Editorial.

In the last two years, there has been a constantly growing interest in what has now become a leading question among our ablest educators. Hardly an institute or teachers' convention is held, where the importance and teaching of the metric system are not advocated. The most conservative teachers of the longest experience unite with the most enthusiastic in appeals to the teachers of the country, to meet the question fully and at once. Besides the vast advantages to commerce and international relations, and the many incidental, scientific, and other gains, it is agreed by all those who have carefully examined the subject that a full year would be saved on the school life of every child. Such a statement seems startling, and if true, it is high time that the year was saved. The minds of the far-seeing are sadly exercised over the future of our schools. How shall we bring them up to the highest standard? How shall we maintain them there in spite of the attacks of ignorance and corruption? Each has his remedy which he assures us will remove the difficulty. We are convinced beyond the power to raise a word of opposition, that there should be thorough teaching of music, drawing, elementary science, elocution, physiology, etc. The arguments for them are overwhelming, but when are they to be taught? The masses of the children must help earn their bread, almost before they acquire the rudiments of the three R's. Until these are acquired, there is little room for the rest. The people demand, will always demand, and rightfully, that their children, if taught anything at all, shall be taught reading, writing, and practical, every-day arithmetic. They are glad to get more if possible, but these they must have. And in the very beginning of school life, while teaching these essentials, we are told that we are wasting at least three years of the life of each child. And we are told this not by some enthusiast or set of enthusiasts, but by the men to whom we assign the first place among thoughtful, competent educators. And we are told it not by here and there one such man, but by nearly every such man that really examines the questions thoroughly. One year wasted in teaching a part of arithmetic, which would be wholly unnecessary were the metric system introduced. Two to four years, according to different authorities, in teaching what our scholars tell us is the most irregular and systemless spelling on the planet.

Whatever our personal feelings or prejudices may be, we have no right to shut our ears to the deliberate statements, supported by experiment and experience of men whose judgment and opinions in all other matters we accept as the best. It would be something new in the history of the world, if all were mistaken where there is so general agreement among those competent to judge. If they are not mistaken, the educators of the country are guilty of a great folly in allowing this waste to continue a day longer than is necessary for its cure. The thousand knotty problems of the schools with which we are dealing may call out the ablest efforts, and the wisest possible solutions, but is it not like bringing all science and art to filtering and purifying a stream which has a great sewer pouring into its fountain head? If what these men tell us is true, and three years are wasted in our lower grades, it is folly to try to cure the evil by extra wisdom in the higher grades. It is wiser to stop the leak than to put extra men on the pumps, specially if the leak is gaining on those pumps; and the statistics even of boastful Massachusetts show her illiteracy leakage to be gaining on her school pumps.

Let us consider these questions thoroughly, fairly, and now. Let us show if we can, that where the ship is filling there is no leak or none to cause anxiety. If an honest examination we find their warning to be true, let us take active measures to save ourselves more serious trouble by and by. We have no right to refuse to make the examination, when men always trusted and never yet found at fault assure us that it is needed.

As much as popular interest has increased in both these subjects within a few months, there is still widespread ignorance of the real character of the proposed reforms. We therefore purport to set forth the matter somewhat thoroughly, and promise that a careful reading of the brief articles that will appear in succeeding numbers of the Weekly will give a good idea of what is claimed and wanted. With these discussions before him, each one must decide for himself what should be done and what he will do.

IS GREEK NECESSARY IN THE COLLEGE-PREPARATORY COURSE?

"The state university," says an objector to higher education at public cost, "can not be the head of Christian and classical — any more than common school — education in a state." This incompetency for headship is based upon the fact that so few high schools are prepared to give instruction in Greek. The whole responsibility for classical culture therefore rests upon Homer, Demosthenes, Plato; and where these cannot be read by
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TECHNICAL EDUCATION.

At a late meeting of the Board of Education in Bloomington, Ill., Mr. E. H. Rood read the following article in support of a motion to appoint a superintendent of drawing:

In my argument supporting this motion, as well as favoring a general technical education, I have drawn so largely from a book on "Technical Education," by Charles B. Stetson, that it may properly be termed a compilation from that work.

"Telegraphy and steam have made, as it were, one neighborhood of the whole world, and the competition American labor must now meet, even at its door, is no longer local, it comes from all lands."

"The market value of manufactured articles and agricultural products is determined in a great degree by the competition of the world."

"Steam, aided by the telegraph, is the great leveler in the world of industry. Take England for example. Having established her manufactures when her insular position and sail carriage gave her easy access to all other markets, she now finds herself confronted by the products of all other civilized nations, and is now struggling, by a better education of her producing classes, to recover her loss of trade."

"By the same leveling process the American laborer is affected. Unless he keeps up with all the latest improvements and discoveries to save labor and beautify the products of his toil, he is beaten in his own market by the better educated producer, who lives hundreds, perhaps thousands, of miles away."

"Profiting by the example of other nations, and aided by the inventive genius of our people, the progress of American manufactures has been truly wonderful. We now furnish nails and watches, sewing machines and reapers, horse shoes and repeating rifles, for the world's markets. Hitherto the farmers of our virgin soil have not required much scientific aid to enable them to furnish a large surplus for the European and other markets, but the time is coming when people will stop "going west," and then the old and apparently worn out lands will again yield bountifully under the hands of educated farmers, and the home of the father will become the desired heritage of the son."

"Skill and taste count vastly more at present than they did when the shoemaker as well as the schoolmaster boarded around."

"Competition has also shown to the nations of the world the necessity of continued exertion to retain their hitherto leading positions; they have found it necessary to educate their laborers, and schools for technical education have vastly multiplied in Europe. Until quite recently the education of American youth has been mostly literary, for the use of the head and not of the hands. There is, however, a growing tendency to modify American popular education to the demands of the age. The technical education now receiving so much attention by European gov-
Drawings is considered of such paramount importance in the education of labor that the state of Massachusetts and the city of Boston, upon the recommendation of the science and art department of the British government, secured the services of Prof. Walter Smith, who received the appointment of "Director of Art Education" for the state of Massachusetts. Prof. Smith was formerly "Head Master of the school of art at Leeds, and familiar with the work done in the best continental schools." Supplemental to the general argument in favor of technical education in our schools, I shall quote from reports made to different European governments by commissioners appointed from time to time to consider the wants of education, and the results of technical education in the schools already established.

"As the result of careful and extended investigations by the commissions before referred to, European governments now lay greater emphasis upon drawing than upon any other study, and it constitutes about one fourth of all the education the artisan receives; and in France it is proposed still further to increase the present instruction in this branch.

"Almost everything is now made from a drawing. In the construction of buildings, ships, machinery, bridges, fortifications, down to furniture, prints, and even toys, nothing is ever done without drawings.

"It is not enough that a few skilled artists make the drawings, the workmen must be able to interpret them; those who cannot do this must labor at inferior wages for those who can. There are thousands of articles the commercial value of which depends mainly upon their beauty. However strong a piece of carpentry may be made, an ugly design will ruin its sale. Indeed, beauty has a commercial value almost unlimited. Beautiful designs are almost entirely the products of those skilled in drawing and designing." It will be asked, can the time be spared from the present course of study for instruction in drawing? If our present textbooks could be intelligently revised, much time could be gained, now spent upon a multitude of unimportant questions, studied only to be forgotten; to say nothing of the waste of time with endless markings and examinations. Pages on pages of matter on various subjects now required to be memorized might be omitted in such revised text-books, which should give important facts and treat more of general principles. Much has been justly said against the expense of our school system, but the greatest extravagance is the poor results from incompetent teaching; an equivalent for the money is what the people demand, and what they have a right to expect.

I would not curtail materially the present course of study, but by improved methods of instruction advance the pupils more rapidly through the arts of reading, writing, reckoning, and other branches adapted to infantile minds, thereby gaining the necessary time for primary technical education.

With advancing civilization the increasing multitude of artisans will not be able to find profitable employment as rude workmen, and those communities which first establish manufactories of the finest and most beautiful products of skilled labor will have a decided initial advantage over all new competitors, and in this day and age of the world, that community which fails to give its youth a technical education will be distanced in the race for wealth and consequent culture. What might have been neglected in the last generation, when competition was local, has now become a necessity when competition is world-wide.

Our schools now give a general culture to which these fundamental elements of a technical education (which belong alike to nearly all departments of labor) can be easily added without making specialists of the pupils. After the common schools must come the special schools, even now so numerous in Europe. I will now quote from some of the reports herein before referred to.

The one for Birmingham in 1865 states that "every trade in Birmingham and the district is being injured by the want of technical education. And those trades the most, in which the cost of the articles produced consists most of labor, and least of the raw material. Our workmen have scarcely any knowledge of chemistry or art, and are guided in their work by imitation and tradition."

From the Kendall district it was reported "that many manufacturers employed French artists, and others procured their designs from abroad. The want of specific knowledge is a great obstacle to progress in the manufactories of this district."

A French commission appointed in 1863 by Imperial decree reports, among very many other things bearing upon the same subject the following: "Now-a-days it is necessary to have educated workmen, men capable of working, yet instructed." Again, "One of the first qualifications of a foreman is to be a good draughtsman."

Mr. House, manager, says: "I am the manager of two works, which together employ about 5,000 hands. The number might be easily increased to 50,000, if we had a sufficiency of draughtsmen." On the prosperity of Nuremberg, a commission reports as follows: "There exists in Germany certain institutions having for their object the professional training of workmen. Foremost among the things taught in these schools always stands free-hand and linear drawing."

The same commission tells the following anecdote of the First Napoleon: "One day the Emperor visited the College of Campagne, and questioned some of the elder pupils as to what they intended to do on leaving college. He was much dissatisfied with their answers. 'The government,' says he, 'pays considerable sums to educate these young men, who, and when their studies are ended none of them, except those who enter the army, are of any use to the country. Nearly all of them remain at home, a burden to their families which they ought to aid. This shall continue no longer. There must be the study of trades, with so much theory as is necessary for their progress. By this course we shall secure well taught foremen for our manufactories.'"

The reports of these commissions are too voluminous to quote here and I will read but two or three more.

The Imperial Commission before referred to says: "Drawing, with all its applications to the different industrial arts, should be considered as the principal means to be employed in technical instruction. In all branches of industrial art, drawing is a means so evident, so useful, and so indispensable for embodying the conceptions of the mind, for studying and fixing the forms to be given to productions, that there can be no need of insisting on the necessity of developing that branch of education, which has for its object the diffusion of such an acquirement among artisans of every class. This necessity has led to the multiplication of schools for art and scientific drawing, which have hitherto secured to French industry a great superiority in a large portion of its manufactures."

The same commission further reports as follows: "There have
been established in the kingdom of Wirttemberg more than four hundred drawing schools (please remember this was in 1863) and this organization has already led to very decided improvements in the manufactures of the country." This commission in their summary, says: "Among all the branches of instruction, which in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, drawing in all its forms and applications has been almost unanimously regarded as the one which is most important to make common."

Only one more quotation and I will close.

In his special report of the condition and habits of the French working classes, Richard Whiting says: "We are convinced that a course of systematic instruction in the principles of design, and the nature of materials, is what is most needed in our art schools of the present day.

"Students must be taught how narrow is the boundary line, which in art, as in every field of human endeavor, separates the sublime from the ridiculous."

These quotations, all pointing in one direction and showing the value of technical education, might be extended to a volume, but I have, I fear, already wearied your patience.

Illinois presents to every child the means of obtaining a good education. Those who have the management of this grand gift are largely responsible, with the teachers, for the future prosperity of the country, as well as for the refinement and culture of its people. They must keep abreast of the world's best knowledge. Having ascertained the source of wealth and power, they must steadily and perseveringly pursue the path that leads there to, guided by the teachings and experience of those in advance of them, constantly reminding the youth of the country that there never will be a harvest of golden grain from taxes sown in spring time.

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**TEACHER AND PUPIL—I.**

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**INTRODUCTORY.**

We have spoken of the mutual rights and obligations of Teachers and Districts, and have discussed at some length the principles of law underlying the contracts between them. In taking up the subject of the mutual rights and liabilities of teachers and pupils, we can promise only a discussion of the more prominent questions arising from this relationship. Ordinarily there is a sort of intuitive knowledge on the part of both teacher and pupil as to what these duties are, and as to what the position of each requires of the other. The rights and duties of the teacher arise by necessary implication from the very nature of his position. He is to teach in order that the pupil may learn, and to do this he must preserve order, for without order little progress would be made. Consequently the establishing of rules for the preservation of order is within his power; but the establishment of such rules would be of little use, if there were no way of enforcing their observance. Therefore follows the teacher’s right to enforce obedience to all proper rules, and upon this principle is also based the right of expulsion. All the rights of the teachers respecting their pupils may be said to be logical deductions based upon the one great object of teaching—that the whole number of pupils shall have secured to them the best opportunity to learn what is intended to be taught. The principal topics to which the attention of the courts has been called under this head are the corporal punishment of the scholar, his expulsion, and the reasonableness of the rules established for the government of the school. In this order we will discuss the general subject.

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**I.—THE TEACHER’S RIGHT OF CORPOREAL PUNISHMENT.**

Sec. 1.—Assault and Battery.

Ordinarily, no person has a right to beat or strike another, or even do as much as lay a finger upon one, and such striking constitutes an assault and battery, for which the guilty party is liable to be punished, both civilly and criminally. In other words, he is liable to be punished by the state for having committed an offense against it, and he is also liable to the assaulted party for the damages occasioned by the assault.

An assault is any unlawful physical force, partly or fully put in motion, creating a reasonable apprehension of immediate physical injury to a human being, as raising a cane to strike him; pointing in a threatening manner a loaded gun at him; and the like.

A battery is any unlawful beating, or other wrongful physical violence or constraint, inflicted on a human being without his consent. The slightest unlawful touching of another, especially if done in anger, is sufficient to constitute a battery. For example, splitting in a man’s face, or on his body, or throwing water on him, is such. And the inviolability of the person in this respect extends to everything attached to it; therefore the striking of his clothes, or of a cane held in his hand, is a battery. Every battery includes an assault.

But every beating of a person is not a battery. The reader will observe from the above definition, that the beating must be unlawful. At the early common law, the moderate beating of the wife by the husband, the servant by the master, the child by the parent, and the pupil by the teacher, was recognized as lawful. Now, however, as to the first two instances, the same is not true. The law has ceased to recognize wife-beating or servant-beating as lawful, and regards with a more jealous eye than formerly the beating of the child and the pupil.

There are other cases where one person may lawfully beat another, as where one is attacked, he may beat his assailant in self-defense, and he may even lawfully kill him, if it be actually necessary in order to defend himself. So one may protect his property and his family in like manner.

Sec. 2.—Punishment of Pupil by Master.

The right of the teacher to punish the scholar is incidental to the right of the parent to punish the child. The father may delegate part of his parental authority, during his life, to the teacher or schoolmaster of the child, who is then in loco parentis, and has such a portion of the power of the parent committed to his charge, as is that of restraint and correction, as may be necessary to answer the purposes for which he is employed. As we have seen, a beating to constitute battery must be unlawful, but it may derive its unlawfulness from the extent of the force employed, or the offensiveness of the punishment. For example, a man may expel an intruder from his house, and he may use all the force that is necessary to do so, but he cannot for that reason hold him down and hammer him with his fists, beating him unmercifully. He may use only so much force as will enable him to expel the culprit from his house. So a man may exercise all the force that is necessary for his self-defense—and no more. Because one is attacked and proves himself to be stronger than the assaulting party, he is not warranted in killing or seriously injuring him.

So the force used by the teacher in correcting a pupil, ordinarily lawful, may become unlawful from its very excessiveness. The rule is well settled, that a schoolmaster is liable criminally, if in inflicting punishment upon his pupil, he goes beyond the limit of reasonable chastisement. As to whether the punishment was excessive under the circumstances of any case, is a question of fact for the jury. The rule has been laid down by some authors and jurists in the following language, which we quote from a note to the text, contained in the second edition of Cooley’s Blackstone, Vol. 1, page 453. “In deciding upon the proper punishment of a scholar, the teacher acts judicially and is not made liable either civilly or criminally, unless he has acted with express malice, or been guilty of such excess in punishment that malice must be implied.” Among other decisions cited in support of this last rule, is that of the Commonwealth v. Randall, which is also cited in support of the first one, and between the two rules there is a slight antagonism. We will examine this case, to see which of the two it supports. The judge in the court below had charged the jury, “that a teacher had a right to inflict corporal punishment upon a scholar; that the case proved was one in which such punishment might properly be inflicted; that the instrument used (a ferule) was a proper one, that in inflicting corporal punishment a teacher must exercise reasonable judgment and discretion, and must be governed as to the mode and severity of the punishment by the nature of the offense; by the age, size, and apparent powers of endurance of the pupil; that the only question in this case was whether the punishment was excessive and improper; and that if they should find the informant to have been reasonable and
The defendant could not have been deemed guilty of an assault and battery; but if upon all the evidence in the case they should find the punishment to have been improper and excessive, the defendant might properly be found guilty upon this complaint."

The jury returned a verdict of guilty; and the defendant alleged exceptions.

The Court, per Bigelow J., said: "The constructions given tend to justify the defendant in punishing his pupils with greater severity than is consistent with a just and humane exercise of the authority conferred on him by law. To say the least, they were sufficiently favorable to the defendant. If in inflicting punishment upon his pupil he went beyond the limit of moderate castigation, and either in the mode or degree of correction, was guilty of any unreasonable and disproportionate violence or force, he was clearly liable for such excess in a criminal prosecution. It is undoubtedly true, that in order to support an indictment for an assault and battery, it is necessary to show that it was committed ex iisitum, and that if the criminal intent is wanting, the offense is not made out. But this intent is always inferred from the unlawful act. The unreasonable and excessive use of force on the person of another being proved, the wrongful intent is a necessary and legitimate conclusion in all cases where the act was designedly committed. It then becomes an assault and battery without justification or excuse. Whether, under all the facts, the punishment of the pupil was excessive or not must be left to the jury."

It has been decided, in another case, that a schoolmaster is not relieved from liability in damages for the punishment of a scholar which is clearly excessive and unnecessary, by the fact that he acted in good faith, and without malice, honestly thinking that the punishment was necessary, both for the discipline of the school and the welfare of the scholars. The correct principle is very briefly stated in Anderson vs. State, as follows: "The chastisement of a scholar by a schoolmaster must not be excessive or cruel, but it should be reasonably proportioned to the offense and in the bounds of moderation."

If there is any reasonable doubt that the punishment is excessive, the master should have the benefit of that doubt.

The rule as to the criminal liability of the teacher for excessive punishment is somewhat modified from the older common law rule, which we find laid down in some of our books, as follows: "The law confines to school teachers a discretionary power in the infliction of punishment upon their pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions."

The reason for the more vigorous rule of today may be found contained in a suggestive note to the text in Cooley's Blackstone. (2d Ed., Vol. 1, page 453.) "It may be proper to observe, however, that public sentiment does not now tolerate such corporal punishment of pupils in schools as was formerly thought permissible and even necessary."

EDUCATION THE NEED OF THE SOUTH.*

Dexter A. Hawkins, Esq., of the New York Bar.

The nine cotton states, North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, Texas, and Arkansas, contain, according to the census of 1870, a population over ten years of age of a little more than five millions, of whom fifty-one per cent, or 2,555,751, cannot read and write! Their inhabitants over twenty-one years of age are 3,070,000; of these, fifty-one and one-quarter per cent, or 1,572,101, cannot read and write! During the ten years from 1860 to 1870, their taxable property shrank forty-three and one-half per cent in value. Hence the liability to taxation in ten years was reduced nearly one-half, while the public burdens to be borne by taxation nearly doubled, on account of the increased necessity of transforming nearly three millions of slaves into men and women demanding education and protection, in order to fit themselves for free government based upon universal suffrage. This additional annual burden, to make intelligent human beings out of these late human cattle, must be borne, and borne now. The whole population of the Southern States is 6,887,475, of whom fifty-one and one-half per cent, or 3,607,320, are white, and forty-three and one-half per cent, or 2,291,155, are colored. All, both white and colored, grew up in a state of society that held manual labor degrading the occupation of slaves; hence the poor white, unable to own slaves himself, became a laborer and a hanger-on upon those who did own them; and the freedman's first idea of liberty was chronic idleness. The stimulants to industry and economy that intelligence gives was wanting. On the suppression of the rebellion, the color line disappeared from our statute books, and, on principle, the unlettered black had as good right to the ballot as the unlettered white, and would make no worse use of it. As a result of placing political power in unskilled hands, the finances of the states were swamped; their faces were for the time deranged; public improvements were stopped; public education was neglected on the plea of poverty; and their elections were either a farce or a tragedy. The result would have been similar, though more bloody, had the fifty-one and one quarter per cent of illiterate voters been all white instead of largely colored. Free government and ignorant suffrage cannot long endure together. One or the other must go under. The illiterates in the Southern States, both white and colored, are, as a body, of themselves and uncontrolled, incapable of steady industry and economy. Give them education, and they at once begin to take thought for the morrow, and are stimulated to labor and to save. Common laborers, with such an education as the common school gives, are found by actual experiment to be worth to the state, as mere producing machines, on an average, fifty per cent more than if illiterate. In other words, the 3,000,000 of illiterates in the South would, if they had a common school education, accomplish on the average fifty per cent more of productive work per year than they now do. This would be equivalent, as a wealth-creating power, to adding a million and a half to the whole cotton states, and nothing to the cost of supporting them. Allowing a hundred dollars as the year's production of a laborer, it would add $150,000,000 to the annual wealth of the states. Illiterates commit ten times their numerical proportion of crimes; in New England, fifty times. It is possible by education to reduce crime in this country ninety per cent; and pauperism ninety-six per cent. Concurring this saving upon the freedman, the laborer's experience is, that educated the American people that a large percentage of ignorant voters in a state is radically destructive of good government and prosperity, both public and private.

There are two remedies for the evil which oppresses the Southern States. The one, partial and unjust, is to take away the suffrage from all the illiterates, both white and colored. The other, permanent and humane, is to establish and support throughout their borders the free common school within the home of every child, and require the public to support education elsewhere; and after a certain date, say ten years, after the school is provided, add not illiterat, either white or colored, to the right of suffrage. To secure the one the state must at first bear a great additional charge, and then do the state the most good and lasting good. To the other two remedies for the evil which oppresses the Southern States. The one, partial and unjust, is to take away the suffrage from all the illiterates, both white and colored. The other, permanent and humane, is to establish and support throughout their borders the free common school within the home of every child, and require the public to support education elsewhere; and after a certain date, say ten years, after the school is provided, add not illiterat, either white or colored, to the right of suffrage. To secure the one the state must at first bear a great additional charge, and then do the state the most good and lasting good. To the other two remedies for the evil which oppresses the Southern States. The one, partial and unjust, is to take away the suffrage from all the illiterates, both white and colored. The other, permanent and humane, is to establish and support throughout their borders the free common school within the home of every child, and require the public to support education elsewhere; and after a certain date, say ten years, after the school is provided, add not illiterat, either white or colored, to the right of suffrage. To secure the one the state must at first bear a great additional charge, and then do the state the most good and lasting good.

The national government receives from the sale of public lands from one to three millions a year. Let us appropriate this money for free common schools and, say for ten years, distribute it to the respective states according to their respective numbers of illiterates, and require the supervision of the National Commissioner of Education, for free common schools, and to train teachers for these schools both white and colored, according to the ratio of the two classes of illiterates. This would be putting the money emphatically where it would do the most good, and it would be paying back to the colored people some small part of the money that we, both North and South, have ground out of them. It would do more to restore the South to enduring peace and prosperity than hundreds of millions spent there in levees and railroads, and other mere material improvements. The Northern States would receive a just share of this money, for we have among us 411,390 illiterates, nearly all of whom, nearly all of the ballot, for the great peril of good government, and 34,463 colored illiterate colored adults, total, 445,862; enough to carry nearly every contested election; an ignorant class, who supply nearly all our criminals and paupers. New York, with her 77,000 illiterates, Illinois, with her 67,000, Pennsylvania, with her 67,000; Ohio, with her 44,700; and Indiana, with her 39,213 illiterates, need more teachers and more schools; and less labor strikes, and would get a just proportion of this national bounty.

One of the highest duties imposed upon the national government by the Constitution is, "To promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." This is a command that is not to be done foolishly, economically, and safely than by granting the proceeds of the sales of the public lands to lifting the nation out of the depression, dangers, and difficulties —financial, political, and social, caused by having as a constituent part of our national body 1,500 illiterate adult classes? This is a question more vital to the interests of a free government than tariffs, banks, money, or politics.

*Abstract of a paper read before the American Social Science Association, Sept., 1877.
Notes.

GENERAL.—It is stated that Messrs. Cassell, Petter, & Galpin, the well-known English publishers, have made an arrangement whereby a certain fixed proportion of their yearly profits is to be set aside as a fund for the benefit of supernumerary employees, or the families of those who have died in their service. — A subscriber writes to the N. Y. Evening Post, criticizing the editor's use of commas in editorial articles. At the close, the editor makes the following refreshing comment—refreshing especially for those who are not a little worried by the apparently inconsistent and lawless use of the comma in newspapers: “Punctuation being so much a matter of taste, there is nothing surprising in the modified use of the comma among the best writers and printers of later days. This change has doubtless kept pace with that which we note in comparing the stilted elocution of a few generations ago with the purer and more scholarly methods employed by the orators of our day. We shall make large use of the comma in books written for very young children, whose minds are not mature enough to grasp the sense of a sentence without considerable aids, as the intelligence grows, the necessity for this practice decreases. The tendency of the age is to do away with redundancies in literature as in everything else.

The death of William Cullen Bryant is not only a national affliction—it is a world's calamity. Whenever scholarship is honored and moral worth is appreciated, the announcement of the death of this great man will be received with expressions of the deepest sorrow. The character of Bryant has been a model for young men throughout two generations. His literary career has been the admiration of students of English literature in our schools, and his good works were a source of inspiration to many a youth of the same temperate and systematic habits of life which were so characteristic of him. He contributed much to his own and other's physical and intellectual energies during the last twenty years of his life. We have no space in these columns for an obituary. The history of his life is known to most of our readers. In his death our country loses one of its most honored and valuable citizens. A poet, philosopher, and statesman has died, and there seems no one left to fill his place. — The Mechanic Art School which is to open in Chicago June 24, under the charge of Professors Robinson and Ricker of the Illinois Industrial University, should receive the encouragement and patronage of all interested in the application of practical instruction in mechanic art to theoretical and scientific teaching. From a circular issued by those in charge, we gather the following: The Illinois Industrial University has, since its opening in 1869, been one of the most active institutions in this country, in its efforts to put in practice a thoroughly systematic scheme of practical instruction. It was the first collegiate institution in this country to introduce a practical system of art. It has been in constant operation since 1870 and its success was such as to induce a legislative grant for putting up the splendid Laboratories of Mechanic Art, representing the practical departments of Mechanical Engineering and Architecture. The summer sessions are to be held in Chicago will embody an elementary course of instruction selected from the improved system of instruction now in use at the University, in the Schools of Mechanical Engineering and of Architecture. The School in Iron Working will be equipped with benches and vises, and with foot-lathes and tools. Material will also be furnished for the work. This School will be under the charge of Prof. S. W. Robinson, with one trained assistant from the College of Mechanical Engineering of the University. The School in Wood Working will be supplied with benches, vises, foot-lathes, and materials for work. — It will be under the special charge of Prof. N. C. Ricker, aided by a competent assistant from the College of Architecture. The course of instruction consists in the execution of a series of objects or models in metal and wood. These represent elementary forms in actual construction. A definite portion of time is allotted to each piece, and the whole class works at the same problem at the same time. This leads to entire regularity and great concentration, and enables the teacher to supervise the class more successfully. Each model is first drawn to a scale and the pupils are taught to work after drawings. The instruction embraces the knowledge of tools as well as of forms, and each pupil is trained to putting and keeping his tools in order. The preparation and adjustment of tools are important elements in their mastery and use. In addition to the instruction in connection with the practical use of tools, a model will be given on tools and their use, describing the various iron and wood working tools, how to put them in the most effective working condition, and how to apply them with best advantage.

The schools will be held in one of the large stores of the west gallery of the Exposition Building, which has been put at the service of the University for this purpose. The session will continue eight weeks, opening Monday, June 24, and closing Friday, August 15, 1878. The daily sessions will be three hours each, five days the week. The classes will be limited to twelve pupils each, to secure the highest efficiency in instruction. The two morning classes, one in Iron working and one in Wood working, will remain in session until 12 o'clock. Two other classes of the same size will be instructed in the afternoon from 3 till 5 o'clock, or possibly in evening instruction. This limits the total number of students which can be received to 48; 24 in Iron work and 24 in Wood work. For course of 120 hours, 3 hours per day for 8 weeks, for each branch of the school, in advance, $25.00. This charge is supposed to be barely enough to cover the expenses of instructors and cost of materials, benches, vises, lathes, etc.

REVIEWS.

Between the Gates. By Benj. F. Taylor, With illustrations. (Chicago: S. C. Griggs & Co. 1878. Price $1.50.) — This is not a book for the literary critic to read. Mr. Taylor did not write it for that class of readers. Nor did he write it for any particular class. His style seems to say that he writes as much for his own pleasure as for the pleasure or instruction of any one else. If his readers happen to like his style, so much the better; then they can enjoy it. But whether they do or not, Mr. Taylor does not care. His jolly good nature shows itself on every page; and perhaps in the next paragraph his culture and his great-heartedness. A striking peculiarity of his is that he mixes things up most recklessly. There can be found no monopoly of any single fact or idea—he is a perpetual flux and flood of meaning. He has a sparkle of fun for every new scene and every new experience. “Between the Gates” purports to be a description of a journey over the country from Hell Gate to Gold Gate, though nearly all of the book is devoted to the route west of the Missouri. He begins with poetry. From Hell Gate to Gold Gate, And the Sabbath unbroken, A sweep continental And the Saxon yet spoken! By seas with no tears in them, Fresh and sweet as spring rains, By seas with no tears in them, God's个百分点. Where deserts lie down in the prairies' broad calms, Where lakes link to lakes like the music of psalms. A beautiful poem of twelve pages introduces us to his prose. But though without metre, it is far from prosaic. It is pungent, humorous, lawless in style, and as full of similes as a prairie is of flowers, and every one makes you laugh. Writing of the Missouri river, he says: “The bridge over the Missouri, swaying in the air like a rainbow with no root below it, and almost three thousand feet long, is a great gateway to the West. It has triumphed over the unceasing fears that ever slipped out from under a foundation, and the worst river to drown geographies that ever went anywhere. I have crossed it in the rain and in the sun, and on foot. It rests in a land today nearer than any other running water in America. It changes beds like a fidgety man in a sultry night. It is as worthless for a boundary-line as a clothes-line. It has been known to slice out an Iowa county-seat, and leave it within the limits of Nebraska, as a sort of lawyer's lunch, to be wrangled over.”

Two other selections will illustrate the author's style, and satisfy any one that the book is just the one for summer reading. Before setting out for the Golden Coast, I thought a young earthquake would be pleasant to write about, and there is the Bohemian instinct. I have changed my mind. People who are acquainted with them tell me that no novice needs an introduction when he experiences one of those planetary ague-thrills. He knows it as well as if he had been rocked in the same cradle, and brought up with an earthquake all his life. It jar's his ideas of earthly stability all to pieces.”

“John (Chinaman) always forgets to tuck in his shirt, and if he is well-to-do he wears two, white beneath and blue or black without. He finishes dressing where the rest of mankind begin. What would you have? He advances backward and retreats forward, and falls upward and rises downward. He is the animal man inverted, subverted, perverted and everything but converted. Discover how the world always does anything and that is precisely the way John never does it. Thus, the other day he was arrested for stabbing a countryman, and where do you suppose that he struck him? Why, in the sole of his foot, and that is the Chinese of it. To me he looks as much alike as a flock of sheep. Shepherds tell me they can distinguish any one in a flock by its face, but John is too much alike for me. I pass him on the street, and then in a minute I meet him. To be sure he has changed his shirt and his shoes, but he has kept his face. He took some soiled handkerchiefs of mine one day to wash, which he did not return, and his name it was Foo Ling. So I went out to find him. I succeeded in three minutes.
I overtook him, and passed him, and met him. He had those little wiser-aways of tears, as white and square as so many saio invitations to a wedding, in his hand, in a towel, in a basket, but he said he was not he, and I was somebody else. It was a fearful case of mistaken identity.


It will be seen from the contents that this is not so much a guide book as a book of hints and suggestions, as indicated by its title. Its place cannot, therefore, be supplied by anything else. It is of primary importance. Prof. Hoose is a practical teacher, and what he has written in this little manual is written from the practical standpoint of the teacher. It is explicit and definite in its statements, and the help it affords is therefore of the most practical kind. The author having had an experience which qualified him to write such a book, he has done it in a plain and yet attractive style. It should be made a pocket companion by every one expecting to visit Europe for the first time.

REPORTS AND PAMPHLETS RECEIVED.


Course of Study for the Iowa Normal Institute, 1878.


The Schools of Forestry and Industrial Schools of Europe, with other papers. By B. G. Northrop, Secretary Connecticut Board of Education.

New York: The Orange Judd Company, 245 Broadway.


Memorial [Senate] of Joseph M. Wilson, of Washington City, D. C., asking that a portion of the amount received from the sales of public lands be appropriated for the encouragement of industrial education in the public schools of our country, May 14, 1878. Referred to the Committee on Education and Labor and ordered to be printed.

Report of the School Committee of the Town of Quincy, for the school year 1877-78. Francis W. Parker, Superintendent.


Admirals and Prodigies; or, a popular Discussion concerning the Remote Representatives of the Human Species and their Relation to the Biblical Adam. By Alexander Winchell, LL. D., Professor of Geology and Zoology in Syracuse University, and of Historical Geology and Zoology in the Vanderbilt University. pp. 52. 1878.

Annual Report of the Superintendent of Public Schools, of the City of Erie, Pa., for the year 1876-77. H. S. Jones, Superintendent.

Report of the State Board of Education, showing the condition of the Public Schools of Maryland, for the year ending Sept. 30, 1877. M. A. Newell, Secretary.


Reformed Alphabet and Orthography. Memorials of M. E. Dawson, of Burlington, Iowa, setting forth the plan of a reformed alphabet and orthography, and suggesting measures to extend a knowledge of it over the nation. To the House of Representatives, Feb. 5, 1878. Referred to the Committee on Education and Labor and ordered to be printed.

NEW BOOKS FOR TEACHERS.

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such books as are of special interest or likely to be of interest to teachers.]

COCKER, W.:—Handbook of punctuation, with instructions for capitalization, letter writing, and proof-reading; 8 vo. N. Y.: A.S. Barnes & Co.—$0.50

JORDAN, D. S.:—A manual of the vertebrates of the northern United States, including the anxious part of the Mississippi River and north of North Carolina and Ten- nessee, exclusively of the marine species. New ed. rev. and enlarged. 1878. 12 mo., Chas., McLoughlin & Co.—$1.50

RICHARDS, E. L.:—The elements of the physical sciences. 8 vo. N. Y.: D. Appleton & Co.—$1.50

WILLARD, Samuel:—A synopsis of history; general history from B.C. 800 to A.D. 1850, and the Roman in diagrams and tables, with index and genealogies; for general reference and for schools and colleges. 8 vo. N. Y.: D. Appleton & Co.—$2.00

OPINIONS OF EDUCATORS.

—We now do not propose to instruct supervisors as to their proper functions, but in the name of good health, sound education, and good morals, we do propose to do our utmost against the Jews in our schools. False notions are in our public schools, whose feverish ambition is for promotion; and under the pressure or this terrible task master, percentages, is encouraged by an endless variety of sensations, which only a special supervisor ought to invent. Ask the teachers of Boston what supervision has done to lighten their burdens, and those of their pupils, in this direction. A fearful judgment will rest on those who add another straw to this over-laden, over-examined public school system. A teacher's name, deliver us from our friends—New England Journal of Education.

—While on the continent of Europe and in England, and wherever the English language is spoken, the higher education is receiving the first consideration of the state, and while even western corporations are building up high and technical schools for the benefit of their pupils, the public schools, whose feverish ambition is for promotion; and under the pressure of this terrible task master, percentages, is encouraged by an endless variety of sensations, which only a special supervisor ought to invent. Ask the teachers of Boston what supervision has done to lighten their burdens, and those of their pupils, in this direction. A fearful judgment will rest on those who add another straw to this over-laden, over-examined public school system. A teacher's name, deliver us from our friends—New England Journal of Education.

—We have all sorts of laws, to meet all sorts of misdemeanors and crimes, but one is needed to abate scolding in our schools. It should read something like this. Bulletin:

An Act to Abate a Crying Nuisance.—Whereas—It is known that scolding is a crime and cruelty, and, whereas school is in effect and literally destructive to good feeling, and consequently to good health, and thus a means of shortening life, Therefore be it enacted, that wherever a teacher shall be known to scold more than twice in one day, or more than six times in one week, he shall, on the testimony of six pupils of known good behavior, be convicted of a misdemeanor, and be fined not more than fifty dollars, or less than one cent, and confined in the county jail for one month, and be compelled to read aloud to his fellow prisoners, Oliver Twist, Hamlet, and Robinson Crusoe. Upon the advice of Mencken, Smith, excepted, when he shall be required to do nothing. A law of this kind if once enforced, would soon tend to abate the nuisance. —National Teacher's Monthly.
Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Groove Institute, Cumberland Center.

Colorado—Rev. H. C. Shank, State Sup't Public Instruction, Denver.

New Jersey—Dr. W. D. Fisk, State University, Newark.


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

Wisconsin—J. E. Emery, Sup't Public Schools, Fort Atkinson.

Minnesota—Supt. School, Public Schools, Minneapolis.

Dakota—W. M. Britistol, Sup't Public Schools, Yankton.

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

Michigan—Prof. Geo. A. Chase, Principal Female High School, Lansing.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JUNE 20, 1878.

THE STATES.

ILLINOIS.—$5,000 is the amount proposed by the Springfield school board as the sum to be deducted from the expenses of the public schools in that city next year. The teachers will pay the largest part of this. What an accommodating class school teachers are—to pay so large a proportion of the people's taxes without the least appeal! The above was paid in February, and in other words, the salaries will not be reduced.—At the last meeting of the Chicago board of education there was considerable discussion as to reductions in the price of school books; it was stated by Mr. Wells that publishers would sell their books to the children of the public schools of the city, through the principals at 35 per cent less than the usual retail rates at which the books were sold to pupils through retail dealers. A number of the members of the board discussed the subject, the majority opposing making public school principals ordinary book agents, and thus doing away for the most part with the principals’ duties as educators. Mr. Stone moved that the report of the Committee on Text-books be referred to their own committee and that the principal and primary schools be committed to the committee, with instructions to ask prices at which publishers and wholesale dealers will guarantee to furnish these books at a convenient distance from each public school of the city. The motion prevailed.

Mr. Doty announced that the average for the admission of pupils to the high school would be 70 per cent this year, the same as last; also that the time for the annual examinations for classes in the high school be June 20 and 21; that the time for the examinations of candidates for admission to the high school be the same date; that the time for the closing exercises in the primary schools be Thursday afternoon, June 27, and for the closing exercises in the grammar schools be Friday afternoon, June 28; and that the time for the examination of pupils for admission to the high school, who have not attended the grammar schools, will be June 20 and 21. Superintendent Doty’s report of the schools for the past month is as follows: The entire enrollment of pupils in the month of May has been as follows: In the Central High School, 327; in the division high schools, 925; in the schools in the North Division, 10,065; in the schools in the South Division, 10,326; in schools in the West Division, 23,367. The public schools occupy seventy-two buildings and are taught by a force of 837 teachers. Of these, 15 graduated at the Bloomington high school; twenty at Peoria, six of whom were ladies. The high school at Evanston is just about four years old, and includes a full classical, Latin and Modern Language course. Three classes have graduated. In 1876 a class of three graduated, two of whom are now in college. In 1877 a class of seven graduated, four of whom are now in college. The present graduating class numbers twenty-three, ten of whom will enter the Northwestern University; one entered the University of Michigan. The standing of the school is such that those pupils who rank above a certain per cent (85) are admitted to the Northwestern University without examination, and those who rank above a certain per cent (50) are admitted to the University preparatory school. The graduating exercises this year occur on the 21st instant. O. E. Haven is superintendent; E. J. James and Miss J. P. Fisk assistants. Next year it is expected that the attendance will be still larger. The highest number in attendance at one time during the past year was 106.—The circular of Miss C. C. Larned, county superintendent, announcing the Champaign County Teacher’s Institute, to commence July 19, promises students of the most peculiar character shall attend. Send her for a circular.—Mr. L. D. Buell, succeeds J. T. Long at Pittsfield.

The Cairo high school graduated a class of seven.—S. B. Webster, of Pontiac, has been elected principal of the Cairo high school. A new high school building is to be commenced at Crystal Lake.

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The graduating exercises of the West Aurora High School will take place at Coullier's Opera House, on Thursday evening, June 27. There are eight graduates in the class. Dr. F. L. Bartlett makes the formal presentation of diplomas. The graduating exercises are for the class of 1876 in the high school and adjoining counties by County Superintendent, F. W. Crouch. This county normal school has been in session for five years, and the prospects are that it will be an immeasurably better term this year than any previous term. It is being recognized by the teachers of the county as indispensable. Jersey county teachers unite with this year. Institute commences July 15, and continues six weeks with a graduation examination for state certificates to be held in the Jane A. Hamill's Summer School of Education opened with more pupils than were expected the entire term.--In Prof. White's annual report of the Peoria County Normal School, submitted June 11, 1878, he shows the average attendance for the past year has been 50. Thirty candidates were presented for graduation. The class has already taught an average of seven months each. Including these, the total number of graduates from the school is seventy-one. About forty per cent of the teachers who have taught in the high school of the county, the last year, have been pupils of the school. The school library now numbers 600 volumes. The physiological cabinet is probably not equal in that of any other public school in the state. The school possesses also a good general preparatory department and the department of drawing and music in the state. The Knox County Teachers' Drill for 1878 will be held in Galesburg, commencing July 22, and continuing four weeks. Classes will be formed in all the subjects taught in the public schools; also in didactics, using Wickersham's "Methods of Instruction" as a text-book. This book may be obtained at the drill. These classes will be taught by Prof. Andrews, Superintendent of Galesburg, and Miss West. Prof. J. M. Martin will give instruction in Penmanship. Other instructors will be secured if needed. For further particulars apply to Mr. Matthew Andrews, Galesburg.

MAINE.—Mr. Edgar H. Libby, a native of Saccarappa, a graduate of the Massachusetts Agricultural College, and founder of the Scientific Farm, has, at the early age of twenty-six years, assumed the editorial direction of its kind in the country, having a circulation of nearly 100,000 copies. The catalogue of Houghton, Mifflin shows about one hundred and sixty-eight students during the past year. The instructors are the Rev. W. S. Knowlton, A. M., C. E. Williams, A. M. Miss Fannie E. Madigan, and John Perley. This school has the highest reputation of any school in northern Maine. The trustees of the Bridgton Academy have decided to open that institution the coming fall. Mr. U. F. Moody, of Hallowell, has been chosen the permanent president. Miss Maria S. Merrill, Preceptor of the Glee Club, has been chosen the editor-in-chief, and Miss Mary Cowdery, a graduate of Bates College, the editor of the Glee Club. The school has a population of nearly 500, and is one of the best in the state. Among the students are several graduates of Bowdoin College, and Prof. Kotschmar, who will make an elegant entertain,ment. J. G. Libby, of Bowdoin, is expected to be one of the best in the state. The high school at Richmond, Me. The Norwegian Club recently had an entertainment in aid of the high school of that place. Mr. Collins is greatly indebted to the public for his position. The graduates of the Bridgton high school occurred in June 1. The New says they were a credit to the school. The catalogue of Oak Grove Seminary, Vassalboro, shows a total of 119 students the past year. Mr. Edward Cook is principal and George A. Kilgore is in charge of the Commercial Department.—State Agricultural College Commencement will occur June 26. Musical attractions, Miss Carreher, Miss Lewis, Miss Peters, Miss C. L. C. Bowdoin, June 10, with the same musical talent and the Temple Quartette also assisted by Prof. Kotschmar.—C. B. Rounds, Esq. of Calais has been appointed superintendent of schools in that city.

MICHIGAN.—A change of geographies in the public schools has for months been talked of, by the Detroit Board of Education. June 10, the decision was made to adopt a new map of the world, with new forms for old geographies, without expense to the pupils or the board of education. It was so ordered. The motion to dismiss was grounded on the fact that the decree of the court below is not a final decree, and that the case is not therefore appealable at this stage. There were forty applications for the principality of the Jonesville schools considered by the board of that place last week. A class of seven graduates from the Saugatuck high school June 12. Prof. Ahern, at Coldwater, would not submit to a red, 200 of his salary now, and 36 in the past. The citizens then made up the other hundred, but the board refused to be reconciled, and the high school principal became superintendent.—Prof. Boyd, who has presided over the destinies of the Monroe seminary for nearly thirty years, will soon resign. A New Yorker succeeds him.

INDIANA.—At Purdue University, three young men and one young lady graduated June 13. The gentlemen are the first graduates who have taken a degree from the institution, and the first female graduate.—Supt. Tressler has been reelected at Lawrenceburg. The next meeting of the State Teachers' Association will be held at Fort Wayne. Dr. J. B. Reynolds has been reelected president of Sturkbin High School, New Albany. He has engaged to do Institute work in Iowa during the summer. Success to him. Two medical colleges at Indianapolis, which have hitherto been entirely independent and distinct institutions, are about to be consolidated and attached to Butler University. The preliminary steps have been taken and all that remains is a formal ratification by the proper authorities, of the terms that have been already agreed upon in private conference.—James T. Merrill, of Lafayette, was nominated by the Republican Convention of Public Instruction, as the candidate for the office of Superintendent of Public Instruction. The principal of the Indianapolis High School reports 7743 children of 16 to 20 years of age in the city; 140 graduates from the four years' course since the high school was organized in 1864; $25 (203 dollars) has been raised on the school. There are now 203 dollars in the treasury. Several halls that the exaltation of the high school will save nearly forty-fifth of the total cost of the public schools; and the subject is exciting much attention in the state. The Fort Wayne schools have seventy-five rooms, and ninety-six teachers hold forth therein. Prof. Tressler, superintendent of the Lawrenceburg schools, has been elected to that position for the coming year. Prof. T. has given his time and his resources to Butler University. The preliminary steps have been taken and all the former teachers were re-elected, there will be but five new teachers to select.—Prof. Wm. McClain, Principal of the Kokomo High School for several years, has been re-engaged.

MINNESOTA.—Professor R. H. Tripp, who two years ago resigned the superintendency of the public schools of Racine, Wis., has been appointed to the chair of Latin in the State University. Professor Tripp graduated at Michigan University in 1861, and has for two years past been pursuing postgraduate studies at his alma mater.

NEBRASKA.—An institute will be held at Blair, Washington County, commencing July 16, and continuing six weeks. Prof. W. E. Wilson, now teaching at the military academy, Morgan Park, Ill., will be the conductor. A large attendance is anticipated.

KANSAS.—D. F. Hoover will have charge of the schools at Seneca next year.—Prof. Wm. Wheeler has been unanimously re-elected superintendent of the schools of Ottawa. He has eleven assistants, nine of whom are re-elected for the next year.

COLORADO.—L. S. Cornell, superintendent of schools of Boulder county, states the columns of the Boulder County News very freely in promoting the interests of public education in his county.

NEW YORK.—The New York Teachers' Association will hold its thirty-third anniversary at Albany from July 5 to 11.

WISCONSIN.—B. R. Goff, of Laporte, Ind., high school, succeeds. Miss Maryatt at Kenosha. Mr. Goff is a graduate of Michigan University.
Practical Hints and Exercises.

LESSONS IN INDUSTRIAL DRAWING.—NO. III.

MARY E. BRADLEY, Akron, Ohio.

The teacher will find enough work to do in drawing, between these lessons, if the work given is rightly utilized. For instance, in the last lesson we gave, inside the square, a double Greek Cross as in the figure.

Now let the scholar take his first lessons in designing. Draw a 3 in. square, and by drawing diameters divide it into four 1 1/2 in. squares, and put the double cross into each one. For a border, put one or two simple leaves on the board—

(as you can do by a little practice) thus:

and let the scholar arrange them in a 1/2 inch border around the square; this will give a very pretty pattern for oil cloth.

For the next lesson the scholar should make his own design without help, and though it may be very poor, I find that scholars who have no talent but perseverance, succeed in the end better than those who have talent but lack perseverance.

And now one word in regard to outline drawing: When you have given an outline lesson, as in the Greek Cross, have it always understood that the scholar must draw the object itself or one as nearly like it as can be found; and if he cannot draw it he must try until something is produced that resembles it. Last week, in my D. gram. grade, I gave the outline of a fruit dish, with the understanding that every one in the room must bring me a copy of the fruit dish at home, and if not a fruit dish—a dish they could find which most resembled it. I was surprised at the result and the interest manifested. It is taken for granted, now, that the scholar can draw, and understands all about the square, the oblong, and the octagon.

Take for the next lesson the regular pentagon, which is a figure containing five equal sides, and five equal angles. Draw a vertical of any length, say 2 inches, and bisect it. Through the point of bisection draw a horizontal line, each side equal to half the vertical. Call the vertical 1-2, the horizontal 3-4, the point of bisection 5. Draw 1-3 and bisect it in 6. Bisect 5-3, and draw 5-7 = 1-5, thro' point of bisection. Draw 1-7. On the opposite side do the same, and draw 1-9. Bisect 9-11, and draw an indefinite line thro' 10-5. Make 5-11 = 1-5. Draw 7-11. Bisect 7-11 in 12, and draw indefinite line through 5, making 5-13 = 1-5. Draw 9-13 and 11-13, and you have your pentagon.

This lesson will not all be given in one lesson, as it may be too difficult. But it should be given and repeated until it can be drawn at any time from memory. After that ask the class to find out if there is not a house, barn, or church in the neighborhood built on the plan of a regular pentagon, and tell them to bring you a copy of it. Lead them carefully, step by step, but do not expect wonderful things of them for some time to come.

DICTATION DRAWING.

Prof. L. S. THOMPSON, Purdue University.

LESSON LXVII.

Place dots as in the last lesson, and draw curves as follows: From the upper dot to the centre one, a full curve, with its convex side toward the left; from the centre dot to the lower one, a full curve, with its convex side toward the left; from the upper dot, through the right one, to the lower one, a full regular curve.

LESSON LXVIII.

Place dots as in Lesson LXVI., and draw curves as follows: From the upper dot to the centre one, a full curve, with its convex side toward the right; from the centre dot to the lower one, a full curve, with its convex side toward the right; from the upper dot, through the right one, to the lower one, a full regular curve.

LESSON LXIX.

Place dots as in Lesson XLIV., and draw curves and a lens as in Lesson LVII.

Remarks.—This figure is similar to the result of Lesson LVII., except it is wider through the middle.

LESSON LXX.

Place dots as in Lesson IV., and draw curves and a lens as in Lesson LVII.

Remarks.—This figure is similar to the result of Lesson LVII., except it is wider at the top.

LESSON LXXI.

Place dots as in Lesson XLIV., and another dot half-way between the centre dot and the lower one. Draw as follows: From the upper dot to the dot half-way from the centre dot to the lower one, a lens with full curves; from the left dot to the lower one, a lens with very full curves; from the right dot to the lower one, a lens with very full curves; from the lower end of the middle lens to the lower dot, a straight line.

Remarks.—The outer curves of the lower part of the figure should be in the form of a semi-circle.

LESSON LXXII.

Place dots as in Lesson XXVI., and draw as follows: A semi-circle from the upper left dot, through the centre, to lower left one; a semi-circle from the upper right dot, through the centre, to the lower right one; a semi-circle from the upper left dot, through the centre, to the upper right one.

Remarks.—The four semi-circles thus drawn will form four lenses, meeting at the centre, with very full curves.

LESSON LXXIII.

Place dots as in Lesson XLIV.; then place a dot one inch above the left one and one inch to the left of the upper one, and another dot one inch above the right one and one inch to the right of the upper one. Draw as follows: From the upper dot to the centre, a lens with full curves; from the centre to the lower dot a straight line; from the left upper dot to the lower one, a full curve, with its convex side toward the centre; from the right upper dot to the lower one, a full curve, with its convex side toward the centre; from the dot one inch from the centre toward the left, to the lower dot, a full curve, with its convex side toward the centre; from the dot one inch from the centre to the right lower dot, a full curve, with its convex side toward the centre; from the dot one inch below it, a full curve, with its convex side toward the right.

LESSON LXXIV.

Place dots as in Lesson LXXIII.; and then add the following: a dot, half-way between the left upper dot and the middle upper one, and another dot, half-way between the right upper dot and the middle upper one.

Draw as follows: From the upper left dot to the lower one, a very full curve, with its convex side toward the centre; from the right upper dot to the lower one, a very full curve, with its convex side toward the centre; from the dot one inch from the centre toward the left, to the lower one, a full curve, with its convex side toward the centre; from the dot one inch from the centre toward the right, to the lower one, a full curve, with its convex side toward the right; from the right upper dot to the dot one inch below it, a full curve, with its convex side toward the left; from the dot half an inch to the left of the middle upper dot, to the centre one, a full curve, with its convex side toward the right; from the dot half an inch to the right of the middle upper dot, to the centre one, a full curve, with its convex side toward the left; from the middle upper dot to the nearest one to the
left of it, a full curve, with its convex side upward; from the middle upper dot to the nearest one on the right of it, a full curve, with its convex side upward.

LESSON LXXV.

Place dots as in Lesson LXXIV, and then add the following: a dot half-way between the left dot and the centre one, and another dot half-way between the right dot and the centre one.

Draw as follows: From the centre to the lower dot, a lens with full curves; from the middle upper dot to the nearest one to the left of it, a full curve, with its convex side upward; from the nearest dot to the left of the middle upper dot, to the upper end of the lens, a full curve, with its convex side toward the right; from the nearest dot to the right of the middle upper dot, to the upper end of the lens, a full curve, with its convex side toward the left; from the last dot to the lower one, a full curve, from the dot one inch below it, a full regular curve; from the left upper dot to the left of the centre, a full curve, with its convex side toward the left; from the last dot to the lower one, a full curve, with its convex side toward the right.

PRINCETON, ILL. HIGH SCHOOL.

ENGLISH LITERATURE, June 5, 1878.

1. What class of English words are of Saxon origin? 2. From what languages do our scientific terms principally come? Why from these? 3. State Grimm's law of change of consonants, with examples. 4. Principal divisions of prose? Of verse? 5. Cædmon. 6. Layamon. 7. Piers Plowman. 8. John Mandeville. 9. Name Chaucer's principal works. 10. John Barbour. 11. In what work and by what author occurs the character of Desdemona, the Traveler, the Queene. 12. Principal Dramatists prior to Shakespeare? 13. Principal Dramatists contemporary with Shakespeare with one or more plays of each. 14. The Faerie Queen. 15. Milton. 16. Dryden. 17. What is meant by the Augustan age of literature? 18. Who were the principal poets of the artificial school? Why so called? 19. What is meant by the metaphysical school of poetry? Who is called its founder? 20. Explain and illustrate the difference between subjective and objective writing. 21. Name the principal novelists of the XVIII century with works. 22. Name the three great historians of the last century, with principal works. 23. Who were the "Lake School" of poets? Why so called? 24. Name eight English poets of the present century, with principal works, and some prominent characteristic of each. 25. Most noted Irish poet? Principal works? 26. Three noted Scotch poets. 27. Three most noted American historians, with principal works. 28. Four most eminent American poets, with works. Which of them is most popular in England? 29. Who wrote the Anatomy of Melancholy, the Polyboalhion, the Traveler, the Star-Spangled Banner, the Complete Angler? 30. Name four noted metaphysicians, with some peculiar system or theory advocated by each. 31. From what author and from what work are the following quotations: 32. In what work and by what author occurs the character of Desdemona, Shylock, Parson Adams, Sir Roger de Coverley, Uncle Toby? 33. Most noted English translators of Homer? 34. What poem was composed in a dream? 35. Name the poets-laureate of the present century.

QUESTIONS AND ANSWERS.

To Correspondents.—Make your answers as brief as possible and not sacrifice clearness. Never send an answer or a question on a postal card. Never make any cancellation marks in your solutions. Always receive your answer before sending; to see that it is perfectly clear and contains no errors. The nearest and the best answers will be published in preference to others. When it is possible, send your own answer when you send the query. Make as few diagrams as possible. Write only on one side of the paper.

QUERY.

62. What shall we do with our boys and girls during intermissions on stormy days? Country teachers please answer.

P. M.

63. What is the solid contents of that portion of a cylinder four (4) feet in diameter included within another cylinder six (6) feet in diameter, their axes intersecting and perpendicular? The solution is required. WM. THOMAS.

64. Required: The formula for the radius of three equal, inscribed circles, tangent to each other, and tangent to the circumscribed circle. W. P. CARUTHERS.

65. Swinton and other grammarians use the expressions "adjective phrase," "adjective clause," etc. Webster does not give the word adjective as an adjective. He gives "adjectival," but adds "rare." Which has the higher authority—"adjective clause" or "adjectival" clause? Who shall govern, the grammarians, or the compilers of the dictionary? 66. In "high intellectual ability," which is the better disposition of high: as an adjective limiting ability, or an adverb limiting intellectual? Is there any authority for the latter? E. B. F., JR.

ANSWERS.

40. (1) "This lake is said to be one hundred feet deep"—"It is said that this lake is one hundred feet deep." Logical and grammatical subject, that this lake is one hundred feet deep; logical and grammatical predicate, is said.

1. Logical subject of the noun-proposition, this lake; logical predicate, is one hundred feet deep.

2. Grammatical subject, lake, modified by the adjective this.

3. Grammatical predicate, is, modified by the predicate adjective deep. Deep is modified by the adjective, (4) one hundred feet.

4. (2) "I know it to be he" should be "I know it to be him." Logical subject, I; logical predicate, "know it to be him."

5. Grammatical subject, I.

6. Grammatical predicate, know, modified by the phrase, it to be him.

7. It is modified by to, to be being modified by the predicate-objective him.

8. (3) "I believe it to have been them." Logical subject, I; logical predicate, believe, it to have been them.

9. It is modified by to have been, to have been being modified by the predicate-objective them.

10. (4) "He maketh me to lie down in green pastures." Logical subject, he; logical predicate, maketh me to lie down in green pastures.


12. Grammatical predicate, maketh, modified by the phrase he to lie down in green pastures.

13. We is modified by to lie, to lie being modified by the adverb down, and by the adjective, in green pastures.

14. (5) "It is good for us to be here."—"For us to be here is good." Logical subject, for us to be here; logical predicate, is good. Grammatical subject, for us to be here. Grammatical predicate, is, modified by the predicate-adjective good.

15. (6) "He was not even invited to be present." Logical subject, he; logical predicate, was not even invited to be present. Grammatical subject, he.

16. Grammatical predicate, was invited, modified by the adverbs even and not and by to, to be being modified by the predicate-adjective present.

17. "There is a limit at which forbearance ceases to be a virtue."—"A limit at which forbearance ceases to be a virtue is" (exists). Logical subject, a limit at which forbearance ceases to be a virtue. Logical predicate, is. Grammatical subject, limit, modified by the adjective a and by the adjective-proposition, at which forbearance ceases to be a virtue. Grammatical predicate, is. Logical subject of the adjective-proposition, forbearance; logical predicate, ceases to be a virtue, at which. Grammatical subject, forbearance.

18. Grammatical predicate, ceases, modified by the adjunct at which, and by to be, to be being modified by the predicate-nominaive virtue. W. H. P.

50. I respectfully submit the following as the probable answer to No. 50. A speaks the truth 3 times in 4; his probability is 1/4. B speaks the truth 4 times in 5; his probability is 1/5. C speaks the truth 6 times in 7; his probability is 1/7. The double probability is 1/4 + 1/5 = 1/7. A & B's 1/7; C's 1/7. A & B's 217 is the only answer which is less than 1/7. A & B's 217 is No. of opportunities 457. C's probability is 240/457, or favorable opportunities 217. Probability that A & B are right is 1/7 or less than 1/7. M. H. BRENNAN.
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