The Educational Weekly.

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CHICAGO, ILL., JUNE 19, 1879.

Editorial.

Why is it that scientific people are so frequently illiterate? Do they spend the time inveighing against literary culture that would be better employed in learning to spell or write grammatically? The following occurs in the leading article of the Scientific American of June 7, 1879: "The size of the perforations, as will be seen, are exceedingly small."

Dear American,

"There be journals like to thee, Whose verbs and nouns do more agree."

Last week we quoted Mr. Delano as saying that the teachers of St. Louis presented a better appearance at their work than those of the Chicago public schools. We at once attributed the difference to the fact that the St. Louis teachers during the past two years have been receiving salaries that were not reduced, while their Chicago sisters in pedagogy had their stipend reduced 25 per cent, were not paid the same regularly, and when paid received scrip upon which there was a percentage of discount. Later advice from St. Louis gives still more satisfactory explanation of the fine appearance of the St. Louis schools, which we shall not divulge, since it would be telling tales out of school.

"What's in a name?" Before high schools were organized, the higher branches, including Greek, Latin, algebra, geometry, and rhetoric, were taught in the ward schools or district schools or grammar schools of the large cities and villages. Indeed, the original meaning of grammar school was one in which Latin and Greek were taught, and pupils prepared for college. The establishment of high schools was a measure of economy in that it united all such classes under one principal and in one school, and allowed the principals of the other grammar schools to devote their time and attention to their whole schools instead of employing them for the exclusive benefit of the highest class.

Now, however, that all this is done in one school and that one called a high school, a great hue and cry is raised; whereas, with the high school abolished, practically there would be as many high as there are grammar schools, without comparison, competition, or headship.

Calling these schools high schools may seem now an unfortunate circumstance. But when established, the name was a necessity as a factitious inducement to the wealthier classes who would not send their children to any school denominated public or common. The name is likely to react upon them unfavorably; hence it would be policy to change the name as soon as possible, calling them central grammar schools, while the present grammar schools might be designated as district grammar schools.

A FURIOUS GAIL.

GAIL HAMILTON, the iconoclast, having scalped and flayed all who opposed her kinsman, James G. Blaine's nomination at the Cincinnati convention, has turned her attention to the public educational institutions of the country, and particularly the high, normal, and industrial schools, of which, in her argument, she has not left one stone upon another. The destruction of Jerusalem or the occasion of the cry, "Deiinda est Carthago," was not a circumstance to the havoc wrought by this furious Gail.

There are many sharp points in her argument against normal schools, yet every charge she makes might be admitted and still the policy and necessity of maintaining such schools remain indubitable. The arguments are mostly epithets and aphoristic platitudes. Compare Greeley's saying, "The way to resume is to resume," with Gail's Bunyanism, "The only training school that is of any use for teachers is the school in which they are teaching." "What is necessary for a teacher is, first, natural ability, the teaching-tact—knack. This is born, not made." So, according to the dogmatic Gail, knack, the teaching knack, and, therefore, the preaching knack, the pleading knack, the healing knack, the shoemaking knack, the cooking knack, the knack of knitting—each and every knack is born, not made. Then praise be to the mother—and the midwife!

Yet, notwithstanding that all these beautiful tricks are born, the wasteful and stupid world will persist in making its children serve an apprenticeship to trades, and men will maintain those superfluous institutions, theological seminaries, law schools, and medical colleges. In youth the writer was serving as apprentice in a machine shop. His ambition impelled him prematurely to handle the hammer and cold-chisel to chip the bolt-heads pro-
truding above the surface of a driving-wheel tyre. Like Gail, he was young and vain; he thought that the art of chipping was a knack—"born, not made"—and he swung the hammer in parabolic curves of frightful proportions; but when, presently, the hammer came down on his knuckle, instead of on the head of the chisel, he was ready to allow that that knack was not entirely born at that moment, and if it was about to be born, the case was one of protracted and painful labor; and not even the forcible pen or the persuasive lips of Gail could convince him of the contrary. Now what that youth's conceit wrought upon his knuckle, we fear the theories and disciplines of Gail would inflict upon the heads of the children committed to their training. Indeed, we've seen it done in the palmy ante-normal-school days. Gail may flourish her pen over the picture of "a good teacher, sound, strong, great-hearted, independent, courteous,"—implying that none such are found in normal schools and none other than such out of them; but there be those who remember those "old masters," and to one who has known them on two hemispheres and who is able to compare them and their methods with the teachers and teaching of to-day, the gush of Gail over their pictures is just a wee bit silly.

The following are among her epithets: mechanism, wooden man, wooden schools, mere imitation, mechanical servility, pseudo-practical or superficial study, drill and dwarfish, drill and routine, monotony and mediocrity, mental subjection, sham experience.

Now Gail is a sharp writer, but we venture to say that if the junior pupils in the normal schools were assigned the above words, from which to write an essay on any subject, whether the Bible, the Church, or the Constitution, whether politics, commerce, or the Paris exposition, they would make articles quite as sensational, truthful, and valuable as those of Gail on High and Normal Schools. You see Gail has the knack of writing—only that and nothing more.

The terms above used offensively toward normal schools, and the characteristics which they describe and stigmatize, are the concommitants and necessities of civilization. Etiquette is imitation; industry is perpetual iteration, routine, and monotony; learning is imitation; efficiency is the result of drill and routine; science is imitation in the main; art is nothing but imitation; fashion is imitation; social amenity is imitation; creative energy itself is imitation of and imperceptible improvement upon previously existing types. Civilization is a mere aggregation of capitalized methods and imitations. If Gail desires to escape the result of routine and mechanization, she will have to seek the society of the Sioux or Zulus. Even Gail's scribbling is a mere imitation of a school of sensationalists who seek to tear down everything and build up nothing—the bull in the china shop is their model—and who die at last, having accomplished no earthly good, and leave behind them nothing but a sense of discomfort and botheration.

With equal justice may Gail abuse normal schools for drill, routine, and set methods, which are only the devices of economy, as sneer at printers' type for having had a matrix, or blame a child for resembling his father and mother. True, there should be more than mere imitation in all schools; there should be in them soul as well as body; there should be not only the ovum of intellect, but also the vitalizing, impregnating influence; and this the normal schools possess, as far as the imperfections of human nature and the social, financial, and political disadvantages which they are laboring under will permit them.

The margin of failure in normal schools, upon which Gail maneuvers her argumentative forces, is the neutral ground between the ideal and the actual, the difference between our educational aspirations and the possibilities of fallible human nature. Against the principle upon which normal schools are founded, Gail adduces nothing but that it is not the province of the State to maintain them. Upon the accidental failures of the system, she harps; and with as much justification as if she objected to the use of machinery on account of wear and tear, and friction, and the possibility of its being constructed of imperfect materials. We have certain ideals of beauty, of female beauty in particular. Should we denounced the whole sex because some women do not come up to the requirements? From a temporal stand-point, the beauty of woman is the pivotal element of continued human existence and improvement. Now if Gail Hamilton were pitched upon as the standard, as she has set up the few normal schools and normal school teachers that have come under her observation, in order to negative the right to existence of the whole system, how long would the whole human race, judged by this criterion of the right of survival, escape total extinction?

ANOTHER BLAST.

We quote Gail Hamilton:

"The founders of the country—those founders who made this country worth living in, the New England fathers—set college and common school side by side." "The common school, the high school, the college, advanced with equal step; but all these were nearer to the private schools of our own day than to the public schools." "Their college was a theological seminary." "They were establishing a religious community for themselves and for their children." "It is idle, it is illogical, it is the mark of an undisciplined mind to demand the maintenance of high schools as a continuance of the practice of our fathers." Is it, indeed? Why? Because their schools were sectarian and ours are not? Was it within the province of the State to make ministers ad libitum in the days of "our fathers," and may not the State now make teachers, or scientists, or scholars above the rudimentary branches? If not, why not? Pray, Gail, who is illogical? At what point of time, at what meridian of government survey, did the right of New England to teach cabbage and the five points of Calvinism begin and the injunction on the State and Nation against teaching anything higher than the three Rs' receive its origin, promulgation, and force?

"We are amply furnished with academies and colleges, endowed by private munificence, private benevolence, private ambition, open to all." Are we, indeed? We had not discovered it in the South, or in the West. Doubtless there are private schools enough in New England to educate Gail Hamilton's descendants, but such state of things should not be used as an argument against increased educational facilities for more prolific people and more progressive parts of the country. We fear that even in Boston, if the Latin school and high schools were closed, Gail would have difficulty in providing at once equally good means of academic training.

"Those who have persistency enough to use their education to advantage in after life have persistency enough to gain education in early years." Then why have schools of any description? If there were no common schools, where would this education be obtained? If there were no high schools, where would the children of the poor get an academic training? How would they know that there is
such a thing as higher education, or any kind of education, for that matter? In private and parochial schools? Then those who could not pay might grow up in ignorance. This is a pretty conclusion to be reached by a statesman in petticoats!

"Why should the State depart from the simple principle of giving to every child sufficient education to enable him to become a good citizen, and stop far short of the education required to make him learned?"

It shouldn't!

"Why should it provide him with education that rather unfit him for a trade, yet does not, and does not pretend to, fit him for the ministry?"

Education never did and never can unfit a child for a trade. But if the above sentence means anything, it must mean that a child should not receive any considerable degree of education at the expense of the State, unless he is to be a minister. Verily, Gail must have ministry on the brain. What black-coated, white-chokered image is haunting her dreams?

"Another evil, and a most undemocratic one, is that the best teachers, the most highly educated, and the most highly paid, are not put in the primary schools, where all the children have the benefit of their culture, but into the high schools, where only three or five per cent of the children come in contact with them."

This is indeed too bad; but the evil is not peculiar to the teaching profession. The better talent among lawyers seeks practice in the higher courts and is content with a few important cases, while the cases in the police courts, which are so numerous and so in need of able direction, are left to the mercy of the veriest pettifoggers. The great preachers, too, will persist in remaining in the enlightened metropolitan cities, preaching to educated and aristocratic congregations, while the heathen in the back-woods are left to the ministrations of narrow and uninteresting snivelers, and the heathen in foreign lands receive only the attention of the tyros of the ministry, who try to atone for their want of ability by impracticable zeal.

The doctors, too, who are peculiarly gifted and most thoroughly educated, continue to answer calls from wealthy patients, and to charge fees to correspond; whereas a statute should compel them to attend to the sicklier poor, and leave to quacks the ailments of the pampered rich. Indeed, the argument of Gail, carried to its legitimate logical conclusion, would debar all bright minds from entering any other learned profession than that of teaching, and would disqualify such minds from rising to the upper story even in that. Doubtless a commission should be sent to Europe to bring Minister White back from Berlin and put him at teaching a primary school under the superintendency of Gail Hamilton. O Gail! Gail! Art thou not losing thy grip? Art thou not a little off about these times?

"It is not possible to set too high a value on education. The more thorough it is in the few, the more beneficial is it to the many. The deepest, the broadest, the most liberalizing culture is to be desired. The scholarship of the scholar is the boon and blessing of the unlearned. The many are uplifted by the trained and far-reaching intelligence of the few. Especially is a reading populace the rich soil out of which spring the noblest growths of intellect. But I venture to say no man ever conferred distinction upon this country who owed his power to the high school. No man ever illustrated the annals of this country who would not have been equally illustrious had the high school never existed."

The first six sentences of the above extract indicate a lucid interval.

"No man ever conferred distinction upon this country who owed his power to the high school!" Now what is West Point
stitute. The number of women who take this world right, enjoy the good, and not fret over the bad that they cannot help, is very very few. Women are continually watching, fretting, regretting, and lamenting. If a boy play truant, a girl be saucy, or either tell a lie (though there never yet was born the smart child that would not lie) the teacher thinks of it and dreams of it until some other pupil does the same thing and is in turn a subject of the same anxiety.

If a housekeeper have bad luck with her bread, she reckons up what each ingredient cost, and thinks sadly of what she might have bought with the money, puts it on the table, and looks agrieved at every word said against it. A man would pitch the whole batch out the window, have baker's bread for the rest of the day, and set the sponge over again. It would not add a wrinkle to his brow nor a care to his heart. How few women lay their heads on their pillow satisfied with the day's work! Instead it is the thought of the amount they have not done that haunts them. And every unpleasant thought, every whiff of fretting over what can't be helped, puts scowls and wrinkles in the face and dims the brightness of the eye. It is not the work that withers, it is the womanish dissatisfaction at what we have not accomplished.

We are sure of this world; the other exists only in our faith, and it will never pay to spoil this one in the hope that the next one will make up for the disagreeable things we shoulder here. Teachers are fortunate in that their work has a time to begin and to end, and they will not make anything in trying to put another day's work in the time given for rest. Make a rule to do no work that is not a real pleasure after 6 o'clock. You must keep fresh and strong and enthusiastic in order to be better at fifty than at twenty-five. It is so easy to get into a track and trot up and down like a car-horse between two rails. Don't wear out in one path. Read and learn about the life that is not yours. Don't all your life attend one church, read one paper, and visit one set of people. Be cosmopolitan. Every walk of life will be represented in your school, learn about them all. There is none but has some good in it. Musical, dramatic, sporting, professional, artisan, "Russian, Prussian, or perhaps Italian."

Acknowledge there is good in the world you know nothing of, but would like to see. If anything is presented to you with an unorthodox tinge to it, be sure that it is just the thing you need to examine. Be progressive. Don't determine at thirty that you are on the only right track, for you will spend the rest of your life finding out your mistakes. Teachers, we have a better chance than most women to keep from being withered, prim, and worn. Don't live so as to become so, for it need not be true.

Hindrances to Normal Schools in Ohio.

Prof. John Ogden, Worthington, Ohio.

Closely allied to the mischief practised by county examiners, alluded to in a former article, is another obstacle of scarcely less magnitude, growing out of the great demand for better trained teachers. Indeed, so great is this demand that almost every county in the state can now boast its normal school—or rather, what purports to be one—organized, usually for about four or six weeks' term, in a year. And almost every college now sports its normal department, much, however, as the dandy sports his cane, mostly for show.

These, both the normal institutes, as they are called, and the normal departments, are often conducted by persons of no experience, and little merit as teachers, often by those who have never seen a real normal school, and who have assumed this role because they cannot get employment in any other school. I have now, on my desk, several circulars, advertising these concerns in the most extravagant terms, "the most thorough, genuine, practical, time-saving, labor-saving, money-saving, moral" (saving) machines in the Universe—if we are allowed to credit what these worthies are pleased to say about themselves and their schools—when it is well known, that most, if not all these "concerns," have not the faintest resemblance to normal schools, nor the slightest claim to the word "normal," unless, forsooth, there be added "humbug" to this title.

Frequently, too, the county examiners are importuned for a recognition of these schools—that the same pressure, as in their own cases, may be brought to bear upon the teachers, to induce attendance.

In two of these circulars, that have come to my notice within the past few days, the county examiners insinuate these so-called normal schools, with a "puff." It does not appear, however, what connection they hold to these schools; but it may be inferred.

Now, while these things show the great need of a thorough system of normal school training for teachers, they are nevertheless a serious hindrance to their recognition and establishment; for the whole system is judged by the inefficiency of these shams. They have brought the whole system into disrepute. They are a disgrace to the very name "normal." Many of them—in fact the most of them, for their name is legion—should be abated as public nuisances. They are mere mercenary machines, in which so much grammar—such as it is—geography, and arithmetic, are doled out for so much money; and the man of the least brains, and most brass, usually succeeds best in them.

To these, there are some honorable exceptions. But this only shows how great our need, and how grandly we could succeed with proper means. And these are some of the obstacles that now stand in the way of the establishment of a State Normal School, in Ohio, and hence in the way of the fullest development of a national system of education. They are not of such a character, however, as to create any serious discouragement. They can, and must be removed. And we have the assurance to predict they will be removed at no distant day; and that it shall be reserved for Ohio, that has been such a laggard hitherto, to inaugurate such a system of normal schools as shall not only awaken a new interest in this department of popular education, but shall revolutionize the whole system in other states, and give to her that "proud eminence, educationally, among her sister states, that she now holds in military and civil affairs."

But we must give up the idea of making these schools mere machines for drilling in geography, grammar, and arithmetic, etc. They must stand above the common school, above the academy, and above the college.

Teaching German by the Conversational Method.

Prof. B. M. Reynolds, Northfield, Minn.

The visiting committee to one of the high schools in the Northwest, in its report to the board of education, very highly commends the teaching of German by the conversational method. Their remarks are to a certain extent quite pertinent. The German is a living, spoken language. It is the language of a
people that leads the van in the discussion of all the great social, philosophical, and scientific questions that confront us for solution; and it can be partially learned in the manner commended in the report. We must, however, always avoid extremes; and in order to do so, even a smattering of the mental philosophy that the committee would so cavalierly strike from the course of study, according to their report, might be a valuable handmaid. Every language is to be viewed in two aspects, a colloquial and a literary. It is very certain that in lower grades of schools German should be studied as much as possible in its colloquial aspect, giving some attention to its literary phase. English should be studied in lower grades in the same manner. All teachers know that pupils read the lessons in their reading books that are written in colloquial style far more naturally and understandingly than they do those exercises that are written in a somewhat literary style. A large part of the difficulty in the teaching of grammar results from the fact that young classes are at once and of necessity, brought face to face with the literary phase of the language. The same difficulty may present itself to pupils in all studies that must be pursued with books, for reasons that cannot here be discussed. We therefore, in lower grades, approach as nearly as possible the colloquial aspect of language. In high schools, however, pupils are somewhat advanced in a knowledge of language in its literary aspect, and hence, it seems to us, German must not be wholly depended on. The order of teaching should be reversed as far as possible in the high school. The colloquial method can be introduced far enough to secure correct pronunciation, and to acquire ability to think in German.

In the high school German is to be studied in its literary phase, in its declensions, its construction, its rhetoric, its idioms, its grammar; and by this method of study the pupils may, through the German, acquire a knowledge of German thought, German civilization, and a sympathy with the humanity of which that language is the exponent and the expression.

Men outside of the teacher's profession often give opinions upon methods of teaching which, if adopted, may lead us into very great difficulty; and it is quite unwise to follow these opinions as authority except with great caution. There is no more reason why teachers should adopt the opinions of men in other professions upon methods of teaching then that those men should adopt our opinions as authority in matters that pertain to their vocations. We should so study the philosophy of education that we may be authority in our own domain.

REVIEWS.

On the Road to Riches, Hints for clerks and young business men, By W. H. Maher. Published by J. Fred Waggoner, Chicago. Price $1.50.

This is a book written in a pleasant style, and full of important hints to the young man just entering business. It begins with advice to the boy just leaving home, speaks of the relative advantages of a business life in the city and the country, of the necessity that a boy should be willing to do what is asked of him, whether directly in the line for which he was hired or not, if he would be sure of pleasing his employers, and ultimately succeeding in gaining a better situation, and then takes up every position in mercantile life successively until manhood is reached, and a successful career is accomplished. It is evidently written by a business man who knows what he says, and means to give some practical advice for every-day use.

The chapter on advertising is sensible, and advocates the benefits of advertising from a business man's stand-point. The author is greatly in favor of editorial notices, and says a marked paper sent out containing a good advertisement and local notice is always opened and read, while often a circular receives no attention except a toss into the waste basket. The author says also, that often it is not the fault of the advertising medium, that the advertisement brings no returns, but more that of the person who "got up" the plan of the advertisement and the display desired.

The book also contains good advice concerning a business man's amusements and habits. We can heartily recommend it to any boy or man just entering business, and it couldn't be read by any one without receiving some good suggestions in relation to making or spending money.

It is bound in elegant style, with black and gold ornamentation.

THE DUTY OF COUNTRY SCHOOL TEACHERS.

Commissioner C. D. Elmer, of Suffolk county, New York, in announcing his program of teachers' examinations for next August, thus exhorts the teachers of his county. We publish his words as an inspiration both to teachers and superintendents. They show the tendency of the public school work in the Empire State, and will be encouraging to many a county superintendent in the West:

TEACHERS: The demand for more efficient and thorough instruction is rapidly increasing. The spirit of progress has taken a firm hold on educational matters, and a decided change is manifest. The people are no longer willing that the training of their children shall be entrusted to incompetent persons. Educators, also, are fast finding out that something more than mere abstract rules, or subtle definitions, or endless pages of dry facts, is essential to prepare the young to successfully grapple with the rigid realities of life.

Common Sense has long since shown that knowledge crammed miscellaneous into young minds comethforth, in future results, in the same absurd and impracticable manner. A curriculum of study, prepared simply with a view to discipline the whole mind, or to train certain faculties, with no reference to the future career of the recipient, will, I trust, ere long be exhibited only as other fables are—as monuments of the past.

The knowledge which this busy age is reaching out after is the practical.

The great problem in education to-day, seeking a speedy solution, is How to train and instruct children so that they shall know in what way to rightly use and enjoy all the wonderful sources of knowledge, which the Great Architect has scattered so bountifully around us. And how can use and enjoyment be possible where ignorance shuts out the bright light of wisdom? And how shall they learn to acquire true knowledge unless they shall have correct teaching? Evidently, no he that imparts the greatest amount of knowledge to his pupils is the most successful teacher; but he that rightly develops within them the ability to gain all kinds of knowledge, for themselves, in after years.

To meet the demand of the age our common schools must be brought to that standard of excellence which the needs of the people require. All of the essential qualifications which make the successful teacher must be rigidly insisted upon. Careful deliberation tells me of no more feasible way of improving our schools than to advise you that you must thoroughly prepare yourselves for your future work. You must become well versed in the various branches of studies indicated in this Program; you must possess either a natural, or acquired, ability to impart this knowledge; you must be good organizers and classifiers, and must possess the power to successfully govern your schools. A failure in any of these points vitiates your work as teachers. You may have the requisiste knowledge, yet what avails that, if you have no tact, or ability to impart it? You may have the proper qualifications and the ability to teach, but if your power to govern is feeble, some of you, by sad experience, know what pitiable failures are the results. Knowledge, ability to teach, tact, to classify and organize, and power to govern, all combine to make the true and successful instructor.

Let me urge you, then, to begin at once to study the first subject proposed on this Program; and do not abate your work until you have acquired a
thorough, if not a complete, knowledge of all the topics therein presented. Close application, for the many weeks you have before the examinations shall take place, will enable you to become so well versed in these simple requirements that you can do justice to yourselves, credit to your Commissioner, and can win the plaudits of your patrons.

Please examine carefully the following points, resting assured that they will be strictly and impartially enforced.

1. The School law says: Every Commissioner shall have power, and it shall be his duty to re-examine any teacher holding his, or his predecessor's certificate.

2. All persons intending to teach the coming year, and all teachers holding any Commissioner's certificate, expired, or unexpired, of any grade, must be present at these examinations.

3. All teachers holding a certificate given by me, or by my predecessor, or by any other Commissioner, are hereby notified to appear before me for re-examination, as herein specified, as their certificate will be treated as null and void after September 1, 1879.

4. Certificates will be granted after examinations, and then for proper qualifications only.

5. Do not ask the Commissioner to show you any special favor in obtaining a certificate; all are his friends, and all shall be treated alike. Favoritism is the passport of sneaks—unwarrantable the teacher's royal high-way to perferment. Win your certificate by knowledge and experience, or leave the teachers' ranks, and seek other employment wherein you will be likely to do less real injury.

6. Do not stay away from these stated examinations, thinking a private one will be less difficult and thorough. The Commissioner promises all such that one trial will be quite sufficient to satisfy them on that point. His efforts to improve the efficiency of teachers and to raise the standard of our schools are attended with great expense of time, money, and labor. To both teachers and people he is trying to do his plain duty—and he intends that you shall do yours, too.

7. Teachers! Your lesson is before you. Your Commissioner only asks of you what you require of your pupils—a perfect recitation. He expects defects; but no failures. He will cheerfully aid you in every way possible, as he desires all to be successful.

SOUTHOLD, N. Y., May 15, 1879.

Practical Department.

LITERATURE IN THE COMMON SCHOOLS.

GEORGE A. COQUILLETI, Woodstock, III.

Among the various studies which engage the attention of the common school teacher, I hold that of reading to be the most important. It is in the reading class that he meets his first difficulty, and he usually pronounces it the dryest study he has anything to do with, except, perhaps, that of grammar.

He knows from sad experience how hard it is to get up anything like a lively interest in it, especially if, as is the case in a large number of our district schools, there has been no change of text-books during the history of the school. From the old books the charm of novelty and freshness is gone, and we all know what a powerful agent this is in fixing the attention of the child, and for that matter the attention of children of a larger growth as well.

New thoughts and new combinations stimulate the mind to greater activity; just as the beholding of new sights and sceneries stimulates the imagination. I think it is Joseph Cook who speaks of the "honey-dew of thought," and, indeed, the conception of new thoughts imparts such an electric thrill to the intellectual nature as does the taste of some rare delicacy to the palate.

The question now is, How shall we furnish the pupil with fresh matter for his consideration? By a frequent change of text-books? That is practically impossible. Many wide-awake teachers have devised various means for meeting this want. Some take the text-book and, in assigning a lesson, request the pupils to underscore certain words which they may point out, and at the next lesson tell all they can concerning their derivation, signification, etc.; or, if the selection be of an historical or biographical character, to learn all they can of the subject outside of the book and be prepared to tell it in the class if called upon.

Others use the newspapers in their class and, by so doing, not only excite an interest in the reading exercise but also lead the pupil to take a lively interest in the events of the day. And right here let me observe that our country has no more potent instrument of education than the newspapers, old-fogyism and classicism to the contrary notwithstanding.

Either of the two methods I have mentioned is excellent, but when these as well as any other methods which may have occurred to you fail to create an interest in the exercise, then the reading of standard works of literature may be introduced with good effect. Do not understand me to say that I would have you ignore the use of the text-book altogether,—that is useful in teaching the theoretical part of the art; but the plan I have mentioned is an excellent way of applying what has been so learned.

By the reading of some connected work the attention of the pupil is arrested and held to the end; whereas, in reading a short selection in his reading-book he gets but a few, disconnected, unsatisfactory glimpses of an author and his work. And then there is a vast amount of general information to be gained by such a course of reading, especially if the pupil is required to thoroughly master every lesson, which he will the more readily do if once really interested in it.

Suppose, for instance, that Scott's Lady of the Lake,—and this is an excellent one to begin on,—is the work under consideration. The pupil will not only learn many interesting facts of history with which this poem is connected, but will also learn much concerning the manners, customs, and religion of the Scotch as a people, and of the geographical and topographical features of the country in which the scene of the poem is laid. Each of these may serve as a topic to be talked over by the different members of the class, each one being encouraged to tell all he knows in connection with it.

The most common objection that will be raised to this plan, I am well aware, is the cost of the books thus required. But this objection is fairly met in the number of cheap libraries now being issued from a number of the large cities, such as the Lakeside, for instance, where the cost of a book is reduced to a mere nominal sum. While I do not endorse all books published in these libraries, nor even a majority of them, yet the teacher, by a careful selection, may find works admirably suited to his purpose.

Thus far I have considered the subject only as regards the immediate benefits to the pupil. But there is a far broader view to be taken of it. Its effects upon the character of the individual do not terminate in the school-room. The taste for good literature thus acquired will continue with him in after years and exert an influence for good upon his whole subsequent life. It will cultivate a higher standard of taste among the masses and prove the surest safe guard against the demoralizing influence of that cheap, trashy, blood-and-thunder literature with which the land is flooded.

Will any reader of the Weekly give the botanical name of the common house-plant known as the dew-plant?

S. Q. B.
POETRY AND PROPER NAMES.

[Mrs. Leonard Holmes has already commenced the formation of a company to construct the tide-level inter-oceanic canal from Colon to Aspinwall, across the Isthmus of Darien, the route selected by the International Congress. The company which obtained the concession from the government of Colombia, and made arrangements with the Panama railroad, will turn over their charters to the new organization for a proper consideration, so that the new company may start fair and square.]

M. De Lesseps goes to Panama via New York, to take out the first spadeful of earth by the first of January, 1880.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Any book named in this list may be obtained by forwarding the price to the publishers of this Educational Weekly.

BAKER, G. M. ed. Reading club and handy speaker: serious, humorous, pathetic, patriotic and dramatic selections in prose and poetry for readings and recitations, no. 6. Boston, Lee & Shepard, 1879. 100 p. 10mo. cl. $1.00.

BURCHARD, O. E. Two months in Europe; record of a summer vacation abroad. Syracuse, N. Y. Davis, Black & Co., 1879. 184 p., 16mo. cl., paper. $1.00.

Buck, Estes & Lord, 1879. 180 p. 16mo. cl. $1.00.

Contains all rules, explanations, etc., necessary for an acquisition of a score foundation of the French language in a month. Examples illustrated by numerous pictures in text: extracts for reading; also a facsimile dissertation on education in general.

DICK, W. B. Recitations and readings, no. 2. N. Y. Dick & Fitzgerald, 1877, 16 p. 16mo. cl. 50 c.; paper. 50 c.

HAMERTON, Philip Gilbert and others. Higher education and a common language. N. Y., A. S. Barnes & Co. (1879) 192 p. 12mo. (Athenaeum, no. 9) paper. $1.00.


NGHTINGALE, A. F. ed. Handbook of requirements for admission to the colleges of the U. S., with miscellaneous addenda. N. Y., Appleton, 1879, 8vo. cl. $1.00.

SHAKESPEARE, W. Tragedy of Hamlet; with introd. and notes explanatory and critical, for use in schools and classes, by Rev. H. H. Hudson. East, Cleen & Heath, 1879, 12mo. $1.50, 16 mo. (Annotated English classics) cl. $1.75.

New editions from new stereotype matter; with additions of critical and critical notes. Introductory discussion: history of play; source of plot; general characteristics: political basis of action. Hamlet's madness: his ideals--why he does not strike the king; etc. The characters of Laertes, the king, ghost, Horatio, Polonius, Ophelia, queen, etc. Explanatory notes at bottom of page; critical notes (1 p. at end of volumes).
The Milwaukee Female College and Markham's Academy will after vacation go to Europe for a post-graduate course. We believe he intends to study in Europe a while. Hon. Moses M. Strong delivered the annual address.

The entire program this year is promising; and none the less because it provided a banquet and an excursion on the river from La Crosse to Winona in the afternoon, and back by moonlight.

Prof. J. H. Chamberlin of Black River Falls, after two years of hard and successful work in the high school, will soon remove his family to Beloit and after vacation go to Yale College for a post-graduate course. We believe he intends to study in Europe a while also before returning to our ranks again.

The following from the Whitewater Register explains itself: Some months since we mentioned the fact that two splendid engravings of Longfellow and Bryant had been hung on the walls of the Assembly room at the Normal School. The ornamentation of the room has been further advanced the past week by adding four busts of the philosophers and poets, Socrates, Plato, Shakespeare, and Milton. Prof. Stearns has made the reception of the busts memorable and pleasant by putting one in place each night and accompanying the act by a twenty minute talk upon the character of the person represented.

The State University sent out only nineteen graduates in all its courses except Law. The law class did not present any public exercises as it did last year. Hon. Moses M. Strong delivered the annual address.

The Broadhead Independent says the schools closed in good shape under Principal Rait and that the total enrollment the past year was 418. Prof. Rait goes to Kansas prospecting.

The Necedah school board did a handsome thing the other day when their schools closed. They requested their entire corps of teachers to continue in their respective places at the same salaries for the next year, besides congratulating them upon the success of the past year's work.

The Whitewater Register has herefore been issued as a local journal, has gone through fire and come out refined and strengthened. April 27 it was "burned out," and now re-appears as a semi-monthly, with the more ambitious title of "Illinois School Journal." May it have a generous support and accomplish much good.

Illinois.—A special term for teachers will open at Lee's Male and Female Academy at La Grange, the last Monday in July, and continue five weeks. The regular fall term will open on the first Monday in October. The special term will be of advantage to those who wish to teach next fall.

The Anna School Journal, which has herefore been issued as a local journal, has gone through fire and come out refined and strengthened. April 27 it was "burned out," and now re-appears as a semi-monthly, with the more ambitious title of "Illinois School Journal." May it have a generous support and accomplish much good. Price, $1 per year;

Graduating class at Blackburn University, Carlinville, numbered six.

The following is a partial program of the Illinois Principals' Association, which meets at Peoria, July 1, and 2:

**Tuesday, July 1, 9:30 A. M.**

1. Address of Welcome, by Edward Hine, Esq., Secretary of the Board of Education, Peoria.

2. Response by J. H. Freeman, of Polo, President of the Association.

3. President's Address.

4. Appointment of Committees and Miscellaneous Business.

5. Paper—Truant Schools, L. W. Parish, Principal of the Rock Island high school.


**Wednesday, July 2, 2:30 P.M.**


2. Address—Hon. James P. Slade, State Superintendent Public Instruction.

3. Paper—Industrial Education, by Dr. J. M. Gregory, President Industrial University.

4. Election of officers.

5. Arrangements are being made for an excursion late Wednesday afternoon and evening.

The following railroad will return members at one and a half fare: Illinois Central; Chicago, Rock Island, and Pacific; Chicago, Burlington, and Quincy; Peoria and Rock Island; Toledo, Peoria, and Wabash; and all the other roads centering at Peoria. Members going on the main line of the Illinois Central must change cars at El Paso. The hotels will entertain members at $1.50 per day.

The headquarters of the Executive Committee will be at the Peoria House.

Twelve graduates from the West Side high school at Champaign. Their certificates admit them, without further examination, to the State University, Principal T. L. Evans and his ten assistants have been re-engaged for next year.

The pupils of the public school at Wheaton, under the principship of L. S. Kilborn, gave an entertainment last Friday evening, for the benefit of their reference library fund. Mr. Kilborn returns, we understand, to Marshall county, and the legal voters of Wheaton, to the number of 202 (out of a total of 296), have signed a petition in very strong terms asking for the appointment of Mr. G. H. Thrasher as principal. The high school enrolls about 30 pupils.

Graduating exercises at Hyde Park high school June 13. Capt. Lewis, in presenting the diplomas, remarked that Hyde Park should have a new high school building at once, and all the people responded amen.

Miss Stella Duffield, of Chicago high school, has passed her examination with a remarkable record. She lives over five miles from the school building, and yet has missed a day or been a moment late for four years. In a class of sixty-five graduates she is graded at 100 in every study, and takes the honors. Such a record of promptness and faithfulness through so long a period is a marvel.

The Colos county teachers' institute will convene in Charleston, July 14, and continue one week. The institute will be free, and without expense to the county. T. J. Lee is county superintendent.

Graduation exercises at the Cook County Normal June 27.

Nineteen young men and four ladies graduated at the State University June 11.

Eleven graduates at Mt. Carmel Seminary June 10.

A teachers' meeting was held at Elizabeth, Jo Daviess county, on the 7th inst., at which time a teachers' association was formed with the following named persons as officers: President, Principal Robt. Lindsay, of Elizabeth; Vice President, A. H. Nash; Secretary, Principal W. H. Gardner, of Hanover. The attendance was small, but the teachers present were interested. It was decided to hold the next meeting at Elizabeth, on the 21st inst., from 2 to 5 p.m., with recitations in grammar conducted by Miss Alvinia Snodgrass; arithmetic, by Robt. Lindsay; reading, by Rev. Liberton, formerly a teacher in Carroll county, and history, by W. H. Gardner. One half hour is to be occupied each recitation, and one hour given for theory and practice, examination, business, etc. An evening session will be held, exercises to consist of music and singing, and a discussion on duties and relations of teachers and parents in the education of the children, to be opened by Rev. Liberton, followed by Prof. Lindsay and others.

Ohio.—John Mickleborough, Esq., principal of the Cincinnati Normal School, was unanimously elected to the position of President of the, Feb. 13 by
Farmen's College, College Hill, at a meeting of the Board of Trustees held on the 30th ult., vice Rev. J. B. Smith, resigned.

Most of the annual Commencements in the forty colleges have been held with no marked falling off in the number or ability of the graduates, and the excellence of their graduating performances.

Only "partial returns" are in from the high school Commencements; but we have a few notes. Newark sent out twenty-eight, the largest class ever graduated there. During the last three months the class was under the immediate instruction of Superintendent J. C. Hartzler, who is accounted one of the most accomplished instructors in the state. The Lima class numbered eighteen, including one colored youth, the first to graduate from that school.

Salem high school, eight graduates; Seville, two.

At Salem, the entire corps of instructors for next year has already been elected, including Superintendent G. N. Carruthers and Principal E. J. Godfrey. Similarly at Lancaster, with the exception of Principal W. E. Dennis of the high school, who resigns to take a place in the State Normal School at Oshkosh, Wisconsin. At Lancaster a proposition is before the Board of Education, with strong probabilities of success, to abolish the colored school as a separate department, and scatter its pupils through the other schools.

Atron reflects the veteran Findley, formerly of the Cleveland schools, as Superintendent, at $2,000 a year.

The Lodi School Board choose Prof. Thomas, of Worthington, as principal for the next year.

Miss Irene Brown has had to resign her place as second assistant in the Mann high school, To do, by reason of ill health.

Superintendent S. H. Herriman, formerly of the public schools at Flushing and Flint, Michigan, has resigned his post at West Richfield, after five years' faithful service. He leaves much regretted, and will probably return to the work in Michigan.

A unique entertainment was given at Fostoria on Saturday, May 31, for the purpose of a large flag for the public school building. All the readings, recitations, declamations, music, etc., were exclusively by resident graduates of the high school. Complimentary tickets were sent to all the old soldiers of the town, and their wives.

An excellent meeting of the Northeastern Ohio Teachers' Association was held in the City Hall at Warren on Saturday, the 14th, with the following program: 1. Penmanship, A. P. Root, Cleveland; 2. The Art of Questioning, Prof. Geo. H. White, Oberlin; 3. Class Exercise in Elocution, Miss A. R. Luce, Warren; 4. Handling Children, Pres. B. A. Hinsdale, Hiram; 5. The Schoolmaster, Hon. J. J. Burns, State School Commissioner, Columbus. The revised course of study, carefully inducted by a competent committee, was also distributed at this meeting.

Iowa.—Nineteen graduates from the Clinton high school, and a grand gala day for the citizens. Supt. Sabin's address to the class was in his usual eloquent and forcible style.

Commencement day proper of Cornell College, Mt. Vernon, will occur on the 26th.

In Wilson, the salary of the principal of the schools has been reduced from $2,500 to $700 a year. Well, Wilt-on.

The Washington public schools closed May 30. The enrollment for the year was 745; average attendance, 547.4; number of tardinesses, 54; number neither absent nor tardy, 358; number of visitors, 513; percentage of attendance, 95.4; of punctuality, 99.9. This is a most creditable showing.

Lewis has no superior as a teacher and superintendent, in the state.

Decorah enrolled 588 pupils for the month of May, and had an average attendance of 462. Mr. H. L. Coffeen is principal of the schools.

There were no cases of tardiness during the month ending June 6, in the McGregor high, two grammar, and two primary schools. The number of tardinesses in all the schools was 10. The average attendance for the month was 330.

Supt. Fort, of Jackson county, has issued a neat pamphlet giving the course of study to be pursued in the normal institute, course of historical lectures, course of study for the schools of Jackson county, plan of normal institutes, and other valuable items. Messrs. Boltwood and Bowman and Miss Oakley are the instructors. Supt. Fort is a wide-awake officer, and the coming session of his institute will, without doubt, be a complete success.

The University Junior class contest resulted as follows: First prize ($15) Mr. Harry Tresdale, whose subject was "Bryant the Poet." Second prize, ($10) Mr. Charles Hunt, subject "Faust."

The Iowa City Press says:

"In Clinton the high school commencement was held in the Opera House, and 2000 people were present. In Marshalltown the Opera House was used for the same purpose, and was crowded, afternoon and evening. The high schools of Iowa are coming to the front."

The same exchange also says:

"There are in this republic at this minute several hundred thousand mothers rocking their brains to devise costumes for the girl graduates, who will roll out of the stage of high schools, academies, universities, and institutions of learning clear up to the great and female Vassar. If all the yards of bunting, summer silk, and Swiss, that will be flung to the breeze of festive applause in these June days could be sewed into one great banner, what a magnificent standard it would be to fly over our American school system!"

The School directors of Buchanan county met in convention at Independence May 31, and discussed school matters with much earnestness and great profit. Supt. Parker deserves much credit for his energy and enterprise in arranging this meeting. An association was formed, and Supt. Parker was chosen president, and City Superintendent Elden was elected Secretary. The association will hold its next meeting the first Saturday in September.

The Independence high school held interesting graduating exercises last week. Diplomas were awarded to nine pupils.

MICHIGAN.—Graduates of the Flint high school enter the State University this year on diploma.

Dr. Manly Miles, formerly of the State Agricultural College, is about to take charge of an experimental farm in Orange county, New York.

Commencement at the State University; Saturday, June 21, 4 P. M.—Examination of candidates for admission. Sunday, June 22, 4 P. M.—Baccalaureate address by Rev. Dr. Cocker. Monday, June 23.—Examination of candidates for admission; University field day, athletic exercises.

Wednesday, June 24, 10 A. M.—Annual meeting of the Board of Regents; 10 A. M., class day exercises; oration by J. F. Millsap, poem by E. P. Anderson; 3 P. M., exercises on the campus; 8 P. M., reception in University Hall by the graduating class.

Wednesday, June 25.—Alumni day. Special reunions of the classes of '59, '64, '73, '76; 2 P. M., business meeting of the alumni in the chapel; 4 P. M., alumni oration in University Hall, by Rev. Nathaniel West, D.D., class of 1846; 8 P. M., reception in University Hall by the University senate.

Thursday, June 26.—Thirty-sixth annual commencement. 9 A. M., the procession will form in front of the Law building; 10 A. M., commencement exercises, an address by President Angell, to be followed by the conferring of degrees; 1:30 P. M., commencement dinner for the alumni and guests of the University; 8 P. M., President's reception at the residence of President Angell.

Commencement at the Normal School; Friday evening, June 20.—Concert of the Musical Union and Normal Choir, at Normal Hall. Saturday evening, June 21.—Public exercises of the Normal Students, at Normal Hall. Sunday evening, June 22—Baccalaureate sermon, by the principal, at the Presbyterian Church. Monday evening, June 23.—Public exercises of the Normal Students, at Normal Hall. Tuesday evening, June 24.—Graduating exercises of the common school classes, at Normal Hall. Wednesday morning, June 25.—Graduating exercises of the classes from the higher courses, at Normal Hall.

The Monroe seminary recently held its commencement exercises and graduated five.

The third annual state central teachers' institute will be held at Lansing, July 8-11, under the direction of the Superintendent of Public Instruction. Twenty of the most experienced and successful institute workers of the state have been engaged to present briefly the different topics that will be considered, and members of the institute will participate in subsequent discussions.

The Michigan association of superintendents of city and graded schools meets at the same time and place upon call of its president, Supt. W. H. Payne of Adrian. Every person in charge of a graded school is entitled to membership in this association.

The following topics have been proposed for discussion: 1. The teacher's tenure of office. 2. The Superintendent's province. 3. Courses of study for graded schools. 4. Methods of teaching English in lower grades. 5. The need of more men and less women in the schools. 6. Reading in advanced classes. 7. Miscellaneous reading under the teacher's supervision. 8. The need of instruction in Political Science. 10. Do we need a State Educational journal? 11. The importance of the study of languages. 12. Can the Kindergarten be taught in the public schools? 13. The misuse of Library funds. 14. Books of Reference for school-room use. 15. The conduct of teachers' meetings.
The Howell high school graduates four, June 26.

The Lapeer school board is considering a plan for establishing a separate school course to be known and conducted as a "practical course," and to be entirely different from the regular course.

The St. John high school graduates seven this year.

The Adrian high school graduates thirty-five pupils this year.

A telescope with five-inch glass has been ordered from Clark & Sons, of Boston, for the State Agricultural College at Lansing.

We clip the following from the Lansing Republican: "An act to enlarge and define the duties of the state board of education." By this act the state board is authorized to examine and license such persons as, upon a thorough and critical examination, may be found to possess eminent scholarship and professional ability, to teach in any of the schools of the state for a period of ten years. The state board of education, by this act, is also directed to prepare questions suitable for the examination of teachers, which are to be furnished by the Superintendent of Public Instruction to such officers as are by law authorized to examine teachers. This act does not take effect until September 1.

Section 107 of the primary school law is so changed that the reafer the supervisor shall assess upon the taxable property of his township one mill (instead of two mills) upon each $10 of the valuation thereof in each year.

Section 145 of the primary school law is amended to read as follows: "Every person of the age of 21 years, who has property liable to assessment for school taxes in any school district, and who has resided therein three months next preceding any school meeting held in said district, or who has resided three months next preceding such meeting on any territory belonging to such district, and who has attended said meeting, shall be entitled to vote at said meeting; and all such persons, unless aliens, shall be eligible to office in such school district. And all other persons who are entitled by the laws of this state to vote at township and county elections, and who have, for three months, as aforesaid, been residents in said district or upon any territory belonging thereto at the time of holding any school meeting, shall be entitled to vote on all questions arising in said district when the raising of money by tax is not in question."

Rev. A. T. Pierson of Detroit will deliver the commencement day address at the State University, June 19.

Rev. M. W. Darlington, late professor of Greek at Albion College, has accepted a call to preach at Elkhart, Ind.

J. F. M pobliżu, of the senior class of the University, has accepted the principalship of the schools at Fort Wayne, Ind.

The teachers employed for next year at Manchester are Prof. Robinson, principal; C. F. Field, assistant; Miss Minnie Hunt, Miss Alta Colwell, Miss Alice Richmond, and Miss E. A. Sheedle.

Miss Anna M. Cutcheon, teacher of geography, history, and English literature in the State Normal School, has tendered her resignation, in order to accept a position in one of the schools of Minnesota.

Albion College has a collegiate department, a school of art, an academic teachers' department, and a preparatory department. In the collegiate department the past year there were 85 students; in the conservatory of music, which is one of the departments of the school of art, there are 61; and in the entire school, 133.

It is an increase of 30 students over the preceding year, and an average attendance of 40 greater than in 1876-77, and 60 over the year 1876-77.

Professor Steric's offer to students of natural history to accompany him on his expedition to the Amazon, this summer, is meeting with general acceptance, the following persons desiring to become members of the party: Frank Quinby, Monmouth, Ill.; and E. M. Brigham, Battle Creek, members of the literary department of the University; Emil Tenney, Ann Arbor; Professor Deles Full of Albion College; Professor Warner of Grosse Ile, V. Y.; Dr. Scoville, Terre Haute, Ind.; and J. S. Blair, Galt, Ont., of the law class of '76.

Most of these gentlemen go for the purpose of making private collections or collections for institutions with which they are connected.

Supt. Wan, H. Payne, of the Adrian schools, has published in large pamphlet form of 65 pages a syllabus of a course of twenty-two lectures on the "Science and Art of Teaching." The basis of the Syllabus is lecture notes employed in giving instruction to a class of teachers in the Normal Department of Adrian College, during the fall term of 1878. It is divided into three series: (1.) ten lectures on the Science of Teaching; (2.) ten lectures on the Art of Teaching; (3.) ten lectures on the Contrasts between the Old Educational and the New, (b) Criticism of Principles.

The Evening News says "there is to be a new deal in the matter of Ypsilanti union school teachers before the next term opens. R. W. Putnam is to be the new superintendent.

"The Number of Studies." Supt. Tarbell, of the Indianapolis public schools, presented a report to the board of education of that city, at its last meeting, showing the capacity of scholars for study at certain ages, and the comparative amount of study required of scholars in different cities. The general interest felt in this subject will justify our publication of the report in full. It is as follows:

The capacity of the child to endure labor is only one of the factors entering into the question should fewer studies be pursued. To determine the proper number of studies to be carried along contemporaneously we need to consider the nature of the child mind, the nature of the subjects studied, the objects of the study, the conditions under which the tasks are performed, the child's capacity for mental work, and the teachings of experience.

One of the most prominent characteristics of the child, as he presents himself in our first-grade school-rooms, is his utter lack of the power of prolonged attention. His body is full of restless movements, and his mind of equally restless wanderings. This fact conditions and limits our efforts, and is an indication that through exercise of muscle and exercise of brain, to both of which the child is irresistibly impelled, all physical and mental development is to be secured. His nature craves almost incessant change and endless variety. In his free sports he goes from thing to thing, at nothing long, and all things by turns. Something like this should be his work in the school-room. So far as we can change and vary his nature forms given; but change implies short exercises and variety, many subjects, and both call for many studies or training exercises in the earlier years of the course.

Indeed, from the consideration of the child's nature merely without the limitations imposed by other conditions, the question becomes not how many topics should be provided, but where can subjects enough be found to suitably fill the school hours?

Reading, writing, and numbers are not sufficient to fill the child's craving nor the child's capacity. Music, drawing, object lessons, and kindergarten occupations are needed, not for themselves simply, but to make the restrictions of the school-room tolerable.

The child is at first perceptive, not reflective, in his mental action, full of impatience and volatility, but yet intensely curious. Perception is a surface action of the mind, is capable of speedy change without special fatigue or loss of power, while reflection, judgment, reasoning, later developed, hold by a firmer grasp to the object of thought, cannot so readily spring from theme to theme, and are worried and fatigued by frequent change.

In easy school life the pupil's mind exhibits a succession of momentary appreciations, and curiosity being its strongest motive, the greatest possible variety of subjects should be presented for study. This condition of mind continues to the age of 10 or 11 years. After this period of collection becomes more associative. Reflection, with its associate powers of generalization and classification, becomes an influential factor in mental action. Thoughts are detained in the mind for comparison or elaboration. That which has entered the mind is not so readily dismissed, and therefore changes of lines of thought ought not so frequently to be made. The several branches of study before pursued should now be grouped, similar subjects occurring and less number of variant themes should be presented. As the mental change progresses the consequent changes in course of study should follow until, in the case of the matured mind, a single main subject only should occupy attention, with one or two side questions of minor importance to afford suitable recreation.

An additional reason for a few studies only for those approaching maturity is the loss of time incident to the change from one line of thought to another. The mind's grasp of the former thought has to be unclipped, finger by finger, painfully and reluctantly; and it stands disengaged at length, unwilling to select at once upon a new study with sufficient vigor for effectual work.

Hamerton, in his "Intellectual Life," says: "In the division of time, it is an excellent rule for adults to keep it as much as possible in large masses, not giving a quarter of an hour to one occupation and a quarter to another, but giving three, four, or five hours to one thing at a time. In the case of children an opposite practice should be followed; they are able to change their attention from one subject to another much more easily than we can, while at the same time they can't fix their minds for very long without cerebral fatigue, leading to temporary incapacity.

After a child reaches the age of 10 or 12 years, greater apparent progress can for a short time—a year or two—he made with two or three studies than with five or six; but the aggregate of progress will be greater with the larger number.
Some subjects, like geography, can be taken in large doses; others, like arithmetic, must be taken in smaller portions, and well digested. A boy would know little more of arithmetic at the age of 15, having studied it exclusively for the last half dozen years, than he would if with the arithmetic he had carried along with his complement of other work.

Almost all subjects of study present phases which adapt them to the different stages of mental growth, and it is the highest skill to make this wise adjustment. But, if the progress of the pupil in knowledge in a particular branch exceeds his rate of mental development, he finds he has passed through that portion of the study adapted to his development, and is grappling with that which requires a more mature intellect. The embarrassments of his new position thickened around him; he seems to grow stupid, forgetful, disapproves his early promise, and at length becomes disheartened. How many classes of pupils have never learned literally nothing of a subject too deep for them during a year's vexatious study? The embarrassing limitation in the communication of knowledge is inability on the part of the pupils to receive, and not of the teacher to communicate.

If a boy's growth and power exceed his knowledge, or if he is soon to leave school, then he should be pressed forward in a few of the more important studies; but if he studies for growth and has time to grow in, he will attain best with a reasonable variety of work.

Again, different studies tend to develop different faculties of the mind, and our school curriculum ought to contain studies and exercises designed to cultivate in due proportion and at the proper time the several important faculties of the intellectual man.

Looking at the matter historically, we find that as schools have become more thoroughly graded and the system of instruction developed, the number of studies pursued by the pupils at a given time has increased. This increase is a matter of present popular complaint, and doubtless is of detriment to many pupils who remain but a few years in the schools.

There are three main causes for this increase: First, the rising claims of new subjects of school instruction, such as music, drawing, and elementary science. Second, our knowledge of skillful methods and right adaptation of work to the minds of pupils is greatest in the lowest grades, and we do not make the variation in method and requirement for older pupils which their developing powers demand. Third, our schools are planned for those who go through them, rather than for those who go out of them.

Let us compare the schools of Indianapolis with those of other cities in reference to the question now under consideration. During the first three years of their school life our pupils study reading, spelling, writing, drawing, music, number, and elementary science (or general lessons or object lessons)—in all, seven subjects daily.

In the fourth and fifth years language and geography are added, but the general lessons are given but twice a week, once in place of language and once in place of geography, making eight recitations per day.

After this, penmanship and drawing alternate on the program, reducing the number of recitations per day during the sixth, seventh, and eighth years (C, B, and A grammar) to seven again.

The fact that geography is replaced by history and this by physiology makes no change in the number of subjects to which the pupil is required to give attention.

This course does not differ in its essential parts from the courses of study in the schools of the leading cities of the West. The main variation in these courses is in the extent to which attention is given to object or oral lessons and to language. In these respects Indianapolis gives more than usual attention to science lessons in the lower grades, and to language in grades above the third. Both of these facts I think fortunate. If we observe the schools in the Eastern cities, or in other countries, we shall find that of all the world where good schools exist, the people of the West have least cause to complain of the number of studies pupils are compelled to carry at one time.

In New York City, for example, pupils of the grade corresponding to our C grammar have all the studies, without exception of pupils, of our C grammar, and mental arithmetic, United States History, and elementary science in addition. In Boston the same pupils would have, in addition to their present work, extended drill in etymology, roots and definitions of words, five more lessons per week in writing and drawing, and an oral lesson daily on metals, woods, and rocks. Going no farther East than Cincinnati, these pupils would have an additional lesson daily in physics and one in writing or drawing. In Canada, by the present code, these poor children of our C grammar grade would have all their present work and 13 recitations more per week divided among a large number of subjects. In Prussia, whose schools are supposed to be the best in the world, the same class of pupils would have the same number of recitations per week as now, but would have Latin and religion in place of reading and spelling, and be expected to spend 24 hours per week in school work.

It is a fundamental principle with me that growth requires time, and that healthful growth or development of the mind, like that of the body, is promoted by reasonable activity and defeated by over-exertion.

The growth of the mind ought to be a joyous process analogous in its laws and pleasures to bodily development, and hence the school tasks should be no greater nor less than just to reach the farther limit of pleasant accomplishment.

That our schools go materially beyond this limit in ordinary cases I do not believe. Our school system is itself a growing organism, and must be managed as such as if we would have it accomplish what we hope from it, and I suppose the main thing to be done by us is to make these adjustments and improvements in the adaptation of our work to the highest need, and of means to ends, which is the task of those in charge of a rightly developing system of instruction.

**SPELLING REFORM IN ENGLAND.**

A meeting of the Council of the Spelling Reform Association of London was held May 5, Dr. J. H. Gradstone, F. R. S., in the chair. Among those present were J. Westlake, A. C., A. J. Ellis, F. R. S., Dr. R. G. Latham, the Rev. F. G. Fleas, Dr. L. Schmitz, Mr. Tenney, Mr. Rundell, J. H. Dann, Ph. D., E. Blair, E. B. Nicholson, M. A., C. W. Price, D. Pictaer, Harold Cox, T. A. Spalding, Dr. Norman Kerr, Charles B. Arding, J. W. Bradley, Latimer Clark, Mr. Schwarzenburg, W. R. Evans, James Speedling, the Rev. Prebendary Wood, and T. Pagliardini.

It was announced that the Right Hon. Robert Lowe, M. P., Professor Max Muller, Professor Skeat, Professor Sayce, Dr. Angus, and E. Chadwick, Esq., C. B., had consented to become Vice Presidents, and that, in addition to those present, a large number of eminent philologists had consented to join the Council.

Mr. J. Westlake, Q. C., was elected Treasurer. An Executive Committee was then appointed, and it was decided to appoint an Assistant Secretary. It was also resolved to appoint a Commission to report on the various systems of Spelling Reform that have been proposed. It was resolved that the Association should put itself in official communication with the American Spelling Reform Association. It may be mentioned that the Association proposes:

1. To collect, arrange, and distribute information on the subject of Spelling Reform.
2. To collect works on Spelling Reform, and to preserve copies of articles bearing on the subject from periodicals.
3. To institute and watch experiments in teaching to read, spell, and pronounce, by reformed systems.
4. To promote lectures and public meetings for the purpose of imparting information on the Spelling Reform, and for memorizing the public bodies in its favor.

**CHICAGO NOTES.**

It is very desirable that the schools should have something in the shape of a graded course to go by another year. The perplexity of the past year's work, the diversity of methods adopted, and the uncertainty as to the completion of the work of a certain grade, are evils that need not be endured any longer. The principals have completed the re-gradings of studies, and there is no good reason why this outline should not be preserved. The principals do not know what they want. Their work of grading is done, and any further meddling will simply make a mess of it.

Let us have the pamphlet and then let others make their notes and comments at their leisure and at the expense of the Board.

We are all in a muddle now. True, we have a so-called manual, printed on 50 or 60 pound tinted paper, which is doing great missionary work among the children of the heathen of Egypt, Ill., and Poyn C. Ind., but it is of no practical use in Chicago. It was admitted to be a dead-letter when the Principals' Association, like a large mirror, was broken into a number of small mirrors, each one to reflect, in a special branch, all the pedagogical light that the world affords. Now if our year's work is to amount to naught, or the
The Mankato Review—The school board of that city fixed the salary of the superintendent at $1,700, of the assistant in the high school at $500, and the second assistant at $450. Principals of Pleasant Grove and Union buildings, $60 per month, and Franklin $50.

The class just graduated from the State University is the largest ever sent forth from that institution, and is an exceptionally excellent one in its mental endowments. It numbers, with three additions not strictly of the class of twenty-seven members, of which number eight are young ladies. Miss Rollins, class historian, in her paper read on class day, stated the total weight of the class to be 3,475½ pounds, and her estimate does not include the three named. The total age is 600 years, 7 months, and 9 days, but the members are unusually young. Indeed, it is probable no class sent out from the University thus far can show so low an average of years. The total length of the class is 1,038 inches, to be accurate, and the heaviest man tips the beam at 200, and the lightest member at 96. The tallest is six feet, and the shortest is five.

Two opposing parties are developing among the friends of the State University—one, represented by Pres. Folwell, seems to be aiming at a substitution of some of the more modern studies for those usually regarded as essential, though antiquated, in a college course, and the other, among whom are most of the Regents, opposes any material change in the present state of things. The theories and positions held by the various parties are, however, not immutable, and to an outsider it looks very much like opposition for the sake of opposition.

Indiana.—The Ripley county normal will open at Delaware on Monday, July 7. Prof. O. P. Jenkins, of Moore's Hill College, has been engaged as instructor for the full term. Prof. A. B. Thrasher, of Tipton, will give at least one week's work. Co. Supt. Thomas Bagot will present a portion of the time. Walter D. Stark will give daily instruction in penmanship. Prof. Black is from Ghent College, Ky. The officers are W. M. Vandyke, Chas. N. Peak, F. M. Laws, and Samuel Harper.

We have no list of the newly-elected county superintendents, but have learned that R. I. Hamilton, who has done very efficiently for two terms already in Madison county, is among them. There are no better common schools in the state than those of Madison county, and Supt. Hamilton, is the man to keep them among the best.

J. R. Trisler is re-elected superintendent, and C. B. Bogart principal, at Lawrenceburg. An addition of four rooms is to be built this summer to accommodate the largely increased attendance at the high school.

Other elections are W. S. Walker, Centerville; J. H. Martin, Franklin; Geo. W. Lee, Greencastle; T. J. Charlton, Vincennes; Sheridan Cox, Kokomo; J. L. Rippens, Connersville; Fred., L. Bliss (superintendent), Lake Cortez; J. H. Madden, Bedford; E. H. Butler, Winchester.

C. S. Lodlam has resigned the principalship at Frankfort on account of insufficient salary. L. B. Swift leaves the superintendency at Laporte to enter the legal profession; Charles Hewitt resigns the superintendency at Knightstown.

The County Superintendents' State Convention will be held in Indianapolis, June 26 and 27. Program.—1. Opening Address, Horace S. Tarbell, Supt. Indianapolis Schools. 2. Paper—How can we best commend our work to the public? A. W. Clancy, Delaware county. 3. Discussion of the same opened by J. S. Gamble, of Fayette county and H. B. Hill, of Dearborn county. 4. Authority of the Trustee or County Board vs. that of the Teacher—where does the one end and the other begin? Timothy Wilson, of Henry county. 5. Discussion—Henry Wilson, of Cass county, and W. S. Moffett, of Fountain county. 6. Paper—Appeals—What cases are appealable, and how are appeals conducted? James W. French, Posey county. 7. Discussion, opened by S. S. Roth, Wels county, and J. B. Blount, of Rush county. 8. What is the matter with County Superintendency? Qualifications, mode of election, cost, visitation of schools, examinations, county and township Institute system, reports, etc., etc. Discussion, led by Hon. Jas. H. Smart, Supt. Public Instruction.

The following is an exhibit of school moneys subject to apportionment at date, and derived as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>From interest on state lands</td>
<td>$17,450.69</td>
</tr>
<tr>
<td>From district and county board</td>
<td>$353.74</td>
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<tr>
<td>&quot; unpaid school lands</td>
<td>$12,362.23</td>
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<tr>
<td>&quot; rents of school lands</td>
<td>$14,422.13</td>
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<tr>
<td>&quot; one mill state tax</td>
<td>$16,192.21</td>
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<tr>
<td>&quot; other sources</td>
<td>$507.22</td>
</tr>
<tr>
<td>Total amount subject to apportionment</td>
<td>$65,288.22</td>
</tr>
<tr>
<td>Whole number of children between 5 and 18, is</td>
<td>123,063</td>
</tr>
<tr>
<td>Rate per pupil</td>
<td>$0.5224</td>
</tr>
</tbody>
</table>

S. R. Thompson, State Superintendent Public Instruction.

Lincoln, Neb., June 9, 1879.

—George Eliot has been preparing for publication the fourth volume of "Problems of Life and Mind" which was left completed by Mr. Geo. H. Lewes, her husband, at his death. It is now edited by Dr. Houghton, of Cambridge, Mass., and is entitled "The Study of Psychology—Its Object, Scope, and Method."