The Educational Weekly.

The Educational Weekly.

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

S. R. WINCHELL,
JEREMIAH MAHONY,

Editors.

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CHICAGO, THURSDAY, FEBRUARY 20, 1879.

Editorial.

SALUTATORY.

In making his editorial bow to an audience of educators, the writer is once more upon his native heath. The educational and editorial shillelah which flourished in the Chicago Teacher will again come into play; it will be a baton of harmony and not a cudgel of disturbance, but a shillelah nevertheless. It is undeniable that the schools of Chicago directly, and of the Northwest indirectly, have been written down mercilessly and maliciously. Chiefly on account of this abuse, we are working on salaries twenty to forty per cent lower than those paid in any other large city of the United States. The undersigned now and here- with undertakes the holy and wholesome task of writing these schools up. For the enemies of our system and of its highest development, he has a rod in pickel and a lance in rest—the lash for dunces and the lance for knives. It is not asserted that it is anybody's duty to support an educational journal, but the situation is not very remote in which it will be every true teacher's interest to do so. It is a curious coincidence that all our school troubles began when the Chicago Teacher became defunct and its first editor sold his birth-right for a mess of pottage. It will also be curious and interesting if this, the virtual revival of that journal, should prove the lucifer of a new and brighter day to the teachers of Chicago.

With a "shake" for those who love,
And a smile for those who hate,
the subscriber takes pleasure in announcing that he is at home in the WEELKY.

J. MAHONY.

The teachers of this city should unite their influence with the petitions in circulation to induce Monroe Heath to run for another term of the mayoralty, in appreciation of the excellent Board of Education which has resulted from his several nominations. From first to last he has selected gentlemen of culture, social standing, and liberality, instead of political adventurers who sought position on the school board as a stepping-stone to something beyond.

Mr. Heath's last nominee for the school board, Mr. James Frake, does credit to his judgment and foresight. Orator Lawler however wanted a Frenchman appointed to the place. The trouble with Frank's proposition was that it was not sufficiently explicit, inasmuch as it did not specify from what county of Ireland the Frenchman should hail.

The Chicago Board of Education is engaged in a game of "Hi Spy" over the estimates for three innocent and unfortunate persons called special teachers of music, drawing, and German respectively. At the last meeting it was Inspector English's turn to blind. If the game continues throughout many more meetings, the public will begin to fancy that these specials were better to receive the highest mentioned salary rather than that the Board should waste any more of their precious time—and gas.

We have in this city a most ingenious and comprehensive system of school records. But there is a curious mystery involved in their adoption. It is another Who Killed Cock Robin? expressed in a series of negations. In answer to the question, Who adopted the Records? each respondent answers as follows:

"We didn't," says the teacher.
"The dear darling creatures,"
"We didn't adopt them."

"I didn't", cries the Principal
"Trying to convince a pal,
"I didn't adopt them."

"I didn't," says Delano,
"And that well I know,
"I didn't adopt them."

"I didn't," says Dooy,
"And the table smote he,
"I didn't adopt them."

"We didn't," says the Board,
"All with one accord,
"We didn't adopt them."

And yet here they are filling their wide field of space and usefulness. We rejoice in their possession, but regret that their adoption must forever remain an unsolved riddle like the momentous questions, Who struck Billy Patterson? and Who wrote Junius's Letters, Rock me to Sleep Mother, and Beautiful Snow?

Superintendent Doty's hints to teachers, which have been of much practical benefit to the teachers of Chicago, have been published in pamphlet form by E. Steiger of New York, and we understand that the work is widely distributed. The latest edition of the "Hints" is somewhat enlarged and improved.

Advanced sheets of the 24th Annual Report of the Chicago Schools are out. The report contains many interesting and philosophical remarks by the former president of the Board, Hon. W. K. Sullivan. In his report Supt. Doty does not indulge in essay-writing, but confines himself to facts and figures.
There has prevailed of late a want of confidence and sociality among the principals of the Chicago schools, very different from the state of things that used to be in the days of our youth, when sympathy tinged with generous rivalry and constant comparison of views and methods were in order. To remove this coldness and indifference to the welfare of others, and recall the old esprit de corps, some gentlemen have suggested the formation of a principals' club to include teachers in the high schools, this club to take the place of the old voluntary Principals' Association which has recently become a principals' institute under the rules of the Board. But the Saturdays of the month are so occupied with institutes and pay-days, and the principals are so busy in preparing a new graded course, that this suggestion is not practicable for the present, at least. In the meantime the columns of the WEEKLY are cordially open to any interchange of views that the teachers may have to offer.

The following will explain itself:

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers</th>
<th>Total No.</th>
<th>Of Roll Average</th>
<th>No.</th>
<th>Students</th>
<th>Avg.</th>
<th>Pay Roll</th>
<th>Of Roll Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896</td>
<td>747</td>
<td>811.65</td>
<td>120.87</td>
<td>48</td>
<td>978.10</td>
<td>102.08</td>
<td>$41,203.00</td>
<td>$51,202.00</td>
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<tr>
<td>1897</td>
<td>747</td>
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<td>120.87</td>
<td>48</td>
<td>978.10</td>
<td>102.08</td>
<td>$41,203.00</td>
<td>$51,202.00</td>
</tr>
</tbody>
</table>

What a falling of was there! Reduced from $78.31 to $61.66 for having had three years' added experience!

The salaries paid teachers in San Francisco and those proposed in Chicago for the next fiscal year are relatively as follows:

<table>
<thead>
<tr>
<th>Location</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco</td>
<td>$4,000</td>
</tr>
<tr>
<td>Chicago</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

Principals Grammar Schools | $2,700 | $1,550
Principals Primary Schools | $1,800 | $900
Assistants               | $1,200 | $600

Alas! Alas! why were our ancestors not Forty-niners? Why did they not follow the star of empire farther west, and plant the slip of pedagogical talent in the glittering sand of California, that it might become such robust educational timber as flourishesh beneath the gorgeous sky of the Golden Coast?

When the head of the Chicago school department was receiving $4,500, the heads of the police and fire departments were in receipt of $3,600 each, and the inferior officers and employes of the three departments were paid salaries corresponding to those of their respective chiefs. Now it is proposed to allow the Chief Fire Marshall and the Superintendent of Police $3,600 each, and the Superintendent of Schools $3,000, with the emoluments of the inferior positions to correspond with said exactitude. This is a sorry comment upon the relative appreciation of muscle and brain in this enlightened community—a pedagogical diminuendo and muscular crescendo that are somewhat discouraging to intellectual enterprise. Not that we begrudge the faithful police and gallant fire laddies what they get, but we sigh for the day when we shall see the buds of prosperity begin to blossom on the school-master's rod, as well as on the policeman's club and the fireman's broom. In this connection we have but one practical suggestion to offer, (what would an educational journal be without a practical suggestion?) viz.: That the legislators now assembled at Springfield, or junketing at the public institutions of the state, be requested to so amend the city charter or general school law, that the school ma'ams may be organized as a branch of the fire department. In such event that great character, the tax-payer, might be induced to pay as much to the person capable of teaching his child as he does to the one who is competent to groom his horse or punch his head.

The comic illustrated papers of the Mexican capital seem to be making no end of sport over the commercial excursionists from this country. La Gacilla caricatures the visitors as they appeared at the Teatro Principal. Three acrobats are represented as swinging over the stage from a trapeze, that sort of entertainment being thought the most suitable to the civilization of the city of the Great Lakes, while the audience consists of some twenty pairs of No. 15 boots elevated on the backs of the seats! La Gacilla declares that the government has taken eighty orchestra stalls and eight boxes at the Teatro Principal, so that the visiting merchants may amuse themselves "free gratis for love," and asks "Who will bet that the Chicago merchants are not in partnership with the enterprising lessee of the theater?" This saucy sheet is very free in its observations upon the personal appearance of the visitors, and winds up its irreverent comments upon their works, ways, and habits by suggesting that they shall exhibit themselves in squads at the Teatro Arben at so much a squad. This latter is presumed to be a variety show. Would it not be well that the next excursion party should be made up of school-masters, who shall go to stay?

To complain of red tape is no rare thing in public affairs. The dispatch of pressing business among the various departments of our government is greatly retarded by red tape. The ends of justice are delayed if not defeated by red tape, another name for the law's delay. Red tape is sometimes a convenient cover for divers rascals. That which in private affairs is accomplished at once, by man meeting man face to face, and marching straight to the issue, must needs be ground through a slow-moving circumlocution-mill in public affairs. Not content with this, we are teaching red tape in our schools. As the Boston Herald truly says: "teachers employed to instruct our children are required to devote much valuable time to filling up blanks; to giving statistical information to swell the archives of some board; to making up useless reports destined to fill some official pigeon hole, and to carrying forward divers and sundry written examinations on paper of a given size in order that some board or committee may have volumes of school-boy manuscript for public exhibition. It is no wonder that teachers grow restive under so many requirements, consuming time that should be given to the serious work of the school, and taxing their wearied energies out of school when they should be at rest. But great is the dignity of red tape! It is the science of The How not to do it, added to the already overburdened curriculum of our educational institutions.

According to the Wisconsin Text-Book Commission, that state virtually dictates the orthography of the people by legislative distribution of dictionaries to the public schools, and the Commissioners propose that this authority and influence shall be exerted in favor of a reformed spelling. So soon as a practical system of alphabetical signs shall have been devised, it is suggested that a dictionary embodying the new principles be published and distributed by the state, as Webster's Unabridged is at present, and that all school works and documents be made to conform
DEFEND THE AMERICAN SCHOOL SYSTEM.

SPECIAL attention is invited to the masterly defense of the American Common School system, by Rev. A. D. Mayo, in another part of this issue. It is in the form of a lecture, delivered in the church of the Messiah, New York City, on Sunday evening, Nov. 10, and is copied from the Boston Christian Register, of Jan. 25. As a presentation of the claims of our great common school system to the confidence and support of the whole people, it is broad, liberal, and withal conclusive. As a defense against the attacks of its enemies of whatever sect, creed, or stripe, it is simply unanswerable. Conceiving that there are many defects in the working of individual schools, he shows that they are not due to any fault in the system itself, covering, as it does, a vast extent of territory, and undergoing as it is, a process of rapid development. Considering the public schools as an agency for bringing together all classes of children in the republic, and instructing them in a respect for each other's rights, in good order, good manners, a reverence for law, and all the virtues essential to American citizenship, he declares, with truth, that they are not only the best, but the only instrumentality that can pretend to work to this end, and that they are thus the seminaries of the common morality of public and private life. The importance of their teachings in the formation of correct habits—punctuality, perseverance, industry, application, obedience to authority, and self-control—is emphasized, and it is shown that in their organization and workings, there is a perpetual lesson in self-government and the civic virtues which are thus wrought into the lives of the children, preparing them for the higher duties of citizenship under free institutions. The criticisms of the churchmen, of whatever creed, are clearly and effectually answered. The objections of the enthusiastic and impracticable would turn our common schools into workshops of the ordinary occupations and trades are finely turned in the answer that the general elementary training which it is the primary office of the schools to provide is, indeed, an essential prerequisite to all other useful employments, and that special means for teaching the arts may, indeed must supplement the system as it now exists, but cannot be substituted for it. So brief is the period allotted to the general education of the great mass of our American children, that every day should be assiduously devoted to the one purpose of disciplining their minds, forming their habits, cultivating the social and moral virtues, and imparting that general intelligence which must constitute the foundation of all future success. To suppose that any power less pervasive or coercive than that of the state can compass an object so vast, so important, so essential, is too preposterous for serious consideration. To say that the church should educate the whole people is to declare that unity is not an element in a self-governing society. It is in fact to affirm that universal education is both impracticable and unnecessary. To leave this work to the family alone, as some advise, is to consign the great mass of the children of the republic to irremediable, hopeless illiteracy, since the blind cannot lead the blind, nor ignorance instruct the ignorant. There is, therefore, but one of two alternatives. The strong hand of the state must be laid upon it. The means of education must be carried to every door, and supplied to every child, and he must be compelled, if need be, to take it. Otherwise the masses will be incapable of self-government. The few will usurp the governing power, and the doom of the republic is sealed.

How futile then are the objections and the opposition to our national school system. That there are difficulties to be encountered, and defects to be remedied in its practical administration, its best friends freely admit. But who are more competent to dis. over and deal with these obstacles than those who know the system, who work with and for it, who in fact have made it all that it is. When its wonderful expansion over the vast area of the republic shall have begun to reach its limits then will our thoughts be turned more fully to its improvement. That there is too much "cram" and too little development; too much routine and too little inspiration; too much memorizing, and too little mental digestion and assimilation; that there are too many studies, with too little character building, too many hierarchies, with too few educators among the teachers; too many iron-clad rules with too little of the milk of human kindness, and, in the boards of management, too many political adventurers, with too few high-minded, large-hearted citizens, having no friends to reward, no enemies to punish, are truths which no competent, candid observer will deny, and which all deplore. But one of the cardinal virtues of the system is, that it will, in the good time coming, work out its own purification. True education means a reform everywhere, and nowhere more than in the direction of its own agencies. It is the good physician that will in due time heal the maladies that affect its own organs.

What is just now needed more than everything else, is a united and cordial support by all the people. Crude criticisms based upon superficial observation, cold-blooded calculations upon the cost of the system irrespective of its vast and beneficent results, futile suggestions of a return to the effete parochial plan, and annual platitudes of the Gov. Robinson stripe, as to the injustice and robbery of taxing the whole people for the maintenance of high and normal schools, can avail nothing but to temporarily weaken support, and embarrass the workers in the field. There is no truth which the masses of the American people discern more clearly than that our common schools are the foundation of a free government, and there is no resolve more deeply seated or firmly held than that the system in all its lengths, breadths, and heights must and shall be preserved. Woe betide the zealot, then, be he philosopher, politician, or priest, who presumes to attempt seriously to obstruct the onward march of the distinctively American idea that every child whom our soil maintains shall be educated up to the level of a comprehension of his rights and duties. This is a government of the people, by the people, and for the people, and the people will take care that it does not perish forever from the earth.

It is scarcely necessary to commend the general perusal and generous distribution of Mr. Mayo's lecture. It speaks for itself. We are confident that it will be cordially welcomed by every reader of the WEEKLY.
SPECIAL CORRESPONDENCE.

THE SUPERINTENDENTS' MEETING AT WASHINGTON.

The annual meeting of the school superintendents' division of the National Teachers' Association was held in the city of Washington, D.C., on the 4th, 5th, and 6th days of the present month. The attendance was small during the first day's sessions, but on the morning of the second day the number was largely increased. The states represented by superintendents,—state, county, and city,—were Pennsylvania, Ohio, Massachusetts, Vermont, Virginia, Illinois, New York, New Jersey, Georgia, Maryland, Michigan, West Virginia, Connecticut, Missouri, Rhode Island, District of Columbia, and others.

The meeting was called to order by the President, Hon. J. P. Wickenden, of Pennsylvania, at 11 o'clock. There were two sessions held during the morning session from 9.30 to 12.30, and an evening session at 7.30. The various committees were appointed during the first meeting, and a very able paper read by Com. General Hits, of Switzerland, on the school system in that country. He explained in detail the several branches of educational work in his country. He stated that the Cantons governments not only control and superintend the free schools, but also those supported by the different religious bodies and societies. The pupils in both the public and private schools are examined by the school officers appointed by law. The school work is almost entirely under the control of the Cantons and the central government has but little to do with the education of the children. The people are afraid of a centralized power, and do not allow the rights of the Cantons to be interfered with in their school affairs. In this matter there is a good lesson for the people of the different states of our own country. There are persons here at Washington who openly advocate that the general government shall take control of the education of the children as well as many other things. In the evening a paper was read on "Industrial Education," at least this was the subject as announced, but it had more to say of the writer's visit to Europe the past year than industrial education. It was prepared by Sup't. Appar, of New Jersey, but was read by Mr. Barringer, the author not being present. He drew some good comparisons between the school houses and furniture in Europe and America, showing that in these the American schools are far in advance of those in Europe. A full description of the famous school of Technology, at St. Petersburg, was given, and was followed by a comparison, in that respect, between Russia and England and America, in which the latter did not appear to advantage. It is a little strange that men who go abroad become so thoroughly imprégnated with European ideas in school affairs and at once conclude that the systems of foreign countries should be bodily transferred to this country. They forget that we live under a different form of government and that, comparatively speaking, our educational work is only in its infancy. They also forget the wonderful progress that has been made in this country in a short time in all our school affairs.

At the conclusion of the reading of the paper a general discussion ensued which was participated in by a number of persons, male and female. In this discussion it was asserted by several that a shop should be attached to every village and country school-house in the land, where boys could be taught trades under the direction of the teachers. The chief object seemed to be, by most of the disputants, to have every conceivable thing attached to the public schools.

On the morning of the second day Gen'l. Eaton, Commissioner of the National Bureau of Education, read a very able paper on the wants and work of the Bureau. The wants as set forth are incorporated in the report of the committee appointed to consider the Commissioner's address, and examine the Bureau, which is herewith attached. The second address was delivered by Hon. G. J. Orr, Sup't. of schools of Georgia; subject,—"The Needs of Education in the South." This was one of the ablest papers to which I have ever listened. The Superintendent reviewed the educational work of the state from the first. In 1871 the present free school system was adopted by the state and has progressed nobly. The only hindrance in its prosperity has been the poverty of the people and the large number to be educated. The number of children taught in free schools in 1872 was 45,000; in 1873, 83,000; in 1874, 105,000; in 1875, 156,000; in 1876, 180,000; in 1877, 190,000; and this is exclusive of eleven counties not heard from, which, when footed up, will raise the number last year to 200,000, taught in 1877, of whom 73,000 were colored. Mr. Orr stated that he had always taken the ground of universal education, and meant to press it as long as God would give him power. The city schools he asserted compare favorably with any in the Union. Mr. Orr is a gentleman of the old school, and is a native of South Carolina, but has lived in Georgia many years. He is a man of fine abilities and is thoroughly earnest in his work. If the Southern States had men of the character of Mr. Orr, their schools would improve much more rapidly than they do.

The Genus of 1830 as it relates to education was ably discussed by Supt. Harris of St. Louis. He showed that the census of 1870 does not show truly the amount of illiteracy, and indeed but little relative to education that is of any practical use.

In the evening Judge Strong, of the U. S. Supreme Court, read an able paper on "Instruction in Governmental Ideas," which contained much valuable matter. The paper was not long, but it was full of instruction. The Judge had at least the good sense to stop when he was done, which is not generally the case with men who are called upon to address an audience.

Prof. Walter Smith of Massachusetts also read a paper during the evening. Subject,"Drawing in Its Relation to Industries." This was a voluminous production, with many repetitions and very many absurd ideas. He would have every boy and girl in the schools become an artist, or at least be taught drawing, whether they had a taste for such work or not. While there was much in the paper that was good, there was also much that was wholly impracticable and absolutely worthless. While all agree on the question of industrial education, yet specialists in this as in everything else are very likely to exaggerate the importance of their subjects or are unwise in presenting their specialties.

The convention met on Thursday morning, and after some general business Mr. Philbrick, of Boston, delivered a very able address on the educational depression at the Paris Exposition. He described briefly the work and gave a general idea of the exhibit. He said too much credit cannot be given to the exhibit of the schools of Washington. It was the only collective exhibit and was placed in position as the central figure. The educational organization of America was considered a model one. France has already determined to imitate it. They were overwhelmed with requests to donate the exhibit, and were even offered a high price if they would sell it. It took 121 awards—35 gold medals, 44 silver medals, 23 bronze medals, 25 premiums, 6 decorations, 2 gold palms and three silver palms, which made 48 more than were received by any other country except France, and was one-sixth of the awards received by the entire American exhibit.

The address was unusually interesting and pleasing, and, though short, gave his hearers quite a good idea of the appearance and importance of the educational exhibit.

The committee to whom referred the address of Gen'l. Eaton, made the following report. [This report will appear in a future number.—Eds.]

The convention then adjourned sine die and in a body proceeded to the Executive Mansion, where the members were received by President and Mrs. Hayes, in the great East Room. After spending an hour or more at the White House, they visited the Corcoran Art Gallery and other places of interest. On the whole, the meeting was a good one, and very profitable to those in attendance.

E.

CORRESPONDENCE.

BROTHER CAMPBELL CALLS ATTENTION TO SOME LIVING QUESTIONS.

To the Editors of the Weekly:

I am gratified at the success of the Weekly, especially at the sober, sensible, safe, and substantial teaching it usually gives us, and the vigorous style of its teaching. Long may it continue a molding power in the nation! And may it be an ever-increasing power in the West.

Chicago is the center of our social and educational nationality. Boston is provincial, and its language a dialect. And so it is with Charleston, Mobile, New Orleans, and San Francisco. But in the central North, (once the Northwest,) all languages and all nations are fused or fast fusing into one. And hence here appears our true national character and the purest form of our national language. The teaching of German will be unnecessary. The idea of the teaching of German is the remnant of a government. The want of it is Austria's weakness and her greatest danger. And it is still a weakening element in the great and growing empire of Germany, as it is also with us.

No logic can defend the public teaching at public expense of a foreign language. Continue, my Brother, to teach and to claim that German shall rank with Latin, French, and Hebrew in our schools, and be taught on the same footing.
It is certainly offensive alike to rhetoric, to English purity, and to good taste, to separate the two parts of our compound infinitive by any modifying word. You will not find an example of it in Addison, Milton, or Johnson; and not one, I judge, in any great writer since. Just as well, may you separate the parts of to-day or to-morrow. Like these the infinitive ought always to be hyphenized. If you, with a proud and just claim to personal liberty, choose so to practice, I pray you, sir, in the public interest, not to teach.

You gave as not long ago, an article by "Secretary," on Economy, with the two good arguments of time-saving to the receiver, and of paper-saving to the large numbers who began to regret "that they had not attended the meeting."

The headquarters will be as last year at Fabyan's, and the four great houses, the Crawford, Twin Mountain, Profile, Fabyan, together with several smaller houses, will be given up for a week to the members of the Institute. The programme is not yet perfected, but will include some of the best arrangements that can be expected from one so bright—said boy attends school one day out of a week, and hunts rabbits the other four; Seventh, by a book agent; Eighth,—I locked the door on him. Yours truly.

THE NEXT MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION.

To the Editors of the Weekly:

We gladly invite responses to Brother Campbell's suggestion as to letter-forms, and will be pleased to receive and publish the same with their accompanying explanations. - Eds.

THE NEXT MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION.

To the Editors of the Weekly:

Permit me, through the columns of your journal, to call the attention of Western teachers to the meeting of the American Institute of Instruction for 1879.

At the meeting last year at the White Mountains, there were about three thousand teachers and educators, the largest number ever assembled in this country for educational purposes. So complete and perfect were all the arrangements, that in spite of the large number, the meeting was a grand success.

The Directors have decided to hold the next meeting of the Institute in the White Mountains, provided favorable arrangements can be made with the railroads and hotels.

It may seem strange to many of those who were at the last meeting, that the Mountains should be selected as the place of meeting in 1879. If any one is to be blamed for the decision of the Directors, it would seem to be the teachers themselves. When they returned home and told what they had seen and heard, and gave glowing accounts of the good time they had had, there were large numbers who began to regret that they had not attended the meeting. No one of the Directors, I think, as a personal matter, preferred the Mountains; but their decision was made in conformity to the wishes of a large number of teachers.

It is understood that the hotels and railroads will make even more favorable arrangements than last year, so that the place seems practically determined upon. The headquarters will be as last year at Fabyan's, and the four great houses, the Crawford, Twin Mountain, Profile, Fabyan, together with several smaller houses, will be given up for a week to the members of the Institute.

The programme is not yet perfected, but will include some of the best arrangements that can be made among the teachers of the country.

Excursion tickets will be sold at low rates in most of the large towns in the West, including not only the White Mountains, but many other points of interest. Let Western teachers come to the meeting of the Institute in July, and they will henceforth teach their pupils, not that New Hampshire is sometimes called, but that it is the Switzerland of America.

CHANDLER SCIENTIFIC DEPARTMENT, DARTMOUTH COLLEGE.

WHO VISIT THE PUBLIC SCHOOLS IN MISSOURI?

To the Editors of the Weekly:

I thought the WEEKLY claimed to be accurate in its statements, yet in No. 99 I find the following: "The public schools of Missouri are visited only by the men who haul wood and go in to warm their feet." Now, I wish to assert, without fear of successful contradiction, that the above quotation is utterly devoid of truth, and is a libel on our good people. I speak from experience, for my school was visited last week by no less than eight persons, besides the wood-haulers. First, by a gentleman who called in to make some inquiries about a runaway team; Second, by an Irishman, who stopped to light his pipe; Third, by a kid-gloved young man, who came in to invite the girls to a party that night—of course he was welcome; Fourth, by a stranger who wished to be shown the road to Des Moines, Iowa; Fifth, by an agent who wanted to sell a patent self-regulating stove cleaner; Sixth, by an old woman, to inform the teacher that her boy was not learning as fast as might be expected from one so bright—and boy attends school one day out of a week, and hunts rabbits the other four; Seventh, by a book agent; Eighth,—I locked the door on him. Yours truly.

BLUE EAGLE, CLAY CO., MISSOURI, Jan. 25, 1879.

MORAL TRAINING IN SCHOOL.

MARY ALLEN WEST.

A LL admit its necessity; few seem to have very definite ideas how it shall be accomplished. Much is done indirectly; much unconsciously; the life of the teacher is continually teaching, and this unconscious tuition is of prime importance.

But there are sins so wide-spread, so seductive, and so deceptive, that we need to conduct a systematic, continuous campaign against them. Such an evil is intemperance. It is peculiarly appropriate that the schools should be enlisted in this campaign, because science forges the most effective weapons against intemperance. In this conflict the laboratory of the chemist, the dissecting room of the anatomist, are our armories.

There is a further fitness in the schools of Illinois, Iowa, and other Western states taking hold of this matter, because their school laws provide for instruction in the laws of health. We need no better warrant for teaching temperance in our public schools, for nothing is more antagonistic to health than intemperance.

How shall the work be done? The first point is, that we must base this training upon physiological knowledge. Make the children acquainted with their own bodies, and the functions of the different organs; show how temperance in eating or drinking disorders the action of the stomach and intestines, and creates disease of their delicate membranes; show that the appetite, in the laboratory of the body, affects the working of every organ, the life of every fibre in the whole body. Then acquaint them with the nature of alcohol, its effect upon organic tissue, especially brain tissue, and through the brain, trace the subtle connection of mind with matter, showing its effect upon the physical, intellectual, moral, and spiritual life of man.

"But," object some teachers, "we are not able to do this work; we do not know enough of physiology, of chemistry, of psychology, to do it successfully." Then prepare yourselves;
for you are not fitted for teaching in any department till you are familiar with the laws controlling the healthy growth of the bodies and souls entrusted to your care. From any text-book on chemistry you can learn the composition, properties, and reactions of alcohol; from any good physiology you can learn its effects upon the human system. Then, there are specific works, from which you can learn how best to impart the knowledge thus obtained to children. For primary teachers nothing can be better for this purpose than Miss Coleman's juvenile Temperance Manual, which you can procure for thirty-five cents. For those teaching older pupils, we know of nothing better than Dr. Richardson's Temperance Lesson Book, which costs seventy-five cents. With these and other available helps, an interesting course of oral instruction on the subject of temperance can be devised, running through the child's school life.

In the high school, let the scholars' attention be directed to the economic side of this question; its connection with social science. Let the boys gather statistics from the courts of justice, from the jail and the poor-house of their county, and find out how large a proportion of the burdens of taxation are directly traceable to strong drink; then let them go to the R. R. freight office, find out how much liquor comes into their town, and add its value to the sum total. Meanwhile, let the girls be gathering the educational statistics; then set the expense of the schools over against the expense of the saloons, and see upon which side is the balance.

Don't theorize, nor "gush," nor "gas" about this matter, but give your scholars the facts in the case; give them such training, from the primary school up, that they shall be thoroughly rooted and grounded in temperance principles, and my word for it, in thirty years from now we shall hear less complaint of hard times, because then there will not be two dollars spent for drink for every one spent for bread.

The amount and kind of punishment inflicted at school is one of the best tests of a teacher's capacity and fitness for the station he occupies. No subject connected with school management is more delicate, none more important, and none requires more judgment, discretion, or wisdom. As a general rule, the best teachers are those who punish the least, and the wisest, those who make the best choice when punishment must be inflicted. Whatever savors of ill-temper or brutality, whatever tends to the injury of the body, mind, or sensibilities of the child, is to be unsparkingly condemned.

TO MAKE READING EASY.

To the Editors of the Weekly:
I will give, in answer to M. E.'s request, "How to question a pupil into understanding what he is reading," the method I have been most successful in using. The questioning is usually done before the paragraph is read by the pupil. This gives a clearer knowledge of what he is reading.

Take these sentences: "The fact is, he had been at work on his old skates. They needed new straps, and one of the buckles was bent, and one of the runners was loose."

Teacher.—"Who had been at work?"

Pupil.—"James Steele."

T.—"What word is used instead of 'James Steele'?

P.—"He."

T.—"What had James been doing?"

P.—"He had been at work on his old skates."

T.—"Whose skates were they?"

P.—"They were James' skates."

T.—"What did they need?"

Child.—"They needed new straps."

T.—"What had happened to one of the buckles?"

P.—"One of the buckles was bent."

T.—"What is it to be bent?"

P.—"To be bent is to be twisted or turned out of shape."

The above is a part of to-day's lesson, with questions and answers, as nearly as I remember, for the third year pupils. We use Appleton's Third Reader in that grade.

M. E.

THE TRIANGULAR GLOBE PROBLEM.

(Reprinted from No. 97.)

Four globes each of the same size are placed in a box three feet long and two feet high. Two of the spheres rest against, and exactly reach across, one end of the box. The third rests against the middle of the opposite end of the box. The fourth, when resting on the other three, just reaches the top of the box.

Required the diameter of the globes.

D. H. DAVIDSON.

MINONK, ILL, Dec. 20.

To the Editors of the Weekly:
In relation to the problem given on page 348, No. 97, let a line be drawn joining the centers of the two end spheres which lie side by side, and let a second line be drawn from the center of the upper sphere to the middle point of such first line. Call this second line t. Lines joining the center of the upper sphere with the center of these two end ones will form with the first line mentioned an equilateral triangle, of which an angle is 60 degrees. Call the radius of any one of the spheres x. The length of the line t is 2x sin 60°. Then we have a triangle, of which the sides are the line from the center of the single end sphere to that of the upper sphere equal to 2x, the line t equal to 2x sin 60°, and the base line from the center of the single end sphere to the middle point of the line first mentioned the length of which base line is \(2\sqrt{3}/2x\). If we draw a perpendicular from the center of the upper sphere to this base line, dividing it into two segments, the greater of which, being under the side 2x, we may call i, we have the proportion:

\[
\frac{3-x^*}{2x} = \frac{\sqrt{3}}{x} - \frac{\sqrt{3}}{2x}
\]

the difference of the segments. So the segment i is

\[
\frac{3-x^*}{2x} = \frac{\sqrt{3}}{x} - \frac{\sqrt{3}}{2x} = \frac{3-x^*}{2x} = \frac{3-2x}{2x} = \frac{\sqrt{3}}{2x} - \frac{\sqrt{3}}{2x}
\]

which is

\[
\frac{3-x^*}{2x} = \frac{\sqrt{3}}{2x} - \frac{\sqrt{3}}{2x}
\]

This is equal to the square root of the difference between the square of the hypotenuse 2x and the square of the altitude of the triangle, which altitude is \(2\sqrt{3}/2x\).

So we have the equation:

\[
\sqrt{(2x^2-3)} = \sqrt{(2x^2-3)} - \sqrt{(2x^2-3)}
\]

with the denominator of the second, to clear of fractions, and reducing, we arrive at this equation:

\[
2x^2-3 = 2x^2-3
\]

Squaring both members, and multiplying the first by the denominator of the second, we get:

\[
4x^4-12x^2+9 = 4x^4-12x^2+9
\]

From this equation being of a higher than the first degree we may infer that it has more than one root, and that sets of globes may differ as to diameter, and still answer the conditions of the problem. If with a view of making an approximation to one of the roots, we take x as equal to 64 hundredths, and substitute this value for x in the equation,

\[
8x^4 = 4(8x^2-12x^2+9)
\]

we have for the first member 1.12, and for the second 11.54. So 64 hundredths is a little smaller than the root we are in search of. If we assume 62 hundredths as the root and make such substitution, we find for the first member .96, and for the second member .78. So it appears that 62 hundredths is a little too small, but still is not far from the real root. In fact if we substitute
.62 for \( x \) in the foregoing equation of the fourth degree, we find for the second member, \(-224.77\). By exercising a little patience we could make closer approximation; but this is close enough for the present purpose. A set of globes having a diameter, exceeding by a very small fraction one foot and twenty-four hundredths would answer the conditions of the problem.

C. C.

The Educational Weekly.

Feb. 20, 1879

To the Editors of the Weekly:

I will attempt to give sentences to illustrate the seventeen constructions of the infinitive for "A. C."

To err is human.

To cheat is to steal.

To for you to retaliate is wrong.

A desire to perform is natural.

Six constructions in the objective case:

1. I love to read.
2. I wish to stay.
3. I want him to try to learn.
4. I bought a book for John to read.
5. He is about to retire.
6. To learn to walk is natural.

Two in the absolute:

1. To confess the truth, I was there.
2. To rule being denied me, I returned.

Two as an adjective:

1. A desire to play is natural.
2. A desire to seem to appear well is natural.

Chenoa, Ill., Jan. 28, 1879.

A suggestive question.

Has the teacher a right to require neat work from her pupils? If so, has not the pupil a right to expect the same from the teacher? Some teachers are very careful to get neat papers, clean board-work, and nice slate-work from their pupils, and yet they will make the ugliest possible marks on the papers, write in the most careless way on the black-board, and make loud, scribbling scratches on the unfortunate pupil's slate, and think themselves "smart" for doing it.

J. P. L.

Examination questions.

We give below some of the questions as used by the different Boards of Examiners at the last examination in California:

Spelling, 50 credits, 2 credits each:

Gratitude, selecting, illustrated, absence, humanity, tendency, peculiar, key-stone, vocabulary, continued, collapse, perversion, hypocrisy, duplicity, employment, incorporated, ornament, difference, cultivation, inhabitants, burglarious, believed, etc.

To the last examination in California:

To the Examiners at the last examination in California:

Stone, vocabulary, continued, collapse, perversity, hypocrisy, duplicity, employment, incorporated, ornament, difference, cultivation, inhabitants, burglarious, believed, etc.

I. Write a sentence having for its predicate the passive potential, present, third, plural form of the verb see.—20 credits.

Arithmetic.—100 credits, 5 credits each.

1. Explain in full the reason why 2-3 of 4.5 equal 8.15.
2. What sum, put at simple interest at 7½ per cent per annum, will amount in 3y., 4m., to 2,500 dollars?
3. Find the greatest common divisor of 195, 285, and 315, and give the reasoning.
4. From sixteen thousandths take 27 millionths, and multiply the difference by 20.5.
5. A commission merchant sold 500 pieces of cloth for $30 a piece, and paid the owner $14,700; what was the rate of his commission?
6. How much will it cost to carpet a parlor 18 feet square with carpeting ½ of a yard wide, at $1.50 per yard?
7. What is the difference between the market value and the par value of capital? Between a dividend and an assessment?
8. Two men start from the same point, and one travels 52 miles north, and the other 32, how far apart?
9. If eight men cut 83 cords of wood in 12 days, working 7 hours a day, how many men will cut 120 cords in 10 days, working 5 hours a day?
10. Find the cube root of 42,875.

Geography.—50 credits.

1. What is the meaning of Meridian, Planet, Longitude, Republic, River basin, Degree, Cardinal points?—10 credits.
2. Name and locate the chief sea-ports of Mexico, and tell what are the chief exports of Japan.—5 credits.
3. Name the principal causes that determine the climate of a country, and explain the effect of each.—10 credits.
4. What and where are Cobi, N'yanza, Bombay, Baikal, Aegean Sea, Yokohama, Yukon, Roumania, the Golden Horn?—10 credits.
5. In which zone do land animals attain the greatest size? In what do the sea animals?—5 credits.
6. Describe the soil and climate of California?—10 credits.

Theory and practice of teaching.—50 credits.

1. "Strength of will, decision of purpose, independence of action and thought—these form the levers that move the world." Professor Woods. Show how the Teacher is responsible for the development of these qualities.
2. What do you mean by a school organized?—A. As to classification; (b) Discipline?
3. Into what should the teacher's habits, 1st, as to health; 2d, as to study; 3d, as to morals?
4. What constitutes a good question? A good answer?
5. How far would you follow the text-book, and under what circumstances would you dispense with it altogether?

Give five credits for each of the above.

Word analysis.—50 credits.

1. Give five suffixes that form nouns.
2. Give five suffixes that form adjectives.
3. Write out a class exercise, using the prefixes and suffixes commonly used with the word "judge.
4. From what is king, husband, wife, derived, and what is the meaning of their roots?
5. Give five words with definitions from each of the following roots: lex, fruv, coi, fuc, pon.
6. Define Caspian, Caspian, Caspian, Helvetica, Hibernian, viva voce, ne plus ultra, prima facie, magna charta, lusus naturae.

Mental arithmetic.—50 credits.

1. The sum of 3-4 and 1-5 is how many times the difference of 1-2 and 3-10?
2. A father is 46 years old, and his son is 16. In how many years will the father's age be twice the son's?
3. Divide the number 18 into two such parts that the ratio of the parts shall be the same as 2 is to 4.
4. If 2 men can build a wall in 4 days, how long will it take 5 men to build it?
5. What is the interest of $50, for 4 months at 3 per cent?
6. A book was sold for $8 dollars, by which 20 per cent was lost; what did the book cost?
7. A can do a piece of work in 3 days, and B can do it in 5 days; in what time can they together do it?
8. What are the lowest terms of 96-100?
9. A horse that cost $150, was sold for $15; what per cent was lost?
10. Reduce to a common denominator: \( \frac{3}{4}, \frac{3}{4}, \) and \( \frac{3}{2}.

History of the United States.—50 credits.

1. What grants of land were made by King James in 1606? What were the limits of the two regions, and to whom were they granted?—10 credits.
2. Who was Daniel Boone, and in what state did he settle? Who was Ogilthorpe? Aaron Burr?—10 credits.
3. Name important battles, and characters who figured in the Mexican war. 10 credits.
4. On what mission were Silas Deane, Benj. Franklin, and Lee sent, and what was the result?—10 credits.
5. Give the history of the settlement of New York City in brief.—10 credits.
Educational Intelligence.

The outlook for any teaching profession is brightened by the power of education. The friends of education would be gratified if our system of schools is not seriously crippled by attempts to reduce expenses, to diminish the powers of boards of education, and to limit the curriculum of study to the merest elements of knowledge. The friends of county supervision have signally failed. And the cause of the failure is the same old story. The school men of the state have discussed the subject, and written upon it, till they have convinced the average members of the Legislature that they must have a moneyed interest in the passage of a bill for supervision. Patrick Henry's famous speech has not been declared by the schoolboys within the last twenty years, oftener than the schoolmasters have spoken the speech on county supervision. The last utterance on the subject is a pamphlet whose only merit is its length and polysyllabic manner. Its author is a book agent, and although it will be distributed from his coat-tail pocket, it will not be read. Commissioner Burns and many others, however, have had the real good of the schools at heart, and have done a grand work. There was never a time in which better work was done in the graded schools of Ohio than now. Superintendents, principals, and teachers all feel that they can best maintain themselves by being able to show good results.

Another promotion! It is always so with the best men. (Some one says.) This time it is Alston Ellis, the well-known superintendent of the Hamilton public schools. March 1, he becomes agent for the introduction of Harper & Bro's. school books in Ohio. Next! He is succeeded by L. D. Brown, of Eaton. O. Mr. Brown is a man of solid worth, and will fill the position with credit to himself and to the advantage of the people of Hamilton.

California.—The February number of the Pacific School and Home Journal makes the following sensible suggestions, in view of the present disturbance in that state respecting examinations of teachers: "First, abolish all city and county boards of examiners. Second, organize a state Board of Examination, to hold at least three sessions annually, in different parts of the state. These examinations should be both oral and written; and no set of questions should ever be used twice. Third, the Normal School should be reorganized by the abolition of its Preparatory Department, and additional normal and training schools should be established throughout the state. A graduate of a normal school should be required to pass an examination before the State Board, before obtaining a certificate, but the normal school should be credited him in his examination. Experience in teaching, or graduation from a normal school or university, should be worth at least one-tenth the total number of credits to the applicant for a certificate."

Minnesota.—The Legislative Committee visited the University two weeks ago and expressed themselves as well pleased with the condition in which they found the institution. In the course of public remarks before the students, nearly every one of the committee expressed himself favorably disposed toward a liberal appropriation of money for the University by the Legislature.

T. B. Walker writes a long letter to the Pioneer-Press defending his position as against that held by Supt. Tousley, and endeavoring to weaken Mr. Tousley's arguments in behalf of the public schools. The newspaper heading calls it a "broadsides,"—probably its great breadth accounts for its appearing so "thin." It certainly has no depth, and cannot be said to establish a single point against Mr. Tousley.—Editor Weekly.

Indiana.—An injustice was done in the publication of an item in this department two weeks ago, respecting a difficulty between a teacher of the Winchester public school and some of his pupils. The item found its way into the Indianapolis Journal, and from that was quoted by us; we now learn that the statement was untrue, except that the teacher named did resign. A communication signed by the President of the State Board of Education, and Treasurer of the Board says that the schools under the management of Prof. E. H. Butler are giving eminent satisfaction both to the Board and the community.

Michigan.—A correspondent of the Lansing Republican writes from St. Louis, Mich.: "Gratiot county sent 23 delegates to the State Teachers' Association at Lansing, and claimed to be the banner county. At the county institute, which closed Feb. 1, there were 101 teachers present, some coming 24 miles in their own conveyances; 15 of the 16 towns in the county were represented. Can any county beat that?"

Prof. Bellows, teacher of mathematics in the State Normal School, has a new geometry nearly ready for publication. A resolution of the University Regents, prohibiting the withdrawal of professors from the institution for more than three successive days during term time, caused some embarrassment to several of the faculty, who have found it quite necessary to be absent a week or more at a time, especially Judges Codley and Campbell, of the Law Department, who are judges of the Supreme Court.

Prof. Geo. S. Morris will resign his chair at the University to accept a situation at Baltimore, Md.

The friends of Prof. P. B. Rose, of Ann Arbor, had a jubilee Feb. 6, the occasion of the reappointment of Dr. Rose as assistant professor of physiological chemistry in the University, at a salary of $1,600. One hundred guns were fired at eleven o'clock, m., the hour when the action of the Regents was announced, and speeches were made by various members of the legislative committee, by Regents Malts, Rynd, Duffield, and Climie, also by R. A. Beal, at whose house a reception was given, and one or two others. Beal now turn his attention again to the sale of Dr. Chase's Receipt Book, satisfied with the complete victory he has won, after three years of incessant conflict, and an expenditure of about $25,000.

Prof. Watson tendered his resignation at the last meeting of the University Regents, and also a bill of $534 for money advanced by him to build an addition to the Observatory in 1869.

New England.—Through the liberality of a few friends of Smith College at Northampton, Mass., and an appropriation by the trustees, the college has secured a number of paintings by representative American artists, which will add to the nucleus of an exceedingly valuable collection of American art work. It is the opinion of connoisseurs that the ten pictures, now hung in the art gallery, form such a collection as cannot be seen elsewhere outside of New York or Boston.

The Normal School at Westfield, Mass., opened Feb. 7, and 17 girls and 2 young men were admitted to the entering class.

C. W. Stevens of the senior class in the Thayer engineering school at Dartmouth College sails next month for the Argentine Republic, South America, where he has received an appointment as assistant in the Argentine national observatory at Cordoba, which is the only one of importance in the southern hemisphere.

Kansas.—A Kansas paper reports that what is supposed by some to be a wall has been discovered twelve miles north of Kawker City. Smoke and hot air issue from the ground, which is so warm that the snow has been melted from the bluff.

New York.—School statistics just announced show that in the state of New York there are about 6,000 canal boats, and in addition to the adults who float in them in summer and live on board all the year round, there are from 6,000 to 10,000 children who attend school except for a portion of the time in the winter season. England has 100,000 people living in this way on canal boats, and in an unhealthful condition.

Illinois.—Amboy High School has not had a tardiness since Sept. 30, 1878.

There is to be a French soirée at Evanston this week, all conversation to be carried on in French. If any native Frenchman happens to be present, he has our heart-felt sympathy in advance.
IOWA.—The district schools near Independence taught by Laura Merrill and Laura Redfield seem to be in a flourishing condition. Absence and tardiness are almost unknown quantities.

Prof. J. C. Johnson, of the Mount Vernon public schools, reports as follows: Number enrolled, 177; average daily attendance, 144; percentage of attendance, 83; number of tardinesses, 49.

Prof. Calven of the University contributes some articles on Biology to the Educational department of the Independence Bulletin.

We learn from the Monticello Express that the principal of Strawberry Hill schools has been discharged for incompetency and that he has appealed to the county superintendent.

Prof. W. M. Colby, of Avoca, has been doubly vindicated, in the decision of county Supt. Childs against the appeal which was taken to him from the decision of the board of education. The Avoca Delta speaks very warmly in his defense, and in praise of the school of which he is principal.

Iowa has 17,000 deaf mutes.

Boone’s new high school building is said to be a model building in every respect. It is two stories high, has four school-rooms, library, wardrobes, etc., and is heated by steam.

Clinton has a girls’ school of industry. One hundred and six pupils have been enrolled.

Governor Gear will deliver an oration at Muscatine on Washington’s birthday.

OFFICIAL DEPARTMENT. ILLINOIS.

HON. JAMES P. SLADE, SUPPT. PUBLIC INSTRUCTION.

Judging from the number of letters I have received upon the subject, there seems to be a widespread opinion to the effect that a teacher may not keep a pupil in at recess or the noon intermission, or detain him after school as a punishment or to make up lessons. The principal reasons given for this opinion are, that there is nothing in the law that authorizes a teacher to detain a pupil after the time of closing school; and that every child attending school has a right to claim his recess, and that to deprive him of it is inhuman.

It is true there is nothing in the school law that says, in so many words, that a teacher may keep a pupil in at recess, or noon, or detain him after school as a punishment or to make up lessons. So, too, the school law is silent upon the matter of punishment of every kind, except that it says that the directors may suspend or expel a pupil for incorrigibly bad conduct. But this phrase, “incorrigibly bad conduct,” implies that before suspension and expulsion are resorted to, an attempt shall be made to correct the pupil’s conduct. How else can the directors say that the pupil’s conduct is incorrigibly bad? And if the school law were wholly silent upon the matter of school government, or the common law, and many decisions of the supreme courts of our own and other states, would give the school directors and teachers all the authority they need, in maintaining good order and obedience in the public schools. It has been uniformly held that the teacher stands to the pupil in loco parentis, and must therefore use all reasonable means to promote the objects of the law in establishing the public schools; just as “parents and guardians,” to use the words of our supreme court, “are under the responsibility of preparing children entrusted to their care and nurture, for the discharge of their duties in after life.”

But the school law is not wholly silent upon this important matter. Section 48 of the law contains this: “They (the board of directors) shall make all necessary rules and regulations for the management and government of the schools.” Of this provision of the law the supreme court says (Ill. Rep. 87, 393) that here is the power to prescribe necessary rules and regulations for the government of the school; that the rules should act impartially and reasonably, and should not be injurious to the pupils, and that to render rules reasonable, it is essential that they aid in the accomplishment of the objects for which the public schools are established. The court also says: “It is unquestionably reasonable that there shall be prompt attendance, diligence in study, and proper deportment. All regulations or rules to these ends are for the benefit of all, and presumptively promotive in the interests of all.”

There is ample power for the government of the schools lodged in the board of directors. This power they not only may, but must use; and the teachers whom they employ, being the executive officers, so to speak, of the directors, have all this power, subject only to the rules which the directors may prescribe. So far the law goes; now as its application to the point in question. Is the rule so often made by directors allowing the teacher to keep pupils in at recess, one-hour, or detain them after school to make up lessons, or as a punishment, reasonable in that it tends in some degree to the accomplishment of the objects for which the public schools are established? Or is the rule so injurious to the pupils that it should not be adapted and enforced? My opinion is that no more harmless, feasible, or efficient, and, therefore, no more reasonable way can be devised to meet many cases of negligence and disobedience on the part of pupils. And I am sure that teachers and school officers of experience, everywhere, will, almost without exception, agree with me in this opinion. Such a rule, if only the teacher will use a little discretion in its execution, need not be in any way injurious to the pupils, much less “inhuman,” as it has been styled. If then any board of school directors has made such a rule, or permitted the teacher to make it, I am sure the courts will never interfere with its proper use.

SPRINGFIELD, Feb. 15, 1879.

HON. C. W. VON CLEMM, SUPERINTENDENT PUBLIC INSTRUCTION.

1. Any election held by the people must be held on the day designated, and officers must be elected by a single ballot. A plurality of votes will elect, unless the statute provides otherwise.

2. Any unappropriated school-house funds may be disposed of by the electors, under Sec. 1717, for improvements, such as fencing school-sites, providing wells, etc.; and the board, under Sec. 1723, are required to carry out the vote of the electors.

3. In case of disturbance or interruption during the trial of an appeal before a county superintendent, not being invested with judicial powers, he has only the ordinary remedy of complaint to the proper authorities, as provided for by Sec. 4096, Code of 1873.

4. Each organized subdistrict is entitled to a school for the period required by law. The board may provide an additional school in another part of the subdistrict, and maintain it for such length of time as they choose, not exceeding the uniform time given to the schools of the subdistricts throughout the district township.

5. If subdistricts boundaries are in controversy by way of appeal, the election for subdirector should be made on the basis of the status of the subdistrict on the day of election.

DES MOINES, Feb. 15, 1879.

HON. C. A. GOWEN, SUPPT. PUBLIC INSTRUCTION.

Section 106 of act No 42 of the session laws of 1875 requires that “no superintendent or teacher of schools shall act as agent for any author, publisher, or bookseller, or shall directly or indirectly receive any gift or reward for his influence in recommending the purchase or use of any library or school book or school apparatus or furniture whatever.” The performance of any such act as above named shall be deemed a misdemeanor, and is punishable by a fine not exceeding $50, or by imprisonment in the county jail not exceeding one year, or by both such fine and imprisonment. (Compiled laws, sections 7678 and 7679.)

The law gives to district boards the power to prescribe and require uniformity of text-books, but no authority to purchase, at the expense of the district, text-books for all the children who may attend school, but only for such children as are too poor to buy for themselves.

MICHIGAN.

HON. W. C. WHITFORD, SUPPT. PUBLIC INSTRUCTION.

1. No alteration of a joint district can be properly made except in a meeting of the Supervisors of both towns.

2. A surplus of money raised for a certain purpose, say for building repairing, buying furniture, etc., that will be needed for such purpose the ensuing year, may, by vote of the district, be applied to some other lawful and needful purpose.

3. A district cannot, by tax, make up a sum of money lost by the Treasurer, or which he negligently failed to obtain from the Town Treasurer. It can release the Treasurer from no obligations or liabilities.

4. A district cannot pay the expenses of an appeal taken by one of the voters against an alteration of said district, unless he was directed by the district to take the appeal.

5. If pupils attend schools in two districts during the year, they should be reported only in their own district.
THE CHARGE OF GODLINESS AND SHIFTINESS AGAINST THE PUBLIC SCHOOLS.


A Lecture delivered in the Church of the Messiah, New York, Sunday evening, November 19, 1872.

The present system of free school education in the United States is the growth of the past twenty years. Horace Mann and his group of famous school-men sowed the seeds of "the new education," from the Atlantic to the Mississippi. The war of 1861 changed the school-room of the Middle States from a scene of bloodshed to a place of study; and, from the shattered school-room, the teachers and the children fled in panic to the land of the free, where they were met by teachers who had no schools to go to, and by children who had none to go to. Whether the system is just, whether the efforts are sufficient, and whether the results are good or bad, are questions which have been much discussed in educational journals and elsewhere. The present system is the result of political action, and the results are to be judged of by the statesmen and politicians of the country. The public school is an institution of the State, and the administration of it is in the hands of the State, and not of the Federal Government.

In the present discourse I am not defending our public schools against the attacks of those who praise them and those who blame them. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work. Our public schools are not to be defended against those who praise them, because they are good, and are doing a good work. Our public schools are not to be defended against those who blame them, because they are not good, and are doing a bad work.

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ues of civil life without which government is only a chronic war of classes and clans?

In the church? Why, the most numerous church in New York forbids its members to have dealings of any kind with them, excluding them from schools, churches, clubs of all kinds. They are in the mode of Antichrist, a class, or be a class, as a class, they cry down the Catholic as Antichrist. and clans?

The influence of the other. A people educated solely by the clergy would be Presbyterian and Congregational, orthodox, and the clergy of the public school. Indeed, so far from the public schools creating the defects and defects of which we complain, we have created them all by plunging into civil war, whose immediate and remote influence no man can estimate. The public schools, more any reason for being public than private, have saved our life, and sent them out into a turbulent society, in these troubled times, steadied for the fearful work that is to be cast on their shoulders at an early day, and that is being entrusted to them.

The children coming from the schools, as a rule, succeed out-of-doors in the same ratio as in the school-room. As a rule, the obedient, industrious, and excellent children in school become the same sort of young people, while the criminal class, the vagrant class, the trifling and worthless class, who are impervious to home, church, and school combined, go on in the same bad way. The whole influence of our American system of public education is in the line of honorable industry, and the ambition for honorable success is the mainspring of American institutions.

The outcome of moral training is best discovered in the general bearing and character, whether of a man, a family, or a school. Compare the recent arrivals from Europe, with those that have been kept in the streets, or trained in charitable or parochial schools, and.

Lack of education is one of their inferiorities. There is no labor more continuous and exacting, that calls for more insolent, all-commanding power, and subsides beneath it as the turbulent elements fall into the line at the approach of spring.

The children are scattered about the streets, and have aspirations above their station in life; turned out incompetent and shiftless for years. Ninety-five per cent of the children in the public schools is the best foundation for anything these children are to become. If an American citizen. In this way the
demand for a high school; of ambition and honor; of work of the hand; out of school.

It is true that a sharp boy makes
dishonesty, intemperance, and incompetency and servility are not good for the people from the head of the table, or from the oldest colleges, whose authorities insist on the right to be a sort of private police over the enterprises of the most eminent presidents of universities to put it down. A general habit of expenses,

The school, valuable as it is, is only one in half a dozen clamorous claimants to the forces of the people of Europe have always been,—always ready to burst out into religious wars, nation against nation, race against race, church against church.

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is the "road to hell," there is, briefly, this to be said: This republic does not buy itself in surveying lines for sectarian railroad. There is such a vast variety of these sectarian highways to heaven—all of which are, doubtless, excellent for those who use them; all of which, undoubtedly, do convey multiply visions. Christ is in this world—that religion, as a form of asceticism, is far better left to the charge of the people as individuals and churches. All these denunciations of the public schools by bishops, priests, and members of religious orders that said parties cannot capture the schools and use them as an attachment to their own religious or anti-religious sect. That is just the rock against which every great book-publishing house, every traveling teacher of education or physiology, every great "moral" story, like Barsony, appears—that the public schools are the only test of good American citizenship, not to push any specialty in the show business, the book business, or the business of making converts to special denominations of the Church of Christ. That the schools are a great bulwark against ecclesiastical bigotry, and do prevent the more intolerant of the sectarian clergy from shutting American children up in a nest of ecclesiastical pounds to wall and send each other to perdition, is one of their grandest achievements.

But if the growth of the children in all the virtues that make up the character, is the good citizen in a modern Christian state is a mighty power on the side of the true religion, which test the lips and hand in the name of the Master, then are our public schools eminently religious. And all of them, save in a few cities where they have been disturbed by the bitter rivalry of priests and seculars, do rest on a basis of acknowledged reverence, in all, save a few, the Bible still remains, not as the shibboleth of any "ism," not even Protestantism, but, like the dictionary, as a handbook of Christian morality, as the standard by which a secularized city, extracts from religious writings, beside the Bible, abound in their school books, religious hymns are sung, and the character and influence of the teachers is most carefully guarded. A good public school is religious in the same sense as a good legislature, a good postmaster or president. Its influence is on the side of that Christian morality which has become the corner-stone of Christendom. The faithful teachers and graduates of these schools bring this most effective means of the church of the sects. To assail them as anti-religious is as foolish and unjust as to assail their framework of our national, state, and municipal government because it does not further the interests of a special church. The one charge involves the other, and these loud-voiced denominators of the "godless public schools" will, in due time, be found demanding a reconstruction of our American system of government which will involve a backing down into the darkness and violence of the Middle Ages.

Finally, the efficiency of any family, institution, school, church, depends greatly on the character for intelligence and morality of the people who manage its affairs. I am willing to make greater allowance for the incompetency and the occasional immorality of the seventy-five thousand teachers in our American public schools. But with all just discount on this head, I ask with confidence, is there any other class of officials in the republic which, on the whole, is doing more work, in a better spirit, in a better service, in a better spirit, more commendable results? I know the public school-teachers of large districts of the country; and I would not consider my own profession at all disparaged by comparison with these. I trust the great majority of our public schools have done their best to the credit of the character of the child? They are the mothers who care for the children with more loving tenerness, and labor more disinterestedly for their instruction and improvement than they? These give the average salary low less than that of a nursery-maid in a Fifth-avenue palace; but think of the work the country expects of them. They shoulder the burden of juvenile ignorance, depravity, and poverty that crushes out thousands of mothers in the homes; but who succeed so well as they in molding the character of the child? They are almost the only officials who are never accused of peculation and the scandals that degrade our official life. The Superintendent of Public Institutions of the state of New York tells that the school department, at a private branch of the government of the Empire State, is free from the charge of corruption; and this is true, in eminent degree, of the majority of schools in all our cities and towns.

There are yet greater things to be done by our teachers to adjust themselves to the growing demands of the age, but no body of people is now so earnestly looking at it as the great to-do to do its duty. The clergy and people will do well to aid them in their laudable efforts to reform, and refrain from the injustice of these wholesale charges of incompetency and failure that are the chief staples of so much popular abuse.

The people who believe in the American system of government have a great battle to fight in defense of the American system of public schools. There are plenty of interested enemies who confidently predict its downfall at no distant day, and to whom it is not given to do its duty. The clergy and people will do well to aid them in their laudable efforts to reform, and refrain from the injustice of these wholesale charges of incompetency and failure that are the chief staples of so much popular abuse.

A correspondent of the Central School Journal, La., writes vigorously against the pernicious habit of "Professing almost every one entitled to a second grade certificate."