The Educational Weekly.

The Educational Weekly.

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CHICAGO, ILL., JULY 3, 1879.

Editorial.

Programs come to this office every day (and sometimes catalogs), from which we can get no clue whatever as to the state in which the institutions are situated. "Third (or thirtieth) Annual Commencement of the Washington High School"—probably "at the opera house." Of course we know where Washington is—several of them, and the opera house—that's on Main street, opposite the postoffice.

There is a remarkable display of spleen in the June number of Our Schools, a kind of educational journal published in Lawrence, Kansas. The editor occupies all his editorial space in a pretended criticism of Appletons' Readers, particularly the First and the Fifth. He has evidently had his toes stepped on—probably by Appletons' agent in declining to give him an advertisement—though from the numerous insulting flings at the chief editor of the series, we might think he had been in some way unappreciated by one whom he is evidently incapable of appreciating. The very things which chiefly commend the Fifth Reader to those teachers in high schools and academies where the true science of reading is understood and its art applied, this ignorant critic presumes to sneer at. It is difficult to find anywhere a review so shallow, so painfully destitute of either sense or reason, and yet so pretentious as this. Nothing but ignorance can be its excuse.

A system of therapeutics has been founded on the mistranslation of the saw Similis similibus curatur. Proverbs have done untold mischief, by shaping conduct according to a pithy saying which is as likely to be false as true, and the world of pedagogy has been going astray for years through carrying out an empirical theory suggested by a mistake as to the derivation of the word education. The notion has prevailed that it comes from educare, I lead out. Hence the quacks of the profession must needs draw out, whether there is anything to draw upon or not,—pumping when the well is dry, and making checks on banks where there are no deposits. The word comes from educare, a verb of the first conjugation, which means to rear, to train, to nurture, to bring up. The educator in Roman families had charge of the children before they were handed over to the pedagogue to be led to the assembly rooms of the the higher masters and lecturers. The way to teach is not to pour in exclusively, nor to draw out exclusively, but to do some of both, and a great deal that neither expression is capable of implying. The way to teach is, in fact, to teach.

An important and significant step has been taken by the Regents of the University of Michigan, in the establishment of a new chair in the department of Science, Literature, and the Arts, in which shall be taught the Science and Art of Teaching. The first incumbent of this new chair is Prof. William H. Payne, who has for about ten years past held the position of Superintendent of Public Schools in Adrian, Michigan. We know of no other institution of like grade and character in this country where the claims of pedagogics are thus recognized, although the feasibility of such a step has been discussed by the faculties of several of the state universities of the West. This step does more to dignify and honor the work of the teacher, and to secure for it merited recognition as a profession, than the establishment of a dozen so-called normal schools. The professional teachers everywhere may congratulate themselves, and take courage. The science of pedagogics is to be taught thoroughly and systematically in the leading university of the West. The normal schools may also take courage, for their work thus receives a distinct and distinguished mark of recognition. Teaching is a profession, and the great University of Michigan so recognizes it. This one act of the Regents will materially increase the numbers in attendance at the University, for now a student may at the same time procure a liberal education, and, without going to a normal school, he may be inducted in the principles and practice of teaching. Just how far this instruction will extend has not been announced, but we know the man who has been chosen to fill this honored position, and although only one man, he is equal to a whole normal school faculty (and perhaps two or three such as we might name) in his appreciation and practical exposition of the philosophy of education.
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DEATH OF AN EDUCATIONAL PHILOSOPHER.

THE death of Professor Karl Federick Rosenkranz, at Koenigsberg, Germany, in May last, is an event of no ordinary interest in pedagogy. Although the author of thirty different publications, some of them really great works in point of volume as well as ability and utility, he is probably best known to the profession in the Fatherland, as he certainly is in this country, by his work on Pedagogics or the Philosophy of Education, which is known to us through the elegant translation of Miss Anna C. Brackett, and is, perhaps, for the better class of American students of their profession, the best book accessible to them.

Herr Rosenkranz was a native of Magdeburg, born in 1804. As a student of precocious powers, he became famous at Berlin, Heidelberg, and Halle. At the latter university he was made Assistant Professor at the early age of twenty-six, and only two years afterward he achieved the distinction of full Professor of Philosophy, at Koenigsberg. This position he held for nearly half a century, to the day of his death. For a time, however, the position was simply honorary, while he was serving the Government as a Councillor of State. His service in this chair was peculiarly eminent and useful, especially in the application of his philosophical beliefs to theology, history, poetry, general literature, education, and, in short, all that belongs to the ordinary conduct or illustration of human life. His more famous textbooks are the "History of German Poetry in the Middle Ages," and his "Introduction to the History of German Literature." He has also a work on "Logic," which has met with marked approval. We hope his lamented death will freshly call the attention of ciatalantic students to his book on Pedagogics, and secure its more general reading.

LOOSE LOGIC.

THE following is a disingenuous method of apportioning the school expenses of a large city: The salaries of teachers amount to $300,000. There are 200 school days of five hours each; hence each hour of school costs $500. Now, if music and drawing occupy say one-fifteenth of the school day, the cost of those studies to the city is $33 1/3 per hour, or $33.333 1/3 per annum. By postponing those studies so much will be saved the tax-payers, or with the same expenditure, there will be added to the school-life of such children as go no farther than the Fourth Grade, which they now complete in about five years from the time of entering school, not less than a hundred days, or a full half year.

The fallacy in the above consists in assuming that time and money are interconvertible; that a child's progress is merely mechanical, like the movement of a train; that mental growth can be staked off literally and divided arbitrarily like a tape-line; that attention subtracted from music and drawing can be added to the three R's, as if it were a material commodity; that, in short, education is the creature of mechanical laws, an inert substance like flour or sausage meat.

The fact is that the element of time in education is but the exponent of a living power, the index of a quantity, but not the quantity itself. We give our First Grade pupils three hours a day of school, but they do not apply their minds, and they cannot and should not apply them, more than twenty minutes a day. Would we practice economy or add to their school or natural life by doubling the hours of session or insisting on a more constrained and monotonous system of mental effort? If music is expensive, so is Calisthenics. Shall we discontinue physical exercises and turn the attention of children exclusively to reading, writing, and numbers, that a great saving may be made, and a large number of days added to the child's school life? Discipline takes time. Holding the children in position to hear the clock tick, permitting them to go out when necessary, allowing them to stay away from school on Saturdays, and Sundays, and during the weeks of vacation, giving them an intermission at noon for dinner, and allowing them to sleep at night—all these take time and should be charged to the expense account of the schools with as much propriety as singing, drawing, or devotional exercises.

Given a certain degree of talent in the pupil, a certain degree of skill in the teacher, a certain period of time, as factors, and the product is a fixed quantity. Children can do about so much and no more in a certain study during a given time, and the true philosophy and true economy is not to dose them beyond this capacity, not to cloy or surfeit them with any one branch, but to treat them to such variety as shall be agreeable and sufficient. With a German nurse, a French tutor, and English speaking parents, a child will make equal progress in the three languages; but by cutting off the French and German it does not follow that he will make any more rapid progress in English. On the contrary, there is a fixed degree of receptivity in the mind, a point of mental saturation, at each stage of the child's intellectual growth, which cannot be exceeded in any one study, but which may be enlarged and heightened by a variety of studies and methods of symmetrical development.

This principle is recognized in mechanical pursuits; the carpenter rests from sawing by taking up the plane, and, as everybody knows, the tailor rests by standing. The principle is immeasurably more applicable to modes of mental action. The mind has capacity for a certain degree of proficiency in the several branches at a certain age, and there is no such thing as swapping a certain degree of excellence in one for preternatural precocity in the other. As to singing, it is indispensable in the primary school. If not taught by note it must be taught by rote, and the latter is as much more expensive and cumbersome as the Chinese alphabet is laborious compared with the English. Note-singing gives the alphabet of music; and those who inveigh against it, to be consistent, should propose to dispense with characters to represent elementary sounds and advocate going back to runes and hieroglyphics.

What music does for the ear, voice, and soul, drawing does for the hand, eye, and taste. It is the "good eye" and cunning hand that raises the mechanic to the position of foreman and the foreman to that of master. It is as hypocritical, as ignorant, and as fallacious to introduce the argument of time against these branches as it would be to claim that a man who earns $2,000 a year by working five hours a day will earn $4,000 by working ten, and $8,000 by working twenty. The intellect cannot be measured in yards, or in bushels, or weighed in pounds; nor can it be applied after the fashion of a porous plaster. Those who insist upon a literal, material, mechanical correspondence between time and cost, or cost and value in education, are either fools or rogues, or both.

—Tainter Brothers, Merrill & Co. have also issued a complete guide to the city of New York, with a new street directory. It is illustrated with a map and numerous wood cuts. Price 25 cents. A companion volume to this is their guide to Northern New England and Canadian Resorts. This is designed especially for tourists and travelers, and will be found a very handy volume for the nautical. Address the publishers at 738 Broadway, New York.
THE JULY MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

The Atlantic Monthly.
The People for whom Shakespeare Wrote. II. By Charles Dudley Warner.

Lippincott's Magazine.
English Views of Franklin. By Thomas Hughes.
The International Review.
George Elliot. By Francis Maguire, Jr.
George Sand: Her Life and Writings. By Leopold Katscher.

Scribner's Monthly.
Summar Entomology.
The Delusions of Clairvoyance. By Dr. George M. Beard.
Edison's Inventions.
College Instruction. By the Editor.
A Woman's Thoughts on the Education of Women. By a Correspondent.

North American Review.
The Public Schools of England. Part II. By Thomas Hughes.
The Psychology of Spiritism. By George M. Beard.
The Education of Freedmen. Part II. By Harriet Beecher Stowe.

Popular Science Monthly.
Wasted Forces. By William H. Wahl, Ph. D.
John Stuart Mill. II. By Professor Alexander Bain, LL. D.
A Question of Eating. By William Browning, Ph. B.
The Condition of Women from a Zoological Point of View. II. By Professor W. K. Brooks.
Food and Feeding. I. By Sir Henry Thompson.

SPELLING REFORM.

By David Kirk, Minnesota.

If Lord Brougham, or whoever it was that spoke of Daniel Webster as the fellow that had nearly ruined the English language by his new dictionary, could have lived to see the spelling reform literature presented by Melvil Dewey in No. 116 of the WEEKLY, he would have modified his harsh opinion of "Daniel." Noah Webster, in his efforts to reform English orthography, was successful in a very limited degree. Such words as favor, labor, etc., were simplified by dropping the u. Final k was dropped from public, music, etc. Superfluous letters were omitted in other words, and since his day the tendency to eliminate useless letters has caused some changes.

But modern spelling reformers are not satisfied with these slow changes, and they clamor for a new alphabet which shall contain a character for every elementary sound, though no two of them are agreed as to the number of such sounds, or as to whether the new characters shall be taken from tea chests and old monuments, or made by inverting and combining the letters of the present alphabet. Mr. Ellis in his "Glossic" uses no new letters, but gives a system of digraphs.

Then there are the Anglo-American, and "visible speech" methods, and the plans of Parkhurst, Pitman, Lindsey, and others, including such well-known reformers as Smith, Jones, Brown, Tompkins, and Count Sneezemynoseoff. One wants forty-three letters in the alphabet; another would be satisfied with thirty-eight. One wants the silent letters printed in skeleton type; another will allow no silent letters, but advocates something less than one hundred kinds of new type. There is no unanimity of design among teachers of phonetics, and in the nature of things there can be no harmony of opinion. Of course, orthographers of the reform school are agreed as to the necessity of making the alphabet phonetic, rather than ideographic, but they are not united as to the number of the oral elements, or the kind of symbols to represent these elements. Each reformer has his own system of masonic points, and the "systems" are as numerous as the different kinds of pumps and churls.

There are grave difficulties in the way of establishing a new alphabet. One of these is the necessity of a corresponding new script form. Here is a chance for some future Spencer to win lasting fame. Admitting the practicability of overcoming such mechanical obstacles, there will remain the provincialisms and individual eccentricities in pronunciation. If, however, the reformers are correct in their statement of the great advantages of a phonetic alphabet, we must at least attempt to overcome all the difficulties in the way of a new alphabet. It is claimed that the objects of reform are, to enable foreigners and children to learn to read and write the language easily; to secure condensation in printing; and to establish a correct pronunciation everywhere.

As most foreigners who come to this country are familiar with an alphabet identical with our own, or very similar to it, it is difficult to see how an alphabet containing many new and strange characters can be of value to them in learning our language.

The claim that children save time by phonetic devices that require a new alphabet is mere assumption.

The waste of time, in teaching children to read and spell, so much deplored, is a direct result of the employment of children as instructors. I will venture to assert that three-fourths of the teachers in our common schools are totally unfit to give correct instruction in the English language. Fifty years ago, before time-saving devices, so-called, had been tried in educating the young, it was not uncommon for boys of fifteen and sixteen years of age to graduate from college. Now, graduates are on an average five years older. Fifty years ago, college graduates of mature years were often found as teachers in the common schools. Now mere children, undergraduates of poor common schools, are selected as teachers. Of course, under such veary instruction as they can give, children lose time in learning spelling and every other subject. The condemnation in printing, claimed by the reformers, is offset by the extra trouble in using fifty kinds of new type.

The claim that uniformity of pronunciation will be obtained by the "reform" is absurd. There never will be such uniformity except among scholars. The written word, whether it represents the spoken form or not, is eternal, (provided "reformers" let it alone), but the spoken form is changeable. The word Cicero conveys always the same idea, but whether it was once pronounced kick-a-ro, or shi-a-ro, or she-sha-ro, nobody can tell.

It is said that the "reform" will lessen the time now devoted to the study of words and thereby give more time to the study of the "ologies." Admitting this, for argument's sake, we want
none of it. Too little time is given now to the study of words, and too much to subjects that are of no earthly utility. The prevalence of poor spelling, which all must admit suggests the necessity of reform in spelling, but not a la professors March and Whitney. Instead of giving several hours to arithmetic and a few minutes to spelling, let teachers devote less time to arithmetic and geography, and more time to spelling, and written spelling at that. Instead of employing teachers who know nothing about the derivation of words, and who can define but one word in ten, and that in vague language including the very term sought, let teachers be hired who have a good knowledge of the language. If such teachers can not be found, let schools be organized for making them. With competent teachers all intelligent children can learn to spell. Let there be reform in these directions.

DIRECT METHODS FOR CORRECT COLLOQUIAL STYLE.


A. An ounce of prevention is worth a pound of cure." If then it were practicable to teach children the use of a correct colloquial style, even years before they are to begin seriously, or at all, the study of grammar, would not this be a desirable step?

It should not be, nor is it, impracticable. The vocabulary of the little ones is not very extensive. Their ideas are not very complex, nor are their trains of reasoning so protracted or complicated as to require either very numerous or elaborate forms of expression. The truth is that the conversational style of the more mature child (if one may so designate the adult) as well as that of the juvenile, when closely considered will be found to consist in a great degree of certain stereotyped forms or modes of expression which, if all were but correct and were correctly used, would leave little room for amendment.

These forms of expression may consist of a single word, a phrase, or a sentence.

Of a single word, as when, in answer to the question, "Have you seen him?" the person interrogated answers, "No," this answer is taken as being fully equivalent to the expression, "I have not seen him."

Of a phrase, as when, in response to a proposal made to you, you answer, "All right," I understand you to mean precisely the same as if you were to say "I acquiesce heartily in the proposed arrangement."

Of a sentence, as when it becomes desirable to state that the person who performed an action was some one who had been mentioned before, the fact is expressed by saying, "It was he."

In colloquial style this last form of expression, or a similar one, is of frequent occurrence in other languages as well as our own; witness the frequent use of the French c'est lui, and the German er ist es. In our own language it is, unfortunately, very often deformed by the substitution of the objective form of the pronoun in the predicate instead of the nominative form, which is the one that should be used.

The frequency with which such expressions are used makes it the more important that they be used correctly. There are two reasons, and two only, why children fall into the use of the incorrect form.

1. Because their vocabulary being but limited, they quite naturally endeavor to make a single form of the declinable word subserve the uses of all of the three forms: as when, for instance, a child says "Me will have an apple."

2. Because they hear the incorrect expression used so generally, that they adopt it as a matter of course; and so confirmed in its use do they become, by habit, that the effort of many years in subsequent life scarcely suffices to free them from it.

Experience and observation show that incorrect habits of expression, acquired in childhood, are very difficult to eradicate from colloquial style. Hence the importance of imparting to the child the pure correct style at the commencement. To this end, the following method is suggested: Cause every child to learn, as he might some stanzas of a poem, the following

UNIPERSONAL CONJUGATION

of the verb Be, accompanied throughout with pronouns in the predicate nominative. Thus:

Present Tense.

It is I. It is ye or you.
It is thou or you. It is ye or you.
It is he. It is they.
It is she. It is they.

Past Tense.

It was I. It was ye or you.
It was thou or you. It was ye or you.
It was he. It was they.
It was she. It was they.

This should be carried through not only all of the six tenses of the indicative mode, but should embrace as well the subjunctive and the potential mode, and the present and compound participles. The subjunctive being thus:

Present.

If it be I. If it be ye or you.
If it be thou or you. If it be ye or you.
If it be he. If it be they.
If it be she. If it be they.

Past or Imperfect.

If it were I or were it I.
If it were thou or were it thou.
If it were he or were it he.
If it were she or were it she, etc.

The Potential Present.

It may be I. It may be ye or you.
It may be thou or you. It may be ye or you.
It may be he. It may be they.
It may be she. It may be they.

And so of the remainder of the potential mode.

The Participles.

It being I. It being ye or you.
It being thou or you. It being ye or you.
It being he. It being they.
It being she. It being they.

and

It having been I. It having been thou, etc.
It having been ye or you. It having been thou, etc.

Of course after the emphatic or affirmative form already set forth has been acquired, the same conjugation may be arranged. —

Negatively: as It is not I. It is not thou, etc.
Interrogatively: as Is it I? Is it thou? etc.
Negatively and Interrogatively: simultaneously; as Is it not I? Is it not thou? Is it not he? etc.

These exercises can be learned by any child that is capable of memorizing a hymn or a chapter in the Bible, and without any grammatical knowledge. By committing them to memory he will have furnished himself, so to speak, with a stock or fund of correct expressions, for some of which he is almost sure to have occasion, every day of his after life; and he will become habitual to correct forms of expression as he has perhaps been, heretofore, to incorrect ones.
A PLEA IN BEHALF OF MODERN LANGUAGES IN OUR SCHOOLS AND COLLEGES.

Prof. Alfred Hennequin, Ann Arbor, Michigan.

WHAT do we understand by "Modern Languages" in this country? The term has indeed assumed a very peculiar meaning in our educational institutions throughout the country.

French, English, German, Italian, Spanish, Portuguese, Swedish, Norwegian, Danish, and even Russian are modern tongues. Of these, however, how many are included in the technical term "Modern Languages"? Usually two, French and German. Seldom three; to my knowledge, in one single instance, four, —French, German, Italian, and Spanish. English is, of course, taught in all our schools and colleges; but never under the head of "Modern Languages."

Now, if for starting point, we admit the well established fact that all good and well organized high schools, academies, colleges, and universities throughout the land include the "Modern Languages" in the studies required to be pursued in one or more of the different courses, we must necessarily conclude that this study is considered one of some importance by those who decide what branches shall be taught.

Again, if we take into serious consideration another well established fact, that, when elective, this study is a favorite one with students, we must again conclude that a good knowledge of French and German is considered by our young men and women a useful attainment. To be logical, therefore, the study of the French and German languages, in our schools and colleges, should be important studies.

Allow me to give a rapid glance at the extent to which the study of French and German is pursued, both in our good schools and colleges. Out of 250 catalogs that I have consulted, nine exclude both French and German; seven French, and three German. Some pretend to teach Italian, Spanish, Swedish, or Danish in addition to French and German. For six of our leading universities, French and German are required studies for two years. In twenty-two French or German is also required for two years. In the greater number of our schools and colleges, French and German, or one or the other of these languages, are required studies for one year, and cannot be studied any longer. In no less than forty instances, these languages are studied one and sometimes two terms. In this last category, I can mention such well-known colleges as Dartmouth and Rutgers.

If we now put aside, for the present, the much-discussed question of methods of teaching the modern languages, may we not ask how much is accomplished by students pursuing the study of French and German?

Let us first suppose these languages taught to children. The aim can be no other than to learn the colloquial portion or phase of both, or either French or German. If the teacher be competent, children will be able, at the end of one year, to make themselves understood in these languages, and to understand a great deal of what is said to them. The same results will be attained with adults.

If the scholars are in our high schools or academies, where French is usually begun in the junior or senior year, —the old method of teaching the modern languages being used as is still customary—they will acquire a fair knowledge of the grammar and even undertake the reading of easy French or German books, annotated for that purpose.

If the student has already studied languages quite extensively, —and by languages I mean English, Latin, and Greek,—he will be able, —still using the "old" method, —to obtain a general insight into the philological principles upon which the language is based, and read with comparative ease, French or German works.

A very natural question arises just here: Why devote the one year, —since there is but one given to French or German in most of our schools and colleges,—to grammar, reading, and philolo-
The answer may astonish a number of teachers: Because the aim of a large class of students, who can give but one year to these languages, is not to speak them. Suppose a student pursuing scientific studies in a university or school of technology, what can be his object in studying French? Will he be called upon more than once or twice in his life to speak French? I believe not, at least, in connection with his work. On the other hand, however, he will need to read numerous French works bearing on his profession, and even take French reviews or journals for the purpose of daily improvement. The same, to some extent, might be said of German. Now, can a student acquire enough of the written language in one year to be able to devote a portion of his time to conversation? My belief is that this question should be answered in the negative. But, some may say, languages, let us limit the students; to be able, on leaving school, to speak these long are French and German usually studied in this country? How long will any student be able to read French? I believe of the written language in one year to be able to devote a portion of his time to conversation? My belief is that this question should be answered in the negative. But, some may say, suppose, the "new" method being used,—we begin with conversation, and continue the whole year, will not the student be able to read what French or German he may need for practical purposes? I am sorry to be obliged to say that my experience has proven the contrary. Without entering therefore, into the merits of the "old" or "new" methods of teaching the modern languages, let us limit the whole question to the points: 1. How long are French and German usually studied in this country? 2. Which will prove, in the long run, of greater advantage to our students; to be able, on leaving school, to speak these languages somewhat, or to be able to read them with comparative ease? To the first question, one year, as shown above, is the answer. To the second question, I claim that to read French and German, at the close of one's school-days, is of more serious advantage than to speak these languages. Suppose two students leave college together; one has acquired a fair colloquial knowledge of both French and German; the other can read French and German works. The same two students meet again ten years later. Is it not safe to say that the first has probably forgotten all he ever knew of the spoken languages,—the whole having been acquired mechanically,—while the second will still be able to read French and German works, because his knowledge of the languages was based on a good and scientific foundation? During this lapse of time, mere curiosity, if nothing else, has induced him to read French or German works. But all these arguments, so far, only tend to show not how much, but how little the modern languages are studied in this country. Let me now ask one more question in conclusion: Would it not be advisable to extend the time given to these languages in our schools and colleges? Every one recognizes that they have become important branches, should they not therefore be pursued more extensively? I do ask that one method be used in preference to another; but I do not ask that our students be taught these languages more thoroughly. Why not give to French and German one-half of the time devoted to Latin and Greek. Let those concerned come to the front, and, in these days of reforms, if nothing be gained, at least nothing will be lost.

HOW SHALL GIRLS PREPARE FOR COLLEGE?

By L. Clark Serly, D.D.

The higher education of women is rapidly passing out of the region of theory into that of practical experiment. Colleges are endowed and organized to give the needed instruction; women are acquiring in them an intellectual culture in no respect inferior to that which has long been the prerogative of men. Whatever doubt may still be felt concerning the expediency or utility of this new educational movement, the number of those determined to enjoy its benefits is steadily increasing. Thus far, however, there have been more abundant provisions for higher than for secondary instruction. Female colleges have multiplied faster than preparatory schools. To one familiar with educational history this is not surprising. The historic order is the reverse of the logical. Secondary schools have not been the parents, but the offspring of colleges and universities.

While this is historically true, two other causes have also operated in this country to prevent the natural development of secondary instruction. One of these has been the tendency in many female schools to ignore the conditions of intellectual growth. In the absence of any authoritative educational standard, their teachers have taught what they happened to be fond of, or what parents most imperatively demanded. The latter have especially desired to make the school life as short as possible. Into studies requiring the profound thought and ripest judgment, young girls have been hurried before they were familiar with the rudiments of learning. They have had little or no secondary instruction. The attempt has been made to teach the higher branches with no knowledge of the lower—to produce fruit before there were leaves or blossoms. Thus it has happened that those schools to which one might naturally look for preparatory work have entirely neglected it. They have resented the name preparatory as if it were a social stigma.

Another cause which has prevented the establishment of these schools has been the extent to which secondary instruction has been carried on by the female colleges. This course is an acknowledged evil, but an evil which, it is maintained, the colleges are forced to tolerate, both on account of their pecuniary necessities and the difficulty of securing in any other way students qualified for higher work. Unfortunately, the plan only perpetuates the evil. It is impossible for good preparatory schools to flourish while colleges with superior endowments monopolize the business. When Smith College was organized, its trustees determined to take a new departure, and to have no preparatory course connected with it. They were fully convinced that a female college, no more than a male, should be burdened with secondary instruction; that better results could be accomplished in both departments by means of separate schools. Hazardous as might seem the experiment of opening an institution for women with a high standard of scholarship as that maintained in our best New England colleges, and providing no means to meet its requirements, it still appeared the only way to realize the idea of a woman's college. The trustees were also confident that if the college would steadily maintain its standard, those who desired its advantages would find ways to satisfy its demands. Nor have their expectations been disappointed. The number of well-prepared students has steadily increased until, within four years from the opening of the college, an entering class has received five times as large as that originally admitted. Letters are, however, often received similar to the one from which I make the following extract:

"I have a daughter to whom I wish to give an education. I believe in the higher instruction for women better than could be obtained at Smith College, or, whether I should be able to send her there or not, I am uncertain; but I could wish nothing better for her meanwhile than a fair preparation to enter Smith College. What facilities do you offer for inquiring into the character of preparatory schools—facilities which most parents do not possess; and yet, possessing these facilities, I confess myself not a little perplexed. The question on which I want light for myself (and on which I am sure a good many other parents want light) is this: "What are the qualifications which I am to look for in a primary or preparatory school for my daughter?" "How am I to select from the great number of boarding schools the one to which I shall send her for her mental equipment?"

It would be an invidious task in response to these inquiries to publicly recommend particular schools. Nor is that my intention. I would merely indicate what has already been done in this matter, and give expression to a wide yet educational want. In many high schools and academies means are now provided whereby, without great expense, girls can be prepared for college. These facilities might be greatly augmented were female seminaries to arrange parallel courses, so that those who wish to carry forward their education in higher institutions may be qualified to do so. In large places it ought not to be difficult to secure good day-schools where the classics and mathematics can be taught. If not provided by civil authority, they may be by private co-operation.

There are many parents, however, who find it impossible to secure these provisions. They cannot educate their daughters at home as they wish; they are unwilling to send them away at an early age to mixed or large schools. If I were to formulate their wants, I should say the first requisite in the schools they seek is the influence of refined and Christian women. A young girl between twelve and sixteen years of age needs more judicious and careful treatment than at any other period of life. Then are more frequently
down the seeds of chronic and incurable diseases; then are formed those habits of thought and action which are most permanent and most controlling in the regulation of demeanor and conduct. For these reasons it seems most desirable, if girls at that period of life are to be educated away from parental supervision, their schools should be as nearly as possible like well-regulated homes. There were great advantages in this respect in the old-fashioned schools where a limited number of pupils were received by cultivated ladies as members of their own households. Why may not preparatory schools for colleges be organized in the same way?

The next requisite in these schools is competent instruction. Piety and refinement, although so important, cannot compensate for the lack of thoroughness and genuine scholarship. Here has been the great deficiency of many female boarding-schools. Deportment and character have flourished at the expense of intellectual culture. The instruction has been superficial and degrading because the teachers have so often been unable to teach otherwise. It has been exceedingly difficult to find ladies who were qualified to prepare their pupils for a higher education. This difficulty the colleges are fast removing. It is now easy to find those able to teach all the classics and mathematics that may be demanded. It is indispensable, if we are to have any success in higher education, that this preliminary work should be thoroughly done.

There is one more requisite no less important in these lower schools, and that is loyalty to preparatory work. The course prescribed for admission to our best colleges is not an arbitrary one. It represents the best educational experiment that has been tried. It has the sanction of the majority of the most intelligent educators; it has been shown by long trial to be the surest and quickest method to gain the greatest knowledge and the most vigorous and efficient intellects. Some of its features will doubtless be modified according to the demands of a progressive intelligence. We may have more or less of Latin or Greek, of algebra and geometry. The relation, however, of the classics and mathematics to intellectual growth, if correctly apprehended, rests on inalterable facts in the history of man and the constitution of nature. They are to be studied, not because the college demands them, but because they are an essential condition to the broadest mental culture. Unless they are early taught, the chances are they will never be acquired. Those who wish to pursue a higher education will find themselves embarrassed every step forward without them. If taken up at the right moment, and carried forward systematically under competent teachers, there is no reason why any girl of average intelligence may not easily acquire before the age of sixteen or seventeen all the classics and mathematics that any college demands for admission. It is, therefore, of the utmost importance that preparatory schools should be loyal to their professed work. Any lack of system, or failure to observe the proper order and relation of studies, must inflict an irreparable loss upon their scholars.

There has been, however, to schools without endowment, a strong temptation to be false to this idea. It is often easier to retain old pupils than to obtain new ones. Those who leave for other institutions are regarded as a pecuniary loss. A strong influence is not unfrequently exerted upon the pupils in these circumstances to induce them to give up the notion of a higher education and to content with that which the boarding-school can give. This course must, in the end, prove as disastrous to the school as it is to the scholar. It prevents that intimate relation with the college which may become the surest guarantee of success. The presence and scholarship of its students in higher institutions would be the best advertisement and the strongest recommendation to public patronage. Schools like those we have thus briefly indicated do not seem impossible to realize, and are earnestly desired. They do already exist, but the number is insufficient to satisfy the need. It is to be hoped the more sincere of the want will increase the supply. Parents at least have only to apply the proposed tests and rigidly insist upon their fulfilment in order to produce the desired results.

We call them lower and secondary schools. The names denote merely logical distinctions. In honor and importance they are inferior to none. — C. V. 

Prof. Alexander Winchell has just completed a course of eleven lectures at the State Normal School at Paterson, N. Y. The following are the subjects of the lectures: 1. Geology—What it is, and what it involves. 2. Physical History of the World. 3. Coal Making. 4. The Drama of Extinct Life. 5. The Region of Ice. 6. Geology of Petroleum and Salt. 7. The Old Age of Continents. 8. The Geology of the Human Period. 9. The Question of Evolution, or Inherent Limitations of the Existing Order. 11. Man in the Light of Geology.

SUGGESTION: The teacher now locks and unlocks with the key (die Lehrerin schliesst und offnet das Schloss mittels der Schlussel): Ich kann den Riegel vorwards und ruckwards mit dem Schlussel schieben. Ich kann den Riegel vorwärts und rückwärts mit dem Schlüssel schieben. Can the teacher hold and unlock with the key? The teacher locks and unlocks with the key. "Ich kann den Riegel vorwärts und rückwärts mit dem Schlüssel schieben."

HOW TO TEACH GERMAN TO CHILDREN.

By Dr. ZUR BRUCE.

1. SUGGESTION: The teacher holds in her hand a lock and a key, and looks closely at the different parts of it; when she has done this she observes (Die Lehrerin halt in der Hand und beobachtet die verschiedenen Theile dieselben; an die sie gethan hat, bemerkt sie): Hier ist ein Schluss, Hier ist ein Schlüssel. Ich sehe die Schluß, Ich sehe den Schlüssel. Das Schloss hat vier Ecken, The lock has four corners.

2. Die Lehrerin zählt jetzt die vier Ecken wie folgt: The teacher now counts the four corners, as follows: Eine Ecke, zwee Ecken, drei Ecken, vier Ecken, Das Schloss hat vier Ecken. The lock has four corners. The pupils repeat the above with the teacher (die schüler wiederholen das Obige mit der Lehrerin: Eine Ecke, zwei Ecken, drei Ecken, vier Ecken. Das Schloss hat vier Ecken."

3. The teacher looks at the inside of the lock and says, the Lehrerin beobachtet den inner Theil des Schlusses und sagt: Ich seh' den Riegel, I see the bolt. Ich kann den Riegel schieben, ich can shove the bolt. And here is the springfeder; and here is the mainspring. Looking at the key, the teacher observes (den Schlüssel beobachtend, bemerkt die Lehrerin): Hier ist der Schlüssel. Here is the key, I kann den Riegel mittels des Schlüssels bewegen, I can move the bolt by means of the key. Georg sieht den Schlüssl Georg, do you see the key? Georg antwortet: Ich seh' den Schlüssel. George answers: I see the key. See the Riegel, Siehst du auch die Spurung? Do you also see the mainspring? Georg antwortet: Ich seh' das Schloss, Ich seh' den Riegel, und die Spurung: George answers: I see the lock, I see the bolt, and the mainspring.


The teacher now asks: Ist das Anna? Die ganze Klasse antwortet: Ja, das ist Anna. The whole class answers: Yes, that is Anna. Question: Frage: Was hat Anna in der Hand? What has Anna in the hand?

5. SUGGESTION: The teacher motions to Anna to give her the lock, saying: Anna, gib mir das Schloss, Anna gives me the lock. Anna gibt der Lehrerin das Schloss. Anna gives the teacher the lock. Now the teacher holds the lock to Anna, saying, Anna, nimmt das Schloss (take the lock). Anna nimmt das Schloss, Anna takes the lock.

SUGGESTION: If the teacher holds out the lock several times, as if about to give, but without actually giving, it may set the class into a heartily laugh, which is an excellent relief for the children in the midst of the lesson. But after Anna has taken the lock, the teacher may ask: Hat Anna das Schloss genommen? Has Anna taken the lock? Antwort: Ja, Anna hat das Schloss genommen. Yes, Anna has taken the lock. Es ist in Anna's Hand, It is in Anna's hand.

6. Surveying the lock again, as at the beginning of the lesson, the teacher repeats the names of the principal parts of it, the class repeating with her as follows:


(To be continued in the next lesson.)

What is Education? This question is answered by a collection of about forty quotations from the most distinguished writers of all times and all nations. The collection has been made by Prof. Wm. F. Phillips, and consists, with Suggestive and Test Questions, No. 10 of the "Chautauqua Text Books." This series of books, by the way, seems to be one of the marvels of the present day, in literature. The price of each is only ten cents, and each contains the cream of its subject in a few small pages. The five companion books to this—Socrates, Pestalozzi, Froebel, Horace Mann, and Roger Ascham, are in course of publication, the two former already printed, and the latter now in preparation. They are published by Phillips and Hunt, New York.
Educational Intelligence.

E D I T O R S.

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

Colorado—Hon. J. C. Shattuck, State Sup't Public Instruction, Denver.

Iowa—J. M. DeKamond, Principal Grammar School No. 5, Davenport.


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

Minnesota—O. V. Trowbridge, Sup't Public Schools, Minneapolis.

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

Ohio—R. W. Stevenson, Sup't Public Schools, Columbus.

Mich.—E. B. Fairfield, Jr., Sup't Public Schools, Howell.

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

CHICAGO, JULY 3, 1879

THE STATES.

MINNESOTA.—The last graduating exercises at Shattuck School, Faribault, are pronounced the most successful of any in the history of the institution.

The graduating exercises at the Faribault high school took place June 20. Three young ladies after reading in clear distinct voice their well-written essays, received their diplomas from R. A. Mott, Esq., Clerk of the Board, as they graduated class of the school. After the reading of the essays a very scholarly lecture was delivered by Prof. Campbell, of the State University, on the Life and Character of Socrates and the influence of the Socratic Method of Greek thought. Among those present from abroad was Prof. McNaughton, superintendent of the schools of Cedar Falls, Iowa, and formerly superintendent at Faribault.

Prof. J. P. Bobb has been judge insane and sent to the Second Hospital for the Insane in Rochester. Prof. Bobb had charge of the High Forest Seminary for some time, and it is thought that anxiety and worrying over his duties there has brought on insanity.

Mr. Rockwood, of Garden City, who recently graduated from the State University, has been elected principal of the Le Sueur schools.

Mr. W. W. Keyston, lately graduated from the State University, has been elected principal of the Austin schools, at a salary of $900.

Sup't Shepard, of the Winona public schools, has been elected principal of the State Normal School at Winona. The following nominations were made by the committee on teachers: Prof. W. P. Phelps, well known as the principal of the Winona school; Prof. Shepard, superintendent of schools at Winona; Prof. Roberts, the greenback orator of Rochester; Prof. Moore, of Lake City; Prof. H. W. White, principal of the Normal School at Pontiac, Ill.; Prof. S. N. Loomis, of the Vesperian Normal School, Michigan; Prof. Alfred Kirk, lately of the normal schools in Missouri; Prof. S. F. Cappon, of the Cowlesville Normal School, New York; Prof. Stowell, of the same institution; Prof. O. R. Burchard, of the Frederica Normal School, New York; Prof. A. S. Kissell, once State Superintendent of public instruction in Iowa, and formerly superintendent of schools in Minneapolis; Prof. Loomis, of Chicago. A delegation from Winona, of ex-Lt. Gov. Yale, Judge Thomas Wilson, J. S. Youmans, W. J. Whipple, of the Herald, H. W. Lambert, C. F. Buck, C. Bohn, and D. Sinclair, of the Republican, were present, to urge the claim of Prof. Phelps for the principalship, and by invitation of the board, Mr. Youmans in their behalf urged the claims of Prof. Phelps forcibly and clearly.

The Pioneer Press we gather the following additional particulars: He recounted the part taken by Prof. Phelps in the reorganization of the Winona school and the high standard to which he brought the school; the spontaneous demand upon the resignation of Prof. Morey for the return of Prof. Phelps; the certainty of success under his administration. Mr. Youmans, without intending to say anything disparaging of Prof. Shepard, stated that Prof. Phelps was superior because of his long experience, and that next to him Prof. Shepard would be the second choice. He closed with these considerations, which should influence the action of the normal board to decide the question of the principalship of the normal school.

First.—Prof. Phelps is a candidate, on the spontaneous solicitude of very many of the most earnest and enlightened friends of the school.

Second.—He has the entire confidence and will command the hearty and unanimous support of the people of Winona, who were the earliest friends of the normal school system.

Third.—He has the support of the press, and we have reason to believe, of the best citizens of the state at large.

Fourth.—He is the choice of the teachers of the school.

Fifth.—He has the respect and esteem of the foremost graduates of the school.

Sixth.—He laid the foundations of the school, and gave it its high character, both at home and abroad, in the face of the most serious obstacles.

Seventh.—A failure to appoint him will create a degree of dissatisfaction that will make it difficult if not impossible for any other person to succeed in filling the place. It will be the defeat of the clearly and emphatically expressed wish of all those who take the deepest interest in the reputation and success of the institution.

Eighth.—The people of Winona, reinforced as they are by the clearly expressed convictions of many of the most intelligent people of the state, should be accorded that respect for and deference to their wishes, as they freely concede to the people of Mankato and St. Cloud.

Ninth.—Neither the people of Winona nor their representatives in the normal board have ever objected to any teacher prepared or desired for the other schools. They recognize that although these are state institutions; yet that a hearty local support, both moral and material, is indispensable to their success.

Tenth.—This is a question that should be decided purely on its merits, and in the light of the demands of a high public interest, and not of personal favor or prejudice.

Eleventh.—Prof. Phelps having lived and labored in Winona for thirteen years, its citizens very justly claim to know him and his work well enough wisely to judge of the same. Those who know him best are his most earnest supporters. That in common with all of us, he has his faults, both he and his friends concede. This, however, is but to concede that we all need to exercise charity toward our fellow men, and especially toward those who occupy trying public positions.

Twelfth.—He has had, it must be confessed, his full share of public as well as private criticism. It is scarcely to be expected that he, any more than any other citizen, would entirely forgo the privilege, so freely exercised by others, especially when he believes that he has had adequate provocation. If the exercise of this right of criticism is to be construed as a disqualification for public duties, how many of us could ever hold public office?

Mr. C. F. Buck heartily seconded Mr. Youmans' remarks, and in a few remarks advocated Prof. Phelps as just the man to ensure the success of the school. Gen. Sibley, of St. Paul, also spoke in favor of Prof. Phelps.

The board then went into secret session, and discussed for three hours the merits of the various candidates. An informal ballot was taken with this result: Shepard 5, Kissell 1, Roberts 1. This was followed with a formal vote: Shepard 5, Kissell 1, and one member not voting. The board then admitted the reporters, and after leaving the selection of a teacher in the school to the resident director and principal, adjourned.

Prof. Phelps has since been unanimously elected superintendent of public schools in Winona, at a salary of $5,000, also president of the Society of Arts and Sciences. His acceptance of the superintendency has not been announced.

The last legislature made an appropriation of $35,000 for the purpose of extending the water-mains in Minneapolis to the State University, and the work will be undertaken at once.

The meeting of the State Educational Association has been postponed to the Christmas holidays.

ILLINOIS.—There were five graduates in the German course, and twelve in the other courses at the Northwestern College, Naperville. The annual catalog, accompanied by the commencement programs, has been handed us by Pres. Smith. These show a flourishing state of things at the College. The next term will begin Aug. 27, 1879. Besides the full classical course, and the German courses, the institution provided a Scientific course, with Latin, Greek, or Modern Languages as accompaniment. There is also a Business Department and a department of music. The College is under the patronage of the Evangelical Association.

Warren Wilkie has resigned the principalship at Woodstock and accepted that at Austin, near Chicago. The last year at Woodstock has been the most successful the school has ever known. At the closing exercises, in which eleven pupils received diplomas of graduation, Prof. Wilkie was presented by the school with a copy of Bryant's translation of Homer's Iliad and Odyssey, in four volumes.

The public exercises at Oak Park schools were very interesting, particularly the part performed by the primary and intermediate departments. Music was
Six young ladies graduated from the Training Department of the Davenport high school. More interesting exercises, (exercises, music, and class drills) were never listened to. Miss Thompson, the principal, always secures splendid results.

The degree of Doctor of Philosophy was conferred upon Prof. Berry of the Agriculture College by the State University.

J. H. Thompson has resigned his position as City Superintendent of the West Side of Davenport schools, and Mr. L. W. Parish, of the Rock Island (III.) high schools, has been elected to fill the vacancy.

The Davenport school board has reduced the salaries of grammar room teachers from $70 to $65 per month, and made a mistake, too, by doing so.

The Mason City high school graduated three young ladies. Speaking of the exercises the State Register says "Prof. Jno. F. Gravel, principal of the school is a ripe scholar, and understands how to train the young idea to climb the ladder of knowledge. Great credit is due him for the success of the school."

Mr. C. P. Rogers will conduct the Marshall county Institute. Supt. Speer says that the impression that the Institute is for the purpose of enabling teachers to get certificates is not correct. A higher aim should animate the teacher. The order of exercises and course of study is given in the educational department of the Republican.

Mr. John H. Landes will conduct the Van Buren county Normal Institute, which will hold a four weeks' session, beginning August 4th. Supt. Rowley says in his circular that the same plan as the one adopted last year will be followed. For an honest, faithful, earnest superintendent, you will search long before you find Mr. Rowley's superior.


Amount paid or due for inspectors' services $10,456.19, being $4,448.08 more. Amount paid or due to township superintendents for services $18,685.86, being $5,528.14 more. Number of children on which primary school money was appropriated $468,954, being 10,418 more. Amount due the district $221,621.75. Amount on hand at beginning of the year $695,315.80.

Amount of primary school money apportioned for the year $24,541,077, being $2,455,51 more. Amount received from district tax $2,175,164.75, being $1,719,54.24 less. Amount received from two-mill tax $5,174,774.20, being $2,627.26 more. Tuition money from non-resident pupils $35,990.05, being $1,310.95 more. Amount received from other sources $279,160.20, being $25,107.43 more. Total resources for the year $8,539,831.05, being $67,709.46 more. Amount expended for teachers' wages for the year $1,353,229.91, being $85,09.05 more. Amount expended for buildings and repairs $566,150.86, being $32,312.87 less. Amount paid on bonded indebtedness $136,247.59, being $49,265.92 less. Amount expended for other purposes $310,742.45, being $7,602.83 more. Total expenditures for the year $3,168,540.81, being $714,352.25 less. Amount on hand at the close of the year $714,352.25. Bonded indebtedness of the districts $1,309,771.91, being $119,546.76 less. Total indebtedness of the districts $1,415,822.76, being $1,145,215.20 less.

At the annual meeting of the Regents of the State University last week, the following appointments were made for the faculty of that institution: Douglass A. Joy, M. E., of Columbia College and of the University of Michigan, assistant in general chemistry, at a salary of $500.

F. J. E. Rand, assistant professor of physiological chemistry and toxicology and teacher on renal diseases; salary, $1,600.

Edward L. Walker, Ph. D., professor of modern languages; salary, $1,200; he was granted leave of absence to study in England until the end of the next semester without pay.

Eliza Jones, M. A., assistant professor of Latin; salary, $1,600.

Wm. H. Payne, M. A., Adrian professor of the Science and Art of Teaching; salary, $1,200; this is a new chair established by resolution at this session.

Alfred Haesmer, instructor in the department of modern languages; salary, $600.

Rev. Richard Hubbard, A. M. of Detroit, a graduate of the University of the class of 1891, assistant professor of history; salary, $600.

G. M. Spalding, assistant professor of botany; salary, $600.

Isaac N. Domonos, A. M., was appointed to duty as professor of rhetoric and English at his present salary.

The salary of Assistant Professor Charles N. Jones was fixed at $1,600.

Wm. H. Travers, assistant in mechanical chemistry; salary, $600.

Charles H. Stowell, lecturer on physiology and histology; salary, $1,200.

Victor C. Vaughan, instructor in medical chemistry, and assistant in the chemical laboratory; salary, $600.

Wm. J. Herndon, demonstrator of anatomy and lecturer on pathological anatomy; salary, $1,600.

W. F. Pettit, professor of mineralogy and economic geology; salary, $1,600.

Prof. Pettit was given a six months' leave of absence, without pay, to take part in the geological survey of California.

Peter Rob was appointed assistant to Prof. Gettowell.

R. B. Steere, Ph. D., professor of zoology; salary, $1,200.

Alexander Withholt, L. D., was appointed professor of geology; salary, $1,200.
A neat little circular, capable of being folded in an ordinary envelope, has been issued from the office of the State Superintendent of Public Instruction, and in it one may learn almost every statistical and general point of interest relative to the state school system, the Superintendent's business, township superintendents, district boards, school revenues, state boards, etc. It is very compact, and is entitled "Public School System of Michigan, in Brief." The statistics have already been published in these columns. The following items are of much interest and value: The Superintendent of Public Instruction.—Elected by the people; term, two years; has general supervision of the public schools; collects and tabulates the school statistics of the state; apponts the primary school funds to the counties; gives information to school officers upon construction of school law; prepares and furnishes blanks for use of school officers; organizes and visits teachers' institutes, and appoints instructors at them; receives reports from superintendents of schools, and all state institutions; makes annual reports to the Governor, and causes the school laws to be published; delivers lectures on educational subjects; appoints visitors to the State University, and all chartered educational institutions; is a member and Secretary of the State Board of Education. Township Superintendent.—Elected in each township for a term of one year; compensation, $2 per day; examines teachers, grants, and when necessary, revokes or suspends certificates; visits schools; advises teachers and school officers; makes annual reports to the Superintendent of Public Instruction; is Chairman of the Township Board of School Inspectors. Township Board of School Inspectors.—Consists of the Township Superintendent, the Township Clerk, the President, and all district superintendents. They decide that they would not retain either the present principal or his assistant, and then went into the "you tickle me and I'll tickle you" plan of selecting the subordinate teachers, resulting in the selection of the present corps of teachers, of course.

The Utica union school has been managed very ably and efficiently and considerably improved under C. E. Eames, who assumed control in January last. Mr. Eames and the present corps of assistant teachers have been retained for another year.

The school board of St. Joseph has reflected J. H. Fassett as principal of its union school for the ensuing year, at a salary of $300. It employs assistant teachers at an average annual salary of $281.70.

East Saginaw employs a superintendent at an annual salary of $3,200; a high school principal at $1,200, a teacher of penmanship, three-fifths time, at $420, a teacher of music, one-half time, at $400, a teacher of drawing, one-half time, at $324, and 52 regular teachers at an average salary of $426.46 each, the highest salary paid to such being $800 and the lowest being $300. The aggregate of salaries to be paid during the ensuing school year will be $36,720.

Dr. John Kost, of Adrian College, has been chosen president of the Kansas Normal College.

Nineteen graduates in the classical course at Ann Arbor high school, eighteent in the Latin course, twenty in the Scientific course, and three in the English course. A large number of these graduates will enter the University.

State Certificates.—In accordance with the recent act of the Michigan legislature giving to the state board of education the authority to grant state certificates of qualification to teachers, arrangements will shortly be made for holding, early in September, an examination of applicants for such certificates. Since the law in this state is now so peremptory in requiring teachers, as an essential to the validity of their contracts, in have, at the time of making a contract to teach, a certificate good for the entire term of that contract, it does seem to be worth the necessary effort for every professional teacher to procure a state certificate, and so be done with the disagreeable necessity of submitting again and again to examination by the township superintendent. The lawyer passes his examination for admission to the bar once for all, and it is intended by these state examinations to place teachers on a similar professional footing. The state certificates will be valid for a term of ten years. If our ablest teachers will set an example in this matter, our state certificates may be made extremely valuable. A circular giving full particulars will be issued soon.—Lansing Republican.

Wisconsin.—Gone before us, Thos. V. Maguire, formerly County Superintendent of Kenosha, but latterly in a law-office in Racine. The Telegraph speaks of him in the highest terms.

Col. McElroy's Racine College graduated a class of ten this year.

The Baraboo Republic says:

"Prof. Willis showed us the text-books belonging to the district which have been in use by the pupils this term. Every book was returned to the library, not one lost; and they are actually in better condition than if they had been the property of the scholars. The experiment of district ownership is thus far very satisfactory, and the schools are entitled to much credit for it." Some unreliable news note last week led us into error concerning the number of graduates at the State University. The following is correct: In Arts, 10; In Letters, 12; In Science, 14; In Mining and Metallurgy, 1; In Law, 2; Total, 65. The past year has been unusually prosperous, and the commencement week exceeded any like week in the history of the school, in everything that goes to make up the final annual showing of a great school.

Prof. Wm. H. Rosenzweig, the new professor of German in the University, has taught the German Language in the St. Louis high school for the past eight years, has been secretary of the German American Teachers' Association and assistant editor of the Erziehungsschrift. He comes to us highly recommended in every way.

The State Normal Schools have closed. The Elementary Class at Oshkosh received their certificates without giving any public exercises whatever. The class in the higher course at Oshkosh numbered seven, and at Whitefish, nine. Both schools had large classes in the Elementary Course, that of Whitefish numbering twenty-six.

The annual catalog of the Whitewater school shows the following numbers enrolled during the past year: Normal Department, 290; Model School Grammar room, 58; Intermediate, 57; Primary, 32; Total, 431. [The school]
We clip the following from the State Journal: "History of the University.
The University Press publishers are about to issue a nicely-printed and substantial looking volume of some 250 pages, containing a series of historical sketches of the State University, from the pen of Mr. C. W. Butterfield, of this city. The sketches are based upon those written by Mr. Butterfield for the University Press, last winter, and which appeared simultaneously in the State Journal; but numerous changes and improvements have been made in the sketches as published, and additional data amalgamated therewith—so that in this more permanent form they are in the highest degree creditable to the literary reputation of the author and the institution whose annals he has edited. The volume will contain four excellant steel plates: J. H. Lathrop, the first chancellor of the University; F. A. Chadbourne, the first President; Prof. R. V. Robinson, the oldest Professor and first Vice President; and John B. Parkinson, the first alumnus of the University chosen to fill a chair in its faculty. The work will be ready in about two weeks, and is deserving of a ready sale.

Ohio.—The state has been full of high school, colleges, and seminary commencements the last two weeks. General prosperity, considering the times, is indicated by these. A number of the schools graduate more than ever before, and nearly all have maintained themselves fairly. The financial stringency and the growth of the public schools have told most hardly upon the old-fashioned boarding-schools—the seminaries and academies—some of which have graduated very light classes, as the Cleveland Seminary, of twenty-eight years' standing, which presented a class of but two. Two other Forest City institutions, the Cleveland Academy and the Brooks School, had their closing exercises last week. Prof. John E. Church, at $1,200 a year; and a department of history and philosophy established, with Prof. John T. Short in charge, at $1,500. To effect these, and professionally as a measure of economy, the services of Prof. J. E. Lord are to be dispensed with hereafter.

An effort is to be made to revive Miami University, by the aid of a State subsidy. At the late meeting of the Board of Directors, a committee was appointed to present the matter to the Legislature.
The salary of the assistant superintendent in Columbus has been raised $200, making a total for him of $2,200.
Mr. W. Dennis has resigned the principalship of the Lancaster high school, and E. Burgess, of Mount Perry, has been appointed to the place.
M. Woodford has been engaged as principal of the Warren high school, and Mrs. Woodford, his wife, as assistant, with united salaries of $1,200.
Mr. Herbert Spenser retires from the charge of the Aurora high school, and is succeeded by Mr. Newington, a late graduate of Elizabethtown College.
Prof. Denniss, of Richmond, Indiana, is the new president of the college at Wilmington.
Mr. Mitchell, for several years at the head of the schools in Butler, Monroe county, takes the Maineville high school next year.
Thos. A. Pollock, late superintendent at Camden, takes a similar position at Miamiusburg, at a salary of $1,000.
Supt. Joseph Welty, of New Philadelphia, has filled his place the last twenty years, and has again been reélected.

The Ashitaba County Teachers' Association will this year have a training-school of four weeks' duration, with regular lessons and reclinations, instead of the ordinary institute. It will begin July 15, and be conducted principally by Prof. B. Barr and Tuttle. There are 26 teachers in old Ashitaba, and the school ought to be a grand success.

The two school-districts of East Connecut have been reunited, and a large new school-house will be erected about the center of the new district, to be ready for the winter term. Nearly all the old teachers are reélected in Cohocton. E. E. Henry, superintendent; Mr. S. B. Beebe, of the State University, A Grammar; Miss Knight, Misses Strauss, Raymer, Klessen, Elliott, Weisser, Madden, and Cantwell, and Mr. Long, assistants. Six pupils graduated at last commencement—the first class.
Indiana.—The Indiana Association of County School Superintendents met at the high school in Indianapolis, Thursday morning, June 26. The attendance was quite large, fully one-half of the superintendents of the state being present the first half day. The recent elections by the county boards resulted in the appointment of thirty new men, a few of whom were present. A paper was read by Supt. Chasney, of Delaware county, on "How can we commend our work to the people?" The special work and responsibility of the teacher have official relations to the schools; was analyzed and discussed. The State Superintendent commends his work by thorough organization of the department, by securing efficient and harmonious counsels in the State Board of Education, and by visiting and lecturing upon educational topics in all parts of the state. The county superintendent commends his work by thorough and impartial examinations, by fearless exclusion of all unworthy aspirants for positions in the schools, and by systematic visitation and judicious work and advice in schools and institutes. The school trustee commends his work by careful and conscientious selection of teachers, and the teacher commends his work by diligence in his business, by thorough preparation for his work, and by the good practical results of his teachings, for which the people have a right to look and which they expect and appreciate far more than refinements of methods. The preparation of school exhibits for county and state fairs was urged as a means of placing the results of school work before the public in a form easy to understand. The use of apparatus in teaching was mentioned as an important and much neglected means of instruction even in schools where a liberal provision of apparatus had been made. Teachers, county superintendents and trustees should prepare and publish reports from time to time in the local papers, and thus inform citizens what the schools are doing. A model report of J. H. Montgomery, of Delaware county, was given. Mr. Montgomery had taught four or five years in the same town, and was able to report how many had attended school during that time, and how long each had been in attendance, the number of deaths, marriages, and removals, and many other items of great interest to the people. The value of the statistician. Superintendents were counseled to be cheerful and hopeful, not to grumble or criticize harshly the public or the schools; to look on the bright side, to commend the good and unobtrusively to correct that which needed correction.

Superintendent Tarbell, of Indianapolis, followed with a speech, much in the same line, on the relation of the teacher to the public. He analyzed some of the causes which have tended to obstruct the county superintendency work. He assumed that the superintendents were right and were doing a needful work in an efficient manner, and yet there is a murmur among the people and a material panic at the meeting of every legislature, in regard to the continuance of this important factor of the school system. One cause is the want of appreciation of the value of education by parents and the public at large. The root of this is deep seated in human nature. No father considers his son at the age of sixteen equal to what he conceives himself to have been at that age. No mother is willing to trust her daughter to do what she had no comprehension or hesitation herself in doing in her youth. Hence parents say the schools are no better now than in our youth. All these new notions, methods, and appliances of the school room are a humbug and a delusion. Teachers have been looked down upon by the smarter and more active men in other occupations and professions, and it is partly their own fault. They should assert their manhood. A teacher or a school officer should be a politician, and he need not be afraid to have it known that he is a democrat, republican, greenbacker, or communist. Let him show that he is a man among men, and he will obtain a man's recognition, and be a recognized authority in school matters; not from the school master's, or superintendent's standpoint, merely, but from the standpoint of the parent, the business man, or citizen at large. Use the press, the platform, and whatever other means politicians and men of affairs employ to impress their views upon the public.

(Concluded next week.)

IOWA NORMAL INSTITUTES.

<table>
<thead>
<tr>
<th>County</th>
<th>Place</th>
<th>Time</th>
<th>Weeks</th>
<th>Conductor</th>
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<tr>
<td>Black Hawk</td>
<td>Waterloo</td>
<td>Aug. 11</td>
<td>3</td>
<td>J. S. George</td>
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<td>Bremer</td>
<td>Waverly</td>
<td>Aug. 4</td>
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<td>Calhoun</td>
<td>Manson</td>
<td>Sep. 29</td>
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<td>Cerro Gordo</td>
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<td>Leon</td>
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<td>Primghar</td>
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<td>E. Miller</td>
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<td>Clarinda</td>
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<td>Polk</td>
<td>Des Moines</td>
<td>July 14</td>
<td>3</td>
<td>L. T. Weld</td>
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For a finished musical education, no such opportunities are afforded elsewhere as those offered by the New England Conservatory at Music Hall, Boston. Its advantages for musical and literary culture are of the highest order, as its 20,000 past pupils will testify, and those seeking such are invited to read the announcement in another column.

QUESTIONS AND ANSWERS.

To the Editors of the Weekly:

In answer to S. C. B.'s question in WEEKLY No. 121. I will state that Vick calls the dew plant—'Mesembrianthemum tricolor.'

H. M. K.

BELLEVILLE, June 24, 1879.

To the Editors of the Weekly:

The flower for which S. C. B. enquires is MESEMBRIANTHEMUM CRYSTALLINUM. Page 157, Gray's School and Field Book. Respectfully,

VIRGINIA L. SCOTT.

To the Editors of the Weekly:

Are the majority of good teachers agreed that it is unnecessary to require pupils to pronounce such syllable, as soon as spelled, when spelling orally? If so, please give some of the reasons, and oblige.

Answer—They are. It is to save time.

To the Editors of the Weekly:

Will you please answer through the WEEKLY the following:

In naming the page of a book, which would be proper to say, page twenty-nine or page twenty-nine? Respectfully,

Answer: Page twenty-nine.

M. M. ELLIOTT.

LITERARY AND MISCELLANEOUS ITEMS.

A Summer Vacation at the White Mountains is the title of Mr. W. H. Bradley's Guide Book for his grand excursion from Detroit to the Sea. It is well illustrated, containing 64 pages of descriptive matter, and a good supply of advertisements. This excursion is worthy of patronage, and those going East should not pass up Mr. Bradley, 65 Shelby street, Detroit, for information. Round trip tickets, $25, may be made good for 45 days.

Another book, of more general interest, and one which should have received earlier notice, is Prof. O. R. Burchard's Two Months in Europe. It is a record of the author's experiences and observations during two summer tours in Europe. It aims to give a faithful account of what will be most likely to interest the traveler who goes for profit as well as pleasure. The style is simple and unadorned, and the narrative relates just enough to satisfy the intelligent reader. There is not much poetry about it and it is better for that, for "poetry" here would be best styled gush. Prof. Burchard is one of the faculty of the State Normal School at Fredericksburg, N. Y., and is again preparing to conduct a select party of teachers and others through the most interesting places of Europe during the months of July and August. The book will be sent free to all who expect to make the trip; to others the price is fifty cents.

Answer: Page twenty-nine.