Our American educational system is by no means complete. Our public schools are not above criticism, much less are our colleges and universities well disciplined. We welcome every help toward a true ideal and its perfect realization. Experience, careful observation, and reflection command a thoughtful judgment.

In the *Princeton Review* for May, Prof. Gildersleeve presents an excellent paper on University Work in America. His suggestions are discriminative, timely, and valuable. The writer specializes classical philology in the application of his idea, and sees much to be done by Americans at home. This is refreshing, a rest. The American university is in sight. "University as well as college should be American."

We hear so much of "How they do in Berlin," that one might suppose Germany a Paradise out of which our professional saints had fallen. It is astonishing how much a trip to Leipzig will do for an ordinary American! Doubtless our educational tendency is wisely rather German than English, but to import the specialist part of the German university and impose it upon our American college is, to say the least, a questionable experiment. Nor is the German lecture-system as it is a desirable saddle.

How to make our institutions most efficient in the promotion of knowledge, in the elevation and government of a free people, is a problem of the greatest importance, requiring a practical solution. "The American professor, like the German, is not only the teacher of his class but of his nation," whose heart-throbs he must feel.

The method and the material of the college and the university must remain in many respects the same, but the university should differ from the college in being "a great laboratory of systematic research," and from an academy of sciences in being "a great center of instruction." Special investigation and mutual instruction should characterize the American university, combining and interacting. The thesis distinguishes between the German lecture-system and careful, faithful teaching.

As a laboratory of investigation and research, our ideal university finds at present but few incentives to classical, philosophical study. Local associations and a common medium of communication are immediate *desiderata*. Other branches of study are more highly favored, but this one opens to us a rich and fruitful field for patient, personal work.

When we turn to the university as a training-school, we are not at so great a disadvantage with our European brothers. We have not the wealth of apparatus and environment of our neighbors for classical study, but we have interest and enterprise. "We must look to our universities and colleges for the bulk of our scientific work—mathematical, physical, historical, and linguistic"—but our impetus comes with our appetite, from work and the first taste, in the lower school-room whose teacher walks arm in arm with the university professor. The American genius and civilization require an educational system in many particulars peculiar to itself. It must have unity as well as variety, depth as well as breadth, vitality as well as form, and utility with ornament. Our university must embrace synthesis and criticism in such a way as to be eminently constructive. Learning in books or in brains must live and speak to the masses. The American university must serve no esoteric purpose—must bear no dark lantern.

HENRY KIDDLE.

SINCE our last issue we learn that a proposition in the New York school board to request Supt. Kiddle to resign was voted down by a small majority, and the suggestion that he take a six months' vacation was also voted down by a small majority. Under the circumstances these propositions were acts of impertinence, not to say tyranny, on the part of the New York school board, as uncalled for and illogical as if he were requested to resign for publishing a series of dreams, or compiling a cookbook.

It is true that a check should be put upon overt acts prompted by religious fanaticism. The Pocasset horror, in which a Second Adventist killed his child under the delusion that God had ordered him to do the deed, is a case in point. It would seem, too, that the Humane Society should take some action to prevent stiff-rubber-clad preachers from cutting holes in the ice and drowning in the water susceptible persons, mostly young women, presumably to cool their religious enthusiasm. But the day for punishing or disciplining people for mere opinion's sake is past in this country, and it is high time that municipal and state authorities should recognize the fact. If public servants are to be called to account for religious belief, then surely the doctrine of infant damnation, or the faith in ludicrous and superfluous miracles, is as heinous an offense as the notion that spirits of the...
departed, to whom no religion that we know of has ever assigned legitimate employment in the other world, may and do gabble nonsense to and through anybody who is fool enough to listen to them.

We have no sympathy with spiritualism. We believe it a delusion, one-third credulity, one-third jugglery, and one-third the result of abnormal physical conditions, which it is the business of medical science to discover and remedy. We believe it is demoralizing to the mind in all cases, and to the morals in many cases. But it is not a crime, or, peer se, an offense of any description. Until it strikes in, until its disintegrating effects upon the mind are apparent in weakening powers of administration, a man should not be punished for it; and any attempt to punish him is not a whit short of religious persecution.

Spiritualism, as a misfortune, is on a par with intemperance, or the opium habit, and a man should not lose his position for publishing one book of spiritistic communications any more than he should be dismissed for taking one dose of laudanum, or drinking one glass of beer. If the school boards of the country try to control all the mental aberrations, the crotchets, the scientific and theological vagaries of the teachers in their charge, they will have a heavy contract on their hands from year to year.

Moreover, Mr. Kiddie’s spiritualism is clean. He does not, as Tilton did, take communications from characters like the Woodhull, who claimed to be inspired by the spirit of Pythagoras. The whole affair is in his own family. His children are the mediums; and we all know how a man’s judgment is apt to be warped in any circumstance in which his own children are concerned. Indeed, from fifteen years’ dealings with the parents of pupils, we are almost tempted to generalize and asseverate that no man is other than a fool in questions pertaining to his own children. Now of all peculiar youngsters, the children of educational people are apt to be markedly peculiar. Doubtless Mr. Kiddie’s children are nervous and fidgety; probably they are highly endowed, but somewhat precocious. If instead of turning them over his knee and giving them a good spanking when they began to use their fingers or their tongues abnormally, he has, like a modern, smiled gently over the situation, much as his father did over their similar misbehavior, and they might be as remarkable in years to come as the child of Mr. Havertuck, who was noted for his sagacity when only 6 years old.

The sun bears small volume before us. We extract largely:

According to the law of conservation of force, whatever is received from the sun must be returned from the earth to the sun to the uttermost fraction. The earth is formed of a thin crust, an incandescent core, and an enveloping atmosphere. Light, heat, electricity, magnetism, chemical action, vital action, cohesion, etc., are but parts of one great whole, and the heat of the earth-core comes directly into relationship with the forces above mentioned. In the retro-acting influence operating among the sun and his planets may be found a grand magnetic circuit; and, the current of this circuit bears upon its tide as a unit all the forces with which we have to deal.

The most apparent product of this current is light; it is a vitomagnetic-fluid, subtle, intangible. It fills the space between the earth and the sun, which may be called the solar cone. Beyond the boundary of this cone there is no light. The apparent brightness of the sun is owing to the aggregation of the 93,000,000 miles of this fluid present between the sun and earth, or to our presence in the great current of the vitomagnetic force. The sun is not incandescent, nor is light due to incandescence at or near that body. It is cool and habitable, and emits no light; but the brightness of the intervening fluid intercepts the sun so that no one may behold its body.

There is no light reflected from the moon to the earth, or vice versa. The light is the result of illuminating the static vitomagnetic-fluid of our atmosphere. There is no borrowed light, since the action which produces light is purely cooperative. Even the sun depends for his supply of light on the reciprocal action of the planets. The bodies of the planets are also invisible; what we see of them being the illuminated atmosphere about them. Light is as much a substance as the thunderbolt or the polaris. The action of light is instantaneous and its velocity incalculable.

Sun-heat is another product of the same retro-action between the sun and the earth. The theory of production of sun-heat by combustion is absurd, since no adequate supply can be imagined. In looking for the cause of sun-heat the earth must be considered as a factor. Space may be regarded as a vacuum; hence, distance is annihilated, if there is no obstacle to the progress of the retro-acting elements; and the farthest planet is practically as near as the nearest. The forces between the earth and the sun are cooperative and counter-balancing. The earth has within itself a vis viva capable of reciprocating in the organic functions of the magnetic circuit. The chief reservoir of this force is the incandescent earth-core. Further sources of this vis viva are motion and friction—of water, air, etc.—chemical action, combustion, and evaporation. The part borne by the sun in reciprocating may but feebly be conceived. The presence of a flood of light, heat, and magnetic force from the sun to the earth is generally recognized. The line of greatest intensity of this force is found along the line of the greatest diameters of those bodies. The center of this current reaches the earth at or near the equator, whence it flows toward the poles in a continuous magnetic flood. By the inexorable law of conservation, there must be a retro-current back to the sun, and thus is established a grand magnetic circuit in and through which all physical phenomena have their origin.

A simple and perfect theory is suggested by the electro-magnetic battery. In the cold plates, solution, and wire are hidden the elements of heat, light, and power, which are developed as soon as the connection is made. Now from the great sun-battery we receive a current constantly, and the retro-current completes the circuit; hence, the phenomena of force. It is no more necessary that the sun be warm and luminous to produce heat and light, than for the plates and solution to be heated in order to do the same. Potential action generated in a dark, cold

THE GREAT PHYSICAL FORCES.*

Under the above caption some new and startling theories of the nature and manifestations of force are presented in a small volume before us. We extract largely:

The sun and earth are united in indissoluble bonds. They maintain toward each other a perfect inter-dependence. A grand unity underlies and binds together all physical forces in the earth as well as in the sun. Instead of being the extravagant and effusive Grand Turk he has heretofore been considered, the sun bears social relations with his planets, he acting upon them and they reacting upon him. He gives, but he also receives and sympathizes. He rouses the earth into action through their mutual relations and the two interchange good offices and essential services.

According to the law of conservation of force, whatever is received from the sun must be returned from the earth to the sun to the uttermost fraction. The earth is formed of a thin crust,

*New and Original Theories of the Great Physical Forces. By Henry Raymond Rogers, M.D. Published by the author. May be obtained of C. W. Abel & Son, Rochester, N. Y.
speakable

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signed to simplify multiplication by substituting addition and subtraction therefor, is perhaps rather a curiosity than a decided advantage. The table is based on the formula:

If \(a\) be a multiplicand and \(b\) a multiplier, \(a+b\) and \(a-b\) are first computed. The table gives the quarter squares of these numbers, the difference of which is the required product.


This is one of a series of German classics issued or to be issued under the supervision of Prof. W. D. Whitney, of Yale College, the notes and introductions coming from various other scholarly sources. The preface to the Iphigenie auf Tauris is from the pen of Prof. Franklin Carter, also of Yale, and though necessarily brief, is sufficient to give the student an insight not only into the traditional legend which forms the ground-work of the drama for both Euripides and Goethe, but also into the peculiar circumstances in which Goethe's play was first written, and subsequently from time to time subjected to his own critical genius, until at last polished to its present shape. The notes though brief are apparently made with scholarly discrimination, and both for the inexperienced learner and for the critical scholar must enhance the value of the book. The publishers are entitled to the thanks of the scholarly world for their evident ambition to place good books on the market.

Little Folks' Model Arithmetic, including oral and written exercises. Chicago: Geo. Sherwood & Co.

This work of 92 pages is intended to engage in the study of numbers the first two years of the child's school life. It is no exaggeration to say that it is the best and most ingenious work of its kind we have yet seen. It is not likely to be largely used in city schools, for the exercises which suggested it, and of which it is a neat epitome, are of necessity presented in graded schools from the blackboard; but it would seem indispensable to ungraded schools in the country.

The plan is the development or Grube method. The numbers from 1 to 10 are each analyzed and their constituent parts combined in every form of addition, subtraction, multiplication, and division, even to their fractional parts, in both abstract and concrete relations. Yet this is presented so clearly and simply that the proverbial ease of A B C is difficult by comparison. In connection with the oral and written combinations, problems are given whose elements are limited in size to the number forming the specialty of the lesson.

From 10 the development progresses rapidly to 100 in the same ingenious and philosophical manner. Following this are the denominate tables in common use, the applications of which are limited to simple reductions, in such manner as to make mere child's play of work, which, presented in a less pleasing manner, would seem quite formidable.

If our friends throughout the country desire a work that will keep the younger children interested and occupied, and, at the same time suggest to themselves improved methods of instruction, this little work is just the thing.

School Festival Songs. A collection of favorite English and German Trios and Choruses, for male or female voices, with piano accompaniment, suitable for Exhibitions, Commissions, Concerts, and Parlor Entertainments. Price, 75 cents. Published by J. Fischer & Brother, 220 East Fourth Street, New York.

The selections here published are from the best authors, as

body may produce great heat and light at a distance from the seat of activity; and what is done artificially on a small scale by the battery, may be done naturally on a grand scale by the un

The usual explanation of the varying temperature of the seas

The atmosphere is an important factor in these relations. No doubt the atmosphere is one element and is vito-magnetic in its character in a static condition as distinguished from the active fluid that fills the cone space. Upon this fluid all life depends. The mild and steady light of day is produced by the active fluid of the cone space operating on the static fluid of our atmosphere. The atmosphere thus not only furnishes the field of operation for the force co-operating between the earth and the sun, but is itself the medium and instrument of the operations.

In the same strain the author explains the phenomena of winds and currents, which he claims to be principally magnetic, sunspots, sound, and even disease.

We shall revert to these parts of the argument in a future number of the Weekly.

REVIEW.

A Treatise on the Horse and his Diseases; Containing an "Index of Diseases," which gives the symptoms, cause, and best treatment of each; a table giving all the principal drugs used for the horse, with the ordinary dose, effects, and antidote when poison; a table with an engraving of the horse's teeth at different ages, with rules for telling the age of the horse; a valuable collection of receipts, and much other valuable information. By B. J. Kendall, M. D., Enosburgh Falls, Vermont. Price 25 cents.

If we knew anything about horses, or were the owner of an "animal," or expected to be within the next forty years; or if we had a relative who owned a horse, or was likely to; or if any of "our boys" stood any chance of ever owning a horse; or if we could by any means make the least use of this book before the year 1900, we would be sure to buy it right away. It is cheap; its title page, reprinted above, shows what it contains (partly, for the original illustrations are one of the most striking and perhaps valuable features of the book, and they are not mentioned in the title), and it is written in a plain, simple style, suitable for the ignorant class, quorum pars magna sumus.


For the working student or practical engineer and surveyor, this volume is exceedingly convenient. It contains all the ordinary tables, and many not usually found in similar works. The logarithms of numbers from 1 to 9,999 inclusive are given to 7 decimal places, and of those from 10,000 to 10,800 inclusive, to 8 decimal places. The preparation of such a mass of tabulated mathematical matter involves an almost incredible amount of work, and the work before us having gone through previous editions will probably be found to be weeded of the usual almost unavoidable typographical errors which so easily creep into such type.

The table of quarter squares of numbers from 1 to 5,100, de

May 22, 1879]
TEACHING READING. II.

G. WALTER DAVE.

TEACHERS, do not forget that artistic reading is the result of growth. In this growth many contingencies must be considered. We look upon the air which and admire, but we know that its grandeur and beauty are the results of years of tedious and almost imperceptible increase. As elements conducive to the present state of the tree, we must consider the rains, the sunshine, and the earthy constituents upon which its fiber has fed and flourished. In teaching reading to your pupils, then, observe all those potent elements that may be found in the artist upon a critical analysis. Apply them judiciously and persistently, and your work will be crowned with good results.

It is my purpose in this series of articles, to endeavor to give my fellow teachers some friendly hints as may aid them somewhat in the often too arduous duties of the school-room.

A. ELocution embraces two well-defined divisions, i.e., Mechanical and Artistic Elocution. The former embraces all the formative and developing processes through which the voice and person must pass to be capable of the Artistic. Herein lies a whole lecture, aye many; and a multitude of exercises, drills, and criticisms.

Mechanical Elocution comprises vocal culture and action. Vocal culture consists of Vocal Gymnastics, Articulation, and Abstract Modulation. Vocal Gymnastics embraces Calisthenics, Muscular practice, and Breathing. Let me now consider these three. In Calisthenics we have a very powerful indirect means of vocal culture. The exercises give activity to the circulation—impert flexibility to the muscles of the chest, and facilitate the action of the respiratory apparatus. Muscular practice is a gymnastic drill, specially adapted to the muscles of the jaws and lips. Nearly every one speaks without a sufficiently free action of these organs, and any sluggishness on their part greatly impedes the articulation. As in any gymnastic drill, pupils should be caused to use the jaws and lips extravagantly in these exercises, in order to acquire such flexibility and elasticity of movement as may render the articulations sharp and distinct. Take vowel elements as at, oh, i, o, oo, u, etc., etc. Be very careful about the purpose presented to your class. It is not the design now to pay so much attention to the sounds themselves, as to the muscular action. The elements are only used for convenience as the results of the exercise do not depend upon the emission of any sound at all. This, as well as Calisthenics, (Free-hand Gymnastics) should form a part of the daily drill in connection with reading in every grade of school.

Breathing should be practiced in pure air, in a variety of forms, to give full control of the action of the lungs and diaphragm. Vocal Economy depends upon economy of the expenditure of breath during a vocal effort, to a great extent, and in view of this fact comes in for daily attention. Successful management of the breath is an element of power so important that no student of the uses of the voice can afford to pass it idly. Many famous men and women fall here. It is the fault of their training, not of their capacity. We almost invariably expend too much breath in the production of our vocal effects. When we do we waste our power; besides, we detract from the beauty and delicacy of our efforts. Those vocal effects are nearest perfection in which just sufficient breath is used to articulate and project the sound sufficiently.

There is a mistaken idea with many about the motive power of voice. The diaphragm, or mid-riff, is the handle of the vocal bellows, and all propulsion of sound comes normally from its proper action. The throat organs should never be called upon to propel sound. They generate but should not expel the tones of the voice. I wish space admitted the further amplification of this subject but as it does not I will announce Articulation as my next topic.

THE NORMAL INSTITUTE.

J. M. GREENWOOD, KANSAS CITY, MO.

In the minds of many, the Normal Institute is a vague idea, having no definite significance as a conception; it is made to vary so as to represent anything or nothing, and is not inaptly symbolized by that ultimate in philosophy in which nothing equals being. In one sense it is a new factor in the American system of public instruction; but in another, it is the realization of an idea adopted by some of our most thoughtful educators several years ago.

To avoid confusion in the use of terms, distinctness is necessary at the outset. The Normal Institute is not a normal school, a county institute, a graded school, college, nor university. Strong resemblances it bears to some of these, but there are also marked differences which preclude the idea of sameness or identity. But the Normal Institute may be defined as a special kind of training school, organized for the benefit of a large number of teachers who have not been instructed how to teach and how to conduct a school.

This is the function of a Normal Institute. There are other subsidiary modifications branching off from the main stem, which will change the character of the Institute to some extent.

Statistics show that the average time teachers follow their vocation is not far from three years. Forty per cent of the teachers in some of the states quit or are dropped out annually. The survival of the fittest has no application in this country, among teachers. An analysis of that army of three hundred thousand teachers would give many curious and interesting results. There would be found the young, the giddy, the thoughtless boys and girls yet in their teens, having no qualifications for the important duties they are trying to perform. But then, another group more numerous—already crystalized and fossilized—impious specimens who have failed at every step in life—must be provided for, and as a kind of public charity—the public schools get them. Another class is found mixed here and there among the multitude. They are the teachers; the men and women who mould character and shape national destiny. To them, as benefactors of the nation, and the friends of humanity, we owe a debt of everlasting gratitude.

The masses, sluggish in educational movements, are partially aroused at last, and the question is: What can be done to improve the unskilled teachers, and how can it be done the quickest?

Normal schools, county institutes, high schools, colleges, and universities are, in the main, doing good work, but they are entirely inadequate to supply the pressing demand for qualified teachers. The only practical remedy, though necessarily imperfect, is the Normal Institute system.

Since there are intelligent persons claiming that normal schools may be supplanted by Normal Institutes, it is worth while to examine this assumption.

Normal school advocates represent two antagonistic ideas. One side contends that all instruction in normal schools should be strictly professional; that is, that all branches, if studied at all, are simply reviewed. Of course, this idea cannot be realized, only on the condition that the literary training has been properly attended to prior to admission to the normal school. Normal schools in cities carry out this conception.

The other contends, and correctly too, that in state normals, the literary and professional instruction must be combined. They assert that it is impossible to get graduates from colleges, high schools, and universities to attend normal schools to receive a few finishing touches. Here the matter rests.

Years are required to master the branches and to understand educational methods. A deep philosophy underlies the whole system of education. It is manifest that these cannot be learned in four weeks. Normal schools are
usually supplied with first-class instructors, master workmen. Normal Institutes are too frequently conducted by instructors minus all necessary qualifications. Normal school work is thorough work, well finished and rounded up; Normal Institute work is hasty work, spread over much territory, more suggestive than reflective, and usually very imperfect.

The two schools agree in this, that the literary and professional are blended—"in the one it is a harmonious blending of all the bins and shafts; in the other, it is a jumbled mixture."

From the sending, the tone of the Normal Institute may be summed up in a few words: To improve the public schools by teaching the teachers what and how to study; how to systematize their knowledge; how to present it in the most attractive form; how to adapt the instruction to all grades of pupils; and how to manage school business to the best advantage.

From The Chicago Evening Journal.

A FRENCH OPINION OF A WESTERN EDUCATOR.

In the report of the French Educational Commission that visited our country in 1875 frequent mention is made of distinguished American educators. None of the names mentioned in this report is referred to with greater praise and appreciation than that of the Hon. J. L. Pickard, LL. D., at the time Superintendent of Common schools, but since then called to the Presidency of the State University of Iowa.

In the report, reference is made to the opinion of President Pickard while Superintendent, particularly quoting extracts from one of his most celebrated lectures and from his official reports. We have been at the pains to transcribe the original French, thinking it will interest our readers to know in what way a high foreign authority regards the work and the opinions of an American teacher.

"In a lecture before the National Educational Association of 1875, in which the greatest solidity of mind and the most delicate knowledge of human nature are hidden under a flow of American humor and spriitliness, Mr. Pickard, Superintendent of the Chicago schools, discussed the problem of the moral education of boys. He traced in a witty manner a picture of the American boy which would be very nearly true of the boys of any other country. The principal traits of character which education should take into consideration are, briefly, the following: The absence of conscious effort in the child, his incessant need of activity, of physical exercise, of occupation; his indifference to the past and future, the present absorbing him entirely; an implicit trust and insatiable curiosity, particularly for the new, the extraordinary, the daring; the ambition to excel, to be the strongest; a good heart, love of justice and right, of his right especially; the faculty of becoming violently impatient at injustice; finally, that inward and unconscious vivacity which is, as it were, the index of the growth of the man in the child, and which gives him those peculiar predilections, prepossession and noise, but also of full energy and inborn vigor."

"How is this to be brought to be managed? Above all, retrace oneself a panicwa. Respect individuality. Educate, but never break the will. By all means, compatible with justice, and fairness try to conciliate the good will of the child, the good elements of his nature. Have a scrupulous regard for his rights; correct gently his failings. Encourage his confidence in himself; watch him, but with a true sympathy; his own will surely respond to yours. If all has to be reduced to a rule, I should limit myself to these two points: Let him have something to do, some one to love. Mr. Pickard adds a pedagogical prescription full of truth and of wide application in the matter of moral education: 'The teacher should always most carefully distinguish between such failings of the pupil as have the character of a moral fault, and such as are only violations of good order, propriety, and the rules of discipline. Nothing is more fatal to the unfolding of the moral sense than the confusion so often met with among teachers as to those two kinds of reprehensible acts. If you punish a boy the same for an annoyance he causes you as for a bad action, he will suppose that you have reflected on him, and accepts the verdict; he will persuade himself that both misdeeds are equally grave in your eyes; he gradually conceives the idea, without himself or you knowing it, that it is as bad to whittle as to swear, to whisper as to lie, to sit improperly in his chair as to take the property of others, to be late at school as to do or say something rude. This aberration of the moral sense is one of the greatest dangers of too rigorous school discipline, and the teacher who pays no attention to it incurs a great responsibility.'"

"One final important remark, judiciously made by the Superintendent of Chicago, is to make allowance for the condition of families, of the influences brought to bear on the child. A certain student is the torment of his teachers, he comes to school dirty, in rags, often without breakfast, and half starving; instinctively he makes it a point of honor to be turbulent, to invent a thousand foolish tricks, to brave every one. Clean clothes on his back will do more to change him than the whip and punishment. Another, slack, lazy, listless, drives his teacher to despair; it is owing to a weak constitution, often to insufficient food and care; a tonic and stimulating treatment would be the best, perhaps the only means to correct him. In the case of others it is, on the contrary, the existence and ardor of temperament which renders the child intolerable; be careful not to complain of it; in most cases, what you call bad conduct is only a false direction given for energy; its source is good and healthy—it only lacks a regular outlet. Prepare dyes for it, but do not suppress it. Let not discipline be annihilation. 'A broken will,' said Mr. Pickard at the close, 'it is to me the saddest of sights in a school.'"

"We have been particular to present these extracts, not only because of the judicious views they contain, but because they present very clearly and definitely one of the striking characteristics of American pedagogy—we mean that respect for the freedom, the spontaneity, the activity of the child, considered as the first condition of moral education, and as the first duty of the educator.

"This is not merely a theory, Mr. Pickard himself has undertaken to apply it first to the schools of which he is Superintendent. His later official reports frequently recur to the principles which we have just briefly stated, and which he strives to incorporate in the educational system. He is anxious to point out clearly the difference between true and false discipline, apparent and real order.

"There are two ways for the teacher to proceed," he said in his last report; 'the one is, to form in himself a high ideal of virtue, charity, culture, and to live up to this ideal; next, by example and precept to lead his pupils to free themselves from low aspirations, in order to strive after the same ideal and to pursue it with energy; these are the sources of true discipline. To repress vicious tendencies or unsatisfied activity by the fear of a harsh word or physical suffering, is simply the triumph of brute force. The former of these two forms of government exercises a salutary influence on the child, surrounding him, penetrating him, preserving him in all his movements, even in the acts which no one sees; in the class-room, on the playground, in the street, at home, everywhere. The other urges him on to break out in disorder and license as soon as the threatening eye is turned away or the harsh voice of the mentor is no longer heard. The one promises to form in the child a noble, manly character, the other rather enfeebles it.'"

"The first practical consequence of these views was the suppression of corporal punishment, which, as is well known, plays a great role in Anglo-Saxon education. Some four or five years ago Mr. Pickard undertook to bring about its total abolition. In accordance with American customs and usage, the reform has been introduced in the form of an experiment; thus every one became interested in its success. The report of Mr. Pickard for 1875 gave the proofs of the good results obtained. The great argument of the advocates of the whip was that it would be necessary to suspend from the schools a much larger number of undisciplined pupils when there would be no longer the old means to make them come to terms. The result was, however, that there has been a smaller number of temporary suspensions since the suppression of the whip. (In 1875 127 boys and eight girls, out of about 50,000 pupils, were suspended. Some eight years ago the number of suspensions was nearly double under the rule of the rod and whip.)"

We have, in the foregoing, given as nearly as possible the exact version of the French report. By comparing our translation with President Pickard's original language, we find that the French rather paraphrased than exactly reproduces it. The terseness of the original does not throughout appear in the French version. This defect is not a serious one, as the French language does not readily adapt itself to a manner of expression in which the English excels, and the version being intended for French readers, the gentleman who wrote the report had the right to present it in the form best calculated to please his readers. We say this in self-defense, as our translation does not, for the reason given, reproduce the pithy Anglo-Saxon of the original.

The class in geography was on exhibition, when the question came, 'What discovered the Sandwich Islands?' Every hand was instantly raised, followed by a chorus of Joseph Cook! —Boston Transcript.
Practical Department.

HOW SHALL I GIVE AN OBJECT LESSON?

BY HELEN GILBERT.

"I do not know how to give an object lesson," complains a young teacher, "I never have seen one given that I liked, and when I try to give one, my pupils seem uninterested."

Let me suggest two faults that may be yours, dear fellow worker.

In the first place, you may make your lesson too objective; and, again, it may be bare of all objective interest. By "too objective," I mean that your pupils may see in your work only an attempt to entertain them and keep them quiet, and children invariably protest against being entertained in school, merely for the sake of being entertained, with no "why's" or "what for's" introduced or answered.

The second fault is more common. I once knew a little girl who on being asked what she studied at school replied, readily, "Reading, Number, Spelling, Language, Oral."

And on questioning I found that "Oral," which she evidently considered as much a branch of learning as any of her subjects, meant the oral lessons that her teacher gave upon plants, animals, and other familiar things—and that "Oral" consisted of oral questions by the teacher and committed replies by the pupils—the replies copied and learned verbatim et literatim from the board work of the teacher.

In such work the real underlying principles on which the usefulness of object lessons depends are not subserved. It is to awaken the child's thinking powers, to stimulate his perception, and to teach him facts, that these lessons should be given, and the third point should never over-shadow the other two. So far I have not attempted to answer the question in the title. I have only said how not to do, and now in giving a lesson to a model class, I freely acknowledge that the pen and ink child en who will now answer my questions sit in much nicer "position," and hold up their hands more quietly than the Charlies and Katies and Mabels of our school-rooms; but the answers are like, I know, for they are "reported" from replies of Charlies and Katies and Mabels to whom it is my pleasure to give many similar lessons, every month, in my first grade work. (1 use tr. for teacher, chn. for children, and chk. for child.)

Try. "Once upon a time, I saw an animal larger than the animal we talked about yesterday, and just as useful to us, though in other ways. What did we talk about yesterday?"

Ch. "The horse."

Try. "Right. This animal is of different colors, and different sizes. It can run much, less swiftly than the horse."

A pause. Chn. eager but puzzled.

Try. "This animal has horns, and—"

Chn. "It is a cow."

Try. "Yes. Who can tell me one way in which the cow is useful to us?"

Ch. "It gives milk."

Another Ch. "Milk makes butter."

Try. "One at a time. You may tell me, as you lift your hands, different ways in which milk may be used."

1st Ch. "We may make it into cheese."

2d Ch. "We may make it into butter."

3d Ch. "Mamma makes custards with milk."

And so continue, the teacher insisting upon correct sentences in every answer, and placing upon the board as the Chn. talk, a neat bracket, and at the right these "uses."

In a second bracket, other "uses" are written and all enclosed in the large one, "Uses of the Cow to Man."

In giving this lesson not long ago, I was surprised to find that several of the children knew of the preparation of glue from bones, and of leathern from skins. Their answers give information to each other, information which the teacher places before them upon the board, in systematic form.

The names of the parts follow now.

Try. "Who will tell me one part of the cow in this picture?"

(Pictures are indispensable.)

1st Ch. "I see the head of the cow."

2d Ch. "I see the feet of the cow."

3d Ch. "The cow has a tail."

4th Ch. "She has a neck."

These and other parts are named upon the board in divisions, as of the head, body, limbs, and feet. I consider, the description of parts too difficult for first grade children, but I find that a very pleasant way of closing the lesson is by asking the pupils some question upon the relative size of the animal discussed, and so leaving the subject until the next lesson, when they will come to it with the eagerness of having "something to tell."

THE REBOUNDING BALL PROBLEM.

(Reprinted from No. 114.)

A ball dropped from the top of a tower rebounds 30 feet, and again falls and rebounds in the same ratio, until it comes to rest in 10 seconds. Required the height of the tower and the distance the ball has traveled.

J. A. HOLMES.

ST. JAMES, ILL.

Solution.—To make the solution general:

Put T=10 seconds, being the whole time of falls and rebounds.

\[ a = 30 \text{ feet, being the height of first rebound.} \]

\[ g = 16 \frac{1}{3} \text{ feet, being the distance fallen during the first second.} \]

Let \( r \) = ratio of falls and rebounds, ascending series.

Then for distance of the first fall we have

\[ ra = H \quad \text{Height of tower; from which } r = a \]

The sum of the distances of the several rebounds forms a Geometrical series which we represent as follows:

\[ s = a + ar + ar^2 + ar^3 + \ldots \]

\[ s = \frac{a}{1 - r} \quad \text{sum of series to infinity} \]

where \( \frac{a}{1 - r} \) is distance of rebounds. And by laws governing falling bodies, the time of the several rebounds forms a Geometrical series which we represent as follows:

\[ \frac{a}{g} + \frac{a}{g^2} + \frac{a}{g^3} + \frac{a}{g^4} + \ldots \]

\[ \frac{a}{g^0} \text{ to infinity } = \text{time of rebounds}. \]

Considering the time of rebounds as an ascending series we have its first term \( = 0 \), and the last term \( = \frac{a}{g^0} \text{ the ratio being } r \), and then by the Geometrical formula to find the sum of an infinite ascending series, viz.: \[ s = \frac{r^0}{1 - r} \text{ we have } \frac{a}{g(\sqrt{r} - 1)} \text{ time of rebounds; doubling this we have } \frac{2a}{g(\sqrt{r} - 1)} \text{ time of rebounds and subsequent falls; to this add } \]

\[ \frac{a}{g^0} \text{ the time of the first fall and we have the whole time } T = \frac{2a}{g(\sqrt{r} - 1)} + \frac{a}{g^0} \text{. Reducing to a } \]

\[ \frac{a}{g(\sqrt{r} - 1)} + \frac{a}{g^0} \text{ common denominator and adding terms we have } T = \]

\[ \frac{a}{g(\sqrt{r} - 1)} + \frac{a}{g^0} \text{. Expanding and uniting terms } T = \frac{a(\sqrt{r} + 1)}{g^0} \text{. Clearing of fractions, } \]

\[ TVg = Tvg = vr^2 + vrg \text{. Transposing and factoring, } \]

\[ vr = -TVg \text{. By rule for complete quadratics, } \]
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A SOLUTION FOR A. E. H.

The following is a very simple solution to A. E. H.'s Problem No. 2, given in last week's issue, No. 115 of the Weekly. It is given in Ray's Higher Algebra.

Let $a = x$ represent the quantity. When it is divided into two equal parts, the products of those parts become $a^2$. But suppose it be divided into two unequal parts, and let $a-x$ equal the greater and $a-x$ the lesser part. Then the product of these parts becomes $a^2-x^2$, which is at times less than $a^2$. Hence the maximum product which can be formed by dividing any number into two parts and multiplying them together is the square of half the given number. This not only proves that the square of half any number is the greatest product that can be produced by multiplying together any two numbers whose sum equals the given number, but also, that of the several products which may be formed by multiplying together the unequal parts of the number, that one is the smallest whose factors are farthest removed from the half of the given number; because the value of the expression $a^2-x^2$ diminishes as the value of $x$ increases.

T. J. WALSH.

The Educational Weekly.

DO INFINITIVES HAVE CASE?

To the Editors of the Weekly:

That depends upon what is meant by case. There is an old pedagogical tradition that case means the relation of a noun or pronoun to the other words of a sentence, or something to that effect.

Greeke defines Case as follows: "Case denotes the relation of a noun or pronoun to other words." He does not say case $i$ the relation, but that it "denotes the relation." In explaining this definition, the teacher has to fully back upon the tradition before mentioned.

Reed and Kellogg's definition: "Case is that modification of a noun or pronoun which indicates its office in a sentence." Is there one teacher in one hundred who could get a clear idea of what that means, unless such teacher had studied some other language, without the old tradition?

Kerl's definition: "Case is that property of nouns and pronouns which shows how they are used in the construction of sentences."

Quackenbos' definition: "Case is that property which distinguishes the relation of nouns and pronouns to other words in a sentence." "Denotes," "that modification," and "the property," are the defining words of these definitions. They are as intangible as a spirit, and as incomprehensible as infinity. Do they mean anything in these definitions? and, if so, what? Webster comes to the rescue. Case is "the inflection of nouns, or the change of termination, to express a difference of relation in that word to others."

There seems to be some point to this. Here we are told that case is "inference to express a difference of relation," then of course it is not the relation itself, but a change of form to indicate it.

The question now arises. Do English nouns have Case? Unless the Possessive which is Adjective to all intents, is so considered, the whole subject of case can be dropped from the noun, and if that is done, of course, infinitives would rank as any other noun, having relation but no inflection, consequently no case.

ENRIQUE.

THE INFINITIVE.

To the Editors of the Weekly:

The infinitive is partly a verb and partly a noun. As a verb, it may be modified by an adverb, or take after it an attribute or object complement. As a noun, it names the action, being, or state, without asserting it, and is always in the objective case after the preposition to expressed or understood. The preposition to and the infinitive constitute the infinitive phrase, which may be used as a noun, as an adjective, or as an adverb.

In the sentence "A desire to play is natural," to play limits desire, and it is therefore an adjective in the nominative case. In the sentence, "A desire to seem to appear well is natural," to appear well is an adjective, completing the verb seem, in the nominative case, relating to the omitted subject of seem.

In the sentence, "I bought a book for J. H. to read," to read and its assumed subject J. H. are in the objective case after the preposition for.

A. U. J. GREENSBORO, N. C.

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THE C. L. AND S.C.

To the Editors of the Weekly:

Will you inform me how I can place myself in communication with the Chauncaspa Literary and Scientific Circle?

A SUBSCRIBER.

GUTHRIE, IOWA, May 12, 1879

In reply to our correspondent we would state that all communications in regard to the C. L. S. C. should be addressed to the President, Rev. J. H. Vincent, D. D., Plainfield, New Jersey. We are glad to see this important movement attracting such general and deserved attention.
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Educational Intelligence.

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


New Jersey—J. M. DeArmond, Principal Grammar School No. 5, Davenport.


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

Missouri—G. V. Tynley, Supt. Public Schools, Minneapolis.

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

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


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

CHICAGO, MAY 22, 1879.

The STATES.

MICHIGAN.—The next meeting of the Michigan Association of City Superintendents will be held in Lansing, on the evenings of July 8, 9, and 10, in connection with the State Central Institute. All members of the Association are requested to send to the President, Supt. W. H. Payne, Adrian, a list of such topics as they wish to have discussed.

The Lansing high school will have six graduates at the close of the present year. The fees received from foreign scholars has amounted to $4,529.20; tuition received from non-residents, $4,529.20; amount paid for superintendence and instruction, $17,790.13; enrollment of pupils, 1,941; per cent of attendance, 95.95; number of non-residents in high school, 289; average cost of education per capita in entire school, $15.36.

The Lansing high school will have six graduates at the close of the present year. All girls. The fees received from foreign scholars has amounted to $417.48 for the past year.

The Nursery has proved satisfactory as a text-book in the lowest primary grades of the Grand Rapids schools. Thus far 1,050 copies have been used, and are in good condition for next year’s use.

Mason has reduced the salary of his principal from $1,000 to $850.

School expenses of District No. 1, of the city of Jackson, for the ensuing year, are estimated at $26,000, of which $20,000 must be raised by direct taxation.

Prof. L. McLouth, of the State Normal School, will read a paper upon “Normal Schools” before the annual meeting of the National Educational Association, Philadelphia, in July.

Orr Schurts, University class ’78, has been appointed principal of the Danville schools.

Superintendent of Public Instruction, C. A. Gower, has completed the appointment of the principal of the school interest fund. The whole number of children of school age in the state is 476,806, but the apportionment is made on the basis of 474,065, the difference being children in districts which have not yet complied with the law. The amount apportioned is 48 cents to each child, two cents less than last year.

The uniformity school text-book mania has attacked the Michigan legislature. A diagnosis of the Senate May 14th showed fatal symptoms, the bill passing the committee of the whole with only two dissenting votes. The bill provides for a commission to be appointed by the governor, and consisting of the Superintendent of Public Instruction and four other persons, the latter to hold office for five years, who shall select a list of non-sectarian text-books to be used in the primary and graded schools of the state. A selection is to be made once in five years, and the books contracted for at the lowest attainable price. The choice shall be binding on all school superintendents and teachers, and school districts using other books shall forfeit their primary school money for the current year and every year thereafter until they shall comply with the law. But any school district which at an annual or special election shall, by a majority vote of the electors, decide not to avail itself of the advantages of the act, and which shall notify the Superintendent of Public Instruction of its intention, shall be exempt from the operation of the act and shall be entitled to its share of school money. May 15 the bill was passed by the Senate by a vote of 18 to 6.

The elegant diploma awarded to the State University by the Paris Exposi-

tion has been received at Ann Arbor. It was the highest testimonial given for educational exhibits.

INDIANA.—Crawfordsville.—The High School closed on Thursday, May 15, with the Third commencement exercise. The class consisted of ten members. Mr. Fry is Superintendent, and Miss Dimon Principal of the High School.

The Madison Courier thus speaks of Prof. John M. Coulter, the gentleman recently elected to the chair of Geology and Mineralogy in Wabash College: “Two very high honors were conferred upon Prof. John Merle Coulter, of Hanover College, last week. The Board of Trustees of Wabash College unanimously elected him Professor of Geology and Mineralogy of that institution, and the academy of Natural Sciences of Philadelphia designated him a corresponding member of their Academy. Few men, unless well advanced in years and of mature and wide reputation for scholarship, attain to the last mentioned distinction. Prof. Coulter has not yet decided in the matter of the Wabash professorship.”

Complaints having been made that the pupils in the Indianapolis public schools are being overworked, Superintendent Tarbell went to work in his usual thorough manner to investigate the grounds for the complaints. Reports were received from all the schools in the city, stating how much time each day was spent by pupils at home in preparation of school work. This, of course, could only be determined from the statements of the pupils themselves, who would be disposed rather to overstate than otherwise. Several prominent physicians were also interviewed and the results of their observations and interviews with the patients obtained. At the next meeting of the School Board, Prof. Tarbell made an elaborate report of the results of his investigations. The conclusion of the whole matter is that school work is not breaking down the physical constitution of the rising generation to any alarming extent. The unanimous voice of the medical fraternity is that the 10,000 children in the public schools of the city enjoy better health and are happier in every way than they could possibly be under other conditions. Some are disposed to think that black-board work is carried to an extent calculated to injure the eyes of some of the younger pupils. Dr. Fletcher recommends “the organization of a school (a very large one in each ward) for parents, where they may learn, not science, but sense, in regard to the management of their families, and that the growing child, for health, requires much belly and little brain food for future strength of maturity.” Dr. Jameson says: “Very few are hurt by school work. Two or three in a hundred might be, if held to it. The magnitude of ill-health among children caused by the schools is greatly over-estimated by some sympathetic physicians who think of the few instances of diseased children they have observed, and don’t think of the hundreds of healthy children who do not come under their notice.” The following reflections from the body of Prof. Tarbell’s report are worthy of consideration: “It is wise while to consider that however much we reduce the course of study, it will still be found too heavy for some children. We cannot prepare courses for such pupils. The interest of the great majority must be regarded in our general arrangements, and special cases receive special treatment. To have the work required so little that the pupils would get into sluggish habits, and find nothing to give them a fortune in school life the struggle to get on in the world which presses upon us in our later lives, would be a serious misfortune to our more capable pupils.”

ILLINOIS.—The Amboy Journal contains the report of the public schools for the month ending April 23, showing an enrollment of 105 in the high school, and a total of 726. A comparison is made between the per cent of attendance and the number of tardinesses in 1878 and 1879 respectively, during the same month and for seven months, and the result is very largely in favor of the present year. F. M. James is superintendent.

The sixth summer drill of Knox county will be held at Knoxville, commencing July 14, and continuing three weeks. Primary work will be in charge of Miss Halsey, superintendent of Stark county. Dr. C. W. LeFingwell will teach reading. The other classes will be taught by Mr. Clendenen, principal of Knoxville schools, and Miss West, county superintendent.

Prof. S. H. White and all his faculty have resigned their positions in the Peoria County Normal School. Efficient teachers cannot and will not for the pittance allowed for the support of this institution, and in all probability the school will now be closed.

Prin. Mason, of Perry high school, has resigned his position; also Prin. Buell, of Pittsfield.

The fourth “commencement” exercises of the Griggsville high school oc-
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curred May 6, and were a grand success. The class consisted of seven young ladies. After the close of the exercises, a present of two easy chairs of elegant design was made to Prin. P. M. Hitch and his assistant, Miss A. Hasch, by the classes of 1877, ’78, ’79. Mr. Hitch and Miss Hasch have taught the high school for the past three years, and have been unanimously re-elected by the directors, for next year.

It appears that the city of Jacksonville has been in existence, notwithstanding the city charter distinctly provides for the school, ever since its establishment in 1857. This city has a wide extended reputation as an educational center, having greater facilities in this direction than almost any other city in the state. Besides the public schools, there are three flourishing institutions for young men, and three female seminaries, all under private or sectarian management, drawing their patronage largely from abroad. There are also located here, the state institutions for the education of the deaf and dumb, and the blind. The bitter feeling against supporting the high school at public expense had apparently increase, and articled were written for home and neighboring papers, favoring and demanding the speedy abolishment of this high school, because of the excessive burden of this so-called useless monopoly, growing upon the vitals of the body politic. A petition was circulated in favor of presenting the matter directly to the voters at the spring election. The hope of ever electing intelligent members of the board who would deprive the children of their birth-right was long ago abandoned. So after much entreaty and urgent solicitation 320 names were signed to the petition, asking the city council to submit the question to the people at the regular election, in April. As the number who signed the petition—only about one-seventh of the voters, the board of education felt that there was not sufficient reason to take the step, but the council, to whom the matter was referred, in order to test the feeling and set the long-talked-controversy at rest, took the bold step, and ordered an expression at the last election, notwithstanding the city charter distinctly provides for the support of the high school. The result was, that out of the 2,000 voters only 293 voted against the high school, a number less than the number of those who were involuntarily signing the petition. The moral conclusion seems legitimate, that the more violent and partisan the attack, and the more severe the misrepresentation, the quicker and surer the reaction. We venture the opinion that no well conducted high school sending out its well prepared graduates for five years, and thoroughly and quietly doing its entire work, can be up-rooted or permanently crippled by feints at economy. Let the work be done efficiently, without extravagance, and the schools are safe in the hands of any intelligent community.

At an election held last Saturday, the township voted by a majority of 134 to grant an appropriation of $16,000 for a new high school building. The building will be erected immediately. The friends of education are greatly encouraged at the result.

The association of Illinois Principals will meet at Peoria Tuesday and Wednesday July 1 and 2. A banquet will be given Tuesday evening, and arrangements are now being made for a steamboat excursion Wednesday evening. The aim of the committee is to combine pleasure with profit, and a good time is expected. There will be addresses by the President, Hon. J. H. Freeman, of Polo, Hon. James L. Slade, Hon. J. M. Gregory, Prin. L. W. Parish, of Rock Island, and others. All railroads centering at Peoria have agreed to give one and one-fifth fare. Hotels will entertain members at $1.50 per day. Further particulars will be announced soon.

KANSAS. —The report of Edwin Phillbrook, principal at Blue Rapids, which we observe in the Times of that place, shows a very creditable state of things with reference to attendance and punctuality.

An important educational gathering will occur at Lawrence, June 16-21, consisting of the State Teachers’ Association, the County Superintendents’ Convention, the State Normal Institute, and the State Examination. The program of the State Teachers’ Association is as follows:


The County Superintendents’ Convention will be held Friday, June 20, at 9 o’clock A. M. Arrangements for Normal Institutes; Teachers’ meetings—where and when to be held, and how to conduct them; School law difficulties, and other questions will be discussed. Very liberal rates of transportation have been secured over the different lines of road.

The State Examination will be held during the forenoon of June 17-21.

The State Normal Institute will occupy the early morning hours of June 17-19. A large attendance upon these meetings is urgently invited, and a profitable time is anticipated.

WISCONSIN.—The list of summer institutes is fast taking shape. About fifty were held a year ago, and the number will probably reach sixty this year. The branch of school work in this state brings greater returns for the outlay. Over 4,000 teachers were instructed last year at a cost of about $7,000.

The State Superintendent has recently spent two weeks visiting schools. Supt. Isham, of Walworth county, says he visited five districts schools last week with him, and adds, “It is seldom that the Walworth county school teacher is honored with a visit from the chief school officer of the state; the only similar instance was some seventeen years ago when the irrepressible (A. J.) Cheney, then county superintendent, and J. L. Pickard, then state superintendent, rambled, one summer’s day, among the country school houses of old Walworth.”

Judging from the weekly notes in The Journal at Ripon, J. N. Stewart, principal of the high school, must be not only alive but amazingly in earnest in his work. The notes seem to be furnished by a number of the senior class and are just such terse scraps of information as serve to keep the community posted and interested.

We have received the Premium List of the educational exhibit for the Ripon Fair to be held in September. The premiums are liberal and the managers show an evident appreciation of the matter. It is a shame that Walworth county, which inaugurated this branch of the “show business” last year, has faltered in the good work. The failure, however, is in no wise attributable to the Superintendent, but to some minor policy outside of his office, we believe.

The Walworth County Independent says, “Wisconsin has the best system of Teachers’ Institutes in the United States. The pioneer worker in this useful branch of our educational system, Prof. Robert Graham, of the Milwaukee Normal, will go to Iowa, by special request of leading educators of that state, the only similar instance was some seventeen years ago when the irrepressible (A. J.) Cheney, then county superintendent, and J. L. Pickard, then state superintendent, rambled, one summer’s day, among the country school houses of old Walworth.”
popular as boating and base-ball, and that would give such an impetus to the study of our own language, literature, and history as it has never had, and for which wise teachers labor and wait, we trust not wholly in vain.

At the spring examinations in Sack county 252 persons were examined and 94 rejected. There were many old certificates holding over so that now there are 247 in force and the number of summer schools is only 150. Some be

The following is the list of spring institutes held during March and April.

It is a good showing: Amherst, Portage county, 102 teachers; Appleton, Outagamie county, 89 teachers; Auroraville, Waushara county, 120 teachers; Baldwin, St. Croix county, 62 teachers; Colby, Clark county, 39 teachers; Evansville, Rock county, 122 teachers; Fond du Lac, 160 teachers; Green

The Institute Conductors' meeting will be held at La Crosse July 7.

D. D. Parsons, superintendent of Richland county, requested his teachers of the various districts to meet at their school houses, with pupils and parents, for the purpose of planting trees, etc., around and in the yard, May 17. This is a good move. A committee appointed by the Racine board of education to visit the high school of that city reported favorably, closing their report as follows: "Under its present management the high school is a great honor to the city and entitled to receive the cordial support of all well wishers of the public schools." Committees on the other schools also reported a flourishing condition of things, and made some important recommendations. The report of the board to the Mayor and city council showed that the city owns eight school buildings, valued at $57,000. Forty-four teachers are employed. This report also compliments Supt. Wescott for the success of his management for the past two years. The inadequacy of the school buildings is shown by a comparison of the number of school children over five and under twenty years, (5,287) with the number of school sittings (2,179) and the number actually enrolled during the year (2,977)

H. W. Rood edits an educational column in the Pueawaukee Standard.

TENNESSEE.—The following changes have been made in the Tennessee School Law by the last Legislature: The scholastic age has been extended from eighteen to twenty-one years. The office of district treasurer has been abolished. The study of the sciences has been added to the branches to be taught in the public schools.

IOWA.—The McGregor high school pupils have $100 on hand as a fund for the purchase of a piano by and by. It has all been raised by their public entertainments. The superintendent's report (April 4) says that the school has never passed a month before with so few tardy marks, the total number of tardinesses in an average daily attendance of 330 being but nine during the whole month.

COLORADO.—Supt. L. S. Cornell, of Boulder county, is a graduate of Westfield College, Ill.

The University of Colorado has been opened to students in 1876. It now has 150 students. Dr. J. A. Sewall, formerly of Illinois Normal University, is President. It is situated at Boulder. The public school of Boulder enrolls about 550 pupils. Miss Thomas, the principal, is very popular with pupils and citizens. By her efforts many valuable improvements have been effected. The McGregor high school pupils have

MINNESOTA.—Prof. H. H. Winchell, State Geologist, is in the northern part of the state, engaged in making geological investigations. It will require three or four years yet for the state survey to be completed, and the full report to be prepared. The recent action of the regents of the University in relieving Prof. Winchell from instruction in the University will greatly facilitate the work of the survey.

OFFICIAL DEPARTMENT.

ILLINOIS.

SPRINGFIELD, III, May 13, 1879.

I desire, in this communication, to call the attention of the teachers of the state to the three subjects named below :-

ILLINOIS PUBLIC SCHOOLS EXHIBIT.

The instructions accompanying the list of premiums offered by the State Board of Agriculture, as published in the Weekly of April 3, contain this sentence: "No two papers for the same set of three or more papers will be accepted from one pupil."

As this regulation seems to be misunderstood, I write this to say that the word "set" includes the papers upon one branch only; it does not embrace, as some have supposed it does, the papers upon all the branches in any one set.

It will, therefore, be proper for teachers to select and present the best three papers in each of the branches named in any lot, even though the papers selected in each branch should be the work of the same three pupils.

In other words, it will be proper to accept from one pupil one paper upon each of the three branches named in any set.

As the number of papers, instead of the number of pupils, is always referred to in the premium list, it was feared that some bright pupil might be allowed to write the answers to the same questions twice, and thus a class of two might, without this precaution, present the set of three papers required. It was to prevent the possibility of anything of the kind that this regulation was adopted. It should read: "No two papers upon the same branch will be accepted from one pupil."

STATE CERTIFICATES.

Examinations for state certificates will be held during the summer vacation, probably the latter part of August, in several different places of the state. That the greatest possible number of applicants may be accommodated, I respectfully ask those wishing to pass the examination to notify me at once and state the city or cities of easy access at which it will suit them to be examined.

MISSOURI STATE TEACHER'S ASSOCIATION.

Prof. C. H. Dutcher, president of the State Teachers' Association of Missouri, writes me that the next meeting of the association will be held in St. Louis, the 24th, 25th, and 26th days of June, and requests me to extend to the teachers of this state a cordial invitation to attend the meeting.

JAMES P. SLADE.

Superintendent Public Instruction.

THE KINDERGARTENS, SALARIES, ETC., IN ST. LOUIS.

We are glad to receive from Supt. Harris, of St. Louis, the prompt and full denial of the statement quoted from a contemporary that the school board in that city is not friendly to the kindergartens, and is disposed to reduce the salaries of teachers. Supt. Harris says that the number of kindergartens has been increased this year, and that there has been no movement looking to their curtailment. We trust our contemporaries will present the facts in the case as set forth authoritatively by Mr. Harris, the city superintendent.

ST. LOUIS, MO., May 19, 1879.

To the Editors of the Weekly:

In your issue of the 19th of May you quote, in a prominent place, an article from "The New Education" with the sensational heading, "Prospective Danger to the St. Louis Public Kindergartens." In this article the writer professes to have information to the effect that "The antagonism against the public kindergartens in St. Louis seems to be again in the ascendant." Moreover, as a cause of the hostility against them, it is alleged that there is a fresh movement to reduce teachers' salaries in St. Louis. Then, to cap the climax, it is added, by way of consolation, that "It is their present form the kindergartens are a farce," at least in the opinion of some of their former friends. It is explained that the kindergartens are carried on as a sort of pre primary schools, and it is intimated that "one is tempted to wish for their abrogation in the interest of the cause."

I venture to say that this information will prove more astounding than the information given the other day in the New York Tribune, to the effect that the study of natural science has been abolished in the St. Louis schools. The fact is that there has been no discussion in the St. Louis school-board or elsewhere, of the question of abolishing the study of natural science as it has existed for many years here. Nor has there been any movement here looking to the abolishing or the curtailment of the kindergartens. The latter has been additions to our number of kindergartens this year. At the close of the third quarter of the year (April 24) I reported an enrollment of 4,731 pupils thus far, in the kindergartens; of these there were then belonging 3,055; of that number there were 1,544 who attended the kindergartens exclusively and 2,417 who attended the kindergarten for one-half of the day, and the regular primary school for the other-half of the day. The number of teachers was 173 (42 being volunteer, and 131 being salaried teachers). The modifications in the kindergarten course of study, as Froebel advocated it, have been
only to allow children, who were already in the primary school and were transferred to the kindergarten, the privilege of attending the primary school the remaining half of the day. If the kindergartens are a farce here it is not because they are not carried on in the spirit and according to the letter of Froebel.

The "antagonism against the public kindergartens in St. Louis" has never before been "in the ascendant," and it is not now in the ascendant. Nor has there been any "fresh movement to retrench teachers' salaries" here. Our school-board is more nearly unanimous on this question, it seems, than on most others. They adopt many devices to retrench but do not touch, or offer to touch, salaries.

The article is mere idle gossip, but this will not prevent it from going the length and breath of the land through the columns of the newspapers, and creating a false impression in regard to the St. Louis school-board, and the true status of the kindergartens here.

Respectfully yours, Wm. T. Harris.

CHICAGO NOTES.

A sentence on page 43 of Monteith's Elementary Geography reads: "Milwaukee has a large and thrifty German population, and is noted for the production of malt." A child in a west side school last week recited the statement as follows: "Milwaukee has a large and thirsty German population," etc. Who knows? Perhaps the child was right. What did the malt suggest? The house that Jack built?

Extra work should mean extra pay. This is a text on which we have frequently dilated. In regard to the extra clerical work thrust upon teachers without remuneration, it is our business to irritate that injustice done.

London Schoolmaster. The above has reference to the making up of statistics. Further on the editor expresses gratification that one teacher received £1 10s for such work, and a committee of another board allowed 152 for each name returned in the annual register. When will the gentleman visit Chicago?

Service under a school board has the disadvantage of being uncertain. Each new election brings new blood and "new brooms" with the proverbial access of activity and sweeping reforms.—London Schoolmaster. And yet the writer of the above lives in England.

German teachers are waxing jubilant over intelligence lately received from Japan. It is reported that the Japanese hold the Germans in such high estimation as to prefer German teachers to those of all other nationalities.—London Schoolmaster. German teachers of Chicago! here is your chance. Japan may be reached via San Francisco.

At the last meeting of the Principals' Association, Sup't. Doty gave a concise and interesting account of his late visit to Winona, Minn. He stated that the buildings are elegant structures, several thousand dollars being represented in the architectural beauty of each. The teachers are all non-residents; so that if a teacher one is dropped the town shall not be raised, the alumnus set out on the war-path, and prominent citizens put on the track of the school-board, to secure the weak sister's reinstatement. How different this rule from that proposed in Chicago some years ago, when principals living in the suburbs were ruled out of office, $40,000 worth of property practically confiscated, and at least ten homes disturbed and disturbed. The invention of that move was an aldermanic whim; but it was nursed and coached on by a clique who wanted the school agent's office ruled out, since he lived at Lake View, the offices of school agent and attorney consolidated, and the school fund balance placed in charge of the latter. It was lucky for the cordial and abusive wretch for whose interest that measure was intended that the plan did not work, for, if it had, he might now be languishing behind bars.

The normal schools of Minnesota, one of which is located at Winona, are now on a permanent basis, the teachers being paid salaries fixed by law. And yet they are not happy. Their school year is eight months; and yet they are not happy. The principals get $2,000 and the assistants $1,000 per annum; and yet they are not happy. They average twelve pupils to a teacher; and yet they are not happy, but grumble at fortune and fate. But we do not learn that any of them intend coming to Chicago.

In increasing the salaries four per cent the Board assumed that scrip won't be worth 96 per cent, since the extra appropriation made by the Council was to compensate for the discount on scrip. This being the case it is gratifying to learn from good financial authority that the value of scrip in the market is not likely to fall below 92 or 93 per cent. For these potatoes and this hering and the salt with which it is savored, we are humbly thankful.

Miss Dora Moore, a teacher in the city schools, offers to make good to the West Town Board her father's shortage—$7,000, or thereabouts—from her already meager salary. This is a heroic and touching instance of filial loyalty and tenderness. We do not know what circumstances led to Mr. Avery Moore's downfall, but we do know that he was an excellent member of the Board of Education at one time, and we believe that he was more sinned against than sinning. At any rate, Miss Moore should receive an appointment from the Board of Education that would be a recognition of her high principle and acknowledged ability—a position whose salary would enable her to carry the undertaking which she has so bravely engaged in to a successful conclusion.

A few months ago, at a public examination for teachers' certificates, eighteen candidates were examined and all failed. A few weeks ago two candidates passed at a less public examination. This establishes the possibilities of passing at a private compared with those of passing at a public examination, as follows:

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<th>No. Examined</th>
<th>Public, 18; private, 2.</th>
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<tr>
<td>No. Passed</td>
<td>Public; private, 2.</td>
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Ratio of examined, 18 public:2 private, or 9:1; ratio of passed, 0:public; 2:private, or 0:9; simple ratio of private to public examinations, 2:9. Compound ratio of public to private examinations, (2+0)×(18+2)=91; nine times infinitely better to be examined privately than publicly.

Occasionally we receive a pupil from the country whose independence of thought and self-reliance, and greater earnestness and fidelity, staggers us in our vainglorious estimate of graded schools and huge systems. The idea of helping himself seems to be absent from the city-bred child. For this state of things the method of oral instruction which prevailed among us so long is largely responsible. It was a system of cramming, for whose results the teacher, not the pupil, was held responsible. The consequence of this plan has been a dependence on the teacher by the pupil, which is the greatest drawback to the highest success of our city schools.

Pamphlets received.

The "Annual Register of Lake Forest University," for the Academic year 1878-9. Collegiate Department, Preparatory Department, Young Ladies' Seminary. Rev. Daniel S. Gregory, D. D., President.


"Educational Directory." Containing the Names and Residences of the perintendent of Public Instruction, State Board of Education, and Examination, County Superintendents, City Superintendent, and School District Clerks, for the State of California. 1878. Ezra S. Carr, Superintendent of Public Instruction.

"Seventh Biennial Report of the Superintendent of Public Instruction of the State of California, for the school year 1876 and 1877." Ezra S. Carr, Superintendent Public Instruction.

"School Law of California," and Rules and Regulations of the State Board of Education and Examination, List of School Library Books, Course of Studies for Public Schools, Constitutions of the United States and California, etc. Published by the Department of Public Instruction for the Use of Schools. 1878. Ezra S. Carr, Supt. Public Instruction.


"Educational Annual," or Teachers' Guide for 1879. Published by J. E. Sherrill, Danville, Ind.

"Free Public Schools of Delaware." Third Annual Report of the Superintendent, for the year ending April 1, 1878. J. H. Groves, Superintendent of Free Schools.

"Commitments to Institutions for the Insane." A Letter to Hon. Thos. P. Rogers, of the Twenty-eighth Representative District, in the Thirty-First General Assembly of the State of Illinois. By Andrew McFarland, M. D.


Just Published.

A book for every body.


From Ex-Governor Seymour.

Utica, May 5, 1879.

Davis, Bardeen & Co.,

Syracuse, N. Y.

I read the manuscript of Dr. Alden's work on Political Economy.

I think it a valuable book for all who wish to get clear ideas of the first principles of that science. The statements are not only clear and easily understood, but the questions at the end of each chapter are of a nature that makes the student think for himself, and allows him to master the subject which is something beyond a mere recollection of particular facts or arguments. The work is valuable, not only with regard to its subject matter, but for the way it teaches students how to deal with all subjects of that nature.

I am truly yours,

Horatio Seymour.

From our New Minister to Germany.

Cornell University, Ithaca, N. Y., May 9, 1879.

Gentlemen—I am not much given to recommending school books, but the two little treatises you have recently sent me are so valuable that I feel obliged to break over my rule.

Dr. Alden's "First Steps in Political Economy" is admirable, and not wholly so on account of the valuable facts and reasonings it gives, but for its use in mental training. It teaches young men and women to reason in politics, and that is one of the principal things wanted in our country. It also impresses upon their minds the fundamental principles of Political Economy, and leads them to use their minds in reasoning from such principles. Dr. Alden has certainly rendered a very great service to his country by this work. It is clear, well arranged and the best treatise for the purpose I have ever seen. I am convinced that it was substituted in our schools for some of the higher Grammar and Arithmetic the reason would be felt for good, not merely in this state, but throughout the country.

Northam's Civil Government seems also a good book, but a book not so much for teaching young students to reason as to impress upon their minds, at a period when they are most receptive, that fundamental knowledge so important to every citizen. I remain,

Very truly yours,

Andrew D. White.

Messrs. Davis, Bardeen & Co.

Alden's Political Economy will be sent post-paid to any address, on receipt of 75 cents. To any one sending $2.00, we will forward, also, Northam's Civil Government and Bardeen's Common School Law, both uniform with the Political Economy in size and binding.

Address

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