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The Educational Weekly.

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THE WEEKLY.

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In a previous reference to works on the history of education, it was remarked that the English language is very barren in this species of literature. We think it a singular fact that in this country, where the professional instruction of teachers has received such marked attention, there has not yet been published a work on the history of education that is worthy of its mission. It is reasonable to presume that our normal schools would create an urgent demand for works of this class. What information can more properly be included in "professional instruction" than the history of educational systems, doctrines, and methods? Yet to the very great majority of even our best teachers, the great names in educational history are unknown; while among the mass of teachers, ignorance on this entire subject is absolute. In very many cases where some famous name is recognized and quoted, there is no articulate knowledge of the man's doctrines or methods. No discussion on teaching is complete without the mention of Pestalozzi. When a method is declared to be Pestalozzian, its validity becomes unquestionable. Yet what doctrines Pestalozzi really taught, if indeed he taught any; what are the grounds of his methods; what was his own success in teaching; what has been the fate of the schools organized by his disciples; on all of these questions nearly every teacher who has received a professional training is profoundly ignorant. And now a new divinity is appearing in the educational horizon; and there is ground for thinking that his proportions are magnified by the mists that intervene between the eyes of the devout and the object of their veneration. The language of rapture and of mysticism employed to glorify the advent of Froebel and to canonize this new saint in our calendar, justifies the feeling in sober minds that there is much that is meretricious in the virtue which is ascribed to him. What we need to know is the exact doctrines taught by Froebel, set forth in intelligible terms, and the proofs of their validity brought within the range of ordinary comprehension.

And thus again, a general knowledge of educational history would save us from the need of making new discoveries of old things. Had such knowledge been generally diffused, this generation need not have waited for "a man of absolute genius to discover how to teach the alphabet." One of the latest rediscoveries is "the newspaper in the public school;" but Comenius (1592-1671) had anticipated this discovery by two centuries. The fact is, there is scarcely a modern educationalism that has not already had its day of triumph and then has passed into forgetfulness. What a pity that all these elements of progress can not be gathered out of the past and held steadily before the eyes of this generation of teachers!

Of histories of education in the English language, we know of but two, and both these were published in this country.


This work is very unsatisfactory from more than one point of view. There is an entire lack of that critical spirit which gives such a charm to the volumes of Comparey, and to the Essays of Mr. Quick. There is no articulate statement of doctrines, and so there is but little to distinguish the many men of whom mention is made, save a few particulars of their history. Through this lack of individuality, the perusal of the book leaves a blurred impression that is not only uncomfortable but in the case of mere pupils, fatal to the formation of all exact notions on the really important topics in educational history. It is of course clearly impossible in the compass of 200 pages to present with even tolerable completeness a clear view of such a vast subject; but at least the great epochs in the history of education might have been thrown into a sharp outline that would have been both instructive and stimulating. Per se, this book is nearly worthless; but if supplemented by a liberal use of other works it might be useful as a mere sketch or outline.


The historical portion of this book claims to be nothing more than a free translation and an adaptation of the work of Schwarz. The biographical element is kept
subordinate to the doctrinal; and the attempt is made to throw systems and schools of educational thought into clear outline. The outline of Greek and Roman education is moderately clear; the course of mediæval thought is traced with some degree of skill; and the period of educational history that began with Comenius and culminated with Rousseau and Pestalozzi is well described.

As this book was written in 1848, it of course throws no light on that phase of educational thought that is presented to us to-day. Both for the general reader and the special student, this book is much superior to the one first mentioned; but taken at its best, it leaves much to be desired in this interesting field of inquiry.

The student who desires to attain a comprehensive knowledge of the history of education can not do better than to master the topic education in the ninth edition of the Encyclopaedia Britannica, and then to supplement this outline by the study of special subjects. Indeed, we believe that if this article were accessible in separate form, it could be used in normal instruction to better advantage than either of the books just noticed.

Henry Barnard has done invaluable service in the field of research we are now considering. He has embodied in his American Journal of Education a translation of Karl Raumer's History of Education; and in various forms has made a vast amount of educational literature of the historic kind, accessible to the English reader. In the line of our present inquiry, the following are the titles of the principal works edited by Mr. Barnard. American Teachers, Educators, and Benefactors of Education; German Teachers and Educational Reformers; English Teachers, Educators, and Promoters of Education; French Teachers, Schools, and Pedagogy, Old and New; Pestalozzi and Pestalozzianism.

James Donaldson's Lectures on the History of Education in Prussia and England (Edinburgh, 1874) is worthy of high commendation. The two lectures that are especially historical are mere sketches or outlines, but they are clear and comprehensive, and so are good starting points in their respective fields of study. Those who are interested in the question of higher normal instruction will find a very wholesome tonic in Lecture V., On the Science of Education.

No reader should miss the delightful volume of Mr. Quick, Essays on Educational Reformers (Cincinnati: 1879). The writer is inspired and guided by a fine spirit of philosophical and critical insight, and so furnishes us with the best view extant of that period embraced by the New Education, beginning with Montaigne, Comenius, and Locke, continued by Rousseau and Pestalozzi, and terminating, for the present, with Spencer and Bain. We would call especial attention to the admirable sketch of Jacotot, with the hope that it may inspire many of our readers with a purpose to study what is characteristic in the doctrines and methods of this French educator. Be-neath each of his three famous paradoxes, "All is in All," "All human beings are equally capable of learning," and "Every one can teach that which he does not know himself," will be found a secret worth the knowing.

Of less merit than the book just noticed is James Leitch's Practical Educationists and Their Systems of Teaching (Glasgow: 1876). Save Locke, Pestalozzi, and Spencer, Mr. Leitch discusses names of minor importance, and there is the lack of that judicious and judicial critical spirit that gives to Mr. Quick's volume its stimulating and wholesome flavor. The essays on Bell and Lancaster will make the reader acquainted with one phase of modern educational history,—the monitory system of teaching, or simultaneous instruction.

With the rise of a new educational spirit in this country, we submit to the leaders of normal instruction whether it is not one of their first duties to foster the study of educational history, particularly that element of it which exhibits the origin and progress of doctrines.

AMERICA, AS SEEN FROM FRANCE.

The sacred fire of patriotism—love of one's own dear native land, burns nowhere so intensely as in the hearts of young students. They animate each other's ardor, as coals heaped together burn. It is well; it is not a dangerous flame, and if the reading of the following extracts from a discourse by a distinguished French litterateur, who lived many years in the United States, with the best opportunities of observing and judging, prove exciting, no dangerous inflammation can result. The discourse was addressed to the students at the school St. Grattien, on the occasion of the official distribution of prizes; M. Frederic Gaillardet being the speaker.

"DEAR YOUNG PEOPLE: On an occasion like this what can one take for a subject better than the utility—the necessity of instruction? You have been given the best of precepts. Let me offer you some examples. They are what best engrave themselves upon the mind and memory. I will borrow them from the history of the United States of America. Don't fear. I am not going to make a lesson of it. I shall only call familiarly awhile, as a grandpapa to his grandchildren.

"I choose the United States, because I know that country well, and chiefly because it is the greatest and most prosperous republic the world has ever seen. It is the model republic, and its history is full of French souvenirs. Under Louis XVI. we contributed to its independence; under Napoleon le premier we ceded to it one of our colonies, that of Louisiana, which now forms four or five of the great states of the grand confederation of the American Union. In 1776, when the republic was constituted, there were but 13 provinces, containing in all only three or four millions of people. In one century they have grown to thirty-nine states with fifty millions of inhabitants, composing one of the foremost nations of the earth in all that makes a nation great. Great cities, equal to the greatest in France, have grown up within that time, and the country which used to have nothing to send to Europe in return for imports of all kinds, but cotton and soil-produce, now manufactures every thing that Europe does, and with even greater skill and finish. She will even supply us with our specialty of Champagne, if the phylloxera continues its devastations in our vineyards. Instead of continuing to be a market for the Old World, she has become its store. The children have become richer than their parents.

"To what can we attribute this prodigious advance and prosperity? Chiefly to four causes: Industry, Liberty, Respect for Law, and Public Instruction.

"The Americans have comprehended that Labor is the law of human well-being—the fundamental condition of national and of personal independence. There, every body works bustily, and the idle are discontented; they are regarded as drones feeding on the honey prepared by the industrious bees.
This universal activity has produced the general ease of circumstances, and
the national wealth, and has enabled the government to pay off already
more than two-thirds of a debt of 90 millions of francs—the triple of our debts,
contracted during the long civil war now happily ended.

It is said that Liberty is a second cause of the prosperity of the United States.
It is more complete there than we have yet been able to render it here. There
is no privileged class there in church or state. There is absolute liberty of
speech, or reunion, of the press, and of conscience. These are sometimes
abused, certainly, because men are not perfect anywhere. 'I can remember,
when I first lived in the States, how I was astonished and shocked on finding
that some of the papers spoke of the President as a dictator, a tyrant, and of
his ministers as robbers, all in terms of the utmost contempt, and all with
perfect impunity. I found, however, afterwards, that there were grains of
truth at the bottom of this, but I tell that only in quiet confidence, between
you and me. They have found there that liberty affords the best security
against abuse of liberty, as open day affords security. The law has full power
to punish actual defamation, scandal, and libel.

'Respect for the law is the third virtue of American society. Even those
who do not really possess this regard are obliged to pretend to having it.
They will seek to twist the law, but never to deny it, or to revolt against it;
for even in the case of an ill-considered law, they know that universal suffrage
gives the means of correcting whatever is unfavorable to the interests of
the population at large, and it is enlightened on such questions by the discussions
in the numerous papers, and by the general instruction of the masses.

'Instruction—that is the grand tribunal before which all laws and measures
stand for judgment, and it furnishes hope and justice for the future. The Future
—my children—that means you—las jeunesse and these schools are the schools
of future law. In no country are schools so universally established, and
established well, as in the United States of America. The Americans know
well that the universal benefit of universal suffrage cannot be secured but by
universal education. It is their first care. It is rare to find a voter who can
not read or write, or who does not know much of the history of his own
country, with something of that of others. This explains how backwoodsmen
like Lincoln and Grant have come to be the great names of the age, Presidents
of their Republic, after having,—let it be well understood—supplemented
by indefatigable private study and observation, what the schools only
opened the way to, in their childhood. You see that industry, instruction,
and good conduct open the way to, in their childhood.

'But not there alone. Even in the time of Charlemagne, you may read of
him saying to the children of his nobles when he examined their schools, that
the children of the people were doing better than they; and that, if they
failed to show better in future he would give the public employments to
the others. You read how old King Dagobert took a blacksmith to his council
after some talk with him while repairing his carriage, and eventually made
him his prime minister. In the grand days of Napoleon the Great nearly all
the marshalls and generals were children of peasants, or farmers, and they
placed France on a pinnacle of glory. You have read the story of Junot.
He could write; he had perfect sang froid. Napoleon heard him thank the
gunners who sent a shell which sanded the paper which he had just written,
and that was the beginning of his services to his country and of his fortune.

'Pursue your studies, then, my children, instruct yourselves for your own
sakes, and your country's. Remember the saying of the old philosopher who
concentrated all in the one word 'Laborum'—let us work.' Work is in
truth the real consolation of human life, as instruction is its solace and its
dignity. These two are what make great men and great nations.

'These prizes are your first titles of real nobility as civilized people now
understand nobility; for hereafter the most noble will be only the most
deserving and most worthy.'

PRIMARY INSTRUCTION IN ENGLISH

Orville T. Bright, Chicago.

(Concluded from No. 176.)

Now to indicate a beginning. A knowledge of the names of
things seen comes first to the child. This then furnishes
the first topic for instruction.

The prime object should be to lead children to talk freely
about the objects and incidents that come within their observation
and through means of this freedom, to the correct use of
language; but there must be a leading and controlling idea in
the mind of the teacher and the questions and answers must all
bear upon the particular construction which she wishes to
impress. It will rarely be found necessary to give points of
instruction out of hand. They may all be drawn from the children
by skillful questioning. And so with the errors of speech—
the children will correct them all.

It may be urged that it will accomplish the same purpose for
the teacher to correct errors of speech whenever they occur
without reference to any general plan. This will not accom-
plish the purpose. Whatever influences have made the child
talk improperly have been at work for years unobstructed,
and they will still work against the teacher's influence, and only the
greatest possible practice upon each form of speech about which
there is trouble, will fix it as a correct habit.

Take one topic at a time and by its skillful use bring forward
as many errors as possible of the same class. Whenever an
incorrect expression is used be sure that it is heard from the
child making it, and not from the repetition of the teacher.
Let the pupil who corrects state the error slowly and clearly and
follow with the correction and by means of emphasis bring the
two forms into strong contrast. Here is the instruction.

This practice followed up day after day will make an impres-
sion that nothing can efface and the habit of using the correct
construction will be established.

Taking the names of things for the first topic, the teacher
may have a variety of objects on the table or use the familiar
objects of the school room. What may be gained in requiring
the child to name a dozen different objects? Correct pronun-
ciation, distinction of utterance, and the correct use of a and an.
He may be required to name more than one. Here he forms
the plural.

Ask him to tell something about the object near him and he
uses 'this.'

About more than one and he uses 'these.' And so with,
'that' and 'those.'

He says, 'that apple is round.' Show him two and he says,
'those apples are round.'

'This book has leaves.' 'These books have leaves.'

Consider for a moment the larger proportion of the errors
of speech among children that this instruction will correct. The
use of a and an; this and that, as regards situation; the
corresponding terms, these and those, thus preventing the use of
'them' as an adjective; the use of the correct forms of the verb
with singular and with plural subjects. By making
free use of the adverb 'not' in their sentences the pupils will be
taught to avoid the vulgarisms 'ain't' and won't.'

In due time may be added to the preceding the use of adverbs
as contrasted with the use of the adjectives from which they are
derived. This is a very fruitful source of errors. With the
proper training of the little ones, possibly the young lady of
the future will not horrify our worthy superintendent by wanting
to teach awful bad.'

What has already been indicated will furnish material for
many weeks' instruction. It will not be necessary nor expedient
to go outside the vocabulary of the children; and it will be
much more profitable for the teacher to draw from this vocabu-
larv than from the 'words of the grade' as indicated by
the reader.

As another topic for first grade, the use of the words I, you,
he, she, we, and they may be taken up. Almost any child will
use either one of these words correctly when it is to be used
singly as the subject of the verb. But when taken in connection
with another subject in the same sentence, the incorrect sen-
tences will outnumber the correct ones six to one. The same
child that will say "I will go," and "he will go," will say
"me and him will go," and you, me, and they were, are just as
universal.

The correct spelling of the words used should be acquired.
Of course this will be to a very limited degree at first, but by
the time the children begin to write sentences they should know
how to write correctly all the words they wish to use. After
several months' drill in the oral work indicated, a great
facility will be gained in giving well-constructed sentences,
and the transferring of them to the slate with proper capitals
and punctuation will be a comparatively simple affair. In the
oral work indicated hundreds of errors of speech will be drawn
from the children. Their correction must form a prominent
feature of every exercise.

Probably of the 25,000 children in our primary grades, not a
hundred will use the word "ought" correctly at all times.
Hence let this word be used in making corrections. It sounds
refreshing to hear such a correction as this from a six or seven-
year-old who is criticizing his neighbor. He said, "The
horses is walking slow." He ought to have said, "The horses
are walking slowly."

As a last topic for this grade, a short list of words, in which
two or more of these relations may be selected, and the children made familiar
with their use in their written sentences.

Thus within the limits of the first grade are presented several
of the most important, because the most common, con-
structions of the English language, and by the constant prac-
tice indicated the average pupil will use them with a fair
degree of correctness, when speaking, as well as writing; and
besides, he will do much better than now in the written sen-
tences, because correctness in one department leads to it in
another.

So far as grammar treats of the use of the language, this is
grammar.
The objects I have indicated cannot be accomplished in ten
minutes a day during the last part of the grade work. They
will require just as many weeks as the children are in the grade
with a liberal daily allowance.

Does anybody imagine that children don't like this sort of
school work? If so, place one of the topics indicated in the
hands of a successful teacher, let her study carefully the
method of presenting it to her pupils, so as to be thoroughly at
home with her subject, and there will be a revelation to any
doubter in the bright, eager faces and sparkling eyes of the
children who take part in her exercises. There is no exercise in
school that will compare with it in interest. The secret of
success will lie in the preparation of the teacher, not generally,
but for each exercise.

I will allude but briefly to what may be done in the second
grade, suggesting only one or two topics: Since the children
know how to write, written work may form a part of each
day's exercises. No teacher needs to be told of the thousands
of blunders made in the use of the irregular verbs. A list of
those that come within the children's vocabulary may be made,
perhaps fifty in number, placing the most common first on the
list. By at first performing the action indicated, and then fol-
lowing with skillful and rapid questions, the teacher will obtain
the use of the principal parts of the verb.

To indicate a first lesson, take the word break. What shall I
do to make two pencils of this one?
What did I do with the pencil?
What have I done with the pencil?
By calling for sentences from the pupils, the different parts
will finally be used correctly. Each lesson should include the
correct spelling of the words. Every succeeding lesson should
be given in part to a review of the words already given, and
thus the correct form of the verbs and their habitual use will be
secured.

Another topic: The use of the words I, he, she, we, and
they after is and was.

Another: The spelling of such expressions as the boy's
hat, my father's house, etc., limiting to the singular.

Other topics may be assigned to this grade and to the third
and fourth, each grade being required to review the topics of
the preceding. Thus, unconsciously to the child, he has learned
what will be to him the most important part of grammar.

In the third and fourth grades he may be drawn just as uncon-
ciously into writing compositions—that great bug-bear of
all our school-days. The first efforts should be not so much to
secure thought from the child, as its proper expression. Some
very familiar subject may be chosen, and questions and answers
will draw out the information of the children. In this exercise
will write all the same thing. After the subject is written, ask
for a good sentence for beginning. Many will be given; the
teacher selects the best, and all write it. Attend to the capitals
and punctuation of each sentence. When a sufficient number
of sentences have been given, or the time is up, the composition
may be read by one or two of the pupils.

This is very mechanical, you will say. Very true, but it is
paving the way for something better.

Short stories or incidents read by the teacher or pupils may be
reproduced.

Pictures presented to the class may be described, or stories
which they suggest written, after they have been talked about by
the teacher and pupils.

The school-house and other prominent buildings may be de-
scribed, or a walk to or from school.

The events of a Saturday or Sunday may be written.
Always allow several of the compositions to be read by the
pupils, and, if adroitly managed, nearly all will be eager to
read, and any will be willing if called upon. These are the
compositions.

Letter-writing is an important topic for instruction, and may
well be given in the last part of the third grade.

In fourth grade both these topics may be extended and prac-
ticed during the year.

Then what may we expect and require of pupils who are ex-
amined for fifth grade?

1. A respectable use of the English language in speaking.
2. Quick and accurate correction of all common errors of
speech when heard.
3. Written compositions within the simple limits indicated,
with proper divisions into sentences, capitals, and punctuation,
to a reasonable degree.
4. Respectable letters, so far as arrangement, correctness of
expression, and neatness are concerned.

Objections will very likely be urged by those who have large
foreign elements in school, but those who do so will only add
another argument for the necessity of this instruction. The
greater the difficulties, the greater the need of the effort. The
obstacles to instruction, however, do not differ materially in the different schools, when taken in the aggregate.

So long, then, as this is an English-speaking country, let an effort be made to make the English respectable.

There is pressing need of a well-arranged syllabus for the Language lessons printed, with model lessons for the teachers. They are ready and anxious for it, and have been for years. Then we shall see a progress of which we have not dreamed in this all-important subject.

SAUCEUR—HENNEQUIN.

By DR. ZUR BRÜCKE.

As do, doubtless, all the readers of *The Educational Weekly*, so we always read Prof. Hennequin’s articles with great interest and profit. But for once we must differ from him as to the best method of imparting a speaking-knowledge of the German and French languages. For, it must be admitted by every careful observer, that both French and German are taught as dead languages in all, or nearly all of our American colleges. We have yet to meet the first graduate of Yale or Harvard, or of any of our older colleges at the West, that is of those who have acquired their French or German at the institutions referred to, who is able to express himself fluently on any business, or matter of every-day life. Per contra, we have already met with quite a number of persons, both ladies and gentlemen, who have been pupils under Prof. Cohn, now of this city, and who can express themselves understandingly upon most subjects concerning our daily, social and business-life, and that, after enjoying Prof. Cohn’s instruction only for three, or at the most, for only six months.

As to Dr. Sauveur we must all admit now, or shall soon have to admit the fact, that he is by all odds, the ablest and most successful teacher of the living French language, that we have ever had in America.

Dr. Sauveur tells us in his *Course of Live French* that if one desires to learn French fluently and with perfect correctness, he must take four months’ practice with him during four evenings of each week. And we fully believe all that he says in this connection, for, we all know that a beginner in any foreign tongue will learn more of the spoken language by conversing with a native one single hour, than by a whole month’s dead language study in any of our best colleges, no matter how well the German or French may be taught as a literary language.

Prof. Hennequin is doubtless familiar with Goethe’s reply to Eckermann, on this whole subject of familiarizing oneself with a foreign tongue, namely, that every language really consists of two widely distinct parts, that is, the colloquial and the literary language.

An English nobleman of high literary and scientific culture had complained to Goethe that although he was able to express himself with ease in the German language on all matters pertaining to daily business or social intercourse, yet when he came to writing an article upon some scientific subject, he was utterly unable to express his thoughts in anything approaching to intelligible expression. Goethe’s reply was, “Why, we native-born Germans can hardly make ourselves distinctly understood after a life-time’s practice.”

Of course the same may be said of any language—long practice and a perfect knowledge of the vernacular being requisite to write with perspicuity upon any subject whatever.

An experience in teaching German, during thirty years, has taught us that no one has acquired, or ever will acquire a speaking knowledge of any language from a book.

A child learns from things, not from books. The parent naturally waits till the child is largely master of the colloquial language—and till, in hundreds of words and phrases, the little man or woman can express his or her thoughts with ease and elegance—no book yet, but pictures, kites, sleds, dolls, balls, and jack-o’-lanterns.

Prof. Heidner, the author of a series of excellent German grammars, not long since thanked the writer for a copy of Zur Brücke’s Part I. “German Grammar or Dictionary,” because, as he said, “I will use this conversation manuall with those pupils in my school who study my grammar, for I have never yet known any one to learn German conversation by a grammar.”

In my own speaking-classes, where no book is allowed, and no English spoken, I have as pupils, ladies who can read French as well as English, along with their own sons and daughters who have never studied French, and yet, I do not see but what the children learn just as fast as the parents.

Prof. Hennequin will not ignore the obvious fact that in learning a language by grammar instead of by objects, only one sense is brought into play, and that is the sight. By the natural method all the senses are, and must be used. Sound rather than sight, being the principal factor by which the child acquires a spoken language.

So far as he knows a language, he carries it about with him in his head or on the end of his tongue. In one thing, however, we do agree with Prof. H., that that is, in colleges, the natural or conversational method cannot be substituted for the grammatical. And simply because the classical course in all of our colleges and Universities is already too much crowded with other studies. More attention is and can be given to the study of the modern languages perhaps, in the scientific department of the higher institutions of learning.

I believe that a student entering a college should be able to speak easily any foreign language that he proposes to acquire before entering a college, as there is not only more leisure time then, but more aptitude for learning a spoken language.

I have at the present time several students who are preparing for Ann Arbor, and who converse daily in either French or German; when I speak with them, it certainly is not in English. When these young gentlemen come under Prof. H.’s instruction I hope that they will understand his explanations, not in English words but in the French and German Languages.

In a college or university this practical study of a spoken language can be carried on to a still higher plane, that is, the science or theory of grammatical construction can be taught by means of the language which is to be acquired.

From all this, Prof. Hennequin will readily perceive that he himself can in no wise be the loser if Sauveur’s or Heness’s or Zur Brücke’s—or in other words, the natural system of teaching modern languages comes into general use, and it certainly will. For, it is on the easiest, most interesting, and cheapest way of learning to converse in any living language.

For my part I am glad that this highly important educational reform is meeting such abundant success everywhere.

Prof. Cohn’s classes in German are large and enthusiastic and so are Madame Cohn’s French classes at the Central Music Hall of this city.

As might naturally be expected, Dr. Sauveur’s success in Chicago is fully equal to that which he met in his eastern work.

So gradually but surely all the preparatory schools in the land must and will adopt this natural method of acquiring that most valuable of all sciences, a power to converse in the languages that rule the whole world.

DEFERRED ITEMS.

—Edwin P. Seaver, head master of the English High School, has been appointed superintendent of the Boston public schools. Mr. Seaver is a graduate of Harvard College, and for a time held the position of professor of mathematics in that institution. His election meets with the favor of those most intimately connected with the schools of Boston, though there was evidence a division of sentiment in the board before election.

—The Great Mohammedan University at Cairo, Egypt, has 10,000 students and 300 professors.

—Cambridge College, England, has decided to drop Greek from the list of required studies.

—President Eliot, of Harvard College, has sent confidential letters to the parents of all the students, requesting information as to whether or not the students have been accustomed to attend prayers at home, and asking the parents’ opinion on the subject of compulsory attendance at morning chapel. It is expected that if the answers to these interrogatories are favorable, attendance at prayers will hereafter be voluntary.

—An exchange says that most of the premiums for superioritv in classical studies preparatory for Bowdoin University were given to students from high schools and not to those from academies.

—John M. Blos, superintendent of schools at Evansville, Ind., was elected State Superintendent of Public Instruction. Mr. Blos is a successful and progressive public school man—about forty years of age. He is popular in the state and will be a worthy successor to Supt. Smart.

—President Hayes will sail for Europe in May.

—The new mayor of New Orleans is named Shakespeare.

—Prof. H. C. Sper, of Junction City, was elected Superintendent of Public Instruction in Kansas, by a large majority. A goodly number of the county superintendents were re-elected.

—Prof. Hiram Orcutt, principal of Tilden Ladies’ Seminary, New Hampshire, has become general manager of the subscription department of the New England Publishing Company.

—I am going to try and get our teachers about here to take the Weekly, because I know it will do them good.—Chasson, N. Y.
THE SCHOOL-ROOM.

ORAL LESSONS IN LANGUAGE.

FIRST YEAR IN SCHOOL.

For language lessons for the first year in school, the objects with which children are already partially familiar furnish abundant material. A few conversational lessons, similar to that outlined above, to enable the teacher to study the children while the children learn how to go to school, may be followed by similar talks about the objects in the school-room. As the chief use of these early lessons is to get the children to express what they know, the objects chosen should be such as they have seen elsewhere; as the table, the chair, the door, the windows, or the clock, rather than the blackboard, the crayons, or the desk.

To name the object, to speak the name plainly, to tell where they have seen something like it before, to tell what it is for, to tell the color of it, and anything else they can about it, may be quite enough for one lesson. In general, without limiting freedom of expression, it is better to have a plan for the lesson:

1. The name of the object. Drill on the pronunciation of the name.
2. How many have seen any other or others like this. Where? A question which will elicit in answer the name (if not too difficult) of more than one.
3. What people have them for, or do with them, or of what use they are.
4. Color; very large or small; like or unlike others which they have seen; why others did not look like this.
5. Questions which elicit in answer the words of the lesson upon which they need to be drilled.

6. A simple home task to cultivate perception and comparison; as, if the lesson has been about a chair, to look at the chair in which baby is rocked to sleep, or the chair in which the little brother or sister sits at table, and tell about it to-morrow.

Cautions. 1. Avoid objects whose names the children could not articulate.
2. Avoid teaching or using many new words.
3. Use very simple and pure English. If a child errs in speech, either restate his fact without remark, or say, "Yes, that is true." I would say, "......", putting it in better form. Or, agree with him as to the fact, and ask him or another to "tell it in a different way," or "in a better way." Let the child who made the error restate what he said in the better form. Cordially approve the new statement. Not merely to see that a thing is done, but to see that it is done in the best way, is the indispensable office of the teacher. The child is not to be interrupted or contradicted. Without any spirit of censure, with tact, politeness, and gentleness, he is simply to be shown the right way.
4. The lessons should be brief. Twenty minutes would be too long, even for a class of forty children.
5. Choose unlike objects for consecutive lessons. Vary the plan pursued.

Two or three talks about objects with which the children are comparatively familiar may be followed by a few picture lessons on domestic animals, or two or three lessons in distinguishing sounds, recognizing colors, and testing weights. The following scheme of lessons will be suggestive to the teacher, and may be modified in any way which will adapt it to the needs of individual classes, provided it be remembered always that—

To educate the senses and cultivate perception is as great a service as to train the lips to speak. That—

To help the child acquire ideas is more valuable than to teach him to use words. That—

Pictures appeal to but one sense, and cultivate imagination rather than perception, give erroneous ideas of relative size, and give no ideas of sound, weight, and other sensible qualities; and that picture lessons must therefore alternate constantly with lessons on Sound, Color, Size, Weight, Form, Drawing, Minerals, Plants, and manufactured objects.

To keep in view that in all these things the child is a discoverer; that the eye, the ear, the hand, and the tongue are to be impartially trained; it would be better not to think or to speak of these early lessons as Language Lessons, but as exercises in getting acquainted with things.

Color. Make a collection of bright-colored crewels, knots of silk, samples of ribbon, straws, bits of tissue-paper, beads, feathers, and whatever will add interest, or variety of application, to the lesson. During the first year, teach the children to recognize and name the prominent colors; as,—

RED, YELLOW, BLUE,
GREEN, VIOLET, ORANGE,
BROWN, WHITE, BLACK.

Plan. 1. Place the materials of various colors before the class. Select two objects, as two blocks, straws, or feathers, which differ in color but are alike in every other respect. Have the objects named.
2. Hold up one of them, and ask who will come to the table and find one just like it. Another. Another. In each case have the class agree that they are alike.
3. When all have been found, still ask them to find another. If they say there are no others, select one which differs in color only, and ask why that would not do. What color are these?
4. Who can find anything else on the table that is red? Repeat this until all the things that are red have been found. In each case have the child show the object to the class, and tell what he has found, and what color it is; as, "I have found a bead," "This feather is red."
5. Find something elsewhere in the room that is red; or, bring something to school to-morrow that is red.

Cautions. 1. When the objects are not in use, it is better to keep them out of sight. Novelty furnishes half the interest of the lesson.
2. Each color should be represented in different material, and in various tints and shades.
3. If the children say "light blue," "dark green," etc., accept and use the terms; but do not attempt to teach them to distinguish or name the different tints, hues, and shades.
4. Take care to place together the colors which harmonize; as red with green; yellow with violet; and blue with orange.
5. Test every child in the class to discover if any be color-blind.

When one color has been learned, make on the black-board a small square or other design in crayon of that color, and let it remain. After red, teach the class to recognize green. Review red and green together, and add the design in green crayon. Place elsewhere on the board the design in orange and blue, and in yellow and violet, when those colors have been learned.

After several colors have been taught, call upon the children to name a flower, a fruit, a bird, or other absent object, and tell what color it is. To be sure that all in the class are thinking of the same color, have the child who names the object point out something in the room that is of that color. If only a part of the object be of that color, as the breast or neck of a bird, or the centre of the flower, have the child state what part is of the color chosen. If the thing named varies in color—as, roses red, white, yellow—lead the class to state that.
differ about the color of any object, let them look at it before the
next lesson, and report what color it is. The colors in a bou-
quett, in a picture, in the plumage of a duck or peacock, in the
rainbow, or in a landscape seen from the school room window,
may be used as a lesson in review. The name of each color
written over the color-square on the blackboard will be learned
by the word-method before the close of the year.
Size. By comparison of sticks, strings, lines, strips of paper,
pieces of tape, and various other objects, lead the child to
find out which is longer or shorter.

Plan. 1. To develop the new idea and teach the word, presen-
ting two objects, as two strings, which differ in length and are
alike in every other particular. Have the class say what you have;
how many you have; how many you put on the table; which
string you put down, and how they can tell which it was
when the two are together.
2. Apply the new word, or words, to lines on the blackboard
and to the objects in the school-room.
3. Have them name things seen out of school that are short;
long. Name two that are long, and tell which is the longer, etc.
Caution 1. Teach the children to measure, and not to guess,
to find out which is longer or shorter.
4. Present new objects, and vary the tests given and the
applications required, in order to promote interest and to secure vari-
ety in the language used.

Take a few lessons on some other subject; as "Weight or Sound;"
Then review the above, and teach:
6. Broad and narrow,
7. Broad and broader,
8. Broad, broader, and broadest.
Caution. If a child use a correct word, as wide, accredit it,
and commend him. Ask who knows another word that means
the same, and accept, or teach broad.
9. Two words to describe the same thing; as, "a long, nar-
row brook," "a long, broad street," a short, narrow lane," a
broad, short aisle.
10. Thick and thin.
11. Thick, thicker. and thickest.
12. Thin, thinner, and thinnest.
13. Two words to describe the same thing; as, "a short,
thick pencil," "a long, thin board," "a broad, thin ribbon."
Caution. Aid the children to express themselves in full state-
ments; as, The two pipes are long. A piece of paper was wrapped
around it. I have the thickest coat.

Note.—If there be time, the teacher may add lessons on
things that are large, small, deep, high, tall, low. Shallow,
slender, and words as difficult as these should be deferred till
much later.
Weight. Furnish, in addition to the objects which the class
see and handle, a few packages which look alike, but differ in
weight. Develop the correct ideas, and teach the pronunciation
and use of—
1. Light and heavy,
2. Heavy, heavier, and heaviest.
3. Light, lighter, and lightest.
4. Large (in size) and light (in weight),
5. Small (in size) and heavy (in weight).

Plan. 1. Have the objects distinctly named; as, cork, iron,
a sponge, a book, a feather, some packages (bundles or parcels).
Let the children talk freely about them,—tell the use of cork,
iron, or sponge; where the feather grew, and what color it is,
etc.

2. Have the pupil stand with arms outstretched at the sides.
Place a light object on the tips of the fingers of one hand, and
a very heavy object on the other. Lead the class to state that
the stone made the arm drop, and the sponge did not. Repeat
with various objects and several children.
3. Obtain or teach light and heavy.
4. Ask the class to find things in the room that are light; that
are heavy.
5. Apply to the paper parcels, and lead them to state that we
must do to find out if anything be light or heavy.

6. In review, have the pupils apply two or more terms to the
objects found; as, The poker is short, thick, heavy; the long,
light pointer, etc.—The Canada School Journal.

A ROLL OF DISHONOR.

To the Editor of the Weekly:

I read in your columns that some teacher in Michigan pub-
lishes, or in some way makes public, a "roll of dishonor," which,
it may be presumed, contains the names of those pupils
who, for idleness, irregularity, or misconduct, are deemed to be
the "black sheep" of the school.

It seems to me that great harm must be done to the pupil,
when his name is published upon such a list. What good can
grow out of it, I am at a loss to conceive. All penalty should
be either reformatory or protective; designed for the good of the
offender, or for the protection of the community and the general
welfare. The penalties of the school-room are generally of the
reformatory kind. All children are regarded as susceptible of
reform. The State Reform Schools are based upon the theory
that even criminals are not beyond the reach of good influences.
If I err not, the State of Michigan does not apply the name
"Reform School" to its institution for youthful offenders.

Some thoughtful legislators have seen that the name might in
after life be an injury to one of its graduates. Now the public
branding of a pupil as a bad boy is calculated to excite
prejudice and suspicion against him in the community. Until
a pupil reaches that stage when he is utterly beyond school
control, and till the public need be cautioned against him as
an evil doer, there is no call for making his failures and misdeeds
a matter of public reproach.

The moral force of such a roll is utterly lost upon the
hardened offender; and the fact that he is placarded with a bad
name makes him more sullen and defiant than he otherwise
would be. Those who are likely to be influenced to good by
the fear of appearing upon such a roll are susceptible to better
influences.

Perhaps every teacher has had some person, on the pretense
of friendship, come and caution him to be on his guard against
such and such a pupil, as a thoroughly bad boy. For my own
part, I much prefer, as a general rule, to find out my bad boys
for myself. In more than one instance, this friendly caution has
come from personal enemies of the boy, who found a base satis-
faction in prejudicing the strange teacher against an obnoxious
family. A teacher must have an extraordinary control of him-
self and his daily manners, if he did not watch such a pupil in a
way that would at once create suspicion and distrust. Now let a
"roll of dishonor," with the official mark upon it, be posted on
the blackboard, or put into the public prints, and the pupil is
under a ban which will go far to make him utterly reckless and
worthless.
A report-card, sent home to a parent, is a very different thing. This is a matter between the teacher and the parent, the parties chiefly interested. If the latter choose to exhibit this official report, with certificates of misconduct upon it, they have a right to do so; but only a few will do it.

A "Roll of Honor" is not an easy thing to regulate. I have ceased to exclude any from it because of low scholarship. I include in it monthly some of the lowest in my classes, because of their honest (that used to mean honorable) efforts to make the best possible of themselves. I do not base it upon percentages, but upon my own judgment of what the pupil deserves. But nothing could ever induce me to advertise, even to the little school world, the names of those who are the worst pupils in school.

THE STATES.

MICHIGAN.—The Michigan School Moderator publishes the poem of Dr. A. J. Wallace, which appeared as an original contribution to the columns of the Weekly a few weeks ago, without as much as saying "Exchange." An editorial from these columns is credited to "Educational Journal."

The Hillsdale school board continues to play "boy," and by its own pig-headedness bids fair to close the schools of that city completely. In the meantime the teachers who have faithfully attended to their work have not received their pay. Hadn't that city better evict their board and commence doing what was expected of them? The schools at Adrian, Saline, and Ypsilanti have closed on account of lack of funds. The number of school children all over the state shows a handsome increase over last year. There appears to mean honorable efforts to make the schools not only a matter of status, but a part of the child's nature.

The legacy of Mary Porter to the University consists of 280 acres of land, valued at $2,000. —The Regents are in favor of erecting a building for a museum, and one for the library. —Pres. Frieze advocates the raising of the standard for the entrance of students into the literary department.

The collegiate year 1879-80 was by far the most prosperous in the history of the University.

The Albion Republican says there are more new students at the Albion College this year than ever before—nearly as many new ones as all the others.

Prof. C. A. Cook, one of the best teachers in the state, has charge of the Dexter schools this year at an advanced salary. The Normal School.—A reception was tendered to Prof. Malcolm MacVicar, new principal of the Normal School, Nov. 16, at the residence of Hon. Edgar Rexford. It was an enjoyable, social time of the faculty, clergyman, and others. —Mr. J. F. Jordan, a Normal graduate, is principal of the Buchanan school. The enrollment is 425. A lot of apparatus has just been added to the school. —Dr. MacVicar is reported as not being in favor of the pupils taking notes. He thinks it a waste of time. —Mr. E. M. Gardner, a pupil at the Normal last year, is teaching at the State prison at a salary of $800. —Mr. J. N. Mead is principal at Franklin Mine.

An effect is making for the revival of a Normal paper. W. H. Townsend, former principal of the high school at Battle Creek, was married last week to Miss Theresa Wilder, a teacher in the city schools. Mr. Townsend will practice law in Battle Creek.

The Traverse City schools have enrolled 322 pupils. Nine teachers are employed. The school house at Lake Linden was burned recently. Loss $30,000. The Traverse City schools have enrolled 322 pupils. Nine teachers are employed. The Detroit school board have opened two night schools, one in the old museum building and the other in the Dufield school. The school at Oisville is managed by Wm. H. Beagel, Principal, Miss Flora Wehstead, and Miss Martha Decker.

Clinton county has 8,576 school children, Eaton county 9,331, Ingham county 10,931, Livingston county 6,701, Shiawassee county 8,344. Each county shows a handsome increase over last year. There appears to be an increase in the number of school children all over the state.

School closed at Almont, Lapeer county, last week, owing to the prevalence of scarlet fever. Good reports come from the school at Minden, Sanilac county, Mr Edward Leutz, principal; also of the efforts of Prof. D. Howell at Three Rivers.

A free night school is to be established at East Saginaw. Dr. Kedzie of the state agricultural college has been invited to deliver a series of lectures at the Mississippi agricultural college this winter. The crippled children at the state public school at Coldwater are taught telegraphy by one of the boys, who is an expert operator.

The University.—The general subject of conversation during the past week has been the death of Prof. Watson. A deep feeling of sadness and depression has hung over the city. All now recognize the inestimable worth of the illustrious astronomer as never before. —The project of an excursion to Mentor has been given up. —There are now 1,488 students in actual attendance at the University. —Miss Kate S. Coman, class of '86, is instructor in history at Washtenaw college, Mich. —Outsiders are now shut out of Dr. Maclean's surgical classes owing to insufficient room.
Popular Science Monthly for December, Chas. M. Langen, of the class of '74, begins a series of papers on "Domestic Motors," the first paper being entitled "Wind and Water Power."

WISCONSIN.—The State Superintendent has done good service for the country schools by the publication of his Circular on the Grading System for the Country Schools of Wisconsin. It should be read by all teachers and members of school boards.

If the death of Prof. James C. Watson, of the University, not only Wisconsin, but the entire nation is deprived of one of the most eminent of scientists. The solar observatory which he was engaged in constructing at the time of his death it was expected would enable him to make observations upon the sun and those planetary bodies which are too near that luminary to be easily observable with a common telescope. This, together with several other extensive improvements in process of development at Madison, would have rendered the Washburn Observatory one of the best and most extensive in the world. Professor Watson's remains were taken to Ann Arbor, was conduced to the country port, under the principalship of Mr. S. S. F. Bell, where they were interred.

Dr. S. S. F. Bell, of the University, has written a paper on Science at Madison, which is being read, which is being read, and which has not been overlooked, and the students are much rejoiced thereat.

Iowa.—Dr. Spaulding, president of Wesleyan University at Mt. Pleasant, visited the State Normal School on the day before last, and delighted the students with one of his eloquent addresses.

Dr. J. M. Gregory, of Illinois, lectured before the students of Cornell College, at Mt. Vernon, before last, on "What to Read and How to Read it."

The Marion high school pupils, assisted by the Alumni Association of that school, produced the famous play of "The Octagon or Life in Louisiana," last week at a delightful audience. A Mr. Anderson, late of New York, did the directing and training.

Iowa State University has graduated 1,394 persons since the institution was organized.

The Marion Gazette speaks in terms of high praise of the evening school in Davenport, under the principalsip of J. M. A. DeArmond. It says: "It is a highly commendable thing for any young man thus to employ his evenings, and there are scores, if not hundreds, in this city who ought to do so. If the boy or young man is required by necessity to work in the store, shop, or factory during the day, or much the more he should improve his evenings, while the opportunity is so freely given. Manufacturers and business men who have boys in their employment could indirectly help themselves and directly assist those who need it, if they would advise personally all who can take advantage of the night school. A word from them would induce many a boy whose evenings are spent on the street, to make the best use of his time at the night school."

The Normal School has been getting some new books. Standard works on scientific subjects have not been overlooked, and the students are much rejoiced theretofore.

Mrs. T. F. M. Curry, the scholarly and efficient assistant in the Davenport high school, delivered her lecture on "The Home-Life of the Colonists" before the Cedar county teachers' association, Friday evening, Nov. 26. There is said to be such a scarcity of fuel in the vicinity of Clarence, that many of the schools have been closed on that account.

The Reform school at Eldora, that place of compulsory education, had 137 pupils during the month of October.

Iowa Wesleyan University at Mt. Pleasant will open its normal department at the beginning of the next term, Jan. 3, 1881.

Strawberry Point is sorely troubled with diphtheria.

Mrs. Haynie was back in school last Friday, the ninth inst. Her en-trance into the assembly room was greeted with applause. The winter term begins Monday before Thanksgiving. That is about a week too soon.

Miss Julia Larson leaves school to teach near Lee, Lee Co.—Chas. Preston, an old Normalite, has taken a school near Amboy.—Prentis Gillhorn, a former ward of the S. O. Home and well known about Normal was crushed to death at Chicago by a locomotive.—Rev. C. E. Taylor, Baptist pastor of Normal at the beginning of this decade, has recently resigned his charge at Jerseyville.—E. H. Rishel writes hopefully from Selma, Ala., nearly half the pupils of their school have and probably three-fourths will teach during the coming year. The school paper speaks well of Mr. Rishel's lectures on Natural Philosophy. The Astoria school library is growing.

The managing committee have arranged for a course of entertainments in its interest. Supt. Boyer is using the columns of the local paper to stir up the parents about the matter of absence and tardiness.—Jas. W. Adams, principal of schools at Forest is helping work up a lecture course for that place.—Miss Mattie Knight, who has been home on a vacation for a four months term to her school at Clear Creek, Putnam Co.—W. I. Berkstresser, Class of '77, is teaching at Lanark and Mt. Carroll.

Supt. Howard, of Shelbyville, sends us a copy of his regulations and course of study. The suggestions as to the studies and how to teach them are such as must be very helpful to the assistant teachers.


Wednesday, December 29th.—9 a. m.—Opening Exercises. Appointment of Committees and other business. The Right Use of Text-Books—Dr. E. Poppe, Burlington. The Quincy Methods—Henry Sabin, Clinton, 2 p. m.—Opening Exercises. The Wants of Country Schools—M. S. Blackburn, Vinton. President's Address—Robt. Saunders, Burlington. 7:30 p. m.—Education in England—E. F. Parker, Iowa City, Address.


Friday, December 31st.—(Devoted to questions relating to work of Normal Institutions.) 9 a. m.—Opening Exercises. Discussion of the following topics: 1. A Graded course of study for Normal Institutes. 2. How much time should be given to instruction in the ordinary branches, and how much to didactic work? 3. How far is it probable to introduce subjects outside the branches in which teachers are to be examined? 4. Should teachers receive exemption from the yearly examinations in consideration of attendance at a specified number of Normal Institutes? 5. What changes, if any, are needed in our Normal Institute system?

The papers, immediately after their reading, will be open for discussion and it is hoped that every teacher interested in any of the subjects will come prepared to express his opinions as freely and pointedly as possible.

The Executive Committee of the Principals' Association calls a meeting of that body at 3 o'clock p. m., on Tuesday, December 28th.

The President of the County Superintendents' Association appoints the afternoon of Wednesday, 29th, for the meeting of County Superintendents.

All attending this meeting of the State Teachers' Association will pay full fare going, and may return certificates furnished by the Rural Board of the Association at the following rates: C. & N. W., C. R. I., P., C. B. & Q., B. C. R. & N., Ill. Cent, and C. R. R. of Iowa—one-third return; D. M. & Ft. D.—one-fourth return; and C. M. & S. S.—one-fifth return.

At Des Moines the above hotel will entertain members at $2.00 per day, except at the Morgan House and Salute House, at $1.50 per day, and a limited number will be accommodated in private families at $1.00 per day. Persons desiring to secure boarding places early, will please address the clerks of the hotels, stating that they intend to be members of the Association, and naming the time for which they wish to engage rooms. All others will address Mrs. B. F. Hanna, or Principal J. W. King.

S. CALVIN, WM. F. KING, N. W. BOYES, Executive Committee.

ILLINOIS.—There are 42 teachers employed in the Joliet public schools, and 1,100 pupils enrolled. D. H. Darling is superintendent. The public interest in the schools is increasing.

We clip from the Waukecha Republican the following:

A school for the blind, which is to be the first meeting of the Illinois County Teachers' Association, for the school year 1880-81, was held at Gilman, Saturday, Nov. 12. Mr. D. Kerr, chairman ex-officio, called the house to order at 1:30 p.m. Officers and an executive committee were elected. The constitution of the Association was read after which a short recess was taken.

"The assembly was treated to a reading by Mr. Bromgalith, principal of the Gilman school.

"The question, 'How shall we prevent the use of tobacco in school?' was discussed. It was stated, that at a large boy had carried tobacco to school and had persuaded a number of small boys to use it. The County Superintendent said that school directors had power to prohibit the use of tobacco on the school grounds.
THE LIBRARY.

REPORTS AND PAMPHLETS RECEIVED.

Circular on the Grading System for the Country School of Wisconsin. Addressed to the County Superintendents, District Boards, and Teachers of the Public Schools of the State. By W. C. Whitford, State Superintendent.

A Reply to Prof. Fisher’s Three Pronunciations of Latin. By C. E. Miller, St. Joseph, Mo. Published by the author, 1880. Price, 10 cents.


New Books Received.


Work with Words; A Practical Etymology and Word Analysis, for the Use of Industrious Learners. By W. S. Johnson, State Normal School, Whitewater, Wis., E. D. Coe, Publisher, Whitewater, Wis., 1881. Price 40 cents.


Ten years ago Prof. Allen published his first work, of which this is a revision, and which has been found of good service in preparing students for an advanced course in the study of Latin. His purpose in the revision was first to relieve the original work by the addition of grammatical references, and the more complete illustration of grammatical principles by including further oral exercises and an extended vocabulary; and secondly to introduce it by a series of lessons for beginners, treating of the more elementary constructions of Latin syntax. This portion (Part I.), with the revision of the entire book, has been executed chiefly by Professor Allen’s brother—J. H. Allen of Harvard University, assisted by Mr. John Tetlow, Master of the Girls’ Latin School, Boston, and Professor Peck, of Cornell University. The oral exercises in this first part are copiously interlined, which will materially aid the student in his choice of words. The grammatical references include the three most popular texts—Allen and Greenough, Gildersleeve, and Harkness. “The experiment has also been tried of marking the long vowels in the Latin words employed, including those known to be long ‘by nature,’ and those understood to be lengthened in practice before the combinations nf, ns, and gn.”


Without attempting to present a review of this most interesting volume, we will simply say that to read it studiously will give any teacher more practical aid in using and teaching the English language than a year’s study of the school text-books published under the title of “grammars.” Read particularly Chapter XVII., in which the author gives in plain terms his views of English grammar and its relations to logic and common sense in the speech of the people. Those who have found grammar a most unsatisfactory and disagreeable subject either to teach or to study will find a world of consolation in this book, and those who have regarded the subject as one of the most vital importance in the school curriculum will find occasion to strengthen their defenses after reading it. Spelling reformers will not like the chapters which discuss that subject, as Mr. White seems to regard the subject as one of the most vital importance in the school curriculum will find occasion to strengthen their defenses after reading it. Spelling reformers will not like the chapters which discuss that subject, as Mr. White seems to regard the subject as unsatisfactory and disagreeable either to teach or to study. White "Go, Go, Go on!" Why the — do you wait for the last word?" he said, angrily, nor smoothed his face off. Don’t he earn his ticket, I just bet."

Here the musical conductor—a handsome Dutchman, by the way—was supplemented by the stage manager, who made a sudden appearance behind the bevy of Sir Joseph’s relatives. "Go, Go, Go on! Why the — do you wait for the last word?" he said, angrily, nor smoothed his face until a torrent of applause greeted the appearance of the pretty girls.

Having a strong desire to see the “stage” behind the curtain, that, I, too, might fall down and worship it in the purity which Anna Dickinson would lead us to believe is quite its own, through the hospitality of a well-known theatre manager, whose kindness I hope I am not abusing, I spent several hours, some days ago, back of the curtain, the entrances, and in the dressing-rooms of the theatre, during the performances and rehearsals. The gentle
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reader who fears I am about to become sentimental over touching instances of heroic self-sacrifice, love, and virtuous demeanor may read on with safety. After a careful and close scrutiny I saw nothing of the kind, and it is my opinion that if the associations are not "as bad as they can be," they are positively and decidedly pernicious. That there are bad associations off the stage has nothing to do with it.

Near the second entrance sat Buttercup, and by her side, demurely and quietly, a débutante. Dick Deadeye, from some mysterious staircase, came up and seated himself by the "Bumboat woman," and rather gracefully, I thought, that is to say, viewing it from a cold-blooded, artistic stand-point, put his arm around her waist; she, his acquaintance of perhaps two weeks, she had four children to support, and could do nothing else, and before, never been... The entrance to the stage was struck, and the first year worked hard and was very ambitious, but that she had received no encouragement, and the only thing in the life pleasant was the salary she drew, which supported herself and her mother. "And what are you?" I asked this resigned-to-disappointment member of Thalia's guild.

"A woman of all work. One night I play Jessica or Marion Delorme, or Lady Anne; the next night dance in the ballet if required."

I questioned some of the "sisters and cousins" as to their experience, and found that the younger ones who have been on the stage but one or two seasons are enthusiastic, and are either fond of the life or fancy they have some talent, though they admit that it is as much as they can do to live on their salary. One of the older ones told me she cared nothing for the life, but she had four children to support, and could do nothing else, and had moreover a good salary. Another actress, of four years standing, told me she had entered the life from necessity, had never been stage-struck, and the first year worked hard and was very ambitious, but that she had received no encouragement, and the only thing in the life pleasant was the salary she drew, which supported herself and her mother. "And what are you?" I asked this resigned-to-disappointment member of Thalia's guild.

"A woman of all work. One night I play Jessica or Marion Delorme, or Lady Anne; the next night dance in the ballet if required."

"What are theatre managers' promises worth?"

"Nothing at all. They are made to be broken. Unless the talent of an actress is extraordinary—and then she may never have a chance to develop it—or she has influence or money, she need not hope to rise. If she has money she is all right, and can pay her way up. I mean that for a certain sum a manager will permit an ambitious actress to play a prominent part, and then she has a chance to make herself a success or a failure."

The answer of another actress of four years is my answer to the débutante to any charge of exaggeration.

Actress. "Are you really as shocked as you appear to be with what you have seen and heard?"

"Yes; and I am heartily disappointed. I don't say the girls are wicked, but they are more vulgar than the outside world has ever accessed them of being. Why, they are more brazen than the men!"

"Then there are surprises in store for you; this is the most respectable company in the city, and the members are marvels of propriety to those to whom I have been accustomed."

The same actress, an intelligent English girl, and a pretty brune, gave me several points about theatres and the theatre managers. What she said of most of them, whose names are familiar to us in play bill and amusement notice, was, to put it moderately, anything but flattering; and I for one cannot help giving her words credence, as they were confirmed by six other experienced actresses whom I took the trouble to question quietly and on different occasions since then.

I am not saying that a virtuous life is not possible behind the curtain, but it is my opinion that modest or dignified women are the exception, not the rule; no, the most of them, even principals, that I saw, talk and act among themselves and the men as if broad jokes, at an angle of ninety degrees, were the best kind of humor. The pretty young girls, now fresh and only silly hear the sounds of applause that greet the leading ladies every night, and they stand a chance of emulating more than the talent of the principals, and they have every opportunity to develop into worse than silliness. Of course, the temptations come from the "chicken-salad sellers" in the front, but the apprenticeship to be open to these temptations is served at the back.

It is quite possible for the drill behind the stage to be as decorous as it is at an academy or at a concert; but until theatre managers do make some endeavor to reform, let no one, nor even an Anna Dickinson, attempt to justify the associations of the stage, and say its influence is as pure as the influence of the pulpit.—The Christian Woman.
Mr. Carmichael, of Onarga, opened a discussion on teaching primary history, and read some extracts from Hopkins' Comic History of the United States. Mr. C maintained that small pupils should be taught history orally, and that they should be permitted to enjoy some of its amenities. "There are no opportunities for discussion of this kind," he added, "in the schools of our country."

"Township numbers and ranges were briefly discussed. But some controversy existed as to whether they should be included in the schools of the future. Mr. C believed in their inclusion, while Mr. D argued against it.

The following resolutions were offered: The first, "That the school system of this country should be improved by the introduction of manual training."

The second, "That the school year should be extended to two terms."

The third, "That the salaries of teachers should be increased."

The fourth, "That the school buildings should be improved."

The fifth, "That the school grounds should be made more attractive."
CHICAGO NOTES.

MISS RANDALL'S PAPER.

The young man of twenty-one finds himself in possession of a valuable and marketable commodity—his vote. His education should be shaped more in the direction of making that commodity a capital to be worked for his own advantage and his country's good. It was intimated that history as studied and taught in school was defective in the impulses and passions aroused by the study of wars and battles. It was understood to be the recommendation of the paper that such parts of history be ignored, and the time of pupils be given more to the philosophy of history, the biography of the benefactors of the race, the progress of intelligence, inventions, and wealth, and the historical illustrations of the principles of political economy. The references to politicians of both parties were scarcely eulogistic and seemed to be begotten of an experience which obviously inclined the fair sex. The evening schools are now all running in full blast. There is promise of more and better work in these schools this year than has ever before been done in them. It seems to have been an eminently wise measure to postpone their opening until after the election. The inducements to attend ward political meetings have entirely ceased, and all reasonable excuse for marked irregularity of attendance is removed. Hence we look for a much greater enrollment, and attendance, and more effective work in every way than ever before.

The plan of work which prevails will gladly the hearts of those who think that too much time is spent in the evening schools. The time from 7 till 7:30, during which pupils are admitted, is devoted largely to individual instruction. From 7:30 till 9, the time is divided equally between recitations in reading, writing, and arithmetic. The number of pupils assigned to a teacher is about twenty-five. These teachers are usually in charge of the principal of the day school where the night school is established. The teachers are persons employed for that purpose from the large number of applicants which is always to be found in a great city, "watching and waiting." Some of them are very good and some are exceedingly bad.

The following table shows the organization of the evening schools at the close of the 1st week.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PRINCIPAL</th>
<th>TEACHERS</th>
<th>ENROLLMENT</th>
<th>ATTENDANCE</th>
<th>NO. OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones</td>
<td>Alfred Kirk</td>
<td>4</td>
<td>91</td>
<td>57</td>
<td>15</td>
</tr>
<tr>
<td>Scammon</td>
<td>A. H. Vanwinkle</td>
<td>5</td>
<td>132</td>
<td>99.0</td>
<td>15</td>
</tr>
<tr>
<td>Kinzie</td>
<td>James Hanlon</td>
<td>7</td>
<td>200</td>
<td>156.6</td>
<td>12</td>
</tr>
<tr>
<td>Foster</td>
<td>H. F. Fish</td>
<td>5</td>
<td>534</td>
<td>175.2</td>
<td>15</td>
</tr>
<tr>
<td>Newberry</td>
<td>C. G. Stowell</td>
<td>5</td>
<td>127</td>
<td>154.8</td>
<td>12</td>
</tr>
<tr>
<td>Wells</td>
<td>John A. Loomis</td>
<td>5</td>
<td>127</td>
<td>154.8</td>
<td>12</td>
</tr>
<tr>
<td>Sandstrom St.</td>
<td>Geo. E. Dawson</td>
<td>7</td>
<td>331</td>
<td>170.4</td>
<td>15</td>
</tr>
<tr>
<td>Ward</td>
<td>C. F. Hallcock</td>
<td>4</td>
<td>122</td>
<td>73.4</td>
<td>10</td>
</tr>
<tr>
<td>Newsboys Home</td>
<td>E. O. Valle</td>
<td>3</td>
<td>35</td>
<td>48.0</td>
<td>10</td>
</tr>
<tr>
<td>High School</td>
<td>Geo. D. Broomell</td>
<td>4</td>
<td>25</td>
<td>19.0</td>
<td>10</td>
</tr>
</tbody>
</table>

The number of teachers, enrollment and average attendance have all very largely increased since the date of this report.
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