The Educational Weekly.

The Educational Weekly.
The Union of Seven Leading Educational Monthly in the Western States.
S. F. Winchell, Jeremiah Mahony, Editors.

Editorial.

It is a grave mistake for any one to suppose that in our profession women are elected by the lowering of the men. In this regard, as in all others, the interests of both sexes are identical. Where men rank high in the matter of salaries, women will rank high also, and though in most cases the work, and in some cases the ability, of the men may not be in the ratio of the higher salaries paid them compared with those of the women in the same system, yet the distinction be made is for the interest of the schools, and of the great majority of the women teachers in them.

It is a great mistake in a school inspector to think he can make fame or fortune by putting himself in opposition to the teachers of his district or system, even though he gain notoriety in the newspapers by having himself interviewed periodically, and loaning money to the reporters. Few besides teachers and their immediate friends read the reports of school-board wranglings, hence the genuflexions of a contumacious member are lost to the general public and treasured only in the memories of the teachers whose interests the acts of a sore-head board member directly affect. In a large system the momentum of pedagogical public opinion is considerable, when directed toward one objective point. The school ma'ams have not a vote, but they have votes. When an obnoxious school inspector sets him

self up for an honorable or lucrative office, he is gently overwhelmed with defeat, and the beauty of it is that he never knew what killed him. Better fight an army of men than one of women. For all practical purposes, it is just as well to be crushed beneath a falling mine as smothered in a snow-storm.

LEGISLATION AGAINST COMMON SENSE.

The New York Legislature is also “going it blind” in regard to “state text-books.” A most absurd bill has passed the Senate of that state with only three negative votes. It directs the Comptroller, Treasurer, and Superintendent of Public Instruction to make a contract, after advertisement, with the bidder who shall offer to sell for fifteen years to all persons in the state at the lowest prices the following school books, the prices not to exceed those mentioned:

Speller, not to exceed fifteen cents; first reader, not to exceed ten cents; second reader, not to exceed twenty cents; third reader, not to exceed thirty cents; fourth reader, not to exceed forty cents; first grammar, not to exceed twenty-five cents; practical grammar, not to exceed fifty cents; first arithmetic, not to exceed twelve cents; second arithmetic, not to exceed twenty-five cents; third arithmetic, not to exceed fifty cents; first geography, not to exceed fifty cents; second geography, not to exceed eighty cents; book of history, not to exceed $1.50.

Certain standards as to size and quality are mentioned, and the contractor is to give a bond in $25,000. The matter of the new books is to be determined by the Superintendent of Public Instruction, and they are to be subject to revision by the Superintendent not oftener than once in five years. When the books are ready for distribution the trustees of all school districts and the boards of education of all union free schools in the state are required to substitute the new books for those in use, under penalty of removal from office. The inhabitants of any school district may vote a tax sufficient to supply their schools with books. The act is not to be obligatory upon boards of education acting under special charters.

The aim seems to be to get cheap books—and keep them. Books are like other commodities. There will always be cheap books and expensive books, and the price will usually be determined by the intrinsic value of the books themselves, and their capacity for supplying the popular demand. When the price is set beforehand, and books are made to suit the price, of course the books and their prices will correspond. If cheap books are wanted, cheap books can be had, just as cheap teachers can always be found for such school boards as want cheap schools. But as long as the element of competition is excluded, at least beyond a certain limit, as in the proposed New York plan, the real merit of a book cannot reach a very high mark. School-books, like other books, consist of two parts—the body and the soul. Brains as well as straw are required to make a good book, and the price of brains can hardly be regulated by a state legislature. A legislature may say it will have nothing to do with high-priced brains (we fear this is the case in New York), and it may content itself with the cheap brain-work of half-educated aspirants for authorship; and then it may buy cheap material and go to a cheap printer and binder (or farm out the job) and get what will pass at first for a school-book; but we predict that if this New York bill becomes a law, there will be a pitiable wall heard in that land ere the expiration of the first five years (the time proposed for the books to be used without change) for the State Superintend-
ent to be permitted to "revise," if not remake the first batch of books turned out from the legislative book-factory. As school-books are now published, there is the sharpest kind of rivalry between different wealthy publishing houses to produce the best as well as the cheapest books. Let the state monopolize this business of school-book making, and the value of the books furnished will at once begin to depreciate, and the ultimate result will be a bonanza for the regular publishers. The great expense entailed by the first introduction of the new books will scarcely be past before the law will have to be modified to permit a sensible superintendent to secure even tolerably good books for the people. Any attempt to cut off or kill the legitimate trade of a country must utterly fail, and the course proposed by this remarkable New York Senate is in the face of all experience, philosophy, and common sense. You can no more make a people buy and use school-books which have been manufactured to conform to a cheap standard, contrary to their wish to buy and use better though more costly books, than you can compel them all to wear cow-hide boots and linsey woolsey gowns because these are cheaper than calf-skin and broadcloth, and you can't see the need of the better material.

A SIGNIFICANT AND IMPORTANT MOVEMENT.

It is a fact well known that the average school life of the great mass of the American people is very limited. According to the best calculations it does not, probably, exceed six years. Indeed, this is a high estimate when the length of the school year in the rural districts is taken into the account. Rarely does the annual school period exceed six or seven months, and frequently not more than four or five. The result is that vast numbers of children enjoy such advantages as indifferently conducted schools can confer, not more than thirty or forty months all told. Considering the incompetence and lack of specific preparation on the part of the majority of teachers, great numbers of our children, it must be confessed, emerge into active life with a most stilted and inadequate preparation indeed. Even the merest elements of knowledge are but imperfectly mastered, while the discipline acquired is so slight that there is but small prospect that the school work will be supplemented by that systematic and profitable pursuit of knowledge for which the school life should be a prelude and a preparation. Without encouragement, assistance, and the application of efficient incentives, therefore, there is little hope that in a vast majority of cases there will be any intelligent and methodical plan of life study. Conceding that there may be, and are, thousands who would be glad to go forward in the great work of intellectual and moral culture, there is yet the almost insuperable obstacle of a want of knowledge as to the best way, the order of studies, and the best methods of utilizing the time and the strength requisite to produce appreciable results. Our schools do comparatively little in the way of teaching their pupils how to study, what and when to study. Then, again, there are, outside of the schools, none of those special incentives to pursue a systematic course that a well-regulated school offers. It is true that there are numerous individual instances in active life, in which reading and study are carried forward on a systematic plan, but these instances are exceptional when we consider the masses who ought to be engaged persistently in the primal duty of utilizing their mental and moral forces in a careful survey of the great realms of knowledge.

The most casual observer of the wants of a free people, and of the signs of the times, must feel that we have need of a new agency in the work of national universal education. The work of the schools must be supplemented. We urgently want an organization of education outside of the schools, continuing and even improving upon their work, offering the best incentives, and providing the most simple and direct means, at the lowest possible cost, for a systematic pursuit of the higher order of studies. Such an organization must be simple, direct, and effective. It must seek to draw together all who are animated by the laudable desire for self-culture. It must lay out the work, provide a series of condensed text-books, in which the outlines of subjects are presented, with such hints and helps to profitable study as the world outside of the schools so much needs. This organization must embrace the best features of the schools with little of their rigidity, and a perfect adaptation to the circumstances of the classes to be reached and benefited.

Such an organization, we note as one of the most hopeful signs of the times, has already been effected and has, in the first year of its existence, achieved remarkable results. We refer to the Chautauqua Literary and Scientific Circle, organized last year under the leadership of the Rev. Dr. J. H. Vincent. This Circle already numbers about eight thousand members in all parts of the country, who are engaged upon a course of four years, who are pursuing their studies systematically and daily, and who are reporting progress monthly to a Central Bureau. A perfect system of correspondence, by letter, circular, etc., is carried on between these members and the Central Bureau. Several text-books prepared especially for the use of the Circle have been issued and are sold to members and others at the low price of ten to fifteen cents each. Some of these books embody features which most of our school text-books might profitably imitate. They contain the matter boiled down to the utmost limit of reasonable concentration. They present outlines rather than exhaustive treatises, test questions, models of abstracts, and brief essays, all calculated thoroughly to ground the student in essentials, instead of drown him in a mass of details. Lists of collateral works for reference are presented, with the names of the publishers, the prices, etc. In connection with the studies, test examination questions are regularly issued by means of which the work of these eight thousand persons is proved up and posted for reference. At the end of the Course a diploma is to be granted to all who satisfactorily complete it. It is proposed to form a new class each year, and at the end of four years a still higher course is to be organized for each class, so that all who desire it can pursue a consecutive series of studies for at least eight years. All the details of the scheme have been arranged with remarkable skill and good judgment. To defray the expenses of the organization for correspondence, circulars, examination papers, etc., each member pays fifty cents annually. Local Circles, auxiliary to the general Circle, are established, and hold regular meetings for mutual aid, discussions, etc. The general Circle will hold annual conventions at Chautauqua Lake, where meetings by sections for conversation and suggestion will occur, thus affording a profitable intellectual entertainment in connection with the rational recreations of a most delightful summer resort.

We have given but a meagre outline of what we consider a grand conception in process of practical realization and full of the highest possibilities. Its progress will be watched with the deepest interest by all who indulge the dream of yet beholding a great and free people organized and united for the sublime work of self-education! These local Circles, once established in the
towns and cities of the land, would become by far the most effective antidotes to the demoralizing agencies of society, such as saloons, exceptional kinds of amusement, etc., ever yet devised. They organize and utilize the intellectual and moral forces of the community, holding them to their work by the most powerful incentives. The calculation is that forty minutes per day devoted to systematic work upon the course presented will enable the average student to accomplish it within four years. The plan is thus adapted to make study habitual, and to direct it into the most healthful and profitable channels. This scheme should arrest the attention of the educators of the country. The query arises whether under our National Bureau of Education it might not be practicable thus to organize, aid, and direct the whole intellectual and moral force of the country that has passed beyond the direct influence of the schools. The question is certainly worthy of thoughtful consideration. Such an organization would become a National University indeed, all the more potent because sustained by the voluntary power of a people thirsting for knowledge.

REVIEWS.


Such is the somewhat necessarily extensive title of a small-sized octavo of vii+438 pages. The book is quite unique in its way, though admittedly suggested by a similar work issued by M. Buisson after the Exposition at Philadelphia. The compilers claim for the work only a comparative display of the methods followed and the results obtained, in the schools of different countries. With this object in view they claim to have purposely refrained from selecting productions exceptionally good, but rather to have taken such as indicate most accurately the daily life of the school. A careful perusal of the work will surely accomplish one object aimed at in its preparation, viz.: that the reader form some idea of the advantages and disadvantages incident to the various methods of primary instruction now employed in different countries. As the work is intended for French readers, the necessity of translating many of the school exercises into French has led to a very serious difficulty in comparing the results of school work, but notwithstanding this glaring defect, there is no question but that the book will be very useful to the thoughtful student in modes of instruction.

Japan is represented by three school compositions, three geometrical and one algebraic demonstration. The first two compositions were translated from Japanese into French by M. Kouki-Rivichi, chief secretary of the Minister of Public Instruction. The first production is by a boy fourteen years old; subject: "It is perseverance which makes great men." Done into English it would be recognized as having emanated from an average American schoolboy, although the proverb he quotes,— "A dog that barks does more good than a lion that sleeps!"—in its Norman dress hardly ranks with the terser Saxon that Young America might be familiar with, "A living dog is better than a dead lion." The second production is entitled, "The maples at the end of Autumn." The author is a young lady of fourteen years, member of the Normal School at Tokio. This is more poetic, sentimental, gushing may be. Metaphors abound, and we notice that girlish nature in Japan is not essentially different from girlish nature in America. For instance: "Soon the sound of distant bells announces the close of the day; the sun seems to bid us adieu as he disappears below the horizon; whilst in the opposite quarter, the moon, mother of beauty, receives us with a smile, and through the opening vista of the wood bathes us in her sweet light."

The other production is written by a pupil of the school of foreign languages at Tokio. It is written in French by a young man seventeen years old, and is a very creditable school exercise. The compilers of the book criticise the production in only one place, where the young man seems to have used the wrong verb.

The mathematical work is translated from the Japanese and is by a boy of thirteen years. It is chiefly such work as would be required in the second year of the course in the Chicago High School, when the pupil is usually at least sixteen. Japan, go up!

There follow exercises in both primary and secondary instruction culled from the manuscripts written in Portugal, Spain, Hungary, Luxembourg, Italy, Switzerland, Belgium, Canada, and the United States. The material from the Swiss and Belgian schools occupies nearly two thirds of the entire work, Belgium alone being allowed 165 pages of the book. The exercises selected are of almost every conceivable nature. Arithmetic figures extensively.

Then we have Language lessons of every description; letters, bills, orders, advertisements, poetic effusions (impromptu?) certificates of character, translations from various languages, etc. Further, we find exercises in transposing music; grammatical analysis; pedagogical theses from normal students; exercises etymological, orthographical, orthoepical; geography, map-drawing, history, dictation exercises, zoology, chemistry, etc., etc.

The United States are represented by material sent from Washington and Cincinnati, also by some material from the state of Wisconsin, and from the colored Normal School at Hampton, Virginia.

The irrepressible typo or proof-reader succeeds in transforming River Falls, Wis., into Fall Rivers and one cannot help remembering Johnny Crapaud's traditional translation of Milton's "Hall! Horrors!" by "Comment vous portez-vous, les horreurs!" when he notes that Johnny's lineal descendant, not to be outdone, translates "Cheap John," of 946 Pa. ave., Washington, D. C., as Jean Gagne-Petit.

On the whole the work is entertaining and instructive, and merits much more than this hastily written notice. The thing which most especially attracts the attention of the American reader is the prominence given to the study of language. This is the work to which in the continental schools everything else is apparently made subordinate. Why is not the new departure for American schools here suggested? Of what avail all the matterings in the ologies now provided in our high schools and academies; yes, and in our colleges and universities, if unaccompanied by a knowledge of the vernacular of the country? Let us, at least in the high school, provide liberally for the study of English.

FACETIE.

—When did the alphabet get into a row? When A bet, B hit, D cried, N raged, Q bit, and X pounded.—Turner Falls Reporter.

—A member of the rhetorical class in a certain college had just finished his declamation, when the professor said: "Mr. —, do you suppose a general would address his soldiers in the manner in which you spoke that piece?"

"Yes, sir, I do," was the reply, "if he was half scared to death."—Boston Globe.
The Boat Is Launched, but Where's the Shore?
(Graduating Song of the Class of '89, East Saginaw High School.)
Miss Sarah Swanson.
Ann Arbor.

W. L. SMITH.

1. To-night we part, our work is o'er, We've built our bark with indomitable care; The strongest oar has wound its way about the shore, To row us o'er the calm quiet waves of death.

2. To-night we part, our work is o'er, We've built our bark with indomitable care; The strongest oar has wound its way about the shore, To row us o'er the calm quiet waves of death.

3. The commonwealth has gathered round its stormy shore, With wings of hope and courage, it is bound to rise to fame. The commonwealth has gathered round its stormy shore, With wings of hope and courage, it is bound to rise to fame.

And as we sell, our pray'r shall be, That Heaven may ever be our guide. A pure mind, a true heart, are to us strength to carry that one soul. Thus may our frag-atile bark be tossed, Our auld ones love and faith in God.

When each of us has found his station, We'll launch our bark, and row the tide of life. When each of us has found his station, We'll launch our bark, and row the tide of life.

Be fore us spreads life's pen, sea, With broken waves and storms unseen. The storms that come are due to the race of man, And life's a sea of storms and rough waves.

And as we sell, our pray'r shall be, That Heaven may ever be our guide. A pure mind, a true heart, are to us strength to carry that one soul. Thus may our frag-atile bark be tossed, Our auld ones love and faith in God.

Copies of the above song have been asked for by subscribers, and we re-publish it by request. Slips may be obtained post paid at one cent each, by addressing the publishers of the WEEKLY. We have also a few copies left of "Farewell Classmates" which will be sent at the same rate.

THE HIGHER SCHOOLS.

THE movement made in Illinois, and attempted in other states, thus far without success, to abolish the normal schools, and the higher schools, and to pare down all appropriations for teachers, apparatus, and buildings, is one which the more thoughtful and far-seeing cannot afford to ignore. Gov. Robinson is a thoroughly honest man; but in proposing to cut down appropriations for the higher schools and in his opposition to school buildings, on account of taxation, he is proposing to save at the spigot and lose at the hole. There may have been squandering and waste in some instances, but the commonwealth owes to the common people the erection of school houses that shall be the pride of every district in which they are built, and in which there is an abiding and lasting influence on the minds of the generation whom they serve. Therefore, liberality in money and all architectural work done by the state for the community should be encouraged. The state ought to set a noble example of the highest form of taste and not spare money.

The matter of buildings is, however, least important; far more important is the matter of teachers' salaries; and more important of all is the matter of the schools themselves. We cannot afford to dispense with the higher schools and reduce state education to a mere teaching of a. b. c.

In all forms of civic development it is the class above that is the stimulus to the class that is just below it. An observatory is built at Harvard or Cincinnati. It will seem as though it were for the benefit only of a few; but it is not. It will have a powerful influence in the first place on schoolmasters and all men who love arithmetic and mathematics. In the next place, they being stimulated, that influence will be brought to bear on mechanics and merchants, in fact, on everyone, and these will distribute it all the way down through society. All education is pervasive. The introduction of a bank or a railroad into a town is better than the erection of half-a-dozen sectarian churches. By their requirements they are continually enforcing on men lessons of importance in daily life. A man loses a train if he does not go to the station in time—it teaches him punctuality, and it teaches him method, in order to be punctual. The bank shuts at three o'clock; if one does not pay promptly the interest will be dishonored—so it teaches promptitude in pecuniary matters. These two things in themselves, a railroad and a bank, alter the whole of society in which they become educators.

High schools, in a similar manner, affect the next grade below them. They in time affect the next grade below them by imparting to them a power and vitality that they otherwise would not possess. So each grade, rips in the atmosphere of the grade above. We cannot make our common schools too good. There is nothing too good for the common people. They ought to be so good that no higher school should be able to flourish within a day's journey of one. They ought to be so good, no matter how rich a man may be, that he cannot afford to send his son to a private school.—Christian Union.

AGES OF SOME NOTE AUTHERS.

The following table gives a list of sixty well-known living authors. The figures may not be accurately correct in every case, but they are substantially so:

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<thead>
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<th>Author</th>
<th>Age</th>
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<td>Jacob Abbott</td>
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<td>Berthold Auerbach</td>
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<td>Robert Browning</td>
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<td>R. H. Dana</td>
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<td>Carlyle</td>
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<td>G. W. Curtis</td>
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<td>R. H. Dana</td>
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<td>Darwin</td>
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<td>Emerson</td>
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<td>W. E. Gladstone</td>
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<td>A. Gray</td>
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<td>Bret Harte</td>
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<td>J. G. Holland</td>
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<td>Dr. Holmes</td>
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<td>Julia Ward Howe</td>
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<td>Thomas Hughes</td>
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<td>Victor Hugo</td>
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<td>G. H. Lewes</td>
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<td>T. H. Huxley</td>
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<td>George Eliot</td>
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<td>Longfellow</td>
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THE NEED OF NORMAL SCHOOLS.

It is agreed that the state should provide for every child a good education in the branches prescribed by the school law. So much, at least, the state must do for its own prosperity and perpetuity. This being granted, it follows that the education must be intelligently and economically given. The state should not, by its own fault, allow the children to pass out from its schools without having had the simple instruction given at school. When it is said that the state must see that good teachers are provided. It may be said that the supply of teachers can come from schools of higher grade already established. The experience of the nations in both the Old World and the New is opposed to this. In the most intelligent countries of Europe it is a part of their system not only to provide normal schools, but to allow no one to enter the public schools as a teacher until he has taken his special course in one of them. Within forty years the progressive people in
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this country have demanded better instruction for their children, and special schools for teachers have been established. School officers in the best schools very rarely employ teachers who have not, by a special preparation or previous experience, shown a fitness to teach. If they have had special study, it has been taken in a normal school; if they have had previous experience, it has been gained at the expense of some other school, generally a school in a country district.

This action of the people is a recognition of the value of the work of education. It is surely as responsible a task to develop the mind, to suppress its vicious tendencies, to strengthen the good, to train up from the boy or girl the useful citizen and noble man or woman, as is any other calling. There are few positions that require better knowledge or greater versatility of talent and variety of resource than that of the teacher. Yet it seems to be taken for granted that the same preparation which is necessary for the common duties of life is sufficient for this also. No one would say that because a young man is a graduate of a good common school or even a high school, he is prepared to prescribe for a sick child or conduct a case in court. There are many more occupations of life in which he would not be employed without having served an apprenticeship.

The common schools are established for instruction in those things which an intelligent people should know. They are not intended to educate for medicine, law, or any other special calling. They assist their pupils to much which the teacher needs, just as they help the future minister or farmer; but there are many very important things which they all must know if they would be successful, which these schools cannot supply.—From Prof. S. H. White’s last Annual Report.

ROUGH ON THE BOSTON SCHOOLS.

The public schools of Boston are carried on without regard to expense, and are pointed out as models to all the rest of the Union. A closer investigation, however, fails to sustain this reputation. According to the Boston Advertiser, a law firm of that city, wanting an office-boy not less than 14 years old, opened a chance for competition among the boys in school of the proper ages. Out of 40 competitors, they reported as follows: All wrote poorly. All mis-spelt many common words of two syllables, and the proper use of capitals was unknown to them. None could tell what was the capital of the state of New York. The brightest one was examined further, and none could reckon interest from $100 at a given per cent. But few of them could multiply correctly 75 by 75. In subtraction and division they were equally imperfect, and in fractions one and all totally failed. These were all bright boys of their age, and more than average representatives of their classes.

CORRESPONDENCE.

FREE HIGH SCHOOL IN MAINE.

To the Editors of the Weekly:

Yes, “Maine has a prohibitory law, and now the free high school is abolished in that state.” Maine has a prohibitory law that is effectual, only requiring a little more effort on the part of the people to handle the demon rum. It has abolished free high schools as regards state support, and ought to unless a little more effort on the part of the cities and large villages; but it did take a step ahead when it abolished its free high school law.

Some of the districts that have raised money for free high schools have done so to get back their part of the tax.; while many of those men were struggling along with two or three years’ heavy town tax unpaid, and no way to pay it, so their land has been sold for taxes. Is that free high school?

I am decidedly in favor of free high schools, supported by the people in proportion to their wealth and free to rich and poor alike, for then the poor man can live; but if they are to be supported by the state in part or wholly every pupil should have free access to them.

Our legislators have spent many years quarreling over useless matter, and have done very little for the good of the schools for the past few years; but praise be to the one that abolished a law so unequal in its aid to the people. Maine deserves to be criticized for the slackness and tardiness of its public school work, which is due to the many incompetent persons trusted with the care of its work, and must exist the same until a better system is brought about. I sincerely hope the legislators of Maine will soon leave off so much squabbling about technicalities of the existing law; and open a better field for the education of its people, thereby placing this important work in the hands of those who are competent to carry it into action; but let no one say they acted wrong when they abolished the free high school law.

C. H. T. ATWOOD,  
Chairman of Supt. School Com.

EMB cred, Mr., April 24, 1879.

ETYMOLOGY IN THE SCHOOLS:

To the Editors of the Weekly:

I share to some extent the delicate criticism, in your issue of the 24th, (if I mistake not its import) upon the “Noter” to the Chicago Teachers, concerning the “Study of Words.” The extent and value of the information to be derived from tracing the etymology of words cannot be overestimated. The learned Canon Farrar says, that “the study of words initiates us into the profoundest mysteries of the human understanding. It is the foundation of all metaphysics.” Still it is a study fraught with danger to the novice, from the many chance resemblances in the forms of words, and the deceptive analogies which will often fail to be recognized. I was present, a few months since, at a lecture given by an educational tramp, to a class of teachers, upon the subject of etymology, who “planted the root bar” and sprouted from it a great variety of words, among the rest the word barn, reasoning that bar meant a protection, and a barn was a protection for grain! If he had had no other authority, he might have consulted Webster and learned that “bar” is derived from the Anglo Saxon sære-ærm, a barley-house, while barn is from the Old English barn, the branch of a tree. So in the “Notes,” the etymology of “butterfly,” while it has the sanction of Brande as quoted by Worcester, seems to me inferior to the more characteristic derivation from “flutter,” which has laterly been accepted.

I do not write this note however for the purpose of criticism, but to suggest that, for both teachers and pupils in all our public schools, a wide and profitable field is open, in tracing and fixing the etymology of the Names of Places, especially those of our own county. Many of them are of aboriginal origin, and their significance will become less easy of determination year by year. Such names as Michigan, Erie, Ontario, Niagara, Illinois, Chicago, etc., are all significant, while the names Montreal, Detroit, St. Louis, etc., which the Jesuit Fathers left us, and the names Boston, New York, Philadelphia, Baltimore, New Orleans, have a historical significance which is interesting and instructive. I should be glad to see in your Journal a column devoted to the etymology of the “Names of Places.”

S.

We trust our esteemed correspondent will furnish other notes similar to the above. The subject is one of great interest to students.—E.D.
Practical Department.

PRIMARY WRITING.

By PRISM.

It is necessary first to classify the pupils according to their ability to handle a pencil. Some will help themselves, will listen to your words and obey directions without being watched; others must be lifted over and piloted through difficulties all the way. This distinction shows itself very early in little children and we might as well take advantage of it, letting the independent ones work for themselves, and using the time gained with the less able ones.

**Holding the Pencil.** The only rule I ever made about holding the pencil was that it must be held by the thumb and second finger with the fore-finger resting lightly on the pencil. As they become accustomed to handling it, the pencil will become adjusted to their hand. It is useless to demand that every two shall hold it alike. No two have hands or dispositions alike, and both must have much to do with the manner in which tools are handled.

**Position.** Have the children turn the right side to the desk so that the right arm may have a support to the elbow; the upper edge of the slate parallel with the side of the desk.

**To Begin.** On the blackboard write the word slowly, describing the direction of each line, the pupils making similar lines on their slates. I would say here that *boy* or *box* will be the most successful words to begin with. They are short, have a familiar meaning, and have, when written, a distinctly easily recognized form. The letters are not alike, the tall *t*, the round *o*, and the crossed *x* are attractive forms.

Have them follow you in this way a number of times, erasing each copy as they begin the next, or they will copy their first efforts instead of your hand. After a few trials you will find quite a number who follow you readily; these will soon learn the word and practice it while you give your attention to the backward ones. Seat these as near the board as you can, so that you may watch them carefully; now begin the word again very slowly, seeing who follows you, who, and why. When you make the up-stroke of the *b*, they may make a down stroke; when you turn to the left at the top of the *a*, they may turn to the right. This is a common error even with larger children. All this will take much watching, care, and patience, but with care little children improve so rapidly and visibly that every word, every stroke, is rewarded immediately. My object in taking the whole word first, is to sift the room and separate those who can take the word as a whole from those who cannot.

Never, under any circumstances, yield to the temptation to hold the pupil's hand to guide it. That practice destroys his reliance on his own muscles. And whatever tends to weaken self-reliance,—physical, mental, or moral—is pernicious. A much better method in special work is to make a dot on the slate, showing the pupil where to start from, then hold your pencil on the point to where he must move his. When he has reached that point move yours to the next point, and so on, indicating ahead through the whole word. Another method is to write the word faintly, and let the pupil trace it. Care must be taken that the child follows the right direction of the lines as well as deepening them.

After the children can follow you more readily, you may rule the slates, taking pains to have the lines true. I have always worked successfully with sets of four lines, leaving a space between the sets equal to the length of a *y*. Then drawing four lines upon the board, proceed as at first, using the lines and writing the same words you have been working with. As before, you will find some who will readily see what you wish them to do, while others will need special drilling.

No writing lesson should exceed fifteen minutes, and four short lessons are better than one long one.

As the children in the First Grade work so much with slate and pencil, I always found it pay to have a great many general exercises. Every thing the little ones do should be under supervision, although it is just as well they are not conscious of it. They should be allowed to do without present direction only those things they have *learned* to do. I worked with a school of sixty pupils three months in reading, writing, and numbers without dividing them into the ordinary four classes, and with the best results. This plan could not be used by all teachers, as we can not all work alike, but I found it saved in not having so many errors to correct, so many habits to alter, so much to unlearn, which last is a greater part of the teacher's work than is generally realized.

**QUERY.**

I understand there are four verbs in the English language ending in *eed*. Exceed, succeed, and proceed are three of them; will any one tell me the fourth?

**THE LITERARY PUZZLE.**

Is this right:

"With lily pads the crows are tangling,
With eager hands the blossoms angling,
Each shouts, "Away dull cure, begone."
And Echo answers "gone.""

Next to that of assembling children too early, the practice of keeping them after school is the most pernicious. It has a bad influence on the character of both pupils and teachers, inasmuch as it fosters indisposition and inability to do the day's work in the proper and allotted time. Children habitually detained actually cannot at last do their work in the regular hours of school, and teachers who indulge themselves in the habit of dilly-dallying, instead of concentrating their efforts, accelerating their movements, and improving their methods, exhibit in the end results as inferior in quality as their work is spun out and attenuated. We have known a few good teachers who kept scholars after school, but we never knew a bad one that didn't.

With earnestness of heart and sincerity of purpose we advise teachers not to resort to the following subterfuges for corporal punishment. If children are to be punished let it be done in a regular manly or womanly way. The following are the objectionable methods:

1. Tying a soiled towel over the mouths of children;
2. Using a wooden gag;
3. Stopping whispering with sticking-plaster;
4. Making one child chew all the gum confiscated from all the children during the week;
5. Lighting a match under a child's nose that he may have a foretaste of the hereafter.

No school-room should be without a program. Nor is a paper program sufficient. It should be written or printed on the blackboard in a conspicuous place for the benefit of the pupils, of visitors, of the regular teacher, and especially of the substitute in city schools when it is necessary to call one in.
Young teachers should be kept primed in the hints of superintendents and other experienced educators. Though these hints appear stale and common-place to the older hands, they are a source of strength and inspiration to the new ones. In our early experience no one thing helped us so much as Mr. Pickard's farewell to the teachers of Wisconsin, under the title, "Avoid Extremes." But to be of value such hints should be practical and the methods suggested by them practicable. We doubt the availability of the suggestion to pupils to avoid "idle vacuity of thought."

Nothing is more demoralizing than the habit indulged in some districts of children's assembling on the school premises at an unseasonably early hour. Compared with the evils arising out of this practice, tardiness is a positive boon. The administration that tolerates such assembling is a weak and negligent one. Except in sparsely settled neighborhoods, children who reach the school-house earlier than ten minutes before school time should be sent home and told to go to bed.

SOME PECULIARITIES OF ROOTS AND POWERS AND SHORT METHODS OF SQUARING NUMBERS.

J. F. LANNING, NEW LONDON, OHIO.

1. The squares of all numbers will have as many terminal figures alike as there are like terminal figures in the roots. Thus 16, 36, and 186 will have one terminal figure the same in their squares. 227, 827, and 927 will have two terminal figures in their squares the same, and so on.

2. The squares of any two numbers will have as many terminal figures alike as there are ciphers at the right of the numbers when added or subtracted, or places consisting of a 5 followed by ciphers; thus, when the sum or difference of the roots has one cipher at the right, as 16 and 14, or 127 and 143, the squares will have one terminal figure the same. When the sum or difference has 00 or 50 at the right, as 132 and 112, 181 and 171, 176 and 324, they will have two the same. When 000 or 000, three the same, and so on.

3. The squares of any series of numbers whose common difference is 10, as 1, 11, 21, or 2, 12, 22, etc., will have for a second figure the second figure of the square of the preceding term, plus twice the last figure of the root. Thus the squares of 11 and 21 have for a second figure 2 and 4; of 31, 41, and 51, have 8, 4, and 0.

4. The squares of any series of numbers whose common difference is 100, will have their third figure increased in like manner. Those having a common difference of 1000, the fourth figure, and so on ad infinitum.

5. The difference of the squares of any two consecutive numbers is equal to the sum of the numbers.

6. The difference of the squares of any two numbers is equal to the product of their sum and difference.

7. Any number plus its square is an even number.

8. Any number minus 1 is divisible by 8.

9. Any odd square minus 1 is divisible by 8.

10. If a perfect square be divided by 5 the remainder will be 0, 1, or 4.

11. If any perfect power is divisible by a prime number its root will be divisible by the same number.

12. The square of any number is equal to the product of any two numbers of which it is the mean plus the square of the common difference; thus 36

\[ 36^2 = 4^2 \times 9^2 = 16 \times 81 = 1296. \]

HOW TO SQUARE SMALL NUMBERS READILY.

The last principle expressed algebraically, representing the extremes by \( a \) and \( \delta \) and the common difference by \( \alpha \), would be \( a^2 = a^2 + 2a \alpha + \alpha^2 \).

Now when we wish to square any number we make one term of our series a convenient multiplier, as 10, or 100, and perform the operation very readily. Thus to square 94, make the terms 88 and 100, and we have 8800 + 1600 = 8836.

When 100 is chosen we only need to prefix to the tens and units of \( \delta \) the other term, adding in the hundreds of \( \delta^2 \) should there be any; thus, 122 = 44, the tens and units of 127, with 124, the other term plus 1, prefixed, 12544.

We may also choose for one extreme some number which by being multiplied or divided will produce a convenient multiplier; thus to square 47, take 50 \times 41 + 3^2 = 47^2.

Multiplying 50 by 2 and dividing 44 by 2 we have 47 = 100 \times 2 + 2 + 3 = 200. Hence we may make one extreme 50 and annex to \( \delta^2 \) as before one half of the other extreme. We may also make one extreme 25 and annex to \( \delta^2 \) one-fourth of the other extreme, and so on in many ways, and may also use 500 or 1,000, etc., for extremes, when the number to be squared approaches those numbers. In squaring numbers like 193 we may take 200 and 186 for extremes, then performing the reverse operation on each make them 100 and 374, prefixing to \( \delta^2 \) twice the other extreme.

In most cases where the number is less than 100 we may make one extreme 50 and perform the operation very readily as follows:

From our formula \( a^2 = a^2 + 2a \alpha + \alpha^2 \), if we take 50 for the greater extreme \( a \), \( \alpha \) will be \( n - 50 \) and hence we will have for our formula by substitution

\[ a^2 = 50^2 - 50(n - 50) + (n - 50)^2 \]

Therefore, to square any such number we only need to annex to \( \delta^2 \) the number less 25; thus, 442 = 36 with 44 - 25 = 19 annexed, 1936; and 662 = 16 with 66 - 25 = 41 annexed.

It will be observed that when one extreme is even the other will be even also, and we may annex one-half of twice the number minus 25 instead of the number less 25. Numbers greater than 100 may be squared by annexing to the three terminal figures of \( \delta^2 \), \( n - 250 \); thus 4882 = 128 with 488 - 250 annexed, 286,144.

The same method may be adapted to many other cases, which for lack of space we cannot here develop.

A CORRECTION AND TWO PROBLEMS.

To the Editors of the Week.

In printing the answer to X Y Z's Problem two mistakes were made, viz.:

1. In the first form of the general formula, the first term of the denominator has no numerator expressed where it requires a numerator of 1, and the a in the denominator of next to the last form of the general formula is "t. Please correct, retype, and oblige.

Here is a pretty little problem for beginners in algebra which came to my mind a short time since.

Prove that, in general, a mean proportional between any two positive numbers is less than their average, or half sum.


P. S.—Problem 2.—Prove that the maximum product which can be formed by dividing any number \( x \) into two parts and multiplying them together is the square of half the given number.

A. E. H.

ONLY THINK OF IT!

To the Editors of the Week:

What do you think of the modern syntax that forbids the use of the part-past participle with "being"? We are told that we must not say "the house is being built;" the proper phrase is, "the house is building." Take this sentence from Dr. Taylor Lewis' Essay in the Princeton Review for March, speaking of the "divine right of kings," he says: "It is fast being rooted up." Suppose we reform it thus: "It is fast rooting up!" How do you like that? Picture to yourself "the divine right of kings," engaged in "rooting up!" Rooting up what? I pause for a reply?

C. W. L.

THE INFINITIVE IS INFINITE.

To the Editors of the Week:

Will you, or the person who gave the "seventeen constructions of the infinitive" in No. 104, please state the reasons of the use of "to play" both as a nominative and an adjective in the sentence, "A desire to play is natural." Also oblige us and the many readers of this valuable paper, by analyzing and parsing "to read," in the sentence, "I bought a book for John to read," and also "to appear" in the sentence, "A desire to seem appear well is natural." In doing this you will favor, J. T. L.

—Here is a good sentence to test a pupil's knowledge of punctuation, and also show the necessity of learning how to punctuate and arrange a sentence properly. A recent advertisement contains the following: "If the gentleman who keeps the shoe store with a red head will return the umbrella of a young lady with whalebone ribs and an iron handle to the slate-roofed grocer's shop, he will hear of something to his advantage, as the same is a gift of a deceased mother now no more with the name engraved upon it."
Educational Intelligence.

EDITORS.

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


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

Minnesota—O. V. Towsley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.


Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, MAY 8, 1879.

THE STATES.

Wisconsin.—Kenosha county has no free high school and the Telegraph puts in a strong plea for the establishment of one in each town, because so many of the boys and girls are going away from home to school and so many more are kept at home by poverty or youth. The argument is good either way.

Rev. Geo. M. Steele, D. D., has resigned the presidency of Lawrence University and accepted a like position in the Willibrord Academy in Massachusetts. Appleton and the old school will greatly miss the good doctor's genial face and kindly words. Some outsiders wonder if the Doctor's recent aspirations for greenback congressional honors, a la De La Muyer, had anything to do with his change of place.

The senior class of Milton College dug a hole to put their class tree in last week and left it unguarded overnight and the Juniors set out a railroad tie in it, adorned with a charcoal cartoon of the class of 1879. Next morning they added insult to injury by getting a photographer to make a stereoscopic view of the crowded campus in order to hand down the joke to coming classes as a warning.

If you want anything done up in style, get a Milwaukee District school to undertake it. The Third held a sociable the other night and cleared $140, besides taking up for the poor more ballast than ever they did in Bible times. The money goes for the adornment of the school rooms.

Beloit College has adopted a plan for ornamenting the campus with trees and shrubbery. The author of the plan, J. C. Plumb, of Milton, is to do a like work for the grounds of the River Falls Normal School. We hope Mr. Plumb will be kept constantly at this work until every higher institution of learning in the state has its grounds in the best possible shape. The usual haphazard way of ornamenting school grounds is only better than doing nothing.

At the close of the school last term in La Crosse, the Board of Education appointed a committee of three citizens to attend the examinations in every district school in the city and in the high school. These committees did their work faithfully and we have before us their reports to the Board; the names of the members are sufficient warrant for the reliability of the statements made. These reports are excellent reading for all interested in school work and their existence proves the interest that city takes in her schools. At another time we hope to make some extracts to show the quality of the inspection and the way they took hold of the knotty points in the problem of public school work.

The following explains itself—registered in face:

IN MEMORIAM—WASH.

At a meeting of the faculty of the State Normal School, Whitewater, held Friday, April 26, 1879, the following preamble and resolutions were unanimously adopted:

Whereas, The Hon. Wm. Blair, of Ripon, on the 5th inst., passed from this life into the life that remains; and,

Whereas, He, for many years, was the honored and honorable President of the Board of Regents of Normal Schools; and,

Whereas, Through his many years of valuable service to the cause of education, he sought no selfish ends; and,

Whereas, In our official as well as social relations, we have always found him a kind, courteous, and firm friend; therefore,

Resolved, That in his death, we recognize the loss of an eminent citizen, an upright man, and an able friend of education.

Resolved, That the Normal Schools, by his death, lose one of their ablest managers and most efficient supporters.

Resolved, That we tender to his surviving family our heartfelt sympathy in this hour of their overwhelming grief, and assure them that, knowing what we have lost, we can the more reasonably expect how irreparable is the loss in his own household.

Resolved, That a copy of this preamble and resolutions be sent to his family and furnished to the press for publication, as at least a slight testimonial of our sense of the great blow that so many interests have suffered in the death of our friend, counselor, and supporter.

W. S. Johnson, Secretary.

MINNESOTA.—At the late term examination in Winona, a very successful school was designed and carried out by Supt. Shepard. Several committees were selected from the most intelligent citizens, and to each committee was assigned one special line of studies running from the primary departments to the high school. By this means the parents were both interested and informed, and the results of the examination were highly satisfactory. The Daily Republican reviews the facts and eloquently comments upon them. In conclusion it says:

"And now—a few words as to the results which these examinations have developed. They may be summed up in one word—satisfactory. They have vindicated the wisdom of the plan itself and they will lead to the demand that it shall in future be substituted for those which strongly favor the dress parade. They suggest that the concern of parents for the highest good of their children should be paramount to all other human considerations; that since the welfare of society depends upon the morality and intelligence of the people, good schools are indispensable to prepare the young for successful lives, for the faithful performance of their duties in the homes, in the primary meeting, at the ballot box, in the market place, and the workshop, in the halls of legislation where purity, patriotism, and justice should prevail over ambition, partisanship, and wrong, and on the whole in the last resort free government itself is to be defended and preserved. They have emphasized the conviction that good schools can be maintained only through parental supervision and skilled teachers. If we mistake not, they have so aroused public opinion that it will not long countenance any change of policy or plan which threatens to impair the efficiency or imperil the best interests of the schools. While the strictest economy should be insisted upon, yet we look with regret on the parsimony which would make it an unreasonably necessary to increase their value should, and we believe will, be indignantly repudiated by our citizens as prejudicial to the best interests and the fair fame of our city and host to the best tenor of the age.

"We have every assurance in the results of these examinations that our public schools were never in a stronger or better condition; that rarely has a more faithful or skilful class of teachers, with few exceptions, been gathered together, and that the system as a whole is eminently worthy of the confidence and support of the people. Let the visitations of the schools by the parents be frequent. Let a more familiar acquaintance with the officers, teachers, and their work be cultivated, and there will be room for few complaints, while there will be that hearty and united support which is really indispensable to their highest success."

OHIO.—The Thirtieth Annual Meeting of the Ohio Teachers' Association will be held at Cleveland, July 1, 2, and 3, 1879.


Thursday, July 3, 9 A.M. German in the Public Schools, Alston Ellis, Columbus; Discussion opened by L. R. Klemm, Supt of German, Cleveland. Are All Classes Equally entitled to Education and Culture in the Schools? Prof. D. F DeWolf, Hudson; Discussion opened by Principal A. J. Michael, Youngstown; Report of Ungraded-School Section; Election of Officers, etc. Papers limited to 30 minutes; Discussions limited to 15 minutes. Hotel rates: Kennard, Forest City, Weldeall, $2 per day. American and others, $1.50. Railroad Rates: On most roads full fare going; 1 cent per mile returning. Reduced rates only to those presenting Membership Tickets.

ILLINOIS.—E. S. Wilcox publishes in the Saturday Evening Call, of Peoria, an extended criticism of a "composition" handed in for examination by one of his pupils. It shows a familiarity with the rules of rhetoric, and an ability to give thorough instruction in this important subject.

The program and course of study for the normal institute to be held under the auspices of the Monroe County Teachers' Association, in Columbus, has been announced. The Institute will open Monday, July 11, 1879, and continue four weeks. The executive committee consist of T. H. Brown and [Number 115]
The Educational Weekly.

F. Bergener, Columbia, and M. M. Gray, Merrimac Point. W. H. Hilyard, county superintendent, announces an examination of teachers immediately after the close of the institute, at which credit will be given upon certificates, for attendance at the institute.

New circulars are at hand this week from two county superintendents—Mrs. Carpenter, of Winnebago, and R. Williams, of LaSalle—relating to the educational exhibit to be made at the next county fair. The Second National Bank of Rockford offers a very generous premium—Kendall’s Lunar Telluric Globe, price $30. Mrs. Carpenter wishes the work on or before the first day of August. Mr. Williams asks that all contributions to the LaSalle county exhibit be sent him by September 1. He specially recommends the Comparative Examination Paper and “Library Binder” furnished by the publishers of the WEEKLY.

The Peoria County Normal School seems doomed to a state of inefficiency. With the niggardly appropriation of only $3,000 for teachers’ salaries, it is simply impossible to maintain the present standard of the school. Yet this is the amount which the granger members of the Board of Supervisors said should be the limit May 1. The city members of the Board and three or four from the country did what they could to save the institution, but they labored in vain. The Principal, Prof. S. H. White, who has been receiving $1,800 during the past year, is to be paid (or offered) only $1,400; his first assistant $700, second assistant $500, and third assistant $400. The whole $3,000 is no more than Prof. White himself ought to be paid, and we hope he will not be permitted to labor another year under such inadequate compensation.

Elmwood.—During the last few months, the following questions have been discussed in our High School: “Can the civilized nations of the present consistently adopt cremation as a way of disposing of human bodies?” “Resolved, that Chinese cheap labor should be abolished.” “Resolved, that sex should be no bar to suffrage.” “Resolved, that the eastern part of the U. S. is better adapted to develop the mind than the western.” “Resolved, that birth not education, develops character.” “Resolved, that a vegetable diet is the best for the health of civilized man.” “Resolved, that Canada ought to be annexed to the U. S.” “Resolved, that Hayes’ Southern Policy is the best that can be offered.” “Resolved, that America is better adapted to develop the mind than Europe.” “Resolved, that none but American born citizens should be allowed the right of suffrage.” “Are tramps a necessity of the times?” “Is a protective tariff necessary to encourage home manufacture?”

These questions were all suggested by the pupils and are given in their language. Forty-eight attempts at public speaking have been made in their discussion, and our pupils have grown very rapidly in the ability to talk before an audience without embarrassment. Besides the debates, we have had discussion. The teachers at Elmwood have borne a

Tbe course of study for the health of civilized man, as being one of the highest necessities of a people, is better adapted to develop the mind by one of the finest speeches on education to which it has ever been our

The next Central State Teachers’ Institute will be held at Lansing during the second week of July.

Fenton will put up two new ward school buildings of two rooms each during the summer vacation.

The Hudson schools, A. G. Gumaer, principal, enrolled during the winter term 342 pupils.

The State Normal School has about 90 candidates for graduation this year, 50 in the higher courses, 40 in the lower.

East Saginaw loses several of its best teachers at the close of the present year. Miss Freeman, preceptor of the high school, accepts a professorship at Wellesley College, Mass. Several others, it is rumored, follow Supt. Tarbell to Indianapolis.

IOWA.—The course of study for Normal Institutes for 1879 is just out. We shall refer to some of its features at another time.


An Iowa City gentleman has in his possession a bible printed in 1608.

The Tea of the high school oratorical contest at Waterloo, May 16, is an elegant gold medal.

The twenty-ninth report of the public schools of the State of Missouri has found its way to our table. Thanks.

The Iowa City Press quotes the article recently published in the National Journal of Education concerning an experiment which seems to be successful in Massachusetts. Instead of facing his pupils, an eastern schoolmaster has his desk behind them, and thus overbooks them to good advantage. The Press says: “Nothing new about that. Dr. William Reynolds, the pioneer teacher of Iowa City, practiced that method of seating twenty-five years ago. It is an excellent plan, but like the old way of standing dishes on edge, takes a great deal of room.”

The following is the program for commencement week at the State University, June 12-18:


Supt. T. H. Smith, of the East Des Moines schools, reports a monthly enrollment of 1,316 pupils, an average attendance of 1,193; 104 cases of tardiness, and 345 visits from parents and friends of the schools. The Grube system of teaching numbers is the one used in these schools. We are glad to know that these East Side schools are in a very fine condition.

The Des Moines Register and Davenport Gazette refer very kindly to Prof. Sabin’s candidacy for Superintendent of Public Instruction, but both of these influential papers are strongly in favor of the renomination of Hon. C. W. von Goeln.

Walking-matches are very popular in many parts of the state. We heard the other day of a schoolboy who distinguished himself by walking a mile in ten minutes. The next day he was at school. These public schools are just raising the health of our children!

An aspirant for pedagogical honors and emoluments recently contributed the following interesting and original bit of information to the general fund of historical record:—“Roger Williams was captured by the indians and his life was saved by the daughter of Pocohontas.” He also spoke of the invention of the “Cotton Ginney.”

KANSAS.—A correspondent from this state writes us that the suspension of school visitations is working a great injury to the schools. He says that the “county board of examiners” is a humbug.

INDIANA.—The Northern Indiana Normal School is much larger this term than ever before.
LITERARY AND MISCELLANEOUS ITEMS.

—The many friends of Mr. J. R. Beecroft, who has for several years been at the head of the periodical and hymn-book department of the house of A. S. Barnes & Co., in Chicago, will be surprised to learn that he goes this week to New York to take charge of the hymn-book department of Scribner & Co. Mr. Beecroft has "made his mark" here in Chicago, and at the same time done efficient service for his house. May even better success attend him in his new field. By going, he loses no friends here, and will gain many there.

—The schedule of salaries approved by a majority in the Philadelphia Board of Education provides that new teachers shall receive only $300 a year. The smallness of teachers' salaries is severely commented upon by the Rev. Mr. Cook. "The penuriousness displayed in parts of New-England," he says, "in paring down these small salaries, is enough to set the very soul on fire.

—The St. Nicholas for April gives an interesting account of the "Kitchen Garden" classes connected with the Wilson Industrial School, New York. This school is the result of a "happy thought," which arose in this way: Miss Huntington is at the head of the Wilson Industrial School, in which there are two hundred and fifty girls. The school gives dinner to the scholars every day, and it was not found practicable to hire enough help to do all the work, four girls were selected from the school-room every day to assist the cook about this meal. To the surprise and dismay of the teacher they were almost utterly useless, because they did not know how to wash a dish nor peel a potato. Miss Huntington found that she needed to spend her whole time in the kitchen teaching them, and, as there were two hundred and fifty to be taught, and only four in the kitchen at a time, so that it would take more than two months to get around once, you can see what a task was before her.

Besides, she was appalled to think of the girls growing to be women, so ignorant of housework and nice house ways. Looking one day at a kindergarten, the happy thought flashed into her mind that kitchen-work could be taught in the same delightful way by plays and songs. This idea was thought out and put in practice by the earnest woman, and the school has been in operation for three years. This seems like a step in the right direction. When the classes begin to take interest in right ways of living and are taught to appreciate the luxuries of cleanliness, they will soon begin to seek higher things, and the right basis will have been formed for us to become an educated nation.

—The battle of the encyclopedias is becoming very fierce, and one is almost bewildered by the voluminous reasons which the various publishers give you for purchasing their particular edition. If one wishes to inform himself as to the merits of the controversy it might be well to invite a call from the ubiquitous canvasser. If this is done the prospective buyer will be amazed at the utter worthlessness of all editions except the one which he is urged to buy, and he will begin to think that there is a conspiracy on foot among the publishers, first, to muzzle his intellect, and second, to swindle him out of his money.

He will be told among other things that the British are a miserable foreign work and prepared with a contemptuous disregard for American institutions and progress, or on the other hand he may be in formed that all the American cyclopedias are provincial in their style and scope and without comprehensiveness in subjects or proper detail in treatment. He will be informed that the American editions of the Britannica are nothing but poorly printed copies of the original work, and that all cultivated readers naturally select the product of the British press. Or he may be informed that Appleton's was edited with a slavish regard for Catholic prejudices, and that it slights the truth of history, while Johnson's is a bold and fearless asserter of the unvarnished truth.

Or he may be told that Johnson's has—thousand more topics than any other work, or again he may be told that Johnson's is nothing but a Gazetteer or Postal Guide and the method by which it gets its numerous titles is a fraud and cheat. And thus this weary world goes on, while the bewildered buyer concludes if all the cyclopedias are unreliable he will not invest in any.

Popular Science Monthly.—The Electric Light, by Professor John Tyndall; Science and Socialism, by Professor Oscar Schmidt; The First Three Years of Childhood, translated from the Euvre Scientifique, The Chemical Elements by J. Norman Lockyer; Experiments with Living Human Beings, L., by George M. Beard, M.D.

—The question "ought text-books to be supplied gratuitously to all children in the public schools?" has been well answered by Prof. Homer B. Sprague, in a paper read at the Massachusetts State Teachers' Association last spring.

The Educational Weekly.

CAREER SALARIES OF SCHOOL-TEACHERS.

The Inter-Ocean, in answer to a correspondent, has compiled and published the following comparative table of salaries paid teachers in the different states of the Union. To the "males" we would say—"Keep the next train for the District of Columbia, and to the "young girls"—"Keep away from Maine (pronounced mem)."

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Male</th>
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| Arkansas, Florida, Kentucky, New York, Georgia, and the territories of Dakota, New Mexico, and Wyoming, cannot give the average pay of teachers, so they are omitted from our list. The following states give average pay of teachers without designating sex: Delaware, $39; Mississippi, $30; Missouri, $30; Texas, $53; and Alabama, $32.

WHOM SHALL WE RECOMMEND?

The present time when so many are looking for schools to teach, we are often asked to assist in procuring situations. On the other hand we are frequently interrogated by directors in regard to the qualifications and success of teachers, also to mention the name of some competent person, who in our judgment would give them value received for the time and money expended. In view of this fact, the question often arises, whom shall we recommend? What qualification does this individual possess more than any other, that he should receive our personal influence and recommendation? In our official capacity we have no friends to reward, nor enemies to punish; but have tried to study carefully the needs of our schools and the attainments necessary for successful teaching. We find the teachers of to-day are divided into several classes. One class is seen at our teachers' associations, they are readers of some educational journal, are present at our normal drills, lend a helping hand at our educational exhibit at the County Fair. In short, they are true educators, standing ready to assist in any and every work which has for its object and aim the advancement of secular education. They are the intellectual light-houses of our time, who are to keep the young of our land from founder on the jagged rocks and barren shores of ignorance, superstition, and crime. Another class are hard laborers in the school-room, but they fail to avail themselves of the teachers' helps which await them on every hand; no educational journal with its life-giving influence has ever found its way to their table; they are never seen at our teachers' gatherings to interchange thought and receive counsel; yet as we say they are hard workers, but not progressive; we must judge of labor by its results and not by the amount of force expended. It was more laborious to use the sickle of old, than it is to drive the modern reaper; yet how vastly different the result! There is yet another class, who neither labor nor employ the implements of
labor, they merely drag out an existence in the school-room, but of this class we will not speak. If this be true, it seems to be the imperative duty of every school officer and friend of education to recommend those of the first class mentioned. And we say to the teachers and public in general that it will be our object and aim to work as many from the second and third classes into the first as possible. On account of so many teachers having failed to pass the required examination this spring, the impression has gone forth that we are very exacting. We admit that our examination is somewhat rigid but we have plenty of teachers in Bureau county who can and are anxious to pass the required per cent. Where there is so much material to select from, we deem it our duty to take the best.

It will be remembered that we gave notice that our examination would be more critical the present year than that of the past, so that teachers might be able to prepare for it. To any who may feel aggrieved we would say, that perseverance and hard study accomplish much.—Sept. Harrington, Bureau County, Ill.

BOOKS FOR YOUNG MEN.

From the Literary World.

I have an offer of an addition to our town library of a list of books such as will be useful to young men in preparing them for a business life. Can you make up a list of this sort?

It would be hard to know where to stop in compiling such a list, and we will only make a beginning:

Laws of Business. Parsons.
Getting on in the World. Mathews.
Helpful Thoughts for Young Men. Woolsey.
Decision of Character. John Foster.
Improvement of Time. John Foster.
Conduct of Life. Emerson.
Bacon's Essays. Whately's Annotations.
Self-Help. Smiles.
Thrift. Smiles.
Character. Smiles.
Life of the Stephensons. Smiles.
Industrial Biography. Smiles.
Books and Reading. Porter.
Elements of Political Economy. Perry.
Extemporaneous Speaking. Bastian.
Moral Science. Wayland.
Dangers and Duties of Mercantile Life. Hillard.
How to Make a Living. Eggleston.
Common Sense in Business. Frewell.
The Great Slighted Fortune. Bell.
Memoir of General Bartlett. Palfrey.
Memoir of a Brother. Thomas Hughes.
Life of Horace Greeley. Parton.
Franklin's Autobiography.
Life of Benjamin. Arthur Helps.

DO OUR SCHOOLS REQUIRE TOO MANY STUDIES?

An exchange, referring to the meeting of clergymen and physicians held in Detroit, some time ago, to protest against the great number of studies imposed upon children in the public schools of the country, says:

"We are of the opinion that investigation will show that the pressure of studies complained of is more apparent than real, and that the long list of subjects with which the curriculum of modern schools is padded, is, for the most part, mere dumb show, as they are mostly taught orally and by a brief syllabus. The merciless tasks so commonly imposed upon school children a generation ago, are now almost unknown. In lower grades text-books, so far as possible, are discarded. The teacher analyzes everything until the simplest one can comprehend, if he will. Home tasks are forbidden to young children, and mere rules are flagrantly violated, the physical well-being of the child is cared for by the teacher. The fault in public schools really is that instruction is so miniced up that the power of children to acquire knowledge is not developed as it should be, and the country is on the danger of filling up with a set of intellectual weeklings, utterly incapable of concentrated or consecutive thought.

The overburdening, if it exists, is to be charged to parents rather than to the schools.

The demands of modern life will, of necessity, rather increase than decrease the number of studies required to complete an education. To properly understand the morning paper, the Sunday sermon, or even to glance with intelligence at the bills placarded on the walls, requires a wide range of knowledge, which no man can be without and yet keep abreast of his times. Besides this, the sciences are so related to each other that to understand one requires an acquaintance with many others. Mankind cannot give up this culture which the times demand. The remedy must be found in the prolongation of the period of school life. Prodigies who graduate at 14 must be discouraged. The fact must be recognized that education is growth, not a cram, and that as a growth to be healthy it must be gradual.

THE ORIGIN OF MEN'S NAMES.

The study of men's names, says the New York Times, is as curious as it is interesting. Arbitrary as they seem to-day, they all had their source evidently in some fitting fact. Many English surnames express the country, estate, or residence of their original bearers; as Burgoyne from Burgundy; Cornell or Cornwallis, from Cornwall; Fleming, from Flanders; Gaskin and Gascoyne, from Gascony; Hanway, from Hanault; Polack, from Poland; Welsh, Walsh, and Wallis from Wales; Coombs, Compton, Clayton, Sutton, Preston, Watson, from towns in the county of Sussex, England. Camden, the antiquary, says every village in Normandy has a surname of French family. Dale, Forest, Hill, Wood, and the like are derived from the character or situation of those who first bore the names. The predicative is a set of surnames, softening to or an, has helped to form a number of names. Thus, if a man lived on a moor, he would call himself Attemoor or Atmoor; if near a gate, Allegate or Agate. John atte the Oak was in due time shortened into John Noaks; Peter at the Seven Oaks into Peter Sneaks. By field, by ford, Un derrill, and Underwood indicated residence originally. In old English, applegarth meant an orchard; whence Applegate and Appleton; chase a fort; storm a cliff; tough, a woman; cock, a barber; whence these names. The root of the ubiquitous Smith is the Anglo-Saxon smithen, to smite. It was applied primarily to blacksmiths, wheelwrights, carpenters, masons, and smitters or strikers in general. Baker, Taylor, Butler, Coleman (coalman), Draper, Cowper (cooper), Cutler, Miller, and the rest plainly denote occupations. Latimer is from latine, a writer of Latin; Lorimer is a maker of spurs and bridle bits; Arkwright, a maker of cottons; Lander, contracted from lander, a washerman; Banister, a keeper of a bath; Kiddier, a butcher; Walt, a minstrel; Crocker, a potter. Such names as Baxter and Barlow are the feminine of Baker, Webster of weaver or weaver, which shows that these trades were first followed by women, and that when men began to take them up they for some time kept the feminine names. Stewart, Stewart, or Stuart, Abbott, Knight, Lord, Bishop, Prior, Chamber lain, Falconer, Legget (legate), either signified what the persons so styled were, or they were given them in jest or derision, like the names King Prince, and Pope. The termination ward indicates a keeper, as Durward, doorkeeper; Hayward, keeper of the town cattle; Woodward, forest keeper. Read, Reed, Reid, is an old form of spelling red, and was bestowed as White, Brown, Black were to denote the color worn or the complexion of the person. Hogarth, from the Dutch, means generous, high-natured; Ruskin is subtle; Browne, ready, Bonner, kind, gracious; Eldridge, wild, wily. Many Welsh names, naturalized in English, are from personal traits, as More, great; Diff, black; Vaughan, little; Lane, slender; Mole, bald; Gough, red. Surnames; now apparently meaningless, had meaning in old English and provincial dialects. Brock, for instance, signifies badger; Talbot, mastiff; Todd, fox; Culver, pigeon; Henshaw, young hero; Coke, cook.

—The public school system of South Carolina has, during the past year, made gratifying progress. A new and improved school law has been passed; the manner of raising the school fund has been changed by a Constitutional amendment; there is a large attendance in the public schools; a uniform series of text-books has been adopted; the teachers are showing more interest in their work; the school fund is managed better, and a State Board of Examiners has been appointed.—New York Tribune.

—Robert Clarke & Co. of Cincinnati announce for immediate publication a thrilling romance by Hon. F. Hassakble, entitled The Secret of the Aunts. Extracts from advance sheets show it to be a volume which will be read with deep interest by lovers of history and romance.

—Another new book ready April 1, from the same publishing house, is E. D. Mansfield's Personal Memories, social, political, and literary, with sketches of many noted people.
The Educational Weekly.

Comparative Examination Paper.

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