The Educational Weekly

The Educational Weekly.

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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, FREE to all new subscribers whose names are not sent on account of Premiums.

In trying to write the name Acheron in the last number of the Weekly, we made it "Anachroon;" and the best part of it is that it was not the fault of the compositor, to whose dumb and unresenting charge such blunders are usually attributed. Nor was it the fault of one person alone, but it passed with grave approval through the hands of the other too.

Yet it was not an unnatural mistake to confuse Acheron and Anachron; for if four parts of the stuff sung by Anachron be mixed with one part of the liquid of the sad, subterranean stream and well shaken before taken, what will be the result? Why, Anachron, of course.

It is a waste of time to repeat the correct answer after the pupil has given it. Yet this habit is one of the strongest in teachers. The pleasure to approve correct answers and to show such approval by a repetition of them before the whole class are very natural and in some degree commendable in the teacher; but indulging in this habit is nevertheless an amiable weakness and wastes nearly if not quite half the time of the school. There are times when a succinct and emphatic statement of a fact or principle by the teacher may be of advantage but it is the habitual and monotonous indulgence in the practice, without aim or purpose, but merely to fill a vacuum in the teacher's mind and an awkward pause in the work of a school that we would warn teachers against.

In this connection it may be well to remark that there is nothing more vain or delusive than trusting to children's say-so or the raising of hands to show that a certain point is understood. Answering, "How many understand it now?" it is a miracle if every hand does not go up, and it is more phenomenal still if, in raising his hand, nearly every child is not lying unconsciously. The teacher having made a point clear to his own satisfaction, like the actor, hungering for applause and the prompt and unanimous raising of hands in response to his more than leading ques-

Teachers at times grow discouraged at the degree of self-sacrifice required in their profession. But as long as their work is for the good of the world this will have to be the case. Any beneficial work is of necessity a work mainly of unselfishness. To succeed greatly in advancing the race as a whole or individuals it requires a degree of unselfishness inconsistent with self-aggrandizement. Probably no man ever lived who has received greater honor at the hands of his fellow-men than Gen. Grant, yet the man who discovered him and signed his first commission with "this good right hand" lies in an early and almost unhealed grave, although as to the vice that cut him off Grant was to Yates as a punching to a potte.

There is in the disposition to help others an inseparable tendency to "give one's self away" that interferes with personal prosperity to a very great extent. The Phillipses and Garrisons precipitate an anti-slavery war but the vultures of the plain pick up the shoddy contracts. The soldier at the front is food for bullets, but the sutler rakes in the dimes that form the nucleus of millions. A woman may not vote, but she must needs endanger her life to give birth to a voter.

From the sage and moralist to the mother, all who do the greatest good do it as a matter of pure self-sacrifice. In commerce and manufacture benefits may be mutual; but in the advancement of principles, in the dissemination of peoples, in the enlightenment of dark places, the world is a vast scaffold of vicarious sacrifices. Talk about the doctrine and law of compensation, the world is but a struggle for existence with the survival of the unfittest.

GO IT ALONE.

In the "Recollections of a Busy Life," Horace Greeley relates that after the failure of one of his journalistic enterprises—the New York Citizen, we believe—numerous friends would meet him on the street and condole with him, assuring him of their sympathy with his views and their approval of his course. And yet, Greeley remarks, if those same men had paid him the trifling sums they individually owed him, the amount in the aggregate would not only have prevented the failure but also have rolled him along on the tidal wave of prosperity.

When the mother of Burns heard that a monument was to be erected to her deceased son, with true Celtic irony and pathos, she murmured, "Ah! Bobby, Bobby! you asked them for bread, and they give you a stone."

It is a fact that people will spend on funeral flowers and flourmery, or more useless monumental marble, sums, a fractional part of which would have kept a proud heart from breaking, and deferred the funeral ceremony to a distant day. There is nothing that people will not do for a generous, brave, and unselfish spirit except give him material aid. The attraction of like for like is as true in the spiritual as in the material universe. "Water runs to the river," and the disposition of people is to bestow goods upon those who possess already more than they know what to do with, and take away or intercept material aid from those who
need it most. This is not consciously done, but it is a rule of human nature, and it is comical in its influence. Small planets attach themselves in the role of second fiddle to larger ones, because they like to be identified with a great concern, with as much intelligence, reason, and purpose as do small minds to great minds, and little lumps of selfishness to great lumps of sordidness, in the social, political, and commercial cycles and epi-cycles of human affairs. Men worship a man of wealth notwithstanding that the very character in him which enabled him to acquire the wealth prevents him from doing anything generous with it. As between a poor man from whom they expect a favor, and a rich one from whom they have not the faintest hope of ever getting one, they will cling to the rich one, through the mysterious but undeniable force of cohesive selfishness—a force which is one of the many illustrations of the power of matter over mind.

Now that the evidences of prosperity in the Weekly are unmistakable, that the weightiest obligations have been removed, that shoal-water has been cleared, and that our ship is under full sail with plenty of sea-room, it may not be in bad taste to apply to ourselves the above-mentioned principle. Last August, with about $600 worth of advertising to warrant it, we assumed an expense of nearly $4,000 in issuing a special edition of 20,000 copies. Our enterprise was commended by our friends; our course, though radical and startlingly condemnatory in a certain direction was greeted with almost unanimous approval; we were urged on every hand to "go in," and with this chuckle of appreciation, for the most part, and with a few brave exceptions, the efforts of our friends ended.

Glory is the delight of our hearts; but to make a paper costs money. It was not through stinginess but mere thoughtlessness that friend after friend would say "Send me your paper; send it right along," without a thought of paying for it at a time when money was most needed. It was through mere thoughtlessness, too, that a single copy would go through a whole school, calling forth such expressions as "splendid!" "powerful!" "magnificent!" with which encomiums the fair readers' obligations to the cause and indebtedness for $2 worth of reading, which had filled the measure of $40 worth of reading, were considered amply required.

But we still live. We have enlarged four pages and shall add new features next January. And why do we live? Because we had a purpose in living and were not sparing for wind, speaking against time, or writing against space. This strangers observed and appreciated solidly, while our friends merely smiled with the equivocal encouragement, "Go it, husband; go it, bear!" We have received more material support from the opponents of our course than from the approvers of our conduct and the whithom vociferous advocates of the principle underlying our action, which is tacit but thoroughly acknowledged throughout the Northwest, though sought to be disguised in certain quarters as "private grief" and "wanton mischief." There is a God in Israel, and outside of Israel; and a great wrong never did and never will escape punishment in this section of the universe. And it is poetic justice that the wrong punishes itself by the very instruments by which it was consummated.

Moses was a great, beneficent fellow, leading his people out of the land of Egypt and out of the house of bondage; but he first qualified himself for this leadership by killing an Egyptian.

It is all right. When the Weekly accomplishes its local purpose, which is a matter of interest to the leading educators of the Union, and is merely a question of time, then will not the $2's come pouring in? Well, so be it! It will not be too late. The lamp still holds out to burn. But with the certainty now of ease and independence in money matters before us, we have the vague regret that in the sunny and unctuous future, with the task in hand of building up instead of tearing down, we shall not be either so interesting or so happy as we have been during the last two months while vigorous and poor.
nate of kings! Yes, you surpass all great conquerors, all illustrious captains. * * * Your name would make those infamous queens Catherine and Isabella blush if they should hear it. Oh, Adorable Elizabeth."

In the intermediate schools Physical and Natural Sciences are studied. In these nothing peculiar appears. But quite a thought. In this, our country schools may find somewhat advantages. "Expenses fire of the chimney, the heart fire of the imagination, the fire of the passions, etc."

A model diagram also appears under the head of History and Geography.

Subject—"The feudal system."

1. Definition
(A confederation of small unequal masters, bound together by reciprocal rights and duties and invested each in his own domain with absolute sovereign authority.

Before the conquest a donation by the feudal lord of a house to his companions. After the conquest a donation of land.

2. Origin
Organized under the feeble successors of Charlemagne.

Feudal Hierarchy { Suerains, etc.

Military services etc.

Relief, etc.

3. Organization

Reciprocal obligations

Feudal Rights

Inheritance of benefices.

Inheritance of public functions.

Construction of chateaux of strength.

4. Progress

Condition of people ameliorated. Destruction of inequality of classes.

Substitution of service for slavery.

Chivalry—Crusades.

Reorganization of the family.

Happy

Hated excited by inequality of conditions. Abuse of feudal rights. Private wars, ruins in letters, sciences, arts, industry, commerce, agriculture, and consequent famines.

Unfortunate

Remedial { Peace, 1631—1741.

Chivalry.

The teacher adds in a foot note:

"It softened manners."

"It produced anarchy, civil war, the enslavement of inferior classes and the ruin of all schools."

The model school called "An Annex" is quite fully represented in model exercises—stories—descriptions—conversations including religious topics. Of this last the compiler says—

"The principal results of our method of imparting religious instruction are as follows:

1. "All the faculties of the child are developed in an intelligent manner."

2. "The lesson instead of being wearisome becomes one of the most attractive; the children desire it ardently, as it leads them to love God and his religion."

"It habituates young pupils to examine objects with the closest attention, for they must relate to their master the minutest details of the pictures which are shown them."

The particular story upon which the lessons in religion is founded is that of "Abraham offering his son Isaac." The special religious duty enforced is that of "Fiat Lux."

Although this sketch is lengthy, it gives but a faint outline of the scope of Pupils' Work. Matters of particular interest have been presented more fully. Most of the work indicates a line of study not essentially different from that of the best of our schools.

The second book referred to has in its preface very clearly stated the plan of the work:

"Here, not the pupils, but the masters speak. We shall see in this volume what ideas meet their hearty approval.—What are their preferred methods—how and in what spirit they prepare for their classes—and in short, what subjects serve for their entertainment in their conversations and in their pedagogical conferences. It is not without interest that one forms the acquaintance of the personnel of our teaching force—no longer such as left at first the normal school, but such as has grown out of practical and professional experience. This little volume will suffice, we believe, to convey a more just idea of our teachers, both male and female, than it would be possible to give in any phrases sacred to their praise. It is not assuredly a collection of master-pieces, which we present to the public—but as in our other book it is designed to show the mean value of studies—the more common state of affairs and of educational interests—such as would impress us after reading numberless exercises—such as would appear to an inspector-general, not from close examination of a selected school, but from a visit to some hundreds of classes."

"There will be found represented here the different parts of a theoretic and a practical course in pedagogy—at first some reflections upon education in general—then the principal divisions of class instruction, properly so-called, but unequally developed. Moral, which we should have been glad to find more frequently presented in the essays, and followed by a short course in Civil Science, Reading and Recitation, Grammar, which everybody attempts to make more easy, more simple, more concrete—Composition now begins in oral and written exercises during the child's first year in school—Arithmetic which is in general given a prominent place in all programs of study—History with the familiar and popular character which fits best the school—Geography ending no longer with cosmographic definitions—Drawing, not yet as thoroughly taught as writing (as some perhaps too confidently hope may be the case) but which is at least destined to take its place in our primary schools a place which it now holds to the disadvantage of our pupils. Instruction in Agriculture, justly dear to all, to instructors as well as to the people, and to which a recent law has given a most fortunate extension. The development, which many of our teachers are securing in subjects accessory to their work is significant and of good omen. If they presume too far in their useful exercise no one will find fault, for everybody will soon apply the needed correction. It is worth their while to have seized as they have done, upon the thought that our primary instruction should speak more to the eye, and less to the memory."

"An impression will remain with him who will run through this volume in spite of what may seem severe and technical, that there is, as there ought to be to-day in our primary instruction, a fullness, a variety, and a richness of interest which very few suspect."

"How have these simple notes taken at random, transported us far from the ancient school-master, so closely enlaved to an ungracious task, mechanical and fastidious! How many things and how much of life appear to-day in our primary instruction! What questions, what noble cares contend to-day for the time and the thoughts of the teacher! How this unwearying research for the better, this constant return to pedagogic studies ought to raise powerfully the intellectual and moral standard not alone of pupils but of teachers as well! Add to this, what is not a simple coincidence, the taste which is shown..."
to-day with a great number of teachers for studying the past and reconstituting piece by piece the old history of primary instruction. In proportion as he takes cognizance of the task which modern society assigns him, does the teacher find his horizon extended. He looks back not with a feeling of pride as one ignorant or partisan, but with a feeling of curiosity, and at the same time of modesty and thankfulness. He loves to picture to him self the school of the past. It is altogether pleasant to him to render justice to past generations, for thus can he best measure the way his country has traveled for at least a hundred years.

If permitted to do so, it will afford me pleasure to translate at some future time a few of the very deserving essays to which the above is a preface. J. L. PICKARD.


It would be impossible for a thorough and successful teacher like Professor Jones, who has the principles of etymology and syntax as clearly defined in his mind as the numerical relations of the nine digits, and who has fitted scores and hundreds of young men and women for the very highest standing in the classical course of Michigan University, to prepare a full course of instruction in Latin syntax for preparatory students which would fail to produce the very best scholarship in the shortest possible time. We have a great admiration for Prof. Jones' methods, and know by experience that, as his books embody exactly his own methods of instruction, there is no better or more thorough course to be found than is outlined in these same little books. Their plan is simple and the lessons are interesting, but no student can go through them without learning how to write Latin pretty nearly as it was written by Cesar and Cicero, whether it is in reality a difficult or an easy thing to do it.

We predict for this new series of lessons a very general adoption. It has many features peculiar to itself, which will be readily appreciated by the Latin teacher. It is printed in beautiful type, on heavy, super-calendered, tinted paper, and substantially bound. It contains just enough and not too much. The student will be encouraged and aided by the "Examples," and soon conclude that it is as easy to write Latin as English, provided you have, so to speak, a Latin notion to express. And this is one of the excellent features of the "Exercises." There is no nonsense in them. The sentences are constructed after the models found in the Commentaries and Orations, and the thoughts embodied in them are such as were common to the Roman mind. There is no baby talk, no boy talk, nor modern English talk. No effort is made to turn modern English into Latin, which would be a most absurd thing to do, though it is now and then attempted by teachers, and even authors—but the English chosen is some modified form of an actual translation from Cesar or Cicero. The object of such a work is to familiarize the student with the syntax of classical Latin, and therefore such exercises in synthesis are given for practice. This book in the hands of a live teacher would afford one of the liveliest recitations of the day.


A notice of this work, from a different publishing house, appeared in these columns a few weeks ago. The present volume is larger and more desirable. The extended notes add very much to the value of the book to the ordinary American reader. The author is one of the first Readers of Europe, and his views here set forth fully, without abridgment, must be of much value to teachers and public speakers, though not always in harmony with what we believe and practice in our schools.

NATIONAL EDUCATION AND THE LONDON SCHOOL BOARD.

By Hon. E. L. Stanley.

In two respects an immense change has been worked in the state of English education. The amount of school accommodation has been more than doubled since 1870. In 1870 there was an accommodation for 1,878,586 children in public elementary schools. In 1878 there was accommodation for 3,942,379, being an increase of 2,063,753 places. Of this number of places 890,164 are provided in Board schools, some of which, however, merely represent transferred voluntary schools. However, in spite of this transference, and consequent diminution by so much of the voluntary school provision, there has been an increase of 1,773,589 places in voluntary schools.

Not only has the school accommodation largely increased, but the number on the roll has increased from 1,693,059 to 3,495,892; the average attendance has also increased from 1,525,389 to 2,405,197. The number of certificated teachers has increased from 12,467 to 28,522; of assistant teachers from 1,261 to 7,178; of pupil teachers from 14,304 to 34,399. Thus:

<table>
<thead>
<tr>
<th>Description</th>
<th>Teachers</th>
<th>Certificated Teachers</th>
<th>Assistant Teachers</th>
<th>Pupil Teachers</th>
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<tr>
<td>Total</td>
<td>106</td>
<td>105</td>
<td>111</td>
<td>240</td>
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<td>The School accommodation is increased by 109.5 per cent.</td>
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<tr>
<td>The Number on the Roll</td>
<td>106</td>
<td>105</td>
<td>111</td>
<td>240</td>
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<tr>
<td>The Average Attendance</td>
<td>106</td>
<td>105</td>
<td>111</td>
<td>240</td>
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<tr>
<td>The population has increased since 1870 from 22,090,163 to 24,854,327, or 12 per cent.</td>
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But there is no doubt that we are still a long way from having built schools enough for our school population; and if we had an Education Department which thought a little more of education and a little less of the interests of denominational schools, we should have a rigorous overhauling of many schools now on the Government list as effective, but which ought to be struck off on account of the badness of the premises or the inadequacy of their instruction, and which would never be tolerated if they were in the occupation of a School Board. But far worse than our short-comings in the provision of schools is our failure in getting the children to school. Of the five millions of children who should be on the roll of school, only 3,154,973 were on the roll last year. Now no matter what excuses may be made for irregular attendance, at any rate the names of the children should appear on the school registers, and even after allowing a liberal deduction for children under thirteen whose poverty makes it necessary they should be at work, we cannot doubt that the present number of children on the roll is fully a million short of those who should be on the roll. This deficiency is most lamentable; indeed, it is nothing short of a scandal that we should have, what is the case in London, boys over thirteen presenting themselves at a night school unable to read, and having apparently for the last six years eluded the vigilance of the School Board visitors. No doubt there has been a great increase in the numbers on the roll, but when we think what remains to be done, we can count the work of the last seven years as but little.

We come next to the question of regular attendance. Here, on the whole, considering how novel a thing compulsory attendance is for most people, and how large a number of hitherto
recalcitrant parents have had pressure put upon them, I do not consider that the work has been badly done. We must in the long run look far more to the intelligent sympathy of the parent, than to the coercive force of by-laws for securing regular attendance. But I believe that when once there are enough schools of the right kind, easily accessible to the children, regular attendance will be secured far more easily and to a far greater extent than at present. In the future, and in no distant future, the work of securing regular attendance will be the work of the school teacher, not of the magistrate. Already most striking instances could be quoted where on account of the energy and efficiency of the teacher there is the most extraordinary contrast in the regularity of attendance between different departments of the same school, and where a very high percentage of attendance is secured in some of the lowest neighborhoods of London. In Mr. Stewart’s report upon Greenwich, one-sided and inaccurate as it is, there is one remark (page 548, Report of 1878) which I believe to be thoroughly true. ‘Children’s ignorance is commonly said to be due to the irregular way in which they come to school, but the explanation is worth very little unless it is clear that schools are worth going to. Children are after all good judges of the value of the schools they attend; they know very well what lessons are interesting, and what teachers look after them as they ought to do. They are quite capable of feeling an affectionate respect for those who do their duty, and the attendance at a school is often a very fair test of its character. In well managed schools I have never heard much said about bad attendance, and where the loudest complaints have been laid against children, I have been inclined to take part with them.’

No doubt the power of summoning in the background is effective and needful against a certain class of parents, but I hope and believe that the power will year by year recede more into the background, as a truly national system of education, efficient and popular, takes root in the country. For the present we have to use it more frequently, but it should not be so r. e. l. e. n. d in poor neighborhoods. Thus the boys school at Scruton Street, Bethnal Green, the average attendance of which has by the last half-yearly report an average of 91 per cent of the number of the register.

With the compositions about objects; drill in contracting and expanding sentences. The children will naturally give but one thought in a sentence and always begin that sentence with the
name of the object. Ask them to tell two or three things about the object and use but one sentence. Let the teacher write upon the blackboard the different ways the class give for expressing the same thought, and let them select the best.

The children are now ready, after two months of written work, to write sentences in connection with every reading lesson. Let the questions about the lesson be put upon the blackboard, and the children write their answers in their seats and then bring slates to recitation. The teacher may occasionally read a short story and ask the children to reproduce it in their own language. Have these little compositions written one each month.

The subject matter given in general lessons upon animals, plants, etc., should be reproduced in their own language by the second grade the last half of the year.

It is profitable to spend considerable time teaching children to write letters. First teach them to write and punctuate properly the superscription. Drill several days before proceeding further. Dictate a few sentences for the body of the letter and then drill upon the subscription. Let the address be written on the other side of the slate. The pupils now have the form of the letter. Allow them to make the body of the letter their own composition, helping them at first by telling them some fact to write. Thus: 'Write to your cousin, and among other things which you write tell him how you spent Thanksgiving.'

This finishes the work of the second year. The time used by the teacher for this work should not exceed ten minutes each day.

During the third year continue the work of the second making it more difficult. I would recommend allowing Impromptu Composition to take the place of Reading every Friday afternoon. To the Fourth Grade give oral lessons in Grammar leading to the work of the Fifth Grade where the children can use text-books when needed.

If this work is done thoroughly during the first five years, few pupils will find Composition a dread, or Grammar uninteresting.

FURTHER HINTS FROM MICHIGAN'S INSTITUTE OUTLINE.

GEOGRAPHY.


1. The unit to be studied and comprehended is the globe, considered with reference to its surface.
2. As only the merest fraction of this unit can come under the observation of the pupil, his knowledge of it must be derived chiefly from books.
3. A comprehensive study of geography involves a large and constant exercise of the imagination.
4. Geographical knowledge consists of facts and of facts that can be explained by known causes.

II.—The Ends of Geographical Study.

1. The acquisition of clearly defined notions, constituting what is known as useful knowledge.
2. Through the acquisition of this knowledge, the development of the intelligence.
3. Nothing contributes so powerfully towards broadening man's sympathies and making him cosmopolitan and critical, as geographical knowledge.
4. In his day of universal reading, Geography should be one of the chief topics of instruction.

III.—Methods of Instruction.

1. The formal study of geography should be preceded by a short preparatory (oral) course of instruction, the purposes of which should be:
   a. To teach the nomenclature of geography;
   b. To teach the art of reading maps.
2. The formal study of geography should consist of three stages, corresponding to the three successive stages of intellectual development:
   a. The perceptive;
   b. The analytic; and
   c. The synthetic.
3. The point of departure, in the study of geographical science, is the globe. A subdivision of this unit should quickly bring the pupil to his own country, and when this has been thoroughly studied, other portions of the earth's surface should be surveyed.
4. Maps should be regarded as representing detached portions of the surface of the globe.

5. The following will thus be the pupil's order of progress:
   a. The obscure whole of perception;
   b. Analysis;
   c. Synthesis;
   d. The clear whole of comprehension.

PHYSIOLOGY AND HYGIENE.

I.—Introduction.

1. Object.
2. Division of the subject.

II.—Hygiene of the School.

1. Ignorance of hygienic law.
2. Neglect to observe and to teach well-known laws of health.
3. Effects of their observance.
   a. Upon the teacher;
   b. Upon the pupil.
4. Attention to school premises:
   a. Examine them before the opening of the term;
   b. Insist upon cleanliness, repairs, and supplies;
   c. Inspect daily and arrange for the care of the out-buildings;
   d. Disinfectants—copperas, chloride of lime, road-dust;
   e. Light should enter upon the right and left;
   f. Atmosphere supply, warmth, degree of moisture, purity;
   g. Stove, jacket, cold-air box, ventilator, and board under lower sash.
5. Attention to the physical condition of pupils:
   a. Temperature; b. Disabilities; c. Degree of exhaustion; d. Position; e. Exercise.
7. Contagious diseases:
   a. Scarlet fever; b. Diphtheria; c. Mumps, measles, whooping-cough, etc.

III.—Physiology.

2. Selection of topics for oral work.
3. Digestive apparatus:
   a. Teeth—number, time of appearance, structure, composition, use, preservation;
   b. Salivary glands—use, position; saliva—use, when secreted;
   c. Oesophagus—use, position, size;
   d. Stomach—use, size, position, shape, orifices, need of rest;
   e. Gastric juice—use, amount, where secreted, necessity for eating slowly;
   f. Intestinal canal, absorptions.
4. Circulation:
5. Respiration:
   a. Trachea; b. Bronchi; c. Lungs; d. Air-cells; e. Breathing.
6. Skin— pores, perspiration, cleanliness, bathing, clothing.

UNITED STATES HISTORY.

I.—Outline Map of North America.

Coasts, mountains, rivers, West Indies.

II.—Aborigines.

1. Prehistoric.
2. Indian—color, size, occupation, dwellings, implements, weapons, money, language, picture-writing, government, religion, ceremonies, etc.

III.—Discoveries.

1. Northmen. 2. Columbus. 3. The Cabots. 4. Vespucci.

IV.—Explorations.

1. Spanish—results:
2. French—results:
3. English—results:
4. The Hindi—results.

V.—Settlements and Colonies.

1. Virginia—name, John Smith, charter.
2. Massachusetts:
   a. Plymouth colony—settlement, religion.
3. Bay colony—religious troubles, Roger Williams, Quakers.

VI.—Revolutionary War.

1. Condition of the colonies at origin.
2. Causes.
3. Political results.
IST—U. S. Civil and Political History.

1. National:
   a. Declaration of Independence; b. Constitution—origins, amendments, etc.; c. Administrations in order; d. Political parties; e. U. S. Bank troubles; f. Admission of States; g. Reconstruction.

2. International:
   a. Treaties—Indian, foreign; b. Monroe doctrine, etc.

IX. Growth and Development.

1. Territory:
   a. Thirteen colonies, and N. W. and S. W. Territories; b. Oregon and Louisiana; c. Florida; d. Texas; e. California, etc. Gadsden Purchase; f. Alaska.

2. Population:
   a. At time of Revolution; b. 1,800—10—20—30, etc.

3. Agriculture, commerce, manufactures and the arts, literature, education, etc.

X. Wars.

1. Indian—Virginia, King Philip's, Pequot, Pontiac, Miami, Creeks, Black Hawk, Florida, West, and North-West.

2. Foreign—King William's, Queen Anne's, King George's, French and Indian, The Revolution, Tripolitan, 1812, Algiers, Mexico.

3. Civil—Bacon's rebellion, Clayborne's rebellion, Protestant and Catholic, Whisky insurrection, Dist rebellion, Anti rent, Mormon, Secession.

NOTE.—Causes, conduct, and result, according to the capacity of the school, and the time at command.

XII. Anecdotes

under all the above heads at the time of their consideration, in all cases to be verified by authorities.

1. To be read; 2. Reference.

CIVIL GOVERNMENT.

I. Governments.

1. Definition and objects.

2. Kinds:

3. Political maxims.

II. Government of the United States.

1. Periods:

2. Branches:
   a. Legislative—law making; Congress:
      1. Senate—eligibility, number of members; 2. House of Representatives—eligibility, number of members.
   b. Executive—law enforcing:
      1. Election of President and Vice President; 2. Powers and duties.
   c. Judicial—law interpreting:

3. Special constitutional provisions:
   a. Prohibitions on U. S. habeas corpus, ex post facto, etc.; b. Personal rights.

III. State Governments as Represented by Michigan.

1. Relation to general government.
   a. Rights of states; b. State prohibitions.

2. Branches of state government:
   a. Legislative—branches, powers, number members, eligibility, term; b. Executive—state officers, powers and duties, term, eligibility; c. Judiciary;

3. County government.

4. Township government.

5. Municipal government.

IV. Territorial Governments.

1. Relation to general government.

2. Differ from state governments.

PENNSHIPS.

I. Materials and Appliances.

1. Bat paper.

2. Fine and flexible steel pens.

3. The common steel spring and wood pen holder.

4. Ink not injured by freezing.

5. Blotting paper and pen-wiper.

NOTE.—Stones and pencils for beginners, or lead-pencils.

II. Preliminary Work.

1. Correct position at the desk—one of two positions.

2. Position of the arm and the hand.

3. Position of the pencil or pen.

III. Method of Teaching.

1. Send the entire class to the blackboard in sections of three or four pupils at a time.

2. Begin with simple forms, parts before wholes, and secure prompt and uniform movement by counting.

3. Attend to the whole arm and the arm movements, i.e., movements for making large and small forms or letters.

4. Remind pupils of their errors by a system of critical marks for the margins of their work.

5. Criticize frequently and kindly by showing errors and the ways to avoid them.

NOTE.—Insist on the best work, done with neatness, with taste, and in order.

CHICAGO NOTES.

In view of the enviable notoriety that "the prominent lawyer, J. A. Goggin, Esq.", has lately attained for vilifying his countymen, it may not be out of place to inquire how he escapes paying his rent as a lessee of school fund property. Is it in consideration of his services in bringing Mr. Doty to Chicago?

While Supernumerary Doty is away, the printers, reporters, and editors of the WEEKLY are prohibited from mentioning the name of Assistant Supernumerary Delano. The poor little fellow is to be shut down in his box in the pocket of the WEEKLY which will proceed to show the world how to run the schools.

Mr. Supernumerary Doty has obtained a leave of absence for one month. We are glad of it; we were becoming a trifle breathless in the operation. The interests of the schools would be subserved by making the "leave" perpetual. This is a shrewd dodge on the part of the big D. D. He leaves the little dot at home to get the criticism of the WEEKLY and then comes back himself with the prestige of extended travel, florid descriptions of the Golden Coast, and views of magnificent scenery, which will last through a round of inimitables and be, ahem! "simply prodigious."
The Educational Weekly.

Educational Intelligence.

EDITORS.
Iowa—J. M. Dearborn, Principal Grammar School No. 5, Davenport.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Trushley, Sup't. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

CHICAGO, NOVEMBER 6, 1879.

THE STATES.

IOWA.—Mr. R. B. Burke, the principal of the Delta schools, is a graduate of the State Agricultural College.

Prof. J. K. Macomber, of the Agricultural College, seems to be a good length ahead in the lightning-rod controversy just now. It seems that he has the authority for saying that the most prominent physicists in America are on his side.

Madison county elected a lady to the office of county superintendent.

Prof. Henry Saltin, superintendent of the Clinton schools, is a member of a mining company, operating in the Black Hills. We sincerely hope that the Professor and his friends will "strike it rich." Supt. Soper furnishes the names and percents of the schools of Marshall county some interesting facts and figures, which show that country school teachers are the most poorly paid of any class of laborers.

The Supreme Court has decided the case of Bailey v. Ewart. This was a case where Harriet E. Bailey applied to R. M. Ewart, County Superintendent of Delaware county, for a certificate to teach. During her examination, Harriet was caught peeping over the shoulder of another applicant and getting the answers to the questions which had been prepared in arithmetic. The Superintendent refused the application to issue the certificate, and Miss Harriet brought suit before Judge Bagg, of the Circuit Court, for a mandamus against Ewart to compel him to issue the certificate. The case was decided by the lower court in favor of plaintiff, and defendant was ordered, as County Superintendent, to issue the certificate. The Supreme Court reverses this decision. This ruling is important, as it establishes the precedent that there can be no appeal from the decision of a Superintendent.

The Iowa Collegiate Oratorical Association will hold its sixth annual session, at the guest of Oskaaloosa College, at Oskaaloosa, Thursday, November 6. Thirteen colleges will contest for the honor of representing the state in the Inter State Collegiate contest. These contests have now become matters of great state pride and interest, and it is expected that hosts of orators and orators and educators from different parts of the state will be present at Oskaaloosa on the evening of November 6. Ample local arrangements have been perfected. Hon. John VanWerkum, of Fort Madison, Col. J. W. Chapman, of Council Bluffs, and Gov. C. C. Carpenter, of Fort Dodge, have been chosen judges.

The following is the program for the Iowa Agricultural College for the closing week of 1879: Sunday, Nov. 9, 2:30 P. M., Baccalaureate Discourse by the President; Monday, Nov. 10, 7:30 p.m., Address before the Trustees, by Rev. Oscar Clute; Tuesday, Nov. 11, 2:30 P. M., Class-Day Exercises; Nov. 11, 7:30 p.m., Address before the Literary Societies, by Prof. David Swing; Wednesday, Nov. 12, 2:30 P. M., Annual meeting of Trustees; Wednesday, Nov. 12, 11 a.m., Commencement.

Mr. Applegate is principal of the Sigourney schools. He has twelve assistants. About six hundred pupils are enrolled.

Iowa College is moving right on. The increased number of students in attendance has made it necessary to employ another teacher. Prof. H. W. Parker is to take the department of Natural History. This gentleman, who is a graduate of Amherst College, has been connected with the State Agricultural College for a number of years. Iowa College is fortunate in this move.

The Iowa Normal School at Cedar Falls has a faculty of six, able instructors, who have the experience and enthusiasm demanded of those who would instruct others in the theory and art of teaching. The course of study embraces a complete mastery of the common branches, a history of the world's great educators, and a definite knowledge of the best methods of instruction. The State Normal rigidly insists that all its students shall qualify themselves well in the common branches. The excellent quality of its work is felt all over the state. Its forty-seven graduates and the hundreds of students who have attended but a few terms are all warm friends and supporters of the institution. Young teachers should not fail to patronize the Iowa Normal School. These facts are mainly gleaned from an article in an exchange.

University News.—Chancellor Hammond has been quite sick but is convalescent. Prof. Calvin lectured at Bolon recently.—The Reporter for October is out, with good articles by Capt. Chester, Prof. Parker, and Chancellor Hammond. The Vidette, the new University paper, has made its appearance. It contains articles by Prof. Eggert and McBride. The Reporter calls itself "a mirror of the University." What is the Vidette? —Means. Skinner and Engram are the University delegates to the State Oratorical Convention. Nine members of the law class of '80 are over thirty years of age, and seventeen have had degrees conferred upon them.

State Normal Notes.—The Board of Trustees, lately in session at Cedar Falls, expressed themselves highly pleased with the condition and prospects of the institution. Prof. Gildersleeve invited the Parlor Reading Circle to hold a session in the pleasant parlors of the Normal, which the Circle accepted.—Prof. McNaughton, of the Cedar Falls public school, celebrated his tenth wedding anniversary recently. It is proposed to transfer the management of the Students' Offering to the literary societies.—Prof. Edison, who has charge of the department of Didactics in Iowa College, recently visited the Normal to examine its workings.—Prof. Bartlett preached an eloquent and interesting sermon Sabbath before last.

ILLINOIS.—In 1877-78, Will, Ogle, Sangamon, and McLean Counties, respectively, paid their county superintendents $1,000, $1,012, $1,165, and $1,252, as per diem allowances for services. This enabled the superintendents to visit the schools very generally, and accomplished the legitimate functions of their office to the great advantage of all concerned. Cook County paid no per diem, but the commissions on moneys distributed to townships amounted to $1,592.46, and compensation from other sources swallowed this sum to $2,006.26. The next highest salaries paid were McLean, total, $2,701.32; Sangamon, $1,129.12; Peoria, $1,350.15; Ogle, $1,276.11; Adams, $1,200; Knox, $1,181.17; Madison, $1,174.90; Bureau, $1,147; Edgar, $1,113.74; Christian, Hancock, Livingston, and Mason each paid more than $1,000, and under $1,000. Five paid between $900 and $1,000; six between $700 and $800; thirteen between $600 and $700; seventeen between $500 and $600; and thirty-eight paid less than $500. It is noticeable—that noticeable to be conspicuous—that the best salaries are paid in the counties that have the best public schools, as proved by the statistics of attendance, numbers in grammar and high schools, numbers that cannot read or write, etc. For example, McLean County, which pays its Superintendent a total of $1,701.82, had only sixty-seven children between 12 and 21 who could not read and write, out of a total of 27,775 children under 21; whereas Franklin, which paid its Superintendent only $489.50, had 101 that could not read or write, out of 8,237, and Alexander, which paid but $246.48, had 112 out of only 5,640—Inter Ocean.

Miss Eva Covalt resigns her principalship of Brady school, W. Aurora, and goes to $750 principalship in Pueblo, Col.

Jerseyville teachers recently made an "official" visit to the schools of St. Louis.

The Southern Illinois Normal University has an attendance of 280. Five hundred new books are soon to be added to the library.

Lewis ton enrolled 365 pupils in September. It seems as if things were going about right, for Principal Bates writes in a private letter, "Have one of the best school brains in the state. My teacher are all earnest and faithful."

We learn that Shelbyville is the banner city of the state in regularity and punctuality of school attendance. Let Bro. Howard report particulars.

The many friends of Mrs. Dr. Allyn of Carbondale will be pained but not surprised to learn of her death after so many months of lingering and severe sickness.

Wauconda, Lake county had a teacher's institute on the 18th ult. with a very interesting program.

W. H. Smith, of McLean, says some good things in the Panagraph to those of the country who are accustomed to keep their boys out to gather corn.

Prof. Ray is relieving Prin. Moore of Polo a couple of weeks while the latter goes to Virginia for a wife.

The teachers of Drummer Township met at the high school building in Gibson City Saturday, the 25th, and organized themselves into a permanent Teachers' Association, with W. A. Wettell, President, Miss Angle Consair,
Vice President, and Mr. F. L. Cooper, Secretary. Meetings will be held the third Saturday of each month.

The Gibson City schools enrolled 250 pupils last month. The average scholarship of the entire school was $5.

The Illinois State Teachers' Association is expected to meet next at Bloomington. Why not begin to announce it and let the news get over the state? O. M. McPherson, a staunch worker, is now principal of schools at Pierce City, Mo.

W. K. Sather, a teacher of Elmhurst Academy, was one of the victims of the late railroad collision at Maywood.

W. C. Ramsey, a late graduate of Illinois Normal, received a California state certificate without examination. Some of our exchanges, misprinting the name however Ramsey, have been noticing the favor California bestows and intimating that we should give Normal diplomas equal honor. We have heard intimations that there is such a thing as state certificates being too freely bestowed in some states.

Gazett is about to publish a new course of study. Her present enrollment is 853.

Misses Lizzie Ross and Hattie Morse of Normal, class of '79, are both employed in Peoria schools.

It was our privilege recently to visit South Wyoming schools. We wish all Illinois teachers might see how beautiful those school-rooms are made by pictures and plants and by zoological and mineralogical specimens.

Mr. Andrew Wilson, principal of Blue Mound schools, was the Democratic nominee for treasurer of Macou county. We have seen such a thing as a good teacher being spoiled to make a poor politician. Andrew would make a good treasurer.

Watersea schools stopped for a time on account of diptheria, but have now gone to work again.

Steve L. Speak, formerly school principal at the State Soldiers' Orphans Home, is now editor of Galoenda Herald. He's a good one.

Since our last writing, a committee of Peoria School Inspectors have, at the request of Sup't Dougherty, entered upon an investigation of the following charges against the Superintendent of City schools:

1. Magnifying his office by boasting of offers of positions, which offers had never been made.
2. Writing a communication to a city paper and signing it "School Inspector.
3. Talking one thing to a teacher desiring reappointment and another to the board.
4. Being a Republican with Republicans and a Democrat with Democrats.
5. Meddling in ward politics to influence the election of School Inspectors.
6. Representing himself as a temperance man and drinking beer and other liquors.

Numerous affidavits from parties here and letters from parties elsewhere have been presented as evidence, attorneys appearing for both prosecution and defense. At present writing the investigation is not closed.

The next meeting of the Cook County Teachers' Association will be held in Bryant and Stratton Hall, Chicago, Nov. 8, at 2 P. M. Daniel Martin and J. B. McGinty will discuss the question "What can be done to secure a better attendance of pupils at school?" P. A. Downey will discuss "Voice Training." Prof. H. F. Fisk will attempt to answer the question, "What constitutes a practical education?"

Ohio.—The report of the Hamilton Schools for October shows a total enrollment for month, 1,733; average number belonging, 1,667; average number attending, 1,589; average attendance of each student, 51. Superintendent L. D. Brown and thirteen of the Hamilton teachers attended the late meeting of the C. O. T. A. at Columbus. Miss Ringwood, the principal of the Hamilton high school, read a paper on "The Value of Composition Writing." The Board of Education have recently purchased Prang's Natural History Series and Aids for Object Teaching, for the use of the schools.

Prof. Hamill's class in elocution at the University at D. I. has nearly three hundred students. On the 12th inst, he goes to Battle Creek, Mich., to give instruction to 400 ministers. He has an engagement for every hour till March 1, 1880. Why can't some one relieve him?

The Central Ohio Teachers' Association met at Columbus, Oct. 24th and 25th. There was a large delegation present from central and southern Ohio. The following papers were read and discussed: "The Education of the South," "The Education of the North," "The Education of the West," and "The Education of the East." The proceedings were published in the Ohio State Journal.

Friday, Oct. 5th.—Address of Welcome, Henry Olsen, Esq., President of Board of Education, Columbus; Response, Prin. H. A. Axtine, Zanesville; Inaugural Address, Miss Jane W. Blackwood, Dayton; Practical Edu-
EXAMINATION FOR ILLINOIS STATE CERTIFICATES.—1879.

SCHOOL LAW.

[The number in curves indicates the credit that will be given, if the question is fully answered.]

Answers to questions on this paper will receive full credit if they are correct according to the School Law either before or after the amendment made by the legislature at its last session.

1. (10). Write out a form for a teacher’s contract with a board of school directors.

2. (10). Of what is the state school fund made up? Through what channels and how is it distributed to the districts?

3. (20). Give three of the most important functions and duties of the trustees of schools; five of the board of school directors.

4. (10). For what purpose may the board of school directors levy taxes? What is the maximum limit of district taxation? What of district indebtedness?

5. (20). Give a full statement about teachers’ certificates of license.

6. (10). State how loans of the township school fund are made.

7. (10). What school officers are required to give bonds? By whom are these bonds approved in each case, and with whom filed?

8. (10). In what cases are the schools under the control of boards of education instead of school directors? In what cases are boards of education elected? In what cases appointed?

ALGEBRA.

1. Explain the nature of a negative quantity.

2. Demonstrate that \( x^2 - y^2 \) is divisible by \( x - y \).

3. Factor \( 4x^2 - (4x^2 - 4x + 4) \).

4. Simplify \( \frac{x}{x - b} + \frac{1}{x + b} \) divide by \( x - b \).

5. A and B start together from the foot of a mountain and walk to the summit. A would reach it half an hour before B, but missing his way, goes a mile and back again needlessly, during which time he walks twice his former pace and reaches the top six minutes before B. C starts twenty minutes after A and B, and, walking at the rate of two and one-seventh miles per hour, arrives at the summit ten minutes after B. Find A’s and B’s rate of walking, and the distance from the foot to the summit of the mountain.

6. Write the formula for the extraction of the cube root of a fifteen place number.

7. \( \sqrt[3]{x - b} = \frac{\sqrt[3]{x} - \sqrt[3]{b}}{3 \sqrt[3]{x} - 3 \sqrt[3]{b}} \). What is the value of \( x \)?

8. How many different permutations may be made in the letters of the word “Illinois,” taken altogether?

9. Expand by the Binomial Formula \( (1 + x)^y \).

10. Write five theorems used in factoring quantities.

U. S. HISTORY.

1. Give a brief account of the settlement of Jamestown.

2. Mention the chief battles of the war of 1812.

3. All you can say about Alexander Hamilton?

4. All you can say about the formation of the Constitution?

5. What can you say about the “Monroe Doctrine?”

6. All you can say about the “Missouri Compromise.”

7. Give a list of the Presidents since 1825, in order with dates.

8. What year was each of the states admitted to the Union?

9. Give the chief causes of the late Civil War.

10. Describe the battle of Gettysburg.

TECHNIQUE AND ART OF TEACHING.

1. Name the most important things which concern the physical comfort and health of the pupils in the school room, and which should be objects of every teacher’s care. Give reasons briefly.

2. What are the chief advantages of a program of daily exercise and study?

3. Name four of the most important objects of the recitation?

4. For what purpose would you require frequent topical recitations in advanced classes?

5. By what means would you seek to prevent tardiness and absence?

6. State what you consider the most important agencies for the improvement of our common schools.

7. Give what you conceive to be the best reasons why the state should exercise control and supervision over education.

8. Who was Pestalozzi? Honore Marigny? David P. Page? John Locke?

9. In what way would you cultivate self-reliance in pupils?

10. State the advantages and disadvantages of daily class records.

GRAMMAR.

[The number in curves indicates the credit that is to be given on that question, if fully answered.]

1. (10). Please state your view concerning the best way of leading children (as we find them in our schools) to speak and write correct English.

2. (10). What do you attach, and why, to the practice of “grammatical analysis?” To “diagraming?” To “paring?”

3. (10). Define declension, comparison, conjugation, synopsis. What one word includes all these ideas? Which parts of speech are free from them all?

4. (10). Show, by an example and an explanation, that you understand the meaning of “coordinate conjunctions,” of “concessive adverb.”

5. (10). Write a sentence containing a “noun in apposition” and a “predicative nominative.” How can the learner be led to distinguish between these?

6. (15). Name and explain three uses of the “subjective clause.”

7. (15). Parse fully the italicized words in the following: “Of Mithon and the mountain meet, it is no matter which moves to the other.”

8. (20). Remark upon each of the errors in the following paragraph; then write the same in good English: “Mr. Jones said to go in his barn, and he would have John to show us the hares. These are some rarer than rabbits, which may be seen most any place. I ‘low he’d ought to leave the hares go free, like Kate did her bird.”

ARITHMETIC.


2. Define a Decimal Scale, Equation of Payments, True Discount, Bank Discount, Cube Root.

3. When is a number divisible by 3? By 4? By 8? By 9? By 11?


5. $5432 + 256 = ?$ Analyze.

6. Goods cost $729. What must I ask for them that I may fall to per cent, lose 5 per cent in bad debts, and yet gain 10 per cent? Analyze.

7. Date of note, April 13, 1853. Payment Oct. 2, 1853, $50. Dec. 8, 1853, $60; July 17, 1854, $800; what was due Jan. 1, 1855?

8. I owe a man the following notes: One of $300, due May 16; one of $660, due July 1; one of $900, due Sept. 29; he wishes to exchange them for two notes of $l,200 each, and wants one to fall due June 1st; when should the other fall due?

9. (i) $(38)^2$.

10. What is the capacity, in gallons, of a circular cistern, whose diameter is $8\frac{1}{2}$ ft. and depth 11 ft.?
THE EDUCATIONAL WEEKLY.

SIX LITTLE WORDS.

Translated from the German:

As every day my life flows on,
Six little words my being claim,
Easy and simple though they be,
They rule my every thought and aim;
Would'st know them friend? In short array they stand;
I ought, I must, I can, I will,
I am allowed, I may. A charm
Like magic doth their meaning fill.

For heart! I ought—the impelling power
Within my breast, God there unfurled.
I must—its Nature hedges in one side,
While on the other stands the world.
I can—portrays the power granted me,
The handicraft, the knowledge and the skill.
The highest crown which me adorns,
The seal of freedom is—I will!

I am allowed—that doth express
The open door of liberty;
And yet the key upon that door,
Which from forbidden things restraineth me.

I may—between all things,
A dim uncertainty, a moment's thought,
Hear them again! I may, I must, I can,
I am allowed, I will, I ought.

But O my Lord! 'Tis only when thy truth
Controls my quickly passing day,
That in the fullest sense, I ought, I must,
I can, I will, I am allowed. I may!

—Clara G. Quint in Boston Journal.

SOWING AND REAPING.

By Ada L. Boarady.

Oh! sow, dost thou sow good seeds?
And dost thou labor thee part?
The world can only see the deeds,
While God, in Heaven, knows the heart.

Forget not that on every life
Around, you cast some light or shade!
Prepare then for the world's great strife;
By patient toil are true lives made.

The hour is sunlit—heaven-blessed—
Which sees some noble work begun.
Nor cease, nor idly wish for rest
Before thy toil hath victory won.

Along life's broad, rough, thoroughfare
The thorns are piercing weary feet;
There's love and kindness needed there
To make that sorrowing life complete.

Against the wrong and for the right,
Ah! yet, brave heart, there is need for you!
The field for harvest still is white;
The laborers are all too few.

Clayton, Ill.

Support the Teacher.—A correspondent to an exchange writes the following, which should receive the indorsement of all who are interested in the education of the young: "If the people will always recognize the teacher's right to remain in any given school as long as he serves the best interests of the school; if, when they hear charges of partiality, etc., against him, they will always hold judgment suspended until the facts are known; if it is not expected that in the prosecution of the work he can always please every father, mother, uncle, aunt, and cousin in the district, teachers of ability will remain much longer in the work, and the schools will be greatly benefited thereby."
ADDITIONAL STATE NEWS.

WASHINGTON TERRITORY.—The territorial university had only President Anderson and his wife as faculty, in 1877, with forty pupils. During the past year there were eleven instructors and 155 students.

KANSAS.—The Holton Signal says that Prof. B. F. Nihart, late of Valparaiso, Ind., has been viewing Holton as a location for a normal school.

State Sept. Lennon is still on a tour through the western and southern parts of the state working up an interest in educational matters and visiting the schools.

INDIANA.—The Walkerton schools are doing fine work under the superintendence of Prof. Horsen.

MICHIGAN.—A movement is on foot at Detroit and Ann Arbor to re-establish the chair of fine arts at the University.

Some vagabond has several times broken into the Berlin school-house and destroyed altogether about 30 school-books belonging to the scholars of the primary department.

The school population of Ludington has increased 132 during the last year, and in consequence there is not sufficient room in the school-house to accommodate all who have applied for admission. The new school building is being rapidly pushed forward, and hopes are entertained of better quarters in the near future. The next graduating class from the high school numbers 14, 9 boys and 5 girls.

CRAMMING IN PUBLIC SCHOOLS.

A vessel full of water cannot be made to contain any more water. This is a familiar fact. When the mind of a pupil in the public school is full of the contents of various and sundry text-books, it cannot be made to receive any more of the contents thereof. This is not a familiar fact. It is one that it seems almost impossible to make professional educators comprehend. Hence the cramming and pounding processes of education in the public schools.

It is in the experience of most reading people of mature years in reading books the mind receives impressions which are ideas and really nothing more than ideas. Almost up to a certain point, depending somewhat upon reader and author as to how soon that point is reached, whereas, after it is reached and passed, the mind—whch is the memory—refuses to hold anything more at that particular time. It is a mere waste of effort to read or study after impressibility of the mind and its retentive faculty is lost. Like the vessel of water, the mental cup is full, and runs over when there is an attempt to put anything more into it.

This may be a crassly illustratio1 of the idea we have of what we call cramming in the common schools, and in all other schools of the country. But perhaps it will the better convey it to many who might not otherwise understand it. It is the true that persons of mature age who read for instruction after a certain time cease to be profited by it because they are no longer able to receive and retain the thought and facts which interest them, how true must it be of the young in whom animal life dominates the intellect, and seeks that freedom which, by a law of nature whose reasons shall never be discarded, is essential for the repair of exhausted and oppressed mental force.

Pupils in the common schools are required to study too many branches of knowledge at one time. The fact is inestimable. The methods in the common schools are wrong methods. They are injurious methods. They are damaging to both the mental and physical development of the average pupil. They do not help education. They hinder and obstruct it. By attempting too much they defeat the very object at which they aim. Parents are beginning to see these things. It is hardly to be expected that teachers ever will.

The pupils of Lasell Seminary, Asharadale, Miss., recently made their annual excursion by carriage to Lexington and Concord, visiting the many points of intense historical interest, the graves of Revolutionary heroes, the homes of Hawthorne, Chorea, Alcott, and Emerson, and lunching on the banks of the quiet Concord just where was "Fired the shot heard 'round the world." On their way they were very kindly shown the valuable cows on the model dairy farm of Cornelius Wellington.

In the October number of the North American Review Francis Parkman had an article on the "Woman Question" in which he argued in somewhat stilted and stereotyped fashion against woman suffrage. In the November number of the same periodical his arguments are met by brief articles from the pens of Julia Ward Howe, T. W. Higginson, Lucy Stone, Elizabeth Cady Stanton, and Wendell Phillips. Our idea of fair play are shocked at the sight of five to one, and to say that Mr. Parkman gets the worst of it is expressing it mildly.