his county. He is a good superintendent.

Prof. L. D. Washington is superintending the Fiskton public school. O. F. Caswell is teaching at Marysville; T. F. Thornley, at West Liberty; Prof. Patterson, at Louisi, and William Jayne, at Flat Gap. Prof. Taylor B. McClure is superintendent of the Catlettsburg public schools. He has three assistants.

The public schools at Ashland are superintended by Prof. Wylie, formerly of Ripley, Ohio. He is aided by five teachers. S. F. Kenyon, with two assistants, is conducting the Greenup schools. W. H. Colton is the Greenup county commissioner of schools. The Independent, published at Greenup, Ky., has an educational column of which Hugh Means Currie and Mrs. Carrie Van Bibber are the editors. Floyd County Teachers' Association convened in Portsmouth Academy, Jan. 4, 1879, at 9 A.M. We have good school laws; but we need better school-houses, better teachers, and larger salaries. Each district has a right to vote a tax not exceeding 25 cents on each $100 worth of property; in most cases this would enable the district, by the aid of its allowance from the state educational fund, to employ good teachers. In many districts, the tax is voted down; in others, they never mention it. The very men for whose benefit the public school is established, the men who pay no taxes, the men who are unable to educate their children in private schools, are the most bitter opponents to the district tax. There is a lack of interest, in many communities, on the subject of education.

GAMMA.
FIRENCE:

The Argentine Republic is equal in territory to all the United States east of the Mississippi, Louisiana and Texas added. The population reaches hardly 2,000,000, against 40,000,000 in our own country. In each province there is one city. The wilderness comes up to the very streets of the compact and sleepy city. The most potent influence in providing the barbarism of plains and torpidity of cities is Spanish legislation. In 1810, Buenos Ayres overthrew the government, but the brigands ruled till 1822, when railways were introduced at the rate of 1,359 miles in three years. In fifteen years colleges and public schools were the order of the day. There was an abundance of professors appointed by the government. The constitution of the country was modeled after ours, but much added in the line of compulsory education. School houses are simply mud huts; teacher and pupil often seek shelter from the sun under the branches of some friendly tree. In many places, crossing themselves and being able to repeat the catechism comprise the summum bonum of education. Religious teaching is considered of much more value than in this country. "Morals and manners" are not idle words in their curriculum.

—The average income of Irish school teachers is $330, but ninety-six of the total number—10,489—have $850; 362, $460; 1,513, $355, and the rest $275. These are men. Female teachers have from $252 down to $235.

—There are over seven thousand Americans studying in German schools and universities. The American consul at Wartemburg estimates that over $4,500,000 is thus annually expended by Americans in Germany. This amount, he thinks, would go a long way toward building up and sustaining similar institutions at home. Among the novelties of a standing life in Germany he cites "the free and easy ways of social life that surround them," and an attachment to foreign customs which makes them "restless under moral restraints, and weakens their attachment to the laws and systems of their native land.

—The present enrollment of the public schools of England is about 2,500,000. The average cost of tuition is $8.04, which is met from four sources—the public treasury, "school pence," paid by parents who can afford to pay, the "local rates," and in cases of children between five and thirteen years whose parents are too poor to pay, and finally, voluntary contributions.

—The German universities cost the state $5,500,000 per annum. There are 1,300 professors, and 22,260 students.

—Japan has a permanent endowment fund for educational purposes of $8,000,000.

—The school population of Germany (6 to 14) is 7,100,000.

—When the daughter of a Russian nobleman goes into an institute for her education she is not allowed to return home until her studies are finished. She is thus deprived of all home life in her girlhood.

—A commission, composed of experts, will meet in Berlin during the Easter holidays to have a close hand on the measures to be taken for the compulsory teaching of drawing in the higher schools.

—Lina Berger, a young Swiss lady, has just taken the degree of Doctor of Philosophy at Berne University, after a brilliant examination, and two other ladies, American and Austrian, have passed as Doctors of Medicine.

—The Leicester School Board has received the sanction of the Education Department to erect an industrial school in Leicester to hold 100 boys.

—Some interesting statistics relative to public education in Russia are published by the Gutar. It says that up to the year 1865 Russia possessed 8,000 elementary public schools, with 280,000 pupils. That number has now increased to 24,000 (inclusive of the municipal schools), with nearly 1,000,000 pupils; but this is still far from sufficient for the educational requirements of the people, as the number of children between the ages of seven and thirteen is about 12,000,000, so that upwards of 90 per cent of Russian children remain uneducated. The amount expended in elementary education in Russia is about 6,000,000 roubles, or 6.9 kopeks per head of the population; while Italy pays twice as much, Spain and Greece 5.6 times, Denmark 19 times, and some of the states of North America more than 50 times as much for this object. Of the above sum of 6,000,000 one-half is paid out of local taxes. In order to obtain one school for every thousand inhabitants, 77,000 schools would be required; but, looking to the fact that the population is scattered over vast spaces of territory, it is found that, in order to enable all children to attend school, one school would be necessary for every 250 of the inhabitants, making 300,000 schools in all. Judging by the present rate of progress, however, it would take 230 years and 105,000,000 roubles to establish this number of schools in the empire.

CORRESPONDENCE.

WHO WILL ANSWER?

To the Editor of the Weekly:

One of my former scholars sent the following to me for explanation, etc. I answered as many as I could; but I think it best to send all to you for other teachers to try their hands on. My correspondent says, "I found them in the course of my summer's reading but cannot find any dictionary containing them. Dight, rhodomontade, agodela, gonfalon, arpeggio, mucopurulent, intussuception, median, and olla-podrida. You remember the noted leaders of the American party in the Revolution were Marion, Sumper, Pickens, and Lee. What Lee? Surely not Gen. Chas. Lee for he had been dismissed from the army for his conduct at Monmouth and he never joined the army again. Neither could it have been Richard Henry Lee. What was the first name of the 'citizen soldier' to the question that perplexes me." Well it may perplex my correspondent; but I am certain that I know nothing at all about it. Some of the subscribers to the Weekly may help us from the difficulty.

Yours, EDWARD CROWE.

LA MOILLE, WINONA CO., MINN., Dec. 24, 1878.

WOMEN IN THE PUBLIC SCHOOLS.

To the Editor of the Weekly:

A paper with this title was read at the women's social science convention last fall in Chicago, and in the opinion of the writer of that paper, the advent of women in the public schools marked the commencement of an important era of advancement, in education. That there has been great improvement during the last century in the methods of instruction, and courses of study, is not a matter of doubt, moreover to ascribe such improvement as having been made by women in the schools is to take a position that cannot be sustained by proof. That women are especially adapted to teach small children is doubted, and the capacity to teach is, in many women, unsurpassed. But when the matter of education of boys over fourteen years of age is under consideration, then the question, who shall be their teachers? is certainly open for discussion. In the very nature of the case, a woman cannot be a boy's model. She may repeat duty, and hourly unexceptionable precepts, but unless such precepts are accompanied by manly example, they are in a measure ineffectual to mold the character of the average boy of the age above stated.

Have women been the originators of the advanced systems of industrial education which have opened a new world of beauty and usefulness to the common people of France and Germany? Does the average woman comprehend the requirements of a young man's education? Does she realize what women will be of special advantage in the habits of life?

When I remember the New England country schools of forty years ago, I ask myself, has there been any real advancement since that time? Did not the boys who worked the farms in summer and attended a four months' school in winter, advance more rapidly than they do now, in our improved graded schools (so called) in double the time? The faults of our graded system are not chargeable to the teachers of either sex, but when one talks of the great advancement consequent upon this or that course, it may be well to inquire whether this great improvement is not more imaginary than real. "Everything lovely," "working smoothly," "splendid condition," are adjectives easily applied, but it does not necessarily follow that a close investigation will warrant such extravagant laudation, and I think that the question of the exclusion of the masculine element from our schools, which is really the point aimed at, is not settled by the essay referred to.

Yours, EDWARD CROWE.

WHAT IS THE MIND?

To the Editors of the Weekly:

Near the beginning of the admirable paper by Mr. Mahony, published in the last number of the Weekly, this sentence is found:

"The writers on mental philosophy modestly admit that they do not know what the essence of the mind is, but in the very admission they imply that mind has essence; whereas the fact probably is that mind is the resultant of the action of the matter of the brain," etc.

The use of the word "possibly" for "probably" above would not have indicated too great modesty.

The following is from a late paper:

"President Porter of Yale, would like to have Prof. Tyndall explain, from the materialistic standpoint, the phenomena of the mind's effects upon the body. For example, a man reads a letter, and coming suddenly upon startling news, he springs to his feet, or throws up his hands and utters a cry. Now it is plain that the paper contains no such potency. Whence then comes the force which manifests itself immediately exerting 500 foot-pounds of energy?"

W. H. SMITH.

ANOTHER TEMPERATE COUNTY.

To the Editor of the Weekly:

I notice the statement in your paper of the Clerk of Edwards county Illlinois, who say we furnish a parallel case, viz.: we do not support a saloon in the county. Not one saloon has been in existence for three years. Not one saloon has been in existence for three years. Circuit Court this year lasted but half a day. The services of the Grand jury were not required. Nocriminal cases on the calendar. Yours Resp'y.

J. R. GEDDES.

GLENWOOD, POPE CO., MINN., Dec. 22, 1878.
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Farewell, Classmates.

Quartet. Arranged for
E. H. Percey.

1. Farewell, classmates, we are going Far from scenes we love so
2. Oh! the throbbing heart grows weary, Tears of sorrow dim the
3. Hark! the white delighting we min-gle, Let us hope to meet a-

well, As we now in mournful measure, Breathe this last, this sad farewell;
well, As to some beloved and dear one, Trebling lips pronounce "Good by;"
well, As we now in mournful measure Breathe this last, this sad farewell;

long shall linger, Days a last that feel too fast, Fare well.
Good fare, what the heart would fain conceal, Fare well.
Good bye, good bye; As we now in mournful measure breathe this last, this sad farewell.

Chorus.

Farewell, class mates, we are going Far from scenes we love.

Turn this into "Funetics."—A fast man on a fast day took his fast
hors and went to the end of the fast land, and there tied him fast, and as fast
as he could he broke his fast. Then he rose and took off his hose and
went with his hose along the rows, and put the rose on the end of his hose—
which, as every one knows, is a sort of nose. So his hose waters every rose
in all the rows. Now say who knows how a foreign wight could learn very fast
the meaning of hose and rows and hoses and nose, or to perform any rites
right, or even to write right right, if his living depended on getting some
right which involved the right writing of right, right, write, and rites?

Comparative Geography.—Greece is about the size of Vermont. Palestine
is about one-fourth the size of New York. Hindooistan is more than
100 times as large as Palestine. The Great Desert of Africa has nearly the
present dimensions of the United States. The Red Sea would reach from
Washington to Colorado, and it is three times as wide as Lake Ontario. The
English Channel is nearly as large as Lake Superior. The Mediterranean,
if placed across North America, would make sea navigation from San Diego
to Baltimore.

One of the handomest magazines in existence is Vick's Illustrata
Monthly Magazine, published by James Vick, Rochester, N. Y. Each
number contains one or more beautiful colored plates, representing some flower
or family of flowers, worth more than the price of the magazine. In the
January number we find two colored plates, one a group of roses, and the other
illustrating church and holiday decorations, with a world of information on
the subject that will be invaluable to the ladies, especially at Christmas and
Easter times.

There are 400 colleges in this country, with an aggregate of 3,700 profes-
sors.
At an examination in a New Bedford Public school, the name was asked, and the word "mighty." The youngest boy in the freshman class promptly replied, "Old Cheese." Superintendent Harrington ordered that boy removed to a corner of the room.

A Scotch lad at school went up with a drawing of Venice, which he had just finished, to show to the master. The master, on looking at it, had printed the name under it with two n's (Venice), the master said: "Don't you know that there is only one 'n' in Venice? "Only one hen in Venice!" exclaimed young Sandy, with astonishment, "I'm thinking I'll have no more eggs, then."

What animal is most to be pitied? The tortoise; it is always in such a hard case.

-What is the funniest burglary on record?

Old Cheese. Superintendent.

At an examination in a New Bedford school, a small boy was asked the name of a tree usually standing number four anywhere. The reply was: "A pine in the great African explorer."

What is the worst Live like a hegar and die in a ditch! But live like a hegar and die in a ditch!

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