A HAPPY NEW YEAR.

A Happy New Year to the public school idea! It is to be attacked worse than in any recent year, but it will not be harmed. At least one eminent university president will say everything against the public schools that his fertile mind can invent. Some of the popular magazines will employ writers to scandalize the public schools, and some friends of industrial education will attempt to undermine the faith of the public in public schools; but be unmoved by any of these things. The public school will be more secure in the public confidence January, 1910, than it is to-day.

A Happy New Year to the pupils! It will be a glorious year for the abused boy who is out of step, for the cripples, for the hard of hearing, for those with imperfect eyes, for those who dislike too much bookishness, for those who are bored by the schools, for those who have ambitions. It is to be a year in which the school will get nearer to the child in a pleasanter and more helpful way.

A Happy New Year to the teacher! There is to be material progress, the country over, in advancing salaries, in establishing tenure, in promoting pensions, in eliminating from the regular grades the defectives, the delinquents, waywards, and dependents. It will be a year of upward tendencies, of brightening prospects.

Here's hoping that to you, teachers, personally, the most possible of all that is good will come in school and out. A very Happy New Year!
say: It was my error, and nothing else, and I shall correct it if possible. I was much pleased with your work on my recent visit. I shall have the record changed, if possible. It cannot affect your interests in any material way in any case. Of course I regret that my own error should have been the cause of discomfort to you.

"Yours truly,

"Orville T. Bright."

In a subsequent letter to Miss Patchen Mr. Bright assured the teacher that the error in her marking would be rectified.

When the superintendent was told by Mr. Bright of his mistake in the marking, he told Mr. Bright to change the entry in the superintendent's books as well as in his own.

We have no suspicion that the superintendent knew aught of Miss Patchen, or that he had any part in it other than the recording of a fact in his official letter to her. Of course he supposed the principal had taken the initiative, and so stated in the formal letter.

How many women would have fought the matter for a month, as did Miss Patchen?

But it is the system that has lost out. Think of putting a teacher with whose work the principal and district superintendent were especially pleased in jeopardy because the pleased district superintendent made an entry for which he can in no wise account!

What a system! The superintendent acts on the verdict of the board of supervisors! The board of supervisors acts upon the report of one man! He is supposed to act in conjunction with the principal, but he didn't. He carelessly made an entry, and he says: "It was my error and nothing else!"

Reports and apologies are of slight value in such a case.

The millennium of merit is a long way off when a teacher's reputation is liable to such an experience.

THE CHILD'S UNFOLDING.

Luther Burbank does well when he speaks of the child as a human plant.

A plant's germination is an unfolding.

The germ, the leaf bud, the flower bud unfolds, or unrolls.

When unfolding or unrolling it must not be meddled with. No hand is sufficiently gentle, tender, or sympathetic to be permitted to open it ever so quietly. As though to make human interference impossible the germ is cosily nestled away from external friends and foes.

The leaf bud and flower bud unfold from within, so that no exterior influence can disturb. All that germ or bud asks is for seasonable conditions, for appropriate temperature and moisture.

All this is equally true of human unfolding, physically, intellectually, socially, industrially, religiously, morally.

There is no phase of a child's power and poise, culture and character, that does not have its period of unfolding, a period in which he is to be carefully protected from all external forces and interests, be they friendly or unfriendly.

We know how futile is any attempt to interfere with the unfolding of an infant's first appreciation of words, or with the unfolding of his power to utter his first words, but we do not appreciate that there is an unfolding as distinct in every phase of the child's power and activity.

The time to speak and act with a boy is of the utmost significance. One of the crimes of the school and home is the tendency to speak and act when teacher and parent feel like it. An out-last-night father, or a head-ache-to-day teacher, or a scrap-with-the-husband-this-morning mother, has sent many a boy to perdition in both time and eternity.

If it were possible for those who are responsible for the training of boys to be made to forget what they feel like doing and study what the boy needs to have done, it would reduce the crop of rascals beyond expression.

What the boy needs depends upon his age more than upon any other one thing. A county superintendent in the corn belt, a man raised on big corn farm in a town that knew only corn, moved to the county seat when he was elected superintendent. He took to himself a wife and bought a place.

"Let's have peas all the season," said the bride.

"Sure thing," said the groom, who bought a variety of peas, and planted a row each week for six weeks, only to discover that only one row was of much value, and that four of them were wholly valueless. "I learned then," he says, "that it was of no use to plant a variety of peas except when that variety of peas wished to be planted."

But teachers, preachers, and parents are slow to learn that lesson as to planting disciplinary measures in a boy's life.

INDIANA.

The notable success of the Indiana Association this year was due to President George W. Benton of Indianapolis, Secretary J. B. Peavey of Anderson, and Chairman of the Executive Committee W. H. Sanders of Bloomington. It was a grand success in numbers, in spirit, and in eloquence. The welcome on every occasion to State Superintendent-elect Robert J. Aley was the feature of the session. The minority party does not always nominate an educator of distinction as in this case, and it is cause for even national congratulation that on the first occasion in many years in which the party has elected state officers it had one of the noblest educational leaders of the country as its candidate for state superintendent. He was in no sense antagonistic to the out-going superintendent, F. A. Cotton, who was not a candidate for re-election, or to Lawrence McTurman, who was the candidate of the majority party. There is, therefore, no jar in the incoming of Dr. Aley, who is distinctly scholastic, and will stand for a strictly professional administration. The State Association made its purpose to support his administration most clear.
JUDD AT CHICAGO.

Dr. B. B. Judd, one of the principal names in American educational work, has been up to Chicago for a few days, from where he is now returning to New York. He was there to see the arrangements for the annual meeting of the American Education Congress, which will be held in Chicago in the spring, and to visit the University of Chicago, where he is an honorary professor. Dr. Judd is the first of a series of distinguished educators who are to be guest lecturers at the University of Chicago, and he will be succeeded by Dr. John Dewey. The latter will occupy the same position as Dr. Judd, as a visitor, during the winter and spring terms.

Dr. Judd is an old friend of the University of Chicago, for he was the first president of the University, and he has been a constant visitor to the institution. He is the author of several important educational works, and his name is well known throughout the country.

The University of Chicago is a large and influential institution, and its influence is felt throughout the country. It is located in the heart of the city of Chicago, and its buildings are among the most beautiful and imposing in the world.

The University of Chicago is a center of learning, and its faculty is composed of some of the most distinguished scholars in the country. The University is a leader in the field of education, and it is one of the most respected institutions in the country.

The University of Chicago is a place of learning, and it is a place of culture. It is a place where young men and women can come to study and to grow, and to become part of the great intellectual tradition of the country.

The University of Chicago is a place of achievement, and it is a place of success. It is a place where students can come to realize their potential, and to achieve their dreams.

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THE WEEK

IN REVIEW

A YEAR OF REALIT IEAINS

December 31, 1908

JOURNAL OF EDUCATION

In the review of the year, many educators have expressed the hope that the next year will be a year of realizations, a year in which the promises of the past will be fulfilled. The year 1908 has been a year of progress in many fields, but the educators feel that the promises of the past have not been fully realized. They believe that the next year will be a year of realizations, a year in which the promises of the past will be fulfilled.

AND NOW THE TRUSTS.

On the very day that organized labor was dealt a severe blow at Washington organized capital was hard at it in St. Louis, where the state supreme court decided that the Standard Oil Company of Indiana, the United Oil Company and the United Oil and Gasoline Company of Missouri had combined to monopolize the oil business in Missouri and issued a decree dismantling these corporations from the state and directing them to pay $5,000 each. As to the last-named company, it is given time to show the court why it is that this takes steps to operate as an independent concern. The decision was unanimous, and seven judges concurred.

A LULL AT WASHINGTON.

The adjournment of Congress over the holidays has imposed a welcome lull at Washington. The public grew weary of charges and countercharges during the campaign, and would have a rest from them, if possible. As in the past, the most irritating issue between the President and Congress, that arising from the President's remarks relative to the trusts, stands out. The House, in its message, will be quiet and incisive in its tone, and the President's in his message to the House, in discussing the issues in dispute with Congress, will be succinct and incisive.