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THE WEEKLY.

A little over a year ago, Maine abolished her high school system, and now see what trouble she has got herself into.

The order once was, "Let whatever you put on the board be a model of style and neatness, so as to place a worthy copy before the eye of the child;" but now it is to make words and figures on the board large, coarse, and ugly. What next? Nothing next! The dunes have got to the end of their rope, and the sequence is strangulation.

In every teachers' institute one hears commiseration expressed at the faulty pronunciation of English by the children of foreign parentage in the schools. When a would-be artist pointed out his picture of a lion to a connoisseur, the latter gravely enquired, "But what if the lion had a chance to paint you?"

"O was some power the giftie gie us
To see oursel's as ither see us!"

The lunatic still survives who advises that the constitution of the United States and Washington's Farewell Address be read and re-read in class, as a reading exercise. He would no doubt have classes recur to the practice of parsing and analyzing through Pollock's "Course of Time" and Milton's "Paradise Lost." Well, all right. "Experience is an expensive teacher, but fools will learn by no other."

Apropos of remarks made in this paper upon the age of which children should enter school, Prof. J. D. Bond, teacher of Writing and Drawing in the St. Paul, Minn., schools, writes that when he began in that city several years ago, children were admitted to the schools by law at five, and by practice often at four years of age. The law now is to admit at six years of age, and is being fairly enforced. As a consequence, he says, more is accomplished in a single term than formerly in a year. When the returns are all in we have no doubt they will show an overwhelm-

ing majority in favor of a later, rather than an earlier, beginning of regular school-life. The place for babes and sucklings is in the nursery, and nursing children is not the business of the State. We do not doubt that the State could provide better for the children of the mass than their parents can, but the policy is intrinsically wrong. When government assumes to do all, the citizen ceases to do anything. A government simply for the people might find such a course advisable, but one of and by the people will certainly find it fatal. A people to do well for themselves, through government, must continue ardent individual labor in the family and society, and the success of our experiment in self-government will depend,—does depend,—upon a just division of labor between the three.

The State has no soul,—it is wholly selfish. Its rules of action and inaction are dictated solely by the law of self-preservation. What must be done to this end that the people can't do at all, or can't do well enough, the State does; else it refrains from doing. The State can't exist without the family and society, and these are only preserved by the energetic performance of localized and justly differentiated duty. Until a child reaches the age of (at least) six years, its chances of becoming a reasonably permanent member of the State are not sufficiently in the majority to warrant the State in any interference with the duties of the parent.

SPRECHEN SIE DEUTSCH?

A FEW THOUGHTS ON THE "WEEKLY"'' ANTI-GERMAN VIEWS.

WHILE the advocates of German in the public schools feel more than ever the truth of: "Convince a man against his will," etc., they have settled down to a more argumentative course, to carry their point, (vide St. Louis School Elections.)

It is not the object of the writer to re-open a controversy on the merits of German in the public schools, for nothing new can be said. The question is exhausted.

Let me only ask the WEEKLY a few fair questions:
I. Only a short time ago when the WEEKLY endeavored to gain a certain point, and, in our opinion, desired the assistance of the Germans, it "tickled their fancy" by writing, as near as we can remember, the following:

"As for German, let us uphold the German for the Germans are with us;"

Was this expression one of the WEEKLY's favorite satires? We did not understand it to be such, nor did anyone else who read it.

Immediately after the WEEKLY's "lost cause" an Anti-German chord was struck. Now, we like the WEEKLY, and would not be without it, for most of its articles show the well-balanced minds of its editors, but on this point we are led to believe, by many other articles concerning the "Chicago-school must" that the present "Anti-German-boom" is only another experiment to gain the WEEKLY's point. How is this?

II. One of the chief merits of the WEEKLY is its support of a more practical education. "More practical teaching" is heard from nearly every column. It further tells us: "Educate the boys and girls to be useful members of society at home as well as at large;"

Now there are many communities where the "Germans are with us" nay, where we are with them, where a mere "sattering" of German will do them more material good than all other ornamental branches, as taught in most common schools, combined. Is it therefore (following the WEEKLY's advice), not alone logical but also practical to teach it? We do not desire to enter the intellectual merits at all. Let us meet it upon a business point of view only. Would not the WEEKLY, if it were aware that a German or Irish edition of it would be remunerative, publish it at once?
III. An allusion is made in the WEEKLY's "Anti-German" article to the Cleveland and St. Louis Schools, where German is fostered with much care, and good results. Let me ask, lastly: Are these schools behind any of those where German is not taught? Gentlemen, let us hear from you.

Supt. Theo. ADELMANN, Highland, Ill.

I. Granted. But the language quoted involves no inconsistency in the WEEKLY. At most, the quotation shows that the WEEKLY advocated the retention of German as a matter of expediency, and not for its intrinsic value as a common school branch. The German, in common with the high school and music and drawing, was assailed, and the WEEKLY advocated its retention as a military necessity. When people from a wreck are on a raft they can not be over-nice in the selection of their company. But circumstances alter cases. The advocacy of the German was an element of strength to the whole system then; it is a weakness and an injury now. Then it was respectable in its leading advocate; now it is not.

The WEEKLY did gain its point. Whereas in 1878 the high school was saved by only one majority in the common council from the machinations of the "university man," "the hero of the O. G. curve," in 1879, in the council, on account of the ridicule heaped on that statistician's figures by the WEEKLY, there was not a voice or a vote against high schools, music, or drawing.

The WEEKLY has no lost cause. As some people have learned to their cost there was much method in the madness of what may appear to outsiders to be a lost cause. The WEEKLY simply threw away its impediments before entering the battle in earnest, and it and all connected with it are better off to-day than ever before. It is now on its knees to nobody. There is a great deal of difference between having the bear chasing you and having you chasing the bear.

The WEEKLY for some months has indulged in the elegant and manly sport of bear baiting. The squirming of its prey has made gentle souls weep. As often as the spirit that animated it was supposed to be exorcised, it was invariably found breaking out in a new quarter, and it is now but beginning to put in its work. Every object aimed at has been accomplished, and that's what's the matter.

II. "Other ornamental branches" is good. But how can German do material good and be a practical branch if, according to our correspondent's confession, it is merely ornamental. Doubtless the gentleman, though writing good English, is thinking in German. The WEEKLY does not object to German in a German community. "When you go to Rome you should do as the Romans do;" but when you come to Chicago you should do as the Chicagoans do, or would like to do, if demagogues would let them. The following is the environment by which the WEEKLY's views are colored: The teachers of German are dissatisfied with their work, but blames the management or the superintendent of German. The superintendent of German is disgusted with the work and blame the system and the teachers of German. The teachers of English are a unit in their opposition to the study of German. The superintendent of schools is opposed to it and boasts that he kept it out of the schools of Detroit; but, as between the Irish "university man" and the German lobbyist, the pitiful old fellow is constantly humming "How happy I would be with either, were t'other dear charmer away!" The great mass of the English speaking citizens are opposed to it. If it were left to the German citizens themselves they would vote it out. The children who are wheedled into taking it are sick of it, and it is provoking to see the means that are used to keep them in it. They take it up as a child clutches at any novelty. It is a new boot to them; but once they put their foot in it, mercy how they wriggle to kick it off.

If a German edition of the WEEKLY would pay it would publish such an edition; but it wouldn't pay; it would be an anachronism. So, if the teaching of German in the grammar grades paid, the WEEKLY would advocate it; but it doesn't pay. It has been tried and tried, and it does not pay intellectually or materially, and that's what the matter.

III. The schools of Cleveland are the best in the United States, if not in the world; but they are so in spite of the German in them and not because of it. But we would say to the teachers of Cleveland, as Sarafased said to the British officers after the battle of the Bysit, 'Exchange commanders with us, gentlemen, and we will fight it over again!'. The schools of St. Louis are superior to ours in primary reading, but inferior in primary arithmetic. The late assistant superintendent, Francis Hanford, raised the standard of arithmetic here, and the more recent patent nostrums have not yet destroyed the proficiency in this branch. Indeed, at the last institute the superintendent suggested methods that have been in vogue twelve years; but in the lower grades Leigh's phonic type gives the children of St. Louis a "head start" of their co-ages in Chicago. But barring that the teachers in Chicago have on the whole better material to work with, the difference between the schools of the two cities, even in the status of German instruction, is tweedle-dum and tweedle-dee. Mr. Harris of St. Louis has resigned. He says he has dumb ague. The climate of Chicago would suit him. And if he should be called here he would not find himself very far astray, but could take up the work just about where Mr. Pickard dropped it. However, this comparison of cities is futile. It reminds one of the two men who went abroad, after a prolonged spree, and on waking up one morning in a hotel where they had put up, after having traveled by rail in different directions, commenced disputing as to whether the place was St. Louis or Cincinnati. Calling the waiter to decide the point he informed them that it was Milwaukee. Evidently they had been to Chicago.

THE MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

A Ionic Monthly, Feb.: Pessimism, By Goldwin Smith.

Wordsworth. By C. P. Crane.


THE PLACE AND VALUE OF DENOMINATIONAL SCHOOLS IN THE WORK OF EDUCATION*

I WOULD not give Denominational Schools a place in the field now occupied by the public schools. The boundaries of this field may not be well defined, and the “High School” may have been placed sometimes beyond the proper limits, yet there is a domain which should be accurately bounded, and ceded to the common schools, and jealously guarded from invasion. Then, between the ages of six and fifteen, I would count as much as five years attendance upon these schools, and would allow no plea of bad-management, inefficiency, or meager results, to justify invasion of their territory by other schools. Boys and girls are your genuine democrats, oblivious to the distinctions of school and denomination and exclusiveness; and if they are for several years thrown together, and mingle upon the common level of class and play-ground, in the public schools, not all the after-influences will be able to transform them wholly into aristocrats or bigots. The best way to get rid of the color line, and all other lines which divide men into unrighteous and dangerous partisans, is to permit them to be trampled and rubbed out by little feet in the sincere republicanism of the public schools. And here is the best place to lay broadly and deeply those principles of equality and fraternity upon which popular government must ever rest.

Caste, both social and religious, is keen-scented and sharp-sighted. It knows full well that our public schools are dangerous to itself, and it is because of this that their domain is being invaded by “Parochial Schools,” in the spirit of social exclusiveness; and it is for this reason that I would have our Denominational Schools careful how they invade it, even in the innocent spirit of economy. It is because our public schools have this leveling tendency that they find many enemies among the Herods of aristocracy, the Pilates of policy, and the chief-priests of bigotry, who may yet be made temporary friends for their overthrow; and because of this I would have their domain jealously guarded and other schools to vacate the premises. It has been said the state may secure “compulsory attendance,” but not “compulsory education;” well, let us have the attendance anyhow, and we shall perpetuate liberty and equality, if nothing more.

If then, I find a place for Denominational Schools, it must be in the domain of higher education—among the colleges and universities. Here, as a matter of fact, they do occupy a very large and important place, and, I suppose, it is our business to inquire by what right.

I answer first, by right of prescription. We find them in actual and undisputed possession of the territory from the beginning of our national existence. Any decree of ejectment must be based upon the most unquestionable proofs of right and justice in favor of some other claimant. But for much of this domain no rival claimant has appeared. No one is ready to occupy and contest the right, and I find a place for Denominational Schools.

Again, Denominational Schools hold this territory by the natural right of superior fitness; they appeal to the law of “the survival of the fittest.” America seems to have been providentially reserved as a great experimental field, into which, at the proper time, should be turned the ideas, and systems, and forms, and creeds of the world, in one grand struggle for existence, under the fairest possible conditions. The social forms of Democracy, Aristocracy, Monarchy, and Theocracy started in a race for power. Democracy got into one wing of the capitol, Aristocracy into the other, Monarchy into the White House, while the devil took the hindmost, and that was Theocracy. Putting it scientifically, Theocracy perished of unfitness; nor was it the only old-world idea that met the same fate.

But how fared Denominational Schools in this contest? They began the struggle for existence, the contest for supremacy with non-Sectarian Schools, upon about equal terms. Of the 21 universities and colleges organized in the United States before the beginning of the century, 10 were denominational, while 11 were non-sectarian. Of the 343 now in existence 281 are denominational and 62 non-sectarian. While the 11 non-sectarian institutions have grown to 62, the 10 denominational have become 281. These facts demonstrate that in the domain of superior education, Denominational Schools are better adapted to free institutions and liberal ideas than any others. But, does this fitness and adaptability decrease as we advance in civilization and culture? I answer that it does not, neither absolutely; for Illinois, with a smaller population, has twice as many Denominational colleges and universities, all established in the last fifty years, as had the whole United States at the beginning of the century; nor relatively; for, leaving out the state-institutions, for the 20 denominational, there is but one non-sectarian in the state.

These institutions should be sustained and encouraged in this work, because denominational energies and ambitions cannot be more safely employed. The best way to keep men, or communities, or churches, out of mischief is to keep them at work. The work shop is the great sanitarium, morally as well as physically. The most hopeful symptom of the age is the tendency to put all things to useful employment. The Roman patrician could eloquently say, “Lavora omnia vincit;” but he knew very little of its meaning. In his day labor had made but small conquest, and still wore the garb of a menial. But she is fast getting the upper hand now, and grants no exemption—knows no privileged characters. The winds and waves, which used to be in the possession of friskome gods, have been replieved and turned to practical account; the old piratical free-booter, Neptune, has been ousted, and rivers and oceans are submissively carrying the burdens of the world; Jupiter has been dethroned and may be seen at any railway station, firing his thunderbolts to some purpose. But labor is pressing into her service mental as well as physical forces. Philosophy, Science & Co., who for generations dealt in speculations, traditions, thread-bare proverbs, metaphysical speculations, second-hand mythologies, etc., etc., have closed out the old stock, and gone into the manufacture of steam engines, and watches, and reapers, and mose traps, and sewing machines, and presses, and telephones, and phonographs, and other useful articles, “too numerous to mention.” Art, who used, daintily fingered and delicately clad, to fool away his time dabbing canvas or clipping marble, in mechanic’s garb, is foreman of the whole establishment. Eloquence has laid aside the soft raiment of kings’ houses, and gone forth into the wilderness to lead men out of slavery, or into the mire to pull them out of drunkeness. Poetry no longer plays Sancho Panza to crazy knights and bloody warriors, but he has harnessed his high flying steeds, and now To a cart upon life’s rugged way To help on with the burdens, which cruelly bow Us all down to the earth, and he feels, that, somehow, It is better than fancy’s wild play.

All things are getting to work. Christ said, “My Father worketh hitherto,” and I work,” and why should not his followers work also? They were commanded to teach the nations, let them teach. Would you turn the denominations out of this useful employment, and send them back to their old pursuits of quarreling, persecuting, imprisoning, beheading, and burning? Would you set them again to scheming and plotting against liberty and human rights? Then give them the place for which they have shown such fitness: As to the value of the educational work of these schools, their growth and success are prima facie evidence, at least, that the work is good. But the test of a tree is its fruit. Let us judge of these institutions by the same rule. No one will deny that they have trained thousands and thousands of men and women, who, in strength and culture, in fidelity and usefulness, in purpose and spirit, are not one whit inferior to the best trained in other institutions. Their fruit, in flavor and quality, is unexcelled, and why should they be cut down as cumberers of the ground?

They have, moreover, an educational value which is not likely to be set down to their credit, because it is incidental and not directly connected with school work. They educate the people in liberality; teach them to be public spirited, and voluntarily bear burdens for the good of all. Whoever voluntarily undertakes to do whatever the state must compel others to do, whether it be fighting the enemy, or bearing financial burdens, is a public benefactor. The work of Denominational Schools, therefore, is valuable, because they collect and expend vast sums of money in the very work which the state would be compelled to do at great expense and trouble; and because they thus stimulate others to the same enterprises. Nor can there be much doubt that this benevolent spirit springs from the religious element in our midst—the common source of all our public charities, including the non-sectarian schools. Even Girard was provoked by this element, if not to love, at least to the good work of building a great college.

The work of Denominational Schools is valuable, again, because they furnish, through their religious side also, the only aggressive element in American education—the missionary element of Christian civilization. The Denominational School has been the pioneer of enlightenment for centuries. All over the western world the religious schoolmaster directed the cross in advance of the soldier’s musket or the woodman’s ax. He christened our forests, and mountains, and rivers, and settlements with sainted names, which bear testimony to the fact that he led the march of civilization everywhere. In obedience to the same impulse our Denominational Schools are pushing their

*Read by Prof. B. J. Radford before the Ill. State Teachers’ Association Dec, 30, 1892.
work and building colleges in the most distant and benighted parts of the earth. Here, at least, in uninviting heathendom they find a place which no competitors are likely to dispute, and where, as pioneers of American ideas and culture, they are of incalculable value.

Again, these institutions are valuable because their religious element exerts a purifying and elevating influence upon literature, science, and art. Christianity is the salt of the earth, and its saving power has been as manifest in the past, and as much needed now, in the intellectual as in the social world. If it condemns the license and impurity of pagan society, it equally condemns the license and impurity of pagan art and literature. If it exposes the superstitions of heathen worship, it likewise exposes the superstitions of heathen philosophy. There has been much improvement in all these, but there is still great need of such strong and conscientious censorship as the pure and temperate religion can exercise through our colleges and universities. A great deal of our literature, even of the respectable sort, is tinged with lasciviousness. It delights too much in "women and wine," and the praises of Venus and Bacchus. But our art is worse. Even high and much-affected art, on canvas, in marble, and on the stage, is too much given to nudity and sensuality—the grossness of a corrupt age which should meet with rebuke at the hands of learning and culture.

But our literature and art are as full of the brutal and sanguinary as of the licentious, and in the present reign of violence we might profitably inquire what effect this has upon our youth. There are pictures upon the walls of almost every house which would look better if they were turned with the back out, no matter how much dust and cobweb would be revealed. Even these are more attractive and wholesome than a British soldier impaled on a Yankee bayonet, at Benker Hill; or Mexicans mangled by America cannon, at Buena Vista. Our school histories are crowded with chapters and pictures of blood. They are so full of battles, sieges, and "adventures," that the boy looks up from their pages with a sort of contempt for the mild-mannered teacher, who never drew blood, even from a boy's back.

Way should we foster the spirit of war by thus perpetuating in our art and literature the ideas and tastes of brutal and barbarous times? War in form and spirit is a hideous thing, and why should we cover him with glory? Americans may even now be teaching this precious lesson. If war is so fruitful of glory, what shall hinder men of great ambition and little patriotism, (and we have many such,) from looting his dogs, and will they not find followers when the people are intoxicated by his spirit?

O! pity, that every land since the fall
Should be cursed by the slimy stuff, foulest of all
The dread serpents of hell—the red dragon of war!
O! pity, that Liberty, fleeting afar
From her breath of life, its wilderness vast,
Should have found no escape from his presence at last!
O! and her vain dream that Columbia's wild
Might forever remain from his touch annihil'd!

Christian culture has done much, however, to eliminate this element of brutality from civilization, though much needs yet to be done. Instead of real tournaments and gladiatorial combats, we content ourselves with playing murder in the mock fights of the stage. This is an improvement. We no longer find it the chief ambition of bard to sing, in lofty strains, the deeds of warriors and tyrants. Poetry has begun to be ashamed of such menial service among Christian peoples. No sycophant rhymer has been able to work up even so splendid a subject as the First Napoleon to any advantage, and Teneyson himself lamentably failed in his attempt to coax poetry to do anything handsome for "The Great Duke." But we yet have much warlike poetry. Our boys share Sheridan's Ride till the gutt of honest industry seems provokingly slow, and sit at "The Baron's Last Banquet" till the bread of honest toil becomes a little stale. What could be more execrable than this, from Rodman Drake's much lauded "American Flag?"

Forever float that standard sheet,
Where breathes the fire, but feys before us,
With freedom's soil beneath our feet,
And freedom's banner streaming o'er us.

A prayer to some hideous M. doth no doubt, that freedom's flag shall "forever" float over mangled and dying foes; that her soil shall forever drink their blood. Christianity says, "No! no! no! A thousand times better that every bloody stripe in freedom's banner, and every color in all banners, should fade and bleach into purest white—emblem of universal peace and brotherhood on all seas and lands."

Furthermore, our Denominational Schools are valuable because they introduce a necessary element into education. Two forces are necessary to every form or system. They are attraction and repulsion, and are complementary of each other. It is to the harmonious adjustment of these that our solar system owes its order and uniformity. If the centrifugal force were withdrawn the whole system would rush together in swift and awful ruin; or if the centripetal should fail, would be speedily driven back to the original star mist. In our governmental system we call these forces centralism and localism. The absence of either is social ruin, and the problem of the ages has been to so harmoniously adjust them as to save the state from despotism on the one hand, and anarchy on the other—to steer the ship of state between the Charybdis of centralism, and the Scylla of localism, out into the broad seas of national prosperity. This is the problem of problems for our statesmen, and it is yet far from satisfactory solution. We have artistically symbolized these two forces upon our great seal of Illinois: "State Sovereignty—National Union." There they stand; two factors in social progress, and both essential, but no wisdom hath yet shown their proper combination. The same is true of the intellectual universe; but here attraction is represented by faith, and repulsion by skepticism. Without skepticism we should have the intellectual despotism and mental enslavement of the dark ages; without faith, the vagaries and follies of intellectual anarchy; such as the denial of God and matter. But parisciates never takes whole views. With the political partisan everything depends on centralization and a strong government; or everything depends on state rights; so the educational partisan would banish faith from his eyes, and, to his education, leave over to the present strong current of skepticism; or he would banish skepticism, and hand education over to an unquestioning and unreasoning faith. To do either would be fatal. Both are necessary. They are the centripetal and centrifugal forces which are destined, when harmoniously adjusted, to fill the intellectual universe with the Urin and Thummim of unity and variety; and in our Denominational Schools both are more fully recognized than in any others.

Purely skeptical science and philosophy are hatched by an appalling fatalism, from which their stoutest exponents involuntarily recoil; and which clouds all their brighter prophetic visions. Mr. Spencer says, "Progress is not an accident, but a necessity." "Civilization is a phase of nature." "It is certain that man will become perfect." But perfection in his view is but the stiffness which hark, while a certain, and he sadly adds, "The race must at last perish, unless it shall persist by some inscrutable law!" But what is this, "Unless it shall persist by some inscrutable law," but an instinctive recoil from the hideous materialism into which we fall when led by pure skepticism? Not all the appliances by which science forces nature to yield up her secrets, can enable Mr. Spencer to detect this inscrutable law, and he stands, childlike, supposing the universe to be bounded by his own horizon. Now, this law of persistence for which he makes room in his philosophy is revealed by faith. She could lead him to some cloudless summit, whence he might see enchanting vistas of human progress, beyond the boundaries of time and space. She would tell him that not even on the rim of this wider horizon will humanity range itself, like soldiers into line, to stand on eternal and tiresome dress parade, but that

With face to the future, and longings as fond
As e'er promised to noble endeavor,
From the gateways of time, immortality doomed,
Zephyr always o'ertreads and horde beyond.

The grand march shall be God-ward forever.

Who, then, would leave this element out of our education? Who would deny it such organic recognition as it finds in our Denominational Schools? But to all this some man will say, "Your Denominational Schools are too narrow," "They do not make men broad enough." But a man may be so very broad that he is very shallow. Many a man becomes so broad that life loses current, and stagnation breeds pestilence. Your street-loafer is a good case.

Theodore Roosevelt
mountain torrent than a pestilential pond, and Denominational Schools are valuable, just as they turn the forces of heart and brain into the narrow channels of duty, and help our modern civilization to finish its course and keep the faith.

Fellow-soldier, and man, in the great camp of life,
Though to fight in the van, in the age-lasting strife
With the armies of sin, is a glory, at last,
When the hurry and din of the conflict are past,
And when weary and spent, at an evening-side,
We shall pitch our last tent by death's steep rivet-side,
May we catch a full gleam from the farthestmost shore,
To give warmth to our dreams in the dark night before.

BOOKS AND PAMPHLETS RECEIVED.

—Annual Report of the Board of Regents of the University of Wisconsin, for the fiscal year ending Sept. 30, 1879. Madison, Wis., John Bascom, President.

—Report of the Superintendent of Education of the Province of Quebec for the year 1877-78.

—The Minnesota Academy of Science, Annual Address of the Retiring President, Prof. N. H. Winchell, Read Jan. 6, 1880.


—Map of Missions of the American Board of Commissioners for Foreign Missions. Boston: Published by the Board, No. 1 Somerset street, 1878.


—Syllabus of Courses of Lectures and Instruction in General Geology, with References to Sources of Information. By Alexander Winchell, LL.D., Professor of Geology and Palæontology in the University of Michigan. Ann Arbor: Sheehan & Co.


—University of Michigan. The President’s Report to the Board of Regents for the year ending June 30, 1879. James B. Angell, President.


GENERAL INFORMATION.

The teacher who makes a specialty of each branch he teaches can enchant the attention of the most careless in his class. But to attain this excellence, one must work. But such work gives scholarship and culture, both of which are desirable in a true teacher. Too many teachers have almost no general information. A teacher who does not keep pace with the events of the day, who does not read the daily paper, is not fit to take charge of a school. Such teachers allow their minds to rust, and lose energy and zeal. If an event of importance takes place in the country or in the world, the class should know it. It is the duty of every teacher to be familiar with the current events of the day. The newspaper should reach every teacher in the land. The pupils will thus get a thirst which will last them through life, for that knowledge which is so essential to good citizenship. There is no necessity that teachers should lack culture. No other profession is so full of stimulants. While the teacher is teaching a certain branch he should study it, and thus the pupils will get the benefit of his labor and thoughts.

Those studies not bearing on the school work should be deferred until vacation. Whoever knew a law or medical student to be a successful teacher, especially when those studies were pursued with a view to practice. The teacher must be free of all other work. No man can teach who devotes his time, from four o’clock in the evening till nine o’clock the next morning, to some other work. No woman can do justice to her work who must toil in the kitchen or at the needle when out of school. There must be, to a certain extent, a disregard for everything not connected with the science of teaching.

It is said of Aristotle that his energy, zeal, and success were so great that he was called the “soul” of his school. The lives of Pestalozzi and Froebel, in the past, and of Horace Mann and Mary Lyons, of more recent times, are striking examples of what concentration of effort can do, even when opposed by the most adverse circumstances. While the teacher should have literary culture, he should not lose sight of his duties at school. Everything that he reads should bear upon his work. He should not undertake to teach what he does not fully comprehend. Men, in other pursuits, could achieve nothing if they did not concentrate their powers to attain eminence in their own branch of business. —Ex.

SPELLING REFORM.

Report of the Committee of the Illinois State Teachers’ Association on Spelling Reform:

Those of your committee whose names are attached hereto are not ready to recommend that this association should commit itself to a “Spelling Reform,” at least, until the exact meaning of the term is more fully defined than it is at present.

If it means the attempt to reduce the writing of our language to a strictly phonetic basis, we object to it for several reasons:

First, we object to making the changeable spoken word the standard, instead of the more permanent written form.

Second, we fear there would be, even to the student in our common schools, a great loss in thus hiding the origin and history of a large part of our language.

Third, for two reasons, we do not see how such a change would be possible, at least without a long and indefinite period of great confusion. 1st, the conservatism of a people, especially in matters of language, is well nigh insurmountable; witness, Noah Webster’s attempts in this very matter of simplifying spelling. The history of our federal currency and of the attempts to introduce the “Metric System” of weights and measures is of much force in the same connection. 2d, We do not see how such a phonetic basis could be determined, were it ever so desirable, from the fact that our best orthoepists, after all their study, are unable to agree among themselves, either as to the number or the character of the elementary sounds of our language.

Again, we believe that the advocates of the so-called reform exaggerate greatly, both as to the evils of our present spelling, and as to the advantages of any system that they propose. We are in favor of such changes looking towards simplicity and system as may be brought about in the way of growth, according to the laws of the formation and progress of living languages. But we do not believe it possible nor desirable to work changes in the language of a people by forced or revolutionary measures.

We believe that something valuable is doing, and that more may be done, by bringing under the present rules of orthography all words to which those rules apply. And, perhaps, still other rules may be developed that will apply to some words that fall under no rule, at present. It may be possible, also, gradually, to throw out a good many unnecessary silent letters, as, for instance, the terminal “ugh” in such words as “through,” “bridge,” “borough,” etc.

In this connection, we commend to your favorable consideration the recommendations made by the American Philological Association.

Further than this, we are not ready to recommend any action in the premises.

Respectfully submitted.

EDWIN C. HEWITT,
N. C. DOUGHERTY,
W. B. POWELL.
THE SCHOOL-ROOM.

OUTLINE FROM IOWA NORMAL INSTITUTE COURSE.

Didactics.

The Philosophy of Education.

I. THE SUBJECT OF EDUCATION—The Human Being in Childhood and Youth.

A. His educational susceptibility:
   1, a constitutional and fundamental quality; 2, the basis of all growth.

B. This susceptibility considered:
   1, as to the body: a, its growth from infancy—how? b, its adaptability under training to all requirements; 2, as to his mind: a, its growth from infancy—how? b, in the individual, its adaptability, under education, to all requirements more limited; c, common characteristics of the race; d, special characteristics of the individuals.

C. Classes of mental faculties or of phenomena:
   1, the universal phenomena, consciousness; 2, attention; a, its importance the foundation of all intellectual greatness; b, its relation to consciousness, including: (a), observation; (b), reflection; (c), memory, retention of cognitions; 3, how attention may be deepened: a, repetition—not of mere words, but of vivid views of ideas and thoughts coupled with language; b, reflection; c, association; 4, how secured: a, a fixed determination on the part of the teacher to have it; b, a clear knowledge of the lesson at ready command; c, a suitable interest excited concerning the subject taught; d, the eye free to view all and each in the class; e, the manifestation of earnestness; f, a simple manner and style; g, the removal of all obstacles.

D. The intellect:
   1, the senses: a, enumeration of them and function of each; b, the information gained by them necessary and antecedent to all external knowledge; c, their systematic cultivation—object lessons; 2, memory: a, its nature; b, its importance for intellectual strength; c, its cultivation; 3, the reflexive faculties: a, the synthetic process—generalization; b, the analytic process—reasoning.

E. The sensibilities:
   1, the emotions: a, their nature; b, classification; 2, the affections: a, their nature; b, classification; 3, the desires: a, their nature; b, classification; 4, the will: a, the elements involved in the act of the will: (a), motive; (b), choice; (c), execution; b, the regulation and culture of the will; 5, value of strong will-power under the guide of conscience and reason.

II. DISCUSSION OF WHAT EDUCATION IS.

A. It has special departments:
   1, physical; 2, intellectual; 3, ethical; 4, moral.

B. It is a result consisting of:
   1, development; 2, discipline; 3, strength; 4, skill.

C. It is a process consisting of:
   1, teaching; 2, training.

D. Principles regulating teaching and training:
   1, special principles—the intellect in particular: a, intellectual susceptibilities; b, ideas of the outward world obtained by perception; c, ideas thus obtained form the foundation of intellectual growth; d, a well-chosen system of object lessons (form, number, color, things, etc.) should form a part of primary instruction; e, language should not precede the evolution of ideas and thought; but "accompany them; f, the mind has no pleasure in confused and indistinct impressions, and cannot be benefited by them; g, every subject should be reduced to its elements and one thing taken at a time: proceed step by step; h, of the known evolve the unknown; i, order must be observed. First objects, then names; thoughts, then sentences; knowledge, then definitions; facts, then laws; phenomena, then principles; concrete ideas, then abstract; sometimes wholes, then parts, constituting analysis; sometimes parts, then wholes, constituting synthesis. Hence the error of committing to memory definitions, rules, and formulas, without their meaning having been discovered; j, memory is assisted by repetition, reflection, association and action; k, "each process of instruction should include full perception, distinct understanding, clear expression, and when possible, the passing of thought into action;" 2, general principles: a, education is based on the constitutional nature of the child, the peculiarities of each sex and of each child should be carefully studied; b, education pertains to the whole organism; c, the desire of children for muscular movement must not be repressed, but regulated; d, all education consists in doing and not doing, or exercise and inaction. What is desirable is improved by activity; tendencies to be repressed are kept dormant. This is the law of habit and experience; e, all activity should be pleasureable and varied; f, the child is not a passive recipient of external influences. The root of the work is in the scholar and not in the teacher; g, the teacher must have the voluntary and active cooperation of the pupil; h, the office of the teacher is to set the mental machine in motion; to bring forth the forces; to apply them in an efficient manner, in the right proportion and in the right order; i, all school doings and school sayings must be made pleasant; j, school government must not admit any despotic or cruel tendencies; k, example is more weighty than precept.

III. ORGANIZATION.

A. Provisions relating to order:
   1, the seating: a, the teacher has a right to seat the child in a manner that will promote the greatest good; b, suggestions as to plans of seating; 2, school evolutions: a, evolutions for the whole school; b, evolutions for classes; 3, recitation tactics for each subject, as reading, penmanship, arithmetic, geography, etc.; 3, treatment of privileges: a, general principles concerning privileges; b, method of granting them: (a), going out; (b), leaving seats; (c), speaking, etc.; 4, the program should provide for: a, opening and closing exercises; b, recitations; c, study; d, essay; e, transaction of general business; f, administration of discipline; g, attendance and tardiness: a, the necessary records; b, manner of keeping them; c, notices to parents; publication of Honor Rolls, etc.

IV. DEPORTMENT.

A. Inculcate general morality—instruct in cardinal virtues:
   1, truth; 2, purity of speech; 3, love; 4, good nature; 5, industry; 6, temperance; 7, politeness; 8, horsemanship; 9, integrity; 10, preferring one another.

B. School morality:
   1, put behavior at school on the law of morality—wrong doing in school deportment is sin; 2, instruct as to neatness, promptness, quietness in walking, whispering, laughing, handling books, and slates, etc.; observance of school plans.
III. Study.
A. Branches to be studied in the school.
B. Branches to be studied by each pupil.
C. The formation of classes.
D. Examinations, oral and written.
E. Recitation records.

IV. Government.
A. The objects of government:
1. to teach that government is supreme; 2. to cultivate the habits of obedience and subjection; 3. to facilitate the employments of the school; 4. to promote the general good.
B. Means of preventing offenses:
1. suitable accommodations; 2. qualified teachers.
C. Good management:
1. have a definite understanding with pupils as to all rules and regulations; 2. conduct the school according to your sense of the fitness of things; 3. make it appear that you entertain large expectations of your pupils both as to study and deportment; 4. maintain your system and adhere to your program; 5. practice self-denial for the good of your school; 6. be in no haste to inflict punishment, especially corporal punishment; 7. let your administration be wise, certain, consistent, and uniform; 8. display charitable, generous, and kind feelings, and not an exacting, severe, and authoritative manner; 9. so dispose your management that your pupils go through their duties without seeming to be guided; 10. let all learning, as far as possible, be a process of delight; 11. mind little things.

V. Elements of Governing Power.
A. The teacher must have system:
1. time for everything; 2. place for everything; 3. method for everything.
B. Energy.
C. Vigilance.
D. Firmness:
1. a will of great strength, but not obstinate; 2. decisions must be made with certainty and must be enforced steadily, wavering is fatal; 3. a firm hand in government is a source of pleasure to pupils because it is a source of certainty and security.
E. Confidence:
1. in the triumph of duty faithfully executed; 2. in self; 3. in pupils; a. pupils are generally undervalued as to latent power; b. offenses by mistakes and inadveratency generally outnumber those committed by design and malice; c. give more attention to the dill and vicious than to the apt and moral.
F. Self-control:
1. self-possession of your intellectual forces; 2. patience must be repressed; 3. anger must be crushed; allow no antagonisms between yourself and pupils and parents.
G. Personal influence:
1. bring moral, social, and intellectual worth to your support; 2. maintain cheerfulness; 3. withhold nothing in your power.
H. Culture:
1. refinement in manners; 2. pleasant tones of voice; 3. avoid affectation; 4. consideration of the wants and comforts of all.

—Messrs. A. S. Barnes & Co. have recently published a series of three Writing Spellers—Primary, Intermediate, and Advanced—which are well calculated to teach both spelling and writing at the same time. A beautiful script copy is printed at the top of each page, and in the second and third books of the series are rules and suggestions as to punctuation, capitals, composition, etc. In other respects the books are similar to those already in use.

THE INDIVIDUALITY OF CHILDREN.
Nothing should be more carefully respected and guarded than the individuality of a child. The atmosphere of home should be that of love and safety, in which all the natural inclinations of children should be allowed to act spontaneously. Their wishes for employments and possessions of their own should be respected, their tastes in matters of food and dress consulted in so far as is consistent with the convenience of those around. We have heard grown-up people tell of the distress they had when children to certain kinds of food which they were compelled to eat, or certain kinds of clothes which they were compelled to wear. It used to be a rule in many families that a child must eat all the crusts of his bread, or all the fat on his meat, or all the food on his plate.

Such rules are barbarous, and we trust are nearly obsolete, children's taste in food ought to be more considered than it is. Food that is distasteful should never be forced upon them, and to procure for them food which they enjoy will in most cases be to procure such food as their systems require.

So of taste in dress. Children will sometimes have an antipathy to particular garments and a preference for others. If possible, these tastes should always be respected, guarding, of course, against encouraging or fostering vanity.

So of the occupations and employments of children. As far as possible they should be left to follow their own inclinations when they are harmless. If your little girl would rather play with hammer and tacks than with dolls, why, let her have them, and see that she has a board, or a box, or a place where she can drive them without reproach.

If your little boy always wants to hitch the chairs up for horses, and can enjoy himself happily as an imaginary stage-driver, why, set apart certain chairs for him, and let him drive unmolested and unwatched. If he begs for tools, let him have them; if he wants pencils or paints, procure them for him. The only way by which parents can secure the confidence of their children is first to show confidence in them. Confidence must be won; it cannot be forced, not even from the little ones who play around our knees.

A happy childhood is the greatest heritage parents can give to their children. Its memory will brighten and cheer the whole of life. To be happy it must to a certain extent be unrestrained.

—Ex.

NEW BOOKS FOR TEACHERS.
(Compiled from the Publishers' Weekly.)

AMERICAN Institute of Instruction. Lectures read before the Am. Institute of Instruction, at White Mountains, July, 1879, with a synopsis of proceedings, pub. by order of the Board of Directors. Boston, Am. Institute of Instruction, 1879. 80-167 p. 12mo., cl. tape, $1.50.


THE EDUCATIONAL WEEKLY. In order, please mention the title in which the book appeared.
THE STATES.

WISCONSIN.—Prof. George Read, of Whitewater, N. Y., is the new head of Carroll College.

Prof. J. W. Stearns, of the Whitewater Normal School, recently lectured at Genoa Junction, on “Life on the Pampas.” His various lectures on South American life are entertaining and instructive to the highest degree.

The Whitewater Normal School, unlike the other Normal Schools of the state, divides the year into two terms of twenty weeks each. The regular examinations for admission occur at the beginning and middle of the year, and all the work of the four terms of the Elementary Course is constantly in progress. As a consequence there is a class twice a year for certification, and recently a class of twelve were examined by the Board of Regents and granted certificates. The work of the Junior and Senior classes commences with the year and goes forward as in colleges. While it is more desirable and profitable for students to enter at the regular times, still the work is sectional as far as possible into ten-week sections, which makes a mid-term examination and entrance fairly advantageous and satisfactory to both teachers and pupils.

Prof. A. R. Sprague has started an educational column in the Badger State Banner, at Black River Falls, and will doubtless make it thoroughly useful.

He says if the patrons of the school will not come to the school, he purposes to carry the school to them through the paper as far as he can. He informs his people that students are examined and promoted whenever they deserve it, and are also graded, if they deserve that. He says the Summer Meeting of the State Association will probably be held at Portage. What do the lake shore folks say to that? In referring to the late change of City Superintendent at Larosse, he makes a good point by calling attention to the same sum of $500 to man supervise the work of men receiving from $1,200 to $2,000.

There is a movement on foot in the Legislature to require the Board of Normal School Regents to adopt the Milwaukee City Normal School, or something equivalent to it.

The Governor has reappointed the Regents Chandler, Andrews, and Weeks. Their finer for their trusts has never been questioned by any one, so far as we know, except he was a man with a grievance.

The State Journal says, “The Trustees of the Wisconsin Soldiers’ Orphans’ Home have met in this city to close up business by the statute of limitation. The State ceased to give assistance after December last. Since the home was organized, nineteen years ago, 685 orphans have been cared for at an expense to the state of $342,500. Twenty of the orphans are now teaching. Except for two bequests—one by Harriett Ward, of London, of $25,000, and another by Caroline Smith, of Chicago, of $2,000—the work of the Board would be ended. These sums are being distributed among the orphans.”

The Regents of the University have decided to purchase the residence of ex Gov. Dewey for a residence for Pres. Bascom. Prof. Watson will then move into the house now occupied by Pres. Bascom. They have also created the new professorship of Agriculture, but have not yet filled the chair.

NEBRASKA.—The population is now about 400,000. It produced of grain last year about 20,000,000 bushels, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent. Omaha, its principal city, erected last year, with an increase of live stock over any former year of over 60 per cent.

State Supt. S. R. Thompson issued a circular dated Jan. 15, 1880, calling two conventions of county superintendents, the first to be held at Lincoln, beginning Jan. 27, and continuing three days; and the second at Wisner Feb. 3. A third was also promised, for the western part of the state, the time and place to be announced subsequently. Short papers were to be prepared by a number of the older superintendents, as follows:

J. J. Points, Douglas Co.: Advantages of a uniform course of study for county schools, and how may it be obtained.

G. D. Foster, Johnson Co.: Ways and means of making the County Superintendency more popular and useful.

G. J. Stop, Clay Co.: Conventions of school officers, and the means of making them more useful.

R. S. Crother, Nemaha Co.: Means of obtaining full and correct reports from school officers.

S. H. Burnett, Platte Co.: Suggested changes in school-law.

T. J. Buckmaster, Knox Co.: The disadvantages arising from having school districts too small.

A. S. Palmer, Dixon Co.: The time of the Superintendent, how best employed.

J. P. Sprecher, Colfax Co.: The Superintendence’s duties in relation to institutes, county and normal, and the means to make them successful.

J. D. Lewis, Fillmore Co.: The evils arising from a diversity of text-books, and how they may be remedied.

E. G. Weber, Gage Co.: How visiting schools by the Co. Supt. may be made most profitable.

J. A. Smith, Saunders Co.: The Superintendent’s relation to normal institutes, with hints for their management.

J. L. Dixon, Saline Co.: What a Supt. may do to prevent waste or mismanagement of school funds.

J. D. Messinger, Seward Co.: How the Co. Supt. may assist School-boards in the transaction of business.

E. B. Harton, Hamilton Co.: Teachers’ Library Associations, and Teachers’ Libraries.

In addition to these subjects, it was desired that some or all of the following questions receive consideration: Shall we have an educational display at the next State Fair? School-report blanks, how can they be improved? Free text-books; How may the boundaries of school districts be better adjusted? The best way to examine a school; The revision of the school code, its necessity, and how to secure it.

IOWA.—Iowa Wesleyan University celebrated her “silver anniversary,” or the twenty-fifth return of her charter date, on the evening of the 24th ult. President Sprague welcomed the friends in a very pleasant manner. Senator James Harlan, Dr. Bird, and Elmer Dungan made fine addresses. Four or five hundred guests partook of the excellent refreshments prepared by the ladies. The presents were both ornamental and useful, being about a hundred dollars in silver coins of various denominations.

The Atlantic Tel graph tells of three boys of that town, about twelve to fourteen years of age, who armed themselves with knives, old pistols, and all the weapons that usually fit out the “red-skinned scalper” of the novels, and started west. If the weather continues good, so that they can dry scalps, it is their intention to ship them to Atlantic.

The senior class of the Clarence high school will celebrate Washington’s birthday.

Mr. J. F. Thompson, principal of the Elkader public schools, has purchased an interest in the Journal of that place.

A dinner was given by counties met in Osage for an afternoon session the 24th ult. The attendance was only twenty-six; but not a moment was lost, for all seemed anxious to have their say in the discussions. Supt. Ross occupies the chair, and fills it well. The Osage schools are more than full, there being about fifty more pupils than seats. Six students from the State Normal are doing excellent work in the county, three of them holding positions as principals of town schools.

President Brooks and wife, of Tabor College, celebrated the twentieth anniversary of their wedding on the evening of the 17th ult. Many handsome testimonials of esteem were presented by admiring friends. President Brooks is known all over the state, and is esteemed and honored wherever known. He has done noble work for western Iowa, and his name is enshrined in the hearts of his grateful people.

Mr. John W. Rowley says in his paper that President Shoup’s address is “the best thing” in the last number of the Normal Monthly.

Mr. D. Compton, teacher of science in the Keokuk high school, lost his entire family of three children last week. Scarlet fever was the cause. Appropriate resolutions of sympathy were adopted by the pupils of the high school.

Supt. C. F. Rogers lectured before the Marshall County Teachers’ Association last Friday evening.

Iowa College.—Twenty-three students in the College and nine in the Ladies’ Course are the children of ministers.

The Iowa City high school course provides for three years of Latin, five terms of German, one year of Algebra, one year of Geometry, besides some science, literature, etc.

A Dickens Carnival is this week’s sensation in Davenport. Griswold College is to be benefited thereby.

The Scott County Teachers’ Association will hereafter hold sessions the second Saturday of each month. Supt. Morton will make these meetings profitable.

A school journal, centrally located, offers as a premium to subscribers the “Arabian Knights.”

The Clinton Herald thinks there should be a state entomologist.

Mr. M. E. Jones, of Grinnell, is becoming somewhat noted as a fine botanist.

He has published a list of plants collected in Michigan, Colorado, and Kansas.

Whittier College has one hundred students.

MICHIGAN.—The Teachers’ Association for Northern Kent will meet at Cannonsburg Feb. 20, 21.

The committee on teachers and course of study of the Detroit school board has been instructed to investigate and report what studies can be eliminated from the course of study in the high school, and also whether the course of
The Educational Weekly.

CHICAGO NOTES.

Two new teachers of German were appointed at the last meeting of the board. This is a funny way of putting it out.

There was considerable talk at the last board-meeting of re-opening the normal school, or a normal department in the high school. It seems that its discontinuance was illegal.

There is a new rule proposed by which action must be taken on any introduction or proposed change of text-books on or before the first meeting in June. This will shorten the annual agony of the book-agents.

Why do not the principals attend the board meetings? The opera ball is nothing at all To the fun of a single meeting, O!

The number of school sites being purchased and school buildings erected, although totally inadequate to the demand, still attests the growth and prosperity of Chicago. Let us hope that the new buildings will be ventilated otherwise than through the press.

The teachers will be paid only three-fourths of a month’s pay for January; agreeably to an amendment of Richberg, who argued that the accounts would not tally otherwise; 1/2 salaries should be reduced, and 1/5 any of the teachers should die, marry, or resign. Mrs. Toodles was right. She might have a daughter, and that daughter might marry a man named Thompson with a ₁⁄₅; so why shouldn’t she buy a door-plate bearing the name of Thompson with a ₁⁄₅? It is grand to have a legal mind.

It seems to be understood that Mr. Doty is to be business manager and not superintendent next year. The two most prominent candidates for the superintendent—in their own minds—are Alfred Kirk and Ira S. Baker. If Mr. Howland would bestir himself he could get it. It is a bad dog that is not worth whistling for. But in the event of Mr. Howland’s declining, the board cannot do better than to give Mr. Harris, of St. Louis, a call. Mr. Doty will try to dispare him by calling him a doctrinaire; but in intellect the D. D. is to Mr. Harris as a duck pond to the main ocean.

All ye that have teams to shed prepare to shed them now. At the last meeting of the board of education a rule was passed making the marriage of a female teacher equivalent to the tendering and acceptance of her resignation. The rule was presented by Richberg, but it is Doty’s battling. He secured the passage of the same in Detroit before crowding out the men principals. It may not be retrospective or ex post facto in its operation; but it will make the position of married women with husbands mightily uncomfortable in the schools. What with putting out veterans of a certain (uncertain?) age, who would not be likely to go beyond the rule, and the young ladies who yield to the temptation of marriage, the big D. D. will have accomplished his purpose of revolutionizing the force at no distant day—provided he stays long enough in his present position. Upon the rule there can be but one opinion. Its object is to make room for inexperienced aspirants and accommodate men of influence. In its nature it is inquisitorial, tyrannical, and impertinent. Is there not anything in the personal affairs of the teachers too sacred for the fumbling of these clumsy and uncleanly hands?

THE RECESS.

—Medical man: “And then, with regard to the swelling at the back of your head, I don’t apprehend anything serious; but you must keep your eye on it!”

—He told me that he was now regularly engaged as a writer for one of the leading dailies. His honest old mother said “writing wrappers at $3 a week.”

—When President Lincoln was attacked with small-pox he said to his attendants, “Send up all the office-seekers, and tell them I’ve got something I can give each of them.”

—Mr. Thomas Hughes (Tom Brown) says, “Why, sir, I can name all the orators of England on the fingers of one hand; while you are a nation of orators.” Oh, that it were not so!

—A young man asked a Hibernian who was looked up to as a scholar what was meant by the posthumous works of such a writer. “Why,” was the reply, “posthumous works are those books which a man writes after he is dead.”
MISCELLANEOUS DEPARTMENT.

The Mathematical Department will be devoted to the elucidation of principles rather than to the solution of curious problems. Questions in transcendental analysis, being beyond the range and requirements of the majority of students and teachers, will not be discussed, except incidentally.

Communications for this department should be sent to David Kirk, Jackson, Minn.

THE QUADRATURE OF THE CIRCLE.

For definiteness, what is said on this subject will be placed under different heads.

1. Our only excuse for alluding to this question is the fact that many persons, including some so-called geometers, think that the circle can be “squared.”

2. To “square the circle” is to find the exact area of the circle, or, in other words, to find a square whose area shall equal the area of the circle.

3. This problem is impossible, because one of the factors used in computing the area of the circle is a decimal whose value can be found only approximately. This factor is \(\pi\), and the manner of finding it can be found in any work on elementary geometry.

4. This fact expresses the ratio existing between the diameter and the circumference of a circle, and it is a constant quantity. The process of finding it, usually given, is very tedious when carried far, and for all practical purposes six or eight decimal places are enough.

5. The old geometers spent a great deal of time trying to find the value of the above-mentioned constant, which is, for convenience, represented by the Greek letter \(\pi\) and one of them, Von Ceulen, carried it to 36 places of decimals, a tremendous undertaking, which must have required years. Modern analysts, with better facilities, have found the value of \(\pi\) to several hundred places.

6. Persons who endeavor to square the circle do not try to find the exact value of \(\pi\) as generally computed. It would be useless to try. But most of them try to show that it is 3. A geometer named Benson has recently stated that the area of the circle is equal to a square equidistant between the inscribed and the circumscribed squares.

7. The mathematicians of the country will, however, continue to use the commonly-received value of \(\pi\), for it is “tolerably” accurate, as the following illustration will show:

Suppose a circle whose diameter extends from the earth to the sun. Find the circumference; using the value of \(\pi\) found by Von Ceulen. The computed value of the circumference will be so near the true value that the difference will be so short a line that it could not be seen by a microscope magnifying millions of times!

Notwithstanding these facts, many persons will doubtless continue to ask for a more exact expression for the area of the circle than we can get by using \(\pi\). A little learning is sometimes a dangerous thing.

HOW TO TEACH DECIMAL "FRACTIONS."

To the Editors of the Weekly:

In number 145 is an article on decimal fractions which agrees with our experience in Peru. You have given the theory, and I will give the practice here.

During the second year in school the pupils are taught that 10 units are one tenth, that 10 tenths are one hundred, and that 10 tenths are 1 unit. No more difficulty is experienced in developing the last fact than in either of the other two. Various methods are used. This is one:

The pupils are shown three apples and told to write at the board or on their slates the figure which represents this number; they write "3." Four, seven, and nine apples are shown to them and they write the figures "4" and "9." Ten apples are shown to them, and the pupils are taught that this number is represented by "10" and that it occupies two places; that the place where the zero stands is called unit's place and the place where the one stands is called the tens place. Various small numbers are given, the sum of which does not exceed 99, for the pupils to add.

In this addition the ordinary solution used by all thoughtful teachers is required. In this solution when the pupils change the units to tens and units they do all that is done in any decimal addition.

After very much drill in this solution, an apple is cut, before the class, into ten equal parts. The pupils are shown one of the parts and are told that it is one-tenth of an apple, and that it is written "1/10." Two pieces are shown them and they are told to write the number in figures and they write "2." They are shown one apple and one of the pieces and told to write in figures this number, and they write "11/10." They are given many similar exercises, are required to read such numbers as 31/10, 2/10, 1/10, 3/10, 11/10, 4/10, 0/10, 9/10, 1/100, 2/100, 4/100, etc., also such numbers are given them to add, and the same solution is required as in integral numbers. From addition the work goes readily and easily to subtraction.

The pupils are not told that these are decimals or that they are fractions, or that they have any denomination. It is no more difficult for the child to comprehend the magnitude of a tenth of an apple than to comprehend the magnitude of ten apples. For a year more their work in numbers is confined between hundreds and hundredths, in which they add, subtract, multiply, and divide, but in multiplication no multiplier, and in division no divisor greater than 9, nor less than 1.

Decimal numbers involve no principles that are not involved in integral numbers. Not are they any more difficult of comprehension. The plan works well.

JOSEPH CARTER.


CRITIC'S CORNER.

In naming the terms of fractions in algebra, some teachers say \(x\) over \(y\), instead of \(x\) divided by \(y\). The latter form is preferable, because it constantly keeps in view that highly important fact in mathematics, viz., that fractions represent unexecuted division.

To the Editors of the Weekly:

On page 236, problem 15, Ficklin's Algebra:

"A. and B. were traveling on the same road, and at the same rate, from Columbus to St. Louis. At the 50th mile stone from St. Louis, A overtook a flock of geese which were traveling at the rate of 3 miles in 2 hours, and 2 hours afterward met a wagon which was moving at the rate of 9 miles in 4 hours. B. overtook the same geese at the 45th mile stone, and met the same wagon forty minutes before he reached the 31st mile stone. Where was B when A reached St. Louis?"

This is one of Bland's problems and is also given by Robinson in his "Mathematical Operations," page 122, problem 6, with a solution. The answer in both books is the same—yet curiously enough it does not suit me.

Will some of your experts solve and demonstrate?

KANSAS.

LITERARY NOTES.

-D. Lothrop & Co., of Boston, the children's publishers, have at last given us "the very thing" in the Little Folks' Reader. Superintendents and primary teachers who have been wishing and looking for something fresh and varied for the primary departments should send for a specimen copy of this latest publication.

It is edited by the editors of Wide Awake and Babyland, and will be issued monthly. Its type and illustrations are clear and artistic. The publishers will give special terms to schools on application.

-Wide Awake for February is as bright and charming as ever." A Chinese Mission School in Boston" will be read with eager interest by the children. There are the usual number of short stories with funny pictures, the two serials, "Five Little Peppers" and "Two Young Homesteaders," and the first of the "Concord Picnic Days," by G. B. Bartlett, which gives directions for a spirited out-of-doors game called "Fast Runners." Only $2.00 a year. D. Lothrop & Co., publishers, Boston.
THE HOME.

FEBRUARY RAIN.

BY CHARLES T. DAZEY.

O lonely day! No sounds are heard
Save winds and floods that downward pour,
And timid flutter of a bird,
That pipes one low note o'er and o'er.
Before the blast the bare trees lean,
The ragged clouds sail low and gray,
And all the wild and wintry scene
Is but one blur of driving spray.
O day most meet for memories,
For musing by a vacant hearth
On that which was and that which is,
And those who walk no more on earth!
And yet this dark and dreary day
Some brighter lesson still can bring,
For it is herald of the May,
A faint foretoken of the spring.
Beneath the ceaseless beating rain
Earth's snowy shroud fast disappears,
As sorrow pressing on the brain,
Fades in a flood of happy tears.
And thus in darkness oft is wrought,
The ragged cloud sails low and gray,
Barred by blue sky, by cloudless day.
And timid flutter of a bird,
That pipes one low note o'er and o'er.

LULU'S VALENTINE.

BY HELEN GILBERT.

"MAY we have a valentine box, teacher?"

Katy's little face was very near to mine as I bent wearily over my desk that Thursday afternoon, and the sweet childish voice had such a comically hesitant tone for all its pleading accent, that I smiled upon the little girl, and asked quizzically:

"A valentine box, my dear? Where? What for? What would you do with it?"

"Send valentines to each other; Miss Hamlin is going to let the children in her room have one, and my sister Clara has a valentine box, and I think mamma will have a bite of candy or a box, they are going to give me a valentine, and won't she be surprised, though! It cost twenty five cents."

That ungrammatical young diplomat took the position by that speech. I had thought wearily of the worry of having a box, to make the dear forty-nine worth any valentine, and hadn't decided against it when Katy came and bribed me. A bright idea struck me as I smiled assent and sent the little penny valentine to me:

"My mamma says I can't have any valentines," she whispered to me as I held her blue fingers over the register. "But I'm not going to care very much 'cause valentines aren't very important, are they?"

A sudden memory came to me of a pleasure denied me not a week before, at which denial I had chafed and scolded till I made myself and family uncomfortable, but my brave Lulu did not know why I kissed so tenderly that cold little hand in mine. The "bright idea" that had come to me the night before seemed wonderfully mean to me now. I had really planned to give away any I might receive from my pupils and save buying any for the children, but now, relenting, I despatched my "biggest boy" with a private note to the notion-store man which insured his return, laden with a large mysterious package.

When Lulu came to school that afternoon, her face was radiant:

"Mamma made me one, for a surprise after I had come away this morning and I want to give it to you. See!" and opening the precious package she revealed to my waiting eyes, which grew suddenly wet as I looked, a pitiful little scrap of paper, bearing upon it one of those tiny decorative pictures, so much used in scrap-book making.

Whether mamma Camden did it "a purpose," as the children say, or not, I don't know, but the picture was a tiny bunch of pansies, and I kissed my little "Content" for the second time that day.

"But when the pie was opened, The birds began to sing!"

"I don't agree with you exactly," I replied, "Even if Carlie or Harry does send a valentine to Katy or May, it will be as innocently as they would give a 'bite' of candy or a sled-ride."

"Well, suppose some of them should put some of those coarse, penny valentines into the box," urged Mrs. Blakely.

"They will not do it. I talked to them about those abominations and asked them if they thought them pretty. No, indeed, I believe as firmly as Dr. Ryder, himself, in educating the es-

But the theme of this note is another. I think that if we send home to-morrow night forty-nine little children with happy hearts and each with a pretty picture, I shall do so much toward elevating their taste; and if behind the pictures are printed some nonsensical rhymes, what hurt will it do? At worst, the verses will only be vows of constancy and protestations of undying affection, and those articles are not so common that it will harm the baby minds to hear of their existence."

So we had our valentine-box at school; and now I am coming to the part of the story particularly interesting to you, my bright-eyed little Maggie, or Georgie, or Fanny. Lulu Camden is as blue eyed curly haired, sweet a little sunbeam as ever brightened a home or cheered a teacher's heart. But, I am very sorry to say, Lulu's papa had been sick all winter and Lulu's mamma had had a very hard time to buy medicine for the sick man, and food and clothes for her six dear little children. Of course, mamma Camden felt that even a penny for valentines was out of the question and she told Lulu so, and the little girl came to school that cold February morning with a very sober face under her blue hood.

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AS THEY AVERAGE.

The average boy believes that he may be happy when he is a man, and can do as he likes; the average man finds that he cannot do as he likes, and sighs to think he was not aware of the fact when he was a boy.

The average maiden imagines that most husbands are indifferent to their wives, and that a wife may keep a man a lover until he is old enough to die; the average wife finds it about all she can do to bear and train her children, cook, wash, sew, keep her house in "half-decent order," and twice a year visit her mother who lives six miles away.

The average teacher imagines that never yet was one so tried as he, nor had a harder lot, and endured it better.

The average parent of the average scholar thinks that in some things the present teacher might be improved on.

The average spinster believes that nobody but herself knows just how to bring up children; while the aged grandmother realizes that most people have to bring up at least two before they can know how to bring up one properly.

The average man or woman who has never had the care of children, wonders "how people can have their houses so cluttered up and budgets in every chair," and they imagine that a person's bump of order must be small indeed who cannot successfully manage, by moral suasion, any five ordinary boys and girls.

Those who love and have the care of children, know that they are not like grown people, but must have both playthings and pets, and physical as well as mental exercise, even though there may be a budget in every chair, and muddy footprints on the floor. So it comes to pass, that on an average, each is happy in his own conceit, and would not change himself, his views, and his lot in life, with any man.—The Teacher.

THE TEACHERS' MEETING.

Said to Be "A Good Story."

There is a certain instructor in a certain state normal school not a thousand miles from Illinois, of whom a good story is told. It seems that once upon a time this gentleman advised his class in ancient history to bring to him a short time before examination day, slips of paper upon which should be written topics upon which they felt a trifling weakness, these to be read, anonymously, to the class for the general edification of the same and as an incentive to "method in the madness" of their foreordained "cramping." It entered into the miscellaneous mind of a member of the class to institute a system of tactics which resulted in the learned professor finding upon his desk next morning a miscellaneous assortment of topics in various disguised chorographies upon which certain unknown students professed to be "weak."

They were of this style:

"Weak on Hercules."

"Weak on the Golden Fleece."

"Weak on Jason."

"Weak on The Ram."

"Weak on Alexander."

"Weak on Greece."

Professor—looked over solemnly and conducted the recitation in its usual order without reference to the proposed new topical review. As the recitation-hour neared its close, he fixed his gray eyes upon a certain date student and said in the peculiar way which all who have ever responded to this invitation from him will recognize:

"Stepping to the board for me, if you please."

The sedate student quietly obeyed:

"Throw on a map of Macedonia and the Peloponnesus."

The sedate student seized the chalk and "threw on" the required outline.

The bell, calling the classes to the Assembly-room, sounded.

Quoth the Professor, with a suspicion of a twinkle in his eye, "Very good for Macedon, but you seem to be 'weak on the peninsula. You are like some other people. You give us a great deal of Turkey but very little Greece." There was a general laugh, but the Professor only said gravely, in his usual participle style: "Erasing, if you please. Class passing out rapidly."

To the Editors of the Weekly:

I agree with the Boston correspondent of the WEEKLY, who some time ago asked that its editors devote one department to the "Jewels" of educational thought, found among their readings by student teachers. Teachers will remember these trite and well-expressed maxims when the great mass of professional reading has passed out of mind. We retain the text when the sermon is forgotten.

Many of these happy thoughts are so lengthy, however, that we might tax the patience of the good natured editors were we to send extracts verbatim et literaturae of our reading. Let us in such cases send "samples" and retain the main stock—subject to order.

I have been puzzling over that large class of educators called "Innovators," and have extracted ten vital principles of teaching, which all alike advocate.

This choice may be labeled "Extract of Innovator" and is warranted a sure cure for that disease known as "Bad teacher."

1. Education is development, not acquisition.
2. Sense culture is an important aid to progress.
3. Music and drawing are a means of sense culture.
4. Learn little at a time, but that little thoroughly.
5. Memorize only what is understood.
6. What is pleasing is easily learned.
7. Self-activity is the source of progress.
8. What is properly known can be properly expressed.
9. Ideas first, then words.
10. The physical as well as the mental man is to be educated.

MILWAUKEE, Jan. 25, 1850.

—Which First—Synthesis or Analysis?

To the Editors of the WEEKLY:

In your issue of Jan. 23 (p. 29), I observe the following educational "principle": "First synthesis, then analysis, not the order of the subject but the order of nature."

I confess my inability to understand either the meaning, or the mode of application, of this principle; and shall be under great obligations if some one of your readers will answer the following queries:

1. What is the "order of nature"?
2. What is the "order of the subject"?
3. What is the psychological basis of this principle?
4. How shall we apply this principle in giving first instruction in reading?

AN INTERESTED READER.

A Plea for Professional Zeal.

It seems to me that teachers in general take too low a view of educational journals. At the association held at Lansing, Dec. 29-31, 1879, all sorts of flimsy excuses were given for not subscribing for THE EDUCATIONAL WEEKLY OR MONTHLY. One did not like it because of the war against "Doty," and so much "Chicago;" another thought it was too expensive, and another could find nothing in it worthy of his time to read. Now I take the ground that an educational journal published for any given locality should be a fair exponent of the views of those for whom it is published. Any body of intelligent men should be ashamed to find fault with a thing of their own making. If the WEEKLY AND MONTHLY have not been what Michigan teachers have desired, what have Michigan teachers been about, that they have no remedied this state of things?

"I asked a teacher to-day to renew her subscription, and received a short "no." I asked for a reason, and the reply was "want of time." In heart I felt an exceeding pity for that teacher, mangled with a strong per cent of disgust. The fact is, one of the great needs of the hour is a broader culture; mind coming in contact with mind, and we can do this in no other way than the taking of some journal in our line of work. I would not employ a physician to prescribe for my family, who did not keep pace with the literature of his profession. Neither would I employ a lawyer to defend me in the courts, unless I knew him to be alive to the passing hour. Teachers need to wake up in this direction, and not plead any excuse, except a don't care spirit, and a real lack of interest in their work. I am definitely sure that I have received full payment, in a single copy of the WEEKLY, for my entire
year's subscription; and it would ill become me to do without so good a gift. I gave the Wisconsin and Illinois Examinations to my 9th, 10th, 11th, 12th grades, two questions a day, and found it one of the best of tests of their ability and scholarship. And so I have been able to utilize something from each number I receive. Some things we can take in Allopathic doses, and some we need to take in Homoeopathic; and if we are not able to discriminate in regard to our needs, we are not fit to teach.

As teachers, let us have a theory and sit in the center of it; and then let us use all means that will give us any added power in our work. As Michigan teachers, shall we not reach out towards each other in all directions, clasps hands for a forward movement, and as each feels the pulsation of the other, let a new resolve fill our souls, that 1890 shall see better work at our hands than any year previous in all our lives; that we will so belt our Peninsular state with earnest workers in our profession, that ignorance and vice shall flee before the advancing signal of knowledge, and that noble men and women may be the harvest of our labor.

N. H. Walshbridge.

OFFICIAL DEPARTMENT.

ILLINOIS—CIRCULAR—11.

REPORTS OF FINES AND FORFEITURES.

TO COUNTY SUPERINTENDENTS:

Section eighty-two of the school law requires a report of fines and forfeitures to be made under oath, annually, by the justice of the peace, clerks of courts of record, and the prosecuting attorney, in every county, to the county superintendent. The form in common use for this report has appended to it a certificate to be signed by the officer, in substance as follows:

STATE OF ILLINOIS,

County, 1st I have received, on oath, the above-excerpted statement by me rendered correct, and includes all moneys belonging to the school fund since my last report.

This... day of... 188.

I am advised that such a certificate is not sufficient to comply with the law above referred to, and I recommend that the following form, or an equivalent thereto, be adopted by all who have been accustomed to use the above form, or any form without a jurat:

To County Superintendent of... County.

The foregoing is an itemized and correct statement of all fines, penalties, and forfeitures imposed and incurred in my court, and also of all fines, penalties, and forfeitures collected by me, since... 188... and the names of the officers charged with the collection thereof.

State of Illinois.

County, 1st

Sworn to and subscribed before me, a... of said county, this... day of... A.D. 188.

Very truly yours,

JAMES P. SLADE,
Superintendent of Public Instruction.

NEBRASKA—WHO MAY VOTE AT SCHOOL MEETINGS.

OPINION OF ATTORNEY GENERAL.

1. That by the laws of this state, "Every male citizen and unmarried woman of the age of 21 years, residing in the district and owning property therein which is taxable for school purposes in such school district, shall be entitled to vote in any district meeting." That is, if the person be a male, he must be a citizen—21 years of age—must reside in the district, and must own property in such district which is taxable for school purposes. If he possesses all these qualifications he is entitled to vote at any school-meeting.

2. The length of time a man may reside in a school district does not confer upon him the right to vote at a school-meeting unless he possesses the qualification above stated.

3. When a person comes into the state from another state, with property, at any time of the year, he will be entitled to vote at school-meetings, and sign petitions in his school district as soon as his property becomes liable to taxation in his school district, provided he possesses the other qualifications, of age, citizenship, and residence.

4. Where a person moves into a school district after the 1st of March, with property, the property is not liable to taxation for that year in that district, but is liable in the district where he resided with his property on the first day of March of each year. The six-months clause in the general election does not apply to the qualifications of voters at a school-meeting. In the latter case it appears to proceed on the theory that those who will have to pay the expenses should do the voting and have the management of the expenditure of their money in the district.

J. C. DILWORTH, Attorney General.

January 2, 1880.

RULINGS ON THE SCHOOL-LAW.

BY STATE SUPERINTENDENT THOMPSON.

137. The school-board cannot compel children attending school to procure and use other books than those on state list. The school law now here give the district-board the right to adopt or select school books. Sec. 91 devolve this duty on the State Superintendent. In answer to frequent complaints of the "continual change of text-books," I take occasion to say that all such changes are without authority of law—in defiance of law, indeed.

138. When a teacher should be paid depends entirely on the terms of the contract, which should always include this item. Teachers may be hired by the month, day, or year, as the board prefers and the teacher agrees. When the times of payment are not specified, monthly payments would be understood, usually.

139. School-books have the same right to furnish text-books for use in the school as any other "apparatus," that is when the district has voted a tax for the purchase of "apparatus and text-books."

140. Great loss has often occurred from the want of suitable books in which to keep a record of the district business. It will be found economy to furnish school officers with all needed helps for the discharge of their lawful duties.

141. A teacher discharged from the school should be paid to day of his dismissal—no longer.

142. The teacher’s right to inflict corporal punishment in school is not conferred by statute but has been repeatedly affirmed by the courts. But the teacher may be held responsible for any abuse of this prerogative, such as cruel and unusual modes of punishment, or that which is disproportionate to the offense. No general rules can be laid down, but each individual case must be judged on its merits.

143. Where one member of a school board leaves the district, or a vacancy in the board occurs in any way, it is not legal for the remaining members of the board to go on and do business. They should first have the third member appointed or elected, and then transact the business.

144. The director and moderator have no right to give orders on the county treasurer to any person but the district treasurer, and if they are given the county treasurer should not pay them.

145. It is not illegal for a county superintendent to engage in teaching, provided his work in his office is not sufficient to occupy all his time. In all the larger counties there is enough legitimate and necessary work to occupy the whole of a county superintendent’s time; but whenever he finds it necessary to engage in some other employment, teaching is on many accounts the most desirable. A superintendent who teaches a part of the year, will be quite as likely as any other to keep himself in sympathy with the educational spirit of his country, and keep up his appreciation of the difficulties under which teachers labor.

146. Should it be necessary to divide a district while school is in session, the county superintendent can and should so arrange it that the contract made with the teacher may be carried out in good faith.

NATIONAL EDUCATIONAL ASSOCIATION.

DEPARTMENT OF SUPERINTENDENCE.

A special meeting of the Department of Superintendence will be held in the Lecture Room of the Congregational Church, Tenth and G Streets, Washington, D. C., beginning on Thursday, February 19th at 10 A.M., and continuing two days.

A preliminary meeting, for consultation only, will be held in one of the parlors of the Lafayette House, at 8 o'clock on the evening of Wednesday, February 18th. The presence of all active members of the Association who may then be in Washington, and their friends, is earnestly desired at this informal meeting.

It is hoped every State in the Union will be represented on this occasion; when circumstances prevent the State Superintendent from being present in person, he is requested to procure a substitute. The success of the movements
in contemplation depends largely on our ability to enlist the sympathy and secure the cooperation of the representatives of public opinion in every part of the country.

The Trustees of the Peabody Fund will meet in Washington on the 18th of February, and the Department expects valuable aid from these gentlemen in at least one of their projects—the distribution of the proceeds of the public lands among the several States for educational purposes.

In addition to Reports of Committees, addresses or papers are expected from the following gentlemen:


This program is to be regarded as preliminary and liable to some modifications both as to speakers and subjects.

The headquarters of the Department will be at the Ebbit House. The charge for boarding to members will be from $2 to $2.50 a day according to the location of rooms.

M. A. Newell, President.

Baltimore, January 7, 1880.

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**ILLINOIS STATE TEACHERS’ ASSOCIATION.**

**COMPAREATIVE EXAMINATIONS.**

At the recent meeting of the Illinois State Teachers’ Association, the results of the last Comparative Examinations were placed on exhibition and a brief report thereon was presented by the committee. The Association voted to continue the examinations but decided that this year the work should be confined entirely to the ungraded schools.

The examinations will be held on two consecutive Fridays, February 18th and 25th. February 20th the schools will be examined in Arithmetic, Geography, and Language; and on the 27th in U. S. History, Common Things, Letter-Writing, Penmanship, and Spelling.

To facilitate binding and arranging for exhibition, all examination papers should be of uniform size. The committee recommends half sheets folded once in the center, and of an inch on the top and ½ of an inch on the right, while on the second page the margin must be ½ of an inch on the right and ⅛ of an inch on the left, so that turning the pages to write on the second page, it may be turned as the leaf of a book is turned, reversing the sides and not the ends.

If printed headings are used, they should be arranged in the following order:

- Name
- Dist. No.
- Age
- Township
- County
- Teacher

All papers should be written with ink. Full directions will be sent with the questions.

The questions for the examinations will be obtained by the teachers through their county superintendents.

Each teacher who receives this circular, if he decides that his school will attempt the examination, will please notify his county superintendent at once, in order that he may inform the state superintendent how many sets of questions will be required.

The questions will be printed on one sheet of the same size with the margin on the first page of ½ of an inch on the left and ½ of an inch on the right, while on the second page the margin must be ½ of an inch on the right and ⅛ of an inch on the left, so that turning the pages to write on the second page, it may be turned as the leaf of a book is turned, reversing the sides and not the ends.

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The papers should be forwarded to the county superintendent within a week after the examinations.

The teacher should place all the papers in the same study together, arranged in the order of merit, placing the best uppermost, for example, place all the arithmetic papers from the whole school together; the best on top, the second best next, the third next, and so on.

The same with all other subjects. This will enable the county superintendent to select such a per cent of the best papers as he may choose without further examination.

*Three annual examinations have now been held and, on the whole, have been found profitable. Not the least of the many advantages that have resulted from them is the fact that teachers are made to realize that their pupils need to be drilled in the art of expressing their thoughts clearly and accurately on paper. It is hoped that every county will be fully represented in the exhibit which is to be made at the next annual meeting of the State Teachers’ Association. It is believed that all earnest teachers and superintendents have confidence enough in the character of their work and that of their pupils to be willing to have them participate in this examination, and thus show just what they can do.*

County superintendents and teachers will confer a favor by seeing that the press throughout the state gives notice of this examination, and thus show just what they can do.

**PREPARE FOR EXAMINATIONS.**

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**SPECIAL ANNOUNCEMENT TO THE TEACHING PROFESSION.**

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**THE NORMAL QUESTION BOOK.**

Prepared expressly for the use of Teachers in preparing for examinations.

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