That man who happens to be a member of a Board of Education or of a Board of School Trustees and who, when attempting to discharge his official duty, cannot thoroughly forget whether he is a Republican or a Democrat, is an unworthy citizen and a disgrace to his generation.

Whether politics has anything to do with bringing about the retirement of Prof. Phelps we do not know. It has been strongly intimated and as strongly denied. But we sincerely hope that each member of the Board of Regents stands unimpeachable on this score.

It seems to be agreed that the question of uniformity in the administration of the four schools which are under the control of the Board of Regents is an important factor in the causes of the difficulty. What necessity there is for trouble on this head the public has no means of judging as yet. It is possible that there are points in regard to which no variation can be allowed. But in our eyes that word uniformity has come to bear a very suspicious look. It covers a policy which needs to be watched very closely, whether it means uniformity in text-books, uniformity in methods, uniformity in standards, or what not. It is a fruitful theme, upon which our readers may be called upon to reflect hereafter. But at present the Weekly only wishes to record its conviction in regard to uniformity in general, that it is a very good and a very desirable thing if it is a uniformity which brings all—really, not in appearance only—to the level of the highest and best. But if uniformity requires the lowering of the best to the level of the medium or the poor, then it is an evil.

It is understood that the facts involved in the issue at Whitewater will soon be given to the public. On the general principle that it's an ill wind that blows nobody any good, we shall hope that some good in some direction will come out of the matter.

We hope the Board may have the wisdom and the opportunity to obtain another President as able and efficient as the one who leaves them, and may Professor Phelps speedily find, as no doubt he will, another door open through which his eminent talents and long experience may enter upon a wide field.

WILLIAM CULLEN BRYANT.

No doubt some of the readers of the Weekly have read all they desire to in regard to Mr. Bryant. As for ourselves, so deep is our reverence for the man, his character, and his work, that we feel a prick of conscience in passing anything by relating to him which comes before us.

For the sake of those who may not have read so much, and to satisfy our own sense of duty, we shall ask indulgence to take our readers may be called upon to reflect hereafter. But at present the Weekly only wishes to record its conviction in regard to uniformity in general, that it is a very good and a very desirable thing if it is a uniformity which brings all—really, not in appearance only—to the level of the highest and best. But if uniformity requires the lowering of the best to the level of the medium or the poor, then it is an evil.

It is understood that the facts involved in the issue at Whitewater will soon be given to the public. On the general principle that it's an ill wind that blows nobody any good, we shall hope that some good in some direction will come out of the matter.

We hope the Board may have the wisdom and the opportunity to obtain another President as able and efficient as the one who leaves them, and may Professor Phelps speedily find, as no doubt he will, another door open through which his eminent talents and long experience may enter upon a wide field.

WILLIAM CULLEN BRYANT.

No doubt some of the readers of the Weekly have read all they desire to in regard to Mr. Bryant. As for ourselves, so deep is our reverence for the man, his character, and his work, that we feel a prick of conscience in passing anything by relating to him which comes before us.

For the sake of those who may not have read so much, and to satisfy our own sense of duty, we shall ask indulgence to take advantage of our delay, and of the many articles which have appeared in the ablest papers in the country, to add another page or two to the great number that have already been devoted to a review of the life and character of this eminent man.

The salient points of his biography, as of most author-life, are few. Born in November 1794; spent two years in Williams College; admitted to the bar in his twenty-first year; practiced law in Western Massachusetts until he was thirty-one years of age. Then he removed to the city of New York, abandoned the legal profession, and began his career as a man of letters,—first as editor of the New York Review, a scholarly periodical of short life, and then upon the New York Evening Post, which has
ever since been "Bryant's paper." He published several editions of his poems and made frequent trips to Europe. The last half of his life was spent in affluence, and gave abundant evidence of a charitable spirit which his early circumstances did not allow to become prominent. He died at the age of eighty-four in consequence of injuries received in falling in a swoon on the steps of a friend's house, whether he had retired to recover from the effects of excessive heat and over-exertion in delivering the address at the unveiling of the bust of Mazzini, in Central Park. He had the rare fortune, or rare good sense,—in this connection they are almost identical—to live in perfect health up to the end of his life. His eyes needed no glasses, his hearing was good, and he outwalked men of middle age. This hearty old age was an evidence which cannot be too often recited of the value of temperance—perfect self-control in eating, drinking, sleeping, playing, and working.

As a JOURNALIST, Mr. Bryant did not belong to the modern type. He knew of no enterprise but steady adherence to honest conviction; he sought no approval but that which comes from the intelligent and the virtuous. For fifty-two years he was closely identified with the oldest journal in New York, excepting one. This means something of the olden time in his character; although, considering the circumstances, Mr. Bryant was singularly liberal and progressive. There was an elevation of sentiment and carefulness of diction in his writing, and back of all a deep Christian spirit, which it would be pleasant to find in journalism to-day.

His career as an editor covered the critical period of American history from 1830 to 1860—the period of the discussion and abolition of slavery. During these years ministers of the gospel preached and quoted the Bible in defense of the abominable thing: lawyers did not care to suggest the thought of liberty; publishers issued only eviscerated books; business men found it unprofitable to express sympathies that were displeasing to the South; and political parties and newspapers took care not to be stained with anti-slavery ideas. During these years Mr. Bryant conducted his paper, and he never swerved; he was a straight anti-slavery man, pronouncing and known, and changeless.

The editor's chair enabled his shy and somewhat unsocial nature to work at arm's length for the good of humanity and the country. It economized and retained his temperament and faculties in the public service. He escaped all prostitutions of his pen or his conscience, in his exposed and tempted calling. He was a model of moderation, candor, and courage in his editorial work. He rebuked the headlong spirit of party and sensational extravagance of expression. He appreciated the merits of those from whom he differed; and unbecoming personalities—so common but so disgusting in journalism—found no harbor in his columns. Young men and women never found anything in his paper to corrupt their taste or their morals, and families could safely lay the Evening Post where their children and their guests might take it up.

As a SCHOLAR, Mr. Bryant was an illustrious example of what may be accomplished by good habits, and steady industry, in spite of a frail body and only moderate facilities for obtaining an education. Only two years in college, and admitted to the bar at twenty-one, indicate no high attainments. And yet he speedily stepped into the front rank of American scholars. His translation of Homer speaks for his classical learning, his translations from the Spanish, Italian, and other languages, of his attainments in modern speech. He was a linguist, excelled only by a few of those who make the subject a life-specialty. As a publicist and a student of social and economic science he had few superiors. When we remember that all this was attained during years in which the exacting and responsible duties of an active editor were conscientiously discharged, shall we not honor this industry and perseverance of the man?

As a POET, it is difficult to speak of Mr. Bryant; and yet it is as a poet that he is most widely known and venerated. He was before the American public in verse for more than seventy years. Some of his productions will live with the masterpieces of English literature, and yet Mr. Bryant did not devote himself mind and spirit to poetry. He never wedded the goddess. He preferred the solace of the lovely maid as a companion according to his mood. He was always a man of affairs. To him poetry was the shrine of the pilgrim, not the altar of the consecrated priest. This was due in part, no doubt, to the circumstances of his time. At the date when he came to the parting of the ways, a man could not live by poetry alone, no matter how divine the allusus.

Before he was twenty he composed that immortal poem, Thanatosis,—a production which, when we ponder over it, seems as if inspiration had designed it to come from the lips of hoary age, rather than from the lips of inexperienced youth. And yet Thanatosis of the boy of eighteen, is but the prelude to the Flood of Years of the old man of eighty-two. Between these two extremes, lies a succession of poems, remarkable for their evenness, and perfection of workmanship. They are never much aside from the line that marked the first flight of his genius, and it is doubted if any of them surpass it.

There are but few pieces in the world that can stand comparison with Thanatosis; and yet it is so hackneyed in our reading books, and so familiar to us from youth, that many, especially teachers, seem to be insensitive to its beauty and power. It is in the same sad predicament as Gray's Elegy,—its hallowedness is not felt because our familiarity with it comes too early and is hence irreverent. The following comment upon Thanatosis is from a sketch in Harper's Weekly by Mr. R. H. Stoddard. "This poem could only have been written in America. Its central thought, the universality and antiquity of death, demanded the background of a continent for its illustration, and the flight of untold centuries for its contemplation. I do not see how it could possibly have been suggested by the burial places of Europe, which are modern in comparison with those of the New World, itself the sepulchre of races long since extinct. History has preserved neither their names nor their deeds. The pall of darkness covers them."

Putting Gray's Elegy in contrast, he continues, **"the vanished ones who are called to mind (in the Elegy) were merely such as were natives of the place. ** What are the rude forefathers of the hamlet beside the patriarchs of the infant world—"

"The powerful of the earth, the wise, the good,
Fair forms and hoary seers of ages past,"

with whom we shall lie down in one mighty sepulchre?"

And there is that sublime passage, beginning

The hills

Rock-ribbed and ancient as the sun; **

Where can it be matched? Out of reverence for the noble poem, and for the sake of presenting it with surroundings different from those in which it usually comes before the eyes of teachers, we take the liberty of inserting the whole poem in this issue. In order to complete a beautiful and suggestive trio, we also pub-
lish two others from Bryant,—the last one he ever wrote, and the one on June most appropriate, as it was the month in which he died.

Bryant can hardly be said to share as high a degree of popularity as either Longfellow or Whittier. When asked how to account for what popularity he does possess, he is a fortunate teacher of literature who can fully satisfy himself or his questioner. A cognate question would be, how to account for Wordsworth’s popularity? The answer to this will be so far an answer to the first. But there is this difference we think between the two cases.

Wordsworth’s popularity is not great among us. He does not appeal to the common mind, even as much as Bryant does. His is the “audience select though few.” There is no temptation to affect a love for Wordsworth. But in the case of our own poet, we believe that one half of his popularity is due to the fashion among us to praise what is American; while the other half comes from the genuine and appreciative readers of his poetry. Many laud Bryant who have read but few of his poems.

Bryant and Wordsworth were similar in many respects; and the lovers of the one will be lovers of the other. They were both possessed with an intense love of nature. They presented her as a world not to be interpreted by the eye but by the soul. Before their day there were passages of poetry in which the praises of the seasons were sung, and cataracts, sunsets, and rainbows were faithfully described; but nature as a whole, with a deep spiritual meaning in her beauties and harmonies, as a presence, the very garment of God, was almost unheeded and unknown.

They are both reserved, unsmiling, irreproachable in aspect; not at home in cities or in crowds, not easy of access or dependent on companionship.

They are alike also in the simplicity and directness of their language. There is no resort to ornament or to the poet’s tricks; there is no art for art’s sake. Although Bryant declared that Wordsworth’s first work, Lyrical Ballads, came to him as a revelation, still he escaped the early vagaries of his English contemporaries on the matter of style.

Bryant never made verses. There is never the least suspicion that he affects to feel raptures which he does not feel. He is full of sentiment; but free from sentimentality. He has full recognition of human sorrows and sins; but no repining, much less despair. There is an entire absence of everything that borders on extravagance or morbidity. This makes his poetry wholesome and inspiring. When his poems are studied, their simplicity is found to be their charm. When read without being studied, we rarely know what we have in hand, so perfect is the art and its concealment. How easy it seems to write those simple lines—for instance, the ode on Washington’s birthday. Yet it is harder than to fill each stanza with high-sounding sentiment and fantastic word-painting.

The finest and best sustained of Mr. Bryant’s poems are those in blank verse. Here his supremacy is recognized; and it is a high tribute to his genius. Who ever essays to write in blank verse must be a true poet. He is then disrobed; he must rely upon his natural gifts; his defects cannot be hidden. To feel that in this measure Bryant was “at his height, it is only necessary to recall such titles as Thanatopsis, A Forest Hymn, A Flood of Years.”

Bryant’s poetry has been called cold. So Wordsworth’s was called insipid. But the defect is in the reader, not in the poet. Even James Russel Lowell, in the callow days when he could write “A Fable for Critics,” spoke thus of Mr. Bryant:

“Unqualified merits, I’ll grant, if you choose, he has ‘em, But he lacks the one merit of kindling enthusiasm; If he stir you at all, it is just, on my soul, Like being stirred up with the very north pole.”

The emotions which Bryant appeals to are too deep to find speedy utterance, too profound to be moved quickly. It is not possible that he is cold to any but the thoughtless and the shallow. There is about him a Doric strength and simplicity which can be appreciated by none but wide souls. He awakens reflection and not enthusiasm.

He never wrote but one poem against slavery, and that was after the death-blow had been given to the “Great Wrong.” This may be a singular fact. But surely it was not for the reason that the cause of freedom did not touch his heart. The counterpart to Whittier’s noble work is to be found in the vigorous, anti-slavery assaults made for years in the Evening Post.

“As a man, it is his glory”—we quote from Dr. Bellows’ funeral discourse—“that his character out-shone even his great talent and his large fame. Distinguished equally for his native gifts and his consummate culture, his poetic inspiration and his exquisite art, he is honored and loved to-day even more for his stainless purity of life, his devotion to the higher interests of humanity, and his unfeigned patriotism. It is remarkable that with none of the arts of popularity, a man so little dependent on others’ appreciation, so self-contained and retiring, who had little taste for cooperation, and no bustling zeal in ordinary philanthropy, should have drawn to himself the confidence, the honor, and reverence of a great metropolis. Beyond all thirst for fame or poetic honor, lay in Bryant the ambition of virtue. Reputation he did not despise, but virtue he revered and sought with all his heart. He had an intense self-reverence, that made his good opinions of his own motives and actions absolutely essential. His passions were strong, and in early manhood not always under the perfect control of later days. With a less consecrated purpose, a less reverent love of truth and goodness, he might easily have become acrid, vindictive, or selfishly ambitious.”

Few lives have been as complete as Mr. Bryant’s. Born, we might almost say, with the birth of the nation, his life has been contemporary with nearly its whole first century. He saw the birth, he lived before the existence of every one of the characteristic triumphs of modern civilization—steam-navigation, the railroad, and the telegraph. And yet he did not die until they became familiar the world over, and well nigh universal in their fruitful influence.

He did not hide behind his literary reputation. He was fastidious in his ideas of manhood and honor. If any man has the right to shrink from the turmoil of life, that right belonged to him. But he did not take it. When he came to the time of life when most men say that they have earned the right to rest, he stopped not, but worked on to the very end, taking part in everything that concerns humanity. The last act of his life was to deliver a public address.

He was a lover and advocate of religious liberty, and a lover of religion itself, not in any dogmatic form, but in its essence and charity. For the last fifteen years of his life he was in regular church fellowship. Those who knew him best testify that his last years were his sweetest, devoutest, and nopest humane years.

As we meditate upon this glorious life, what an uplifting power it exerts upon us! What an answer has the Great Mover of the Universe vouchsafed to the soul that wrote in “An Evening Revery!”
"O thou great Movement of the Universe,
Or Change, or Flight of Time—fear ye are one!
That hearest, silently, thy visible scene
Into night's shadow and the streaming rays
Of starlight, whither art thou bearing me?
I feel the mighty current sweep me on,
Yet know not whither. Man foretells afar
The courses of the stars; the very hour
He knows when they shall darken or grow bright;
Yet doth the eclipse of Sorrow and of Death
Come unforewarned!"

In giving so much space to this subject, we find sufficient defense, if, indeed, it is required of us, in the following considerations:

1. For the teacher, the life and character of William Cullen Bryant is of peculiar value from the fact that honesty, nobility of character, and an unobtrusive but steady devotion to the best interests of mankind, brought large influence and devout reverence to a man who lived rather withdrawn from public contact, and who was wanting, in the tact, and geniality, and magnetism, which are the ordinary elements that give to men great power over their fellows, but which are elements noticeably absent in the teacher's character.

2. In him is an example of a full recognition being accorded to merit accompanied by modesty, to enforce which lesson it is hard to find examples in our society to-day. In Bryant's career, boys and girls may be made to feel the contrast between those who are possible and eminently desirable. The globe are but a handful to the tribes that slumber and those that are not to be found examples in our society. Take note of thy departure? All that breathe and character of William Cullen Go

3. The triumph of his life proves forcibly to the young and the aspiring, the value and the possibilities of uptiring industry.

4. As a means of making pupils feel the qualities of an author's style—no easy task—and at the same time to develop in them a cultivated taste, there is nothing better than the study of Bryant. His prose is plain, virile, and "free from any cheap gloss of rhetoric, or the jingle of an effeminate rhythm."

His poetry contains nothing that is gaudy; there are no false colors which are so attractive and injurious to the young. There is nothing ingenious or vague; no doubtful figures or strained comparisons, no doubtful sentiment to be found in his works.

5. And where can the teacher of literature find a lever more available to lift pupils to a plane above that in which Moore and Byron are their delight? It is generally a difficult matter to lead a young person to appreciate and enjoy Bryant and Wordsworth. They require habits of exalted reflection, of looking into the hidden meanings of things, that are not to be found ordinarily in youth, although at that time of life these habits are possible and eminently desirable. However, there is an introduction, a morbid, self-considering kind of reflection which is largely prevalent among us, and very pernicious. A teacher can do no greater service for his pupil than carefully to guard him or lead him from the latter, and fairly ground him in the former. We know of no better way of accomplishing this than by cultivating in our classes a love of these twin poets of nature. They are pure and healthy. They lift us out of ourselves, and toward something higher. Excepting a reverence and love for the Bible, there is no surer guarantee of a noble manhood and womanhood than an appreciation and love, in youth, of Bryant and Wordsworth.

—There can be no good teaching without a previous training in the methods of teaching.—John Stewert.
THE TWENTY-SECOND OF FEBRUARY.

Mr. Bryant's last poem. The memory of Washington has never received so worthy a tribute, from an American poet, as the six noble stanzas given below:

Pale is the February sky,
And brief the midday's sunny hours.
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.
Yet has no month a prouder day,
Not even when the summer broods
Over meadows in their fresh array,
Or autumn tints the glowing woods.

For this chill season now again
Brings, in its annual round, the morn
When, greatest of the sons of men,
Our glorious Washington was born.

Lo, where, beneath an icy shield,
From the grasp of winter's icy power,
A coffin borne through sleet,
With icy clouds above it rolled,
The procession of the funeral service and just

THE Educational Weekly.

GRUBE'S METHOD.—VII.

Prof. LOUIS SOLAND, St. Louis Normal School.

HUNDREDTH STEP.
The Number 100.

Considerable time should be spent on the number 100. Besides the regular process which has been explained in connection with the number 20, a general review should take place. The multiplication table, of which the elements are known from previous instruction, may be written out in the following well-known forms and committed to memory thoroughly.

These to their softened hearts should bear
The thought of what has been,
And speak of one who cannot share
The gladness of the scene;
Whose part, in all the pomp that fills
The circuit of the summer hills,
Is, that his grave is green;
And deepely would their hearts rejoice
To hear again his living voice.

JUNE.

BY WILLIAM CULLEN BRYANT.

Read at the conclusion of the funeral service and just before bearing the remains of the author to their last resting place by the side of his beloved wife in Roslyn, Long Island.

I gazed upon the glorious sky
And the green mountains round,
And thought that when I came to lie
At rest within the ground,
'Twre pleasant, that in flowery June,
When brooks send up a cheerful tune,
And groves a joyous sound,
The sexton's hand, my grave to make,
The rich, green mountain-turf should break.

A cell within the frozen mould,
A coffin borne through sleet,
And icy clouds above it rolled,
While force the tempests beat—
Away!—I will not think of these—
Blue be the sky and soft the breeze,
Earth green beneath the feet,
And be the damp mould gently pressed
Into my narrow place of rest.

There through the long, long summer hours,
The golden light should lie,
And thick young herbs and groups of flowers
Stand in their beauty by.
The circle should build and tell
His love-tale close beside my cell;
The idle butterfly
Should rest him there, and there be heard
The housewife bee and humming-bird.

And what if cheerful shouts at noon
Come, from the village sent,
Or song of maidens beneath the moon
With fairy laughter blend?
And what if, in the evening light,
Betrothed lovers walk in sight
Of my low monument?
I would the lovely scene around
Might know no sadder sight nor sound.

I know that I no more should see
The season's glorious show,
Nor would its brightness shine for me,
Nor its wild music flow;
But if, around my place of sleep,
The friends I love should come to weep,
They might not haste to go.
Soft airs, and song, and light, and bloom
Should keep them lingering by my tomb,

These to their softened hearts should bear
The thought of what has been,
And speak of one who cannot share
The gladness of the scene;
Whose part, in all the pomp that fills
The circuit of the summer hills,
Is, that his grave is green;
And deepely would their hearts rejoice
To hear again his living voice.

GRUBE'S METHOD.—VII.

Prof. LOUIS SOLAND, St. Louis Normal School.

HUNDREDTH STEP.
The Number 100.

Considerable time should be spent on the number 100. Besides the regular process which has been explained in connection with the number 20, a general review should take place. The multiplication table, of which the elements are known from previous instruction, may be written out in the following well-known forms and committed to memory thoroughly.

These to their softened hearts should bear
The thought of what has been,
And speak of one who cannot share
The gladness of the scene;
Whose part, in all the pomp that fills
The circuit of the summer hills,
Is, that his grave is green;
And deepely would their hearts rejoice
To hear again his living voice.

JUNE.

BY WILLIAM CULLEN BRYANT.

Read at the conclusion of the funeral service and just before bearing the remains of the author to their last resting place by the side of his beloved wife in Roslyn, Long Island.

I gazed upon the glorious sky
And the green mountains round,
And thought that when I came to lie
At rest within the ground,
'Twre pleasant, that in flowery June,
When brooks send up a cheerful tune,
And groves a joyous sound,
The sexton's hand, my grave to make,
The rich, green mountain-turf should break.

A cell within the frozen mould,
A coffin borne through sleet,
And icy clouds above it rolled,
While force the tempests beat—
Away!—I will not think of these—
Blue be the sky and soft the breeze,
Earth green beneath the feet,
And be the damp mould gently pressed
Into my narrow place of rest.

There through the long, long summer hours,
The golden light should lie,
And thick young herbs and groups of flowers
Stand in their beauty by.
The circle should build and tell
His love-tale close beside my cell;
The idle butterfly
Should rest him there, and there be heard
The housewife bee and humming-bird.

And what if cheerful shouts at noon
Come, from the village sent,
Or song of maidens beneath the moon
With fairy laughter blend?
And what if, in the evening light,
Betrothed lovers walk in sight
Of my low monument?
I would the lovely scene around
Might know no sadder sight nor sound.

I know that I no more should see
The season's glorious show,
Nor would its brightness shine for me,
Nor its wild music flow;
But if, around my place of sleep,
The friends I love should come to weep,
They might not haste to go.
Soft airs, and song, and light, and bloom
Should keep them lingering by my tomb,
Educational Weekly.

One year and eight months are how many months?
One hundred ounces are how many pounds?
Eight pounds three ounces are how many ounces?
Twenty-three gallons are how many quarts?
One hundred quarts are how many gallons?
A farmer sold three mules for 90 dollars; how much apiece did he get for them? Etc.

Numbers above 100.

In teaching the numbers from 100 to 1,000 the transition is made to the ordinary four processes. Instruction gradually loses the character of an object lesson and appeals to memory, understanding, and reason directly. Not that the help of illustrations is discarded altogether, for they should be used wherever feasible, but when dealing with larger numbers the only way to illustrate is to show the analogy, with a corresponding example in smaller numbers, by which perception is enabled to help the higher powers of the mind. A few generalizations will be of assistance in following Grube’s idea.

The number 100 is the last one treated by itself. With it instruction proceeds no longer from one number to the next higher one considering each number separately, but deals with the numbers from 100 to 1,000 in general.

Grube places the work with numbers from 100 to 1,000 in the first half of the third year of the course. The first quarter is devoted almost exclusively to pure number, the second more to applied number.

As the relation of the units and tens to each other has been considered in the previous course, the principal part of the work at this stage is the measuring of hundreds by hundreds, and of hundreds by tens.

The greater part of instruction here is oral work, or intellectual arithmetic; written work is but a repetition of the oral.

In the introduction to this division of his work, our author says: “As the future study of arithmetic is simply an application of the insight gained by perception into the nature of the numbers from 1 to 100, the following part of the course has for its purpose to reduce the relations of the numbers from 100-1,000 to those of the numbers below one hundred or, in other words, to show that the relations of larger numbers among themselves are of the same nature as the relations of their elements.”

By this practice the pupil arrives at the secret of excellence in forming examples mentally; the dealing with numbers reduced to their smallest possible form.

In order to arrive at a true idea of number, we must look upon number itself at this stage and not yet consider the four processes as such. The latter are reserved for the second half of the year. Intellectual and written arithmetic should always be combined.

As there is no longer any need for the isolated consideration of each number, as in the former part of the course, the only division of the subject matter necessary is

A. The Pure Number (measuring, comparing, combining.)
B. Applied numbers.

TEACHER AND PUPIL.—II.

C. M. Woodruff, Esq., Detroit, Mich.

Sec. 3.—What is Excessive Punishment.

Whether punishment is excessive or not is a question of fact for the jury to determine. There can be no rule by which the excess of punishment may be measured. That which would be excessive punishment in one case might not be in another. The nature of the offense, the age of the pupil, his state of health, and general powers of physical endurance, all should

Miscellaneous exercises in addition, subtraction, multiplication, and division, with all the numbers below 100, will be a test whether the pupil has the necessary mechanical skill to proceed to the study of numbers above 100.

Examples like the following should offer no difficulty:

Addition

14+13+12+11
15+17+19+18
25+37+39+17
Subtraction

90-16-12-11
98-32-41-24
Multiplication

3X39, 4X23, 2X44, 2X27.
3X25, 3X2 etc.
Division

3|60, 3|69,
4|60, 4|72,
12|84, 13|65,
4|53.

A good exercise in the combination of numbers is to write a series of figures on the board and to direct the pupil to add or multiply the first two pointed at, to subtract the next, to divide by the third, etc. Examples like these should present no difficulty:

(3X29)-(4X10)+7; 10X3X5.

The teacher should always solve the examples mentally with the class.

Grube recommends also the following exercises at this part of the course as a test whether the pupil has a clear or fixed idea of each number:

Let the pupils count from 1 to 100, but instead of naming the numbers themselves, name two factors of which each may be composed. Hence instead of counting 6, 7, 8, 9, 10, the pupils are to say 2X3, 7X1, 2X4, 3X3, 2X5, etc. 1 is to be given as a factor only in case of prime numbers.

Numbers like 52, 68, 95, etc., must be remembered as the product of 4X13, 4X17, 5X19, etc., and for this purpose the multiplication table up to 20 should be studied.

I. e. Somebody had $100 and spent the fourth part of it; of the remainder he spent the third part. What amount did he keep? What part of the $100 did he keep?

1 have taken a number 3 times and have 4 more than half a hundred. What number did I take three times?

Five times what number is 5 less than 100?
Seventy-five is three times the fourth part of what number?
Exercises in changing compound numbers within the limits of 100 to lower or higher denominations.
One quarter of a dollar has how many cents? Three quarters?
Half a dollar is how many quarters? Dimes?
A dollar is how many dimes?
How many months in 100 days? Weeks?
A hundred months are how many years?
One hundred pieces are how many dozen? Pairs?

*To be read:—a) a is contained in 100 fifty times, b) half of 100 is 50, etc.
The Educational Weekly.

329

govern the punishment. A blow that would bring tears and repentance from one would only inspire the ridicule of another. The discretion of the teacher must govern, and yet it is a discretion in the exercise of which he must not err.

Unfortunately, the cases decided give us very little idea of the amount or kind of force inflicted in each case respectively. The writer witnessed a trial (the case not among the reported ones), where the facts were as follows: Pupils had been in the habit of leaning out of the second-story window of the schoolroom, just before the opening of school, and spitting upon people passing below. This had been expressly forbidden. The defendant, a teacher in the school, detected a young lad, a pupil, of about eleven years, so doing, and stealthily approaching from behind, gave him a severe blow with a frond, which left quite a black and blue mark, and disabled the boy from sitting down for some hours. This was held to be excessive and improper punishment. Moreover, the judge severely criticized the carelessness of the teacher, as he ought, for that the sudden start or jump, occasioned by both the surprise and the blow, might have caused the lad to fall from the window.

The Supreme Court of Indiana, in the case of Cooper vs. McJunkin, held that "a teacher in the exercise of the power of corporal punishment must not make such power a pretext for cruelty and oppression, but the cause must be sufficient, the instrument suitable, and the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted, should be distinguished with the kindness, prudence, and propriety which become the station. As regards the instrument used, a frond seems to be regarded as suitable. In the case of Commonwealth vs. Rendall, before cited, the court, as in the case of Cooper vs. McJunkin, on general principles condemned the use of the rod, while in Lander vs. Seaver, a jury found that a raw-hide was a suitable instrument.

Further research concerning what punishment would be excessive is useless. The circumstances of each case govern that case; all the facts surrounding it determine the question: the age of the pupil, the offense, the pupil's character, the strength, health, sex, and the instrument used. Cases have arisen, however, where the teacher's right to beat the scholar is derived not so much from his right to punish, as from his right to control the schoolroom. Such a case was that of Stevens vs. Fazzet, where a scholar in school hours placed himself in the desk of the instructor, and refused to leave it on the request of the teacher. It was held, that such a scholar might be lawfully removed by the teacher; and for that purpose the teacher may immediately use such force and call to his assistance such aid from any other person, as is necessary to accomplish the object, and the case is the same if the person removed is not a scholar, but a person having no right in the school. Here, it will be observed, the object of the battery was not correction, but the maintaining of the teacher's right to control the schoolroom, and his right to use force is based on the same ground as the right of one to use force in putting a trespasser off his premises.

Sec 4.—For What Offense May a Pupil be Punished?

The teacher is invested with the power of establishing reasonable rules for the government of the school. These rules must be observed by the pupils, or it would be useless to enact them; and their violation calls for some punishment from the teacher. Moreover, the teacher's right to control the schoolroom, cannot be mere arbitrary ones, created through some caprice of the teacher, but they must have for their aim the general welfare of the school and the scholar. The teacher's power to establish such rules is discussed elsewhere. Of course a pupil may be punished for any misconduct or misbehavior during school hours, even though it be not in direct violation of any set rule. There is a common law of decency and good conduct in the schoolroom, as well as in the body politic, and statutes of the state bear the same relation to the common law as rules of the schoolroom promulgated by the teacher at the commencement of the term, or at any other time, bear to what may be called the common law of the schoolroom. Whispering, disorderly and unseemly conduct in the schoolroom, is quite as much out of order, if it be not expressly prohibited, as if it were denounced by the teacher from his desk, at every session.

Ordinarily a pupil may not be punished by a school-master for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return from school, punish him for any misbehavior, though committed out of school, which has a direct and immediate tendency to injure the school, and subvert the master's authority. As an illustration of such behavior, we give the facts of the case cited to support this proposition. The defendant was a teacher of a district school in Burlington, Vt., and the plaintiff, whose age was about eleven years, was one of his pupils; one day about an hour and a half after the close of school in the afternoon, and after the plaintiff had returned home from school, and while he was driving his father's cow by the defendant's house, in presence of the defendant and some of his fellow pupils, the plaintiff called the defendant, "old Jack Seaver," the next morning, after school had commenced, the plaintiff having come to school as usual, the defendant, after reprimanding the plaintiff for his insulting language, whipped him with a small rawhide. In order to justify punishment under this decision, the "tendency to injure the school and subvert the authority of the master must be direct and immediate and not merely remote and indirect."

It has been usually considered that a teacher has the power to punish the pupil for misconduct out of the school, committed while on his way to and from the school, and this seems to be the law as recognized by the courts to this day, although they are not entirely unanimous on the subject. All concede that the punishment, however, should be inflicted in the school-room, for there is very great doubt whether the teacher's right to punish is not confined to school hours, although he may punish for certain offenses committed out of school hours. An illustration is afforded by a case tried in the Court of Common Pleas of Lawrence County, Indiana, some sixteen years ago, and for the details of which we are indebted to the "Lawyer in the School Room."

The prosecution was administered by a teacher on a pupil after the adjournment of school in the evening, and while the latter was on his way home, for an act committed during that time, and which was done by the teacher, who thereupon administered the correction by sundry stripes of an ordinary sized rod. It is well argued that the authority of the teacher to punish for the offense may in some measure depend upon whether the scholar continues under the jurisdiction of the master. For, if the scholar, after leaving the school in the evening, committed an offense as in this case, but never again returned to the school, the teacher's right to punish under such circumstances would be more than doubtful. Consequently, the deferring of the punishment in all cases, until it can be inflicted in the school-room, is advised.

The teacher has no right to punish a scholar for refusing to confess a crime for which he might be punished at law. The law does not require criminals to confess their guilt, consequently, any punishment for such a refusal would meet with no favor in the courts.

A father had directed his child in attendance upon a public school in Wisconsin to pursue only certain studies selected by the father from those required or permitted by law to be taught in such school and actually taught therein, and forbade the child to pursue a certain other study, and this fact was known to the teacher of the school; it was held that such a teacher was not authorized to inflict corporal punishment upon the child for the purpose of compelling him to pursue the study, so forbidden by the father.

The law may be summed up in brief, as follows: The teacher has the right to punish the scholar for any offense committed against any of the rules of the school which the teacher or other power establishing them has the right to establish, and as well for any misconduct in or out of the school room which has a direct or immediate tendency to injure the school and subvert the teacher's authority. The subject of rules for the government of the school will form the topic of a subsequent chapter.

The following expression came spontaneously from the teachers of the Whitewater Normal School when the fact of President Phelps' resignation was recently made known. The names of all but four of the faculty are signed to it.

Testimonial.—We the undersigned members of the faculty of the Whitewater Normal School, with publicly to express our appreciation of the uniform kindness and courtesy which have been extended to us by President Phelps.

We feel that the cordial support which he has given us in our work here has come from one whose long connection with normal schools has given him such broad and high conceptions of the ends to be attained as to enable him to judge and appreciate the needs of the time, and who thereupon devotes himself to that work.

Furthermore, in our opinion, the success of President Phelps' plans in this school, in the face of the many obstacles which have existed, unquestionably proves his ability, had these obstacles been removed, to place this school in the front rank of educational institutions.

Isabel Lawrence, Margaret M. Thomas, Mary L. Allen, Katharine S. Osborne, Helen D. Storke, Mabel E. Knapp, Isabella J. Storke, Geo. R. Kaffee.
THE REPUBLICAN NOMINEE FOR STATE SUPERINTENDENT. ILLINOIS.

The Republican convention met June 26, and, contrary to general expectation, nominated George, of Chicago, as candidate for State Treasurer.

It was somewhat generally supposed that Mr. Ridgeway would carry off this prize, and that, as a consequence, the state superintendency would go to Mr. Boltwood, Mr. Powell, or Mr. White.

We have not the details of the doings of the convention at hand to this writing, but, suffice it to say, that James P. Slade, the well-known county superintend-ent of St. Clair, received the nomination for State Superintendent.

Mr. Slade's face is familiar to every teacher who has attended the state meetings during the last four or five years, and he is always on hand, and is one of its most industrious and useful members. He is a native of Albany county, N. Y., but has lived in Illinois over twenty years. Since 1865 he has been most of the time county superintendent of St. Clair county, having been several times elected by majorities ranging from 2,000 to 2,500. He has for several years been principal of the Belleville High School. He was announced as a candidate only two or three weeks before the meeting, but his reputation is so excellent that it was generally conceded through Central and Northern Illinois, where we were familiar with the sentiments of teachers, that if the office went south, he was the man.

He has always been right on all educational questions. As a county superintendent, he has been exceedingly efficient and unusually popular. Should he be elected he will acquit himself with credit to his profession and to the state.

CHICAGO.

On the evening of Thursday, June 27, Mr. Duane Doty, Superintendent of Schools, of the city of Chicago, was reflected by a unanimous vote. Only three members were absent, and it is understood that they would have voted for him had they been present. This certainly must be very gratifying to Mr. Doty. Probably not another superintendent of a large city in the country has been treated as handomely this year. Mr. Delano was reflected assistant superintendent, the tenure of his office going to the next meeting.

Mr. Lowland, Principal of the Central High School, gets $4,250; his gentlemen assistants, $1,500. Principals of the Division High Schools get $1,875. Their assistants get, gentlemen, $1,250; ladies, $750. Principals of the Grammar Schools get $1,550. The salaries of the ladies range from $750 to $350. On the suggestion of Mr. Doty, 70 per cent was fixed as the average for graduation from the high schools and passage of pupils from one department to another.

On the motion of Mr. English, the secretary of the board, the board was instructed to correspond with the principal school boards and educational associations of this country with a view to cooperation in the reform of English spelling. May the secretary find abundant encouragement and assistance. The columns of THE EDUCATIONAL WEEKLY shall be opened freely to aid in the good cause.

—Egypt has 765 non-navigable canals used solely for irrigation, and 62 canals used both for irrigation and traffic. Of these canals over 100 have been opened during the reign of the Khedive.

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 them. More extended notices will be made of such as possess merit, or are of interest to teachers.]

APPLETON'S School Readers. By W. T. Harris, A. J. Rickett, and M. Bailey. First, 8mo, bd. 8c. Second, 18mo, bds. 43c. Third, 18mo, bds. 50 c. Fourth, 18mo, bds. 6c. N. Y.: D. Appleton & Co.

BERGER, Francis. Improved method of achieving the French pronunciation. 16mo, pp. 60. N. Y.: A. Gomer.


HOMER'S Iliad, the first six books, with explanatory notes, and references to the grammars of Goodwin and Metcalf, by James B. Robinson. New ed. with notes var. and largely rewritten, with map, 16mo, pp. 125. Chicago: S. C. Griggs & Co.


SCHOOL SHIPS.

A correspondent from Medina, Ohio, writes: "An article in your paper giving information with regard to the enrollment of boys in the school ships of the navy, their treatment, education, and opportunities, would be of great interest to many of your readers in this region. Boys of between sixteen and seventeen years of age, of good physique, good character, and good mental capacity only are selected. They enlist until they are twenty-one, and cannot be set to sea until they have been on board six months. The routine of studies and recreations is upon the same principle as at the Naval Academy. Boys are arranged in four classes and taught seamanship, gunnery, arithmetic, reading, writing, spelling, and a general course of study navigation is also prescribed. A class of divers receives instruction also, and boys of the first and second class must attend a singing class. Mechanical tastes are encouraged and any boy showing special mechanical proclivities is placed in the carpenter's or engineer's class. The chaplain has supervision of a part of their studies, but their chief instructors are officers who have been professors at the Naval Academy. On Sundays all boys must attend divine service. In the summer the boys go on practice cruise, in the winter remain at the Navy Yard. There are now four vessels of the Navy detailed as training ships and a bill is before Congress to make this training a district branch of the Naval Service. The whole system was devised and developed by Commodore R. W. Shufeldt, Chief of the Bureau of Equipment and Recruiting at Washington, U.S. Navy Department.

In a wild part of Scotland a dealer in fish used to drive his cart a considerable way inland. On one occasion, when passing a wild Moor where, although there did reside a schoolmaster, the knowledge of the inhabitants of affairs in general was not extensive, he dropped a lobster. Some children picked it up, and wondering what the strange creature could be, took it to the schoolmaster. The dominie put on his "spartile," and, turning it over and over, examined it carefully. "Weed," at length said the oracle, "I ken maist the 'fandus' animals o' creation, except jist twa, and those twa I ne'er saw. They are an elephant and a turtle dove; and so this must be o' the twa."
The Board of Education of Carroll county has ordered that a same subject—Communism. The fact shows the impression the recent bost Warden, was an elegant affair. H. R. Edwards, of Peoria, Maine—Prep. Bryant, of Allen West school has been aholised.--The Whiteside County Institute will be beld July 15, and continue four weeks, with an examination of applicant. for Reuben L. Benjamin, graduated a class of seventeen on the nineteenth. Judge tbsis year perior men. Prest. Adams evening lectures, tificates at the close of the term . Tuition fee for the entire course, including tendent, at Gilman.--The Macon county Annual Institute for Teacbers School for six weeks in advance. After August work .--Miss Frances Preston, daugbter of James H. Preston, County tained for next year as superintendent at same salary as last year. Several school. The salaries of all the teachers in the city, excepting the tendent and one assistant in the high school, were cut down from $175 to $75 each; effecting a saving (?) to the city of $700.--The Superintendant, C. V. Guy, is making a praiseworthy effort to secure uni- ,

History, and Swinton's Word, Analysis, Tlu Tlu South—Prof. ILLINOIs.—The Normal Alumni Association held its annual banquet at the Ashley House in Bloomington, June 19. The exercises consisted of Presi- denct's remarks; essay, Miss Carleton; and oration, Ben, C. A. Allenworth. The two gentlemen by a strange coincidence had selected the same subject—Communism. The fact shows the impression the recent conditions have produced upon the public mind. The supper, prepared by mine host Warden, was an elegant affair. H. R. Edwards, of Peoria, was elected President. The Normal Commencement passed off pleasantly, the day being all that the most captious could desire. Twenty-five graduates received diplomas. Several have been appointed to positions and the remainder are willing to be appointed. John T. Bowles goes to Naples; A. C. Butler succeeds Mr. Carter in the Normal public schools; Edwin Rehel goes to Ade- line; Miss Deter is to be assistant in the Lexington schools; Miss Miss in the Naples schools; and Miss Preston in the Central schools.—H. B. Bryant, of Commercial college fame, has made an assignment. —Mary Allen West is east on a vacation trip. —Prof. M. C. Butler, of Knoxville, Tenn., is the new principal of the Collinsville schools. You couldn't come to a better state, Brother Butler. —The Illinois Wesleyan University closed a very prosperous year June 20. Its law department, under the charge of Judge Reuben L. Benjamin, graduated a class of seventeen on the nineteenth. Judge Benjamin is a scholar of unusual attainments and is aided by a faculty of su- perior men. Pres. Adams is the man for the place. He has a happy facil- ity of reaching the popular heart, and possesses abundant energy and tact. Long may he continue at the head of the institution.—The Belleville high school has been abolished.—The Whiteside County Institute will be held this year at Fulton. It begins July 10.—The De Kalb County Institute will meet at De Kalb July 22, and will continue two weeks.—C. W. County bell and wife remain at West Salem next year. The school year has been lengthened, and no reduction made in salaries.

The Iroquois County Teachers' Annual Institute will assemble at Watseka, July 15, and continue four weeks, with an examination of applicants for cer- tificates at the close of the term. Tuition fee for the entire course, including evening lectures, $4.00. For particulars address D. Kerr, County Superin- tendent, at Gilman.—The Macon county Annual Institute for Teachers will open Monday, July 22, and close Aug. 16. It will be held at De Kalb. Address John Trater, county superintendent, Blue Mound.—The Summer School of Elecution at Jacksonville, by S. S. Hamill, is over-crowded with pupils and many applicants cannot be received. The demand for special instruction is so great that Prof. Hamill's time is engaged for ten hours a day for six weeks in advance. After August 10, he may be secured for institute work.—Miss Frances Preston, daughter of James H. Preston, County Superintendent of Lee county, has just graduated from the State Normal University, carrying off two diplomas, one from the High School and one from the Normal School. She took the regular Normal course and the classical course in the High School. She is the first lady graduate with di- plomas from the two schools. Time, three years and two terms.—At recent meetings of the Lincoln city school board, Prof. W. F. Bromfield was re- tained for next year as superintendent at six thousand dollars a year. Several changes were made in the ward schools and subordinate positions in high school. The salaries of all the teachers in the city, excepting the superin- tendent and one assistant in the high school, were cut down from $43 to $35 each; effecting a saving of $500 to the city of $700. The Superintendent, C. V. Gay, is making a praiseworthy effort to secure uni- formity of text-books in the county. The series adopted, viz.: Model Rea- der and Arithmetic, Swinton's Geography, Ridpath's History, and Swinton's Word Analysis, give maximum satisfaction with the ex- ception of the Arithmetic. The Harpers have placed in the field two special agents to canvas the county in the interests of their series of text-books. These agents will visit every school district during the next two months. About sixty schools of the county have adopted the uniform series.—E. R. Kimm, graduate of the Normal class of 1873, has been nominated for more than one term by the Democratic Primary. He is twenty-five years of age, but he is a fine speaker. He will canvass the district and will make it interesting for Mr. Hunt, the present incumbent, who is the Republican candidate. C. M. Taylor, principal of the East Danville schools, goes to Paxton next year—$350 months, $900. All the graded schools of Vermillion county have employed principals. J. G. Siddel, Superintendent of Danville schools, salary $1000 for ten months. R. L. Barton, Principal Rossville Schools, salary about $500 for seven months; salary $80 and half the tuition money, F. N. Tracy, third year at Georgetown, salary $75. W. H. Chamberlin, third year at Ridge Farm, salary $80. Settled to amount, salary $500 for seven months. The County Superintendent, assisted by C. M. Taylor and W. H. Chamberlin, will hold two sessions of a Normal class during the present summer. The first session began at Ridge Farm June 24, and continues four weeks. The second session begins at Danville July 22, and continues six weeks.

MICHIGAN.—The graduating exercises at the numerous high schools throughout the state have been generally very largely attended and highly praised by the local press. At East Saginaw, Prof. W. L. Smith, who leaves the schools of that place to become Deputy State Superintendent of Public Instruction, was presented with a beautiful silver tea-set of five pieces by his associate teachers. —Twenty-three graduates from the Ann Arbor High School entered the freshman class of the University for next year, at the commencement last week.—Prof. A. Hennequin has resigned his position in Orchard School Military Academy, so as to devote his time to the preparation of text-books he is preparing for publication. One of them will be of an elementary char- acter on the German language, and the other a French book to be used by ad- vanced students. —The Superior of the University, relieved Prof. Jones from duty as dean of the homoeopathic college and then made him professor of materia medica and pathogenesis, and Prof. Franklin, the newly appointed professor of Prof. Gilchrist, has been made full dean and professor of surgery. It has been freely asserted that this will end the squabbling in the homoeopathic school.

MAINE.—The first prize for extemporaneous English composition was awarded to Parlington, Bowdoin '78.—R. C. Winthrop, Colby '80, has declined an Iowa salary of $1,200 to remain with his class.—At the recent commencement at Kent's Hill, the Rev. Dr. Torsey was re-elected President, an office which he has held for more than a quarter of a century.—The New Normal School building at Orchard has been completed for $19,860.—Prof. Lyford has abandoned his trip to Europe owing to ill health.—Portland is thinking of introducing Berger's manual of French pronunciation into the public schools.—Miss Elizabeth J. Ellis, of Bristol, late a teacher in Wellesley College, is dead.—President Chamberlin sailed for Europe the 15th ult. —Bridget high school graduated a class of sixteen the 17th ult. Misses Norton, Parkhurst, Nowland, and Taylor, do not return. —Deering votes to finish its high school building.

IOWA.—Miss F. W. Sudlow, superintendent of the Davenport Public schools, was honored with a banquet at the meeting of the Regents last week, President Pickard was inaugurated June 20. Miss Sudlow was honored with the degree of A. M. at the University of Iowa at Coralville, last week. A call at the University of Iowa for seven months, assisted by Rossman.—The South Dakota Agricultural College, so as to devote his time to two text-books he is preparing for publication. One of them will be of an elementary char-acter on the German language, and the other a French book to be used by advanced students. —The Superior of the University, relieved Prof. Jones from duty as dean of the homoeopathic college and then made him professor of materia medica and pathogenesis, and Prof. Franklin, the newly appointed professor of Prof. Gilchrist, has been made full dean and professor of surgery. It has been freely asserted that this will end the squabbling in the homoeopathic school.

GEORGIA.—The new Normal School building at Columbus, is dead.—President Chamberlin sailed for Europe the 15th ult. —Bridget high school graduated a class of sixteen the 17th ult. Misses Norton, Parkhurst, Nowland, and Taylor, do not return. —Deering votes to finish its high school building.

OHIO.—The Annual Institute for Preble county will be in session, at Eaton during the week commencing August 19. Supt. Alston Ellis, of Hamilton, has been engaged as instructor in Arithmetic and Geography: Thos. A. Pollock will have charge of Penmanship and Elocution; Prof. F. M. De Soto, School Management; Oscar Sheppard, English Grammar and Civil Government; John B. Munger, Music; J. D. Brown, Orthography and Ex-aminations; George C. Dasher, Algebra and Physics; Hob. J. Burns, School Laws and Reports. This Institute will be conducted mainly on the class plan. Text books will be needed. A teachers' examination will be held at the close of the Institute (Saturday, Aug. 24).

MASSACHUSETTS.—The New England Journal of Education says that President Rankle, of the Institute of Technology, Boston, has resigned his post at the head of that institution, and Prof. W. B. Rogers succeeds to the office, which he filled with great acceptence from 1862 to 1868. President Runkle has administered the affairs of the Institute wisely, and with marked success, and its pres- ent prosperity is the result, in the main, of his able efforts. He will return, to occupy a chair in the Institute, after a visit to Europe to inspect its industrial and other schools.

GEORGIA.—The Board of Education of Carroll county has ordered that a system of text-books be adopted in the public schools of the county to take effect at the opening of the schools of 1879. A committee has been appointed to examine and report upon the merits of the different text-books.
SCHOOL RECORDS.—V.

H. B. BUCKHAM, Buffalo, New York.

THE question to be considered in this paper is, How records should be kept. This question involves the standard, the time and manner of marking, the marking of averages or aggregates, and what disposal is to be made of lessons omitted.

1. The standard of marking. This may be absolute or comparative. A lesson is to be prepared in a certain way; that is, both substance and manner are prescribed. The only question can be, is this lesson prepared as directed? The standard must be the teacher's ideal of a perfect lesson, a lesson as good as can be. This cannot well take into account any difficulty of the lesson, or any difference in mental ability among the pupils, or any circumstance whatever; the lesson pure and simple is required and marked. The obvious conditions must be that all understand just what is to be done, and are able to do it. This is a strict and just standard, and very easy of application. It is severe to the pupil, but is good discipline. It should be applied only to recitations proper, and not to teaching or explaining. Separate these from recitation and mark the latter absolutely, and the sharpest judgment will both demand and secure the clearest work, because only a very good lesson will receive a creditable mark.

By a comparative standard is meant one which gauges the difficulty of a lesson and considers a pupil's ability to grapple with a new subject and allows something for the effort he makes. It need not by any means be a low or a loose way of judging; it is only less rigid and recognizes more elements. It considers the pupil rather than his work, or at least the pupil and his work. It is the way in which most marking is done; it is, in some respects, the most encouraging, but is not in all respects the most wholesome. The choice between these two should depend, in part, upon the method and relative quantity of teaching done; it might also depend in part on the permanence of a teacher in control of certain classes or pupils. I can conceive of no better way, so far as marks go, of bringing up a school to a high standard of excellence in recitation than a steady adherence to an absolutely perfect standard, and compelling a class to come up to it by clear teaching and untiring perseverance. Such a class will remember such a teacher as their intellectual father.

2. The scale of marks. For the first standard only two marks would be needed, one for a perfect lesson, and one for all others. All besides these would be superfluities and luxuries. A plus sign, or a minus sign, would tell the whole story. This is the way many excellent teachers follow.

For the other standard, and perhaps for general marking, a longer scale is necessary. Some use a scale of 20, others of 10, and others of 5. On this point I suggest that the longer the scale the less useful is the lower half of it. If one uses 20, what is the significance of all the marks below 10? Indeed, 1, 2, 3, 4, of the scale of 10 are almost without meaning; when the mark is below 5, it generally, in the practice of teachers, drops to 0, and it ought to, always. Ten is most convenient in marking averages, but it is so long that half of it is only tail to the rest.

I suggest further, that marks should be, or should represent, adjectives. 1, 2, 3, 4, 5 should, if used, stand for perfect, good, poor, very poor, and worthless. The numerals in themselves have no significance, they are more easily made than words and are thus convenient signs; but they should describe and not number. I suggest, further, that the simplest and most convenient scale is that of those three words, excellent, good, fair, which may be represented by the numerals 1, 2, 3, and be supplemented by any mark for no lesson.

The same suggestions would apply to marking conduct. It would suit my notions better to judge it in this way, than to have a scale of demerit marks, so much for whispering, so much for noise, so much for petty offenses, such as "turning around" etc. These may work some good with young pupils, but as it seems to me, a more wholesome judgment would be for each day excellent or perfect, good, fair, or minus, good for nothing.

3. Averages or Aggregates. I have found it most useful to record in some permanent weekly or monthly form the number of perfect, good, or poor lessons. This is more laborious than to make a numerical average, but it more nearly represents the work done by a pupil, and as in the case of daily record kept in the same way, it is more readily understood by parents and others.

The more common way of dividing the aggregate of numerical marks by the number of lessons and making that the permanent record calls for no remark, except this, viz.: what the divisor should be, whether the number of lessons recited or the number required. It seems to me that the divisor should be the number of lessons which any pupil ought to have recited. I assume that a pupil will so select his absent from justifiable causes,—sickness at least if no other,—and that it is right to mark lessons due from others on these days of absence—zero, I could never see.

The argument of some is that the lessons are required of the class, that they are recited by all but the absent pupil, and that they are not recited by him; that marks are credits given, and that no credits are given to pupils not reciting, whether that failure comes from not having the lesson or from absence. If the pupil did not recite, neither did he fail to recite; if the absence is from any of the causes accepted in a school, it seems to me right to consider the record as a credit mark. The pupil may have a record of recitations due from him. The only exception to this might be the not common case of a pupil frequently or for long time absent, who might stand as high as one who was present at every recitation. But these are exceptions, and if such instances should occur, they would certainly show intellectual ability which would deserve a good record.

On one point of common practice in marking averages, I wish to offer a suggestion, viz.: that of putting lessons and conduct together for a "general average." A pupil's lessons being 9, and his conduct to about the same; and if these average 9.5, what does this mean as a "general average"? How can lessons and conduct be put together into one sum? The mean or average is neither one nor the other; in fact, he is good or excellent in lessons, and perfect in deportment, and there is no other way of stating these two facts, and no proper way of combining them. It seems to me very desirable to keep these two distinct; the highest excellence consists in being both a good scholar in class and a good boy or girl in school, but a pupil may be one without being the other; at any rate they are incon-mensurable factors of this highest excellence.

4. What is to be done with marks or records? Shall they be published as made? Shall they be given to pupils individually, or shall they be private to the teacher or teachers? There are arguments for and against all these. Great evil is sometimes done by public reading or other publishing of marks; the most meritorious pupils on some grounds, and the most sensitive, are grievously hurt by public statements of their standing; some can never be satisfied with their standing as compared with others, and this cost from any wrong feeling, but with, if not from, most honest and conscientious judging of themselves. Some are so constituted as to become vain, and worse, from a high standing made a matter of public notice, while others are made careless, and worse, from repeated proclamation of a low standing.

My own judgment is that a pupil has the right to know his standing, and that it is one means of stimulating his interest in school and lessons; if the pupil is directly responsible to parent or guardian—I mean all young pupils scat to school by others—the parent or guardian is entitled to know his child's record. These may be secured by giving to the individual pupil or by sending notices to the parent, or both. If they are published or publicly read in any form, it should be accompanied by judicious and continued efforts to educate a school into a right understanding of what marks mean, and a consequent right state of feeling toward those who make them, as well as toward all who are subject to the same judgment. Whether I should make them public, and in what way this should be done, would depend very much on the circumstances of the school. I certainly should not do it in a school which might be in a state of chronic ill-feeling in this respect, until I had taken time and pains to make all look at the matter somewhat as I might regard it, and in all cases I should very carefully watch the effect of such publishing.

THE PUBLIC HIGH SCHOOL.

I see no way of escape from the conclusion that the high school has an essential right to existence with the state university. It is the only channel through which the university may extend to all an impartial invitation such as shall accord with the spirit of the elementary schools. If the university provides for a want of the state in the culture and discipline of her citizens in the industrial arts—agriculture, manufactures, and commerce; or for the professional pursuits, journalism, teaching, medicine, and law; or for the science of self-preservation in statesmanship, and in military and naval defenses, is it right for the state to interpose obstacles at any point which may deprive any of her sons or daughters of the possibility of aiding in the supply of that want? It is sometimes asserted that the high schools serve the rich alone,
and thus furnish the means of higher education at public cost to those who are abundantly able to provide the same out of their private means. That I might satisfy myself of the correctness or incorrectness of such a statement, the addresses of an entire class graduating from the Chicago high school were taken, and personal inquiries made as to their pecuniary circumstances. Nearly all were found to be from families of very moderate circumstances, some supporting themselves while at school by labor. Of another class, the majority at once sought employment as teachers, pleading the necessity of self-support. But admitting for the argument the assertion to be true, has the majority no claim upon the city for the opportunity to reap the higher advantages it seeks? Shall the man who has cheerfully paid large taxes for the education of his neighbor's children, and who desires to profit by the facilities offered by the state, be compelled to expend several hundred dollars a year for the private tuition of his child between the grammar school and the university? Many men of commanding influence have attained it through the attractions of higher education made available by public support. Every child in the lower schools feels the influence of the higher, and in striving after that which may be only a possibility to him, he enlarges and strengthens his actual attainments. Thus the direct benefits from a high school, and its indirect influence upon the scholarship of the lower schools, are important factors in determining the question of its right to existence. The right to existence does not imply the right to complete absorption of public interest, nor to prominence in popular regard. It is but part of a system neither more nor less valuable than any other part, higher than others in position only, as the branches are above the roots of the tree, dependent for nourishment drawn from the soil, but dependent upon nourishment drawn from the atmosphere.—Last Annual Report of J. L. Pickard, Chicago.

Recently I have had occasion to inquire into the work done in the schools of the early part of the first century of our national history. I find that writing, reading, spelling, the elementary rules of arithmetic, and a little grammar, were the only branches attempted even in the best schools. (Geography had not then been introduced.) Now, from all the evidence we can gather, pupils did not do so well then in these essential branches as they do now. They learned to spell orally, but committed many errors when they came to write. The school reading of those days was a subject of more complaint than it is now; the definitions and rules of grammar were committed to memory without explanation; composition was almost or entirely neglected; the scholar was seldom carried in arithmetic farther than the Rule of Three (fractions being out of the question), and no reason for the rule was ever given—so at least a score of reliable witnesses tell us. The boy was treated as if he had no faculty but memory. No important change was made in the matter taught or the manner of teaching as if he had no faculty but memory. No important change was made in the matter taught or the manner of teaching.

FACTS FOR TEACHERS.

—There are over seven hundred vessels engaged in dredging for oysters in the Maryland waters of the Chesapeake bay and its tributaries during the season, and each one gives employment to a captain and a crew of eight men.

—The culture of coffee in southern California is becoming profitable. The plant grows as vigorously as in the coffee countries of South America, and yields a bean of a strong aromatic flavor. The central and southern portions of the state are the regions peculiarly favorable.

—It is a curious fact that, notwithstanding the sure destruction, sooner or later, of houses built near the base of Mount Vesuvius, the Italians do not cease to build there. The town of Tene di Del Greco, containing nearly 10,000 inhabitants, is constructed on the lava streams of 1631.

—The strength of the French army is as follows: Active army (five classes), 735,685; reserve of active army (four classes), 550,982; territorial army (five classes), 594,736; reserve of territorial army (six classes), 538,782; total, 2,473,866—all trained men.

—The total number of Methodists in the United States is over 3,215,000; in Canada, 161,172; in Great Britain and her colonies, 97,040. In all the world they number 4,383,888. The increase in lay members for 1877 throughout the world is given as 211,309.

—A few years ago Maine was the greatest lumbering state in the Union, but now she is sixth on the list, and the business is rapidly falling off by reason of the wasting away of the forests and the competition of Western men. Shipbuilders at Portland say they can get pine-masts and spars from the Pacific coast cheaper than they can cut them in their own woods.

—The boring of the channel tunnel between France and England is to be done by the French railway company, the Chemin de Fer du Nord, and the Southeastern and Chatham Railway Companies of England. The two latter will bore for half the distance from the English side, and the former the same distance, about ten and a half miles, from the French side.

The common school should be inviting in position; neat and orderly without; within, wholesome to body and mind, and furnished with a discipline and instruction corrective and stimulative to the thoughts and feelings of every child. I need not say how often neglect and indifference are the most legible lessons without and within the public school; nor how quickly the child catches this spirit of contempt and abuse. Some school houses in themselves and their surroundings educate a school in violence and vulgarity more than any medium teacher can educate them in virtue. The respect of parents for the public school should be written on every portion of the grounds and buildings. Nor can poverty be pleaded at this point, for care is far cheaper than carelessness.—Prest. John Barton.

QUERIES 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 on your answers. All these must be written on every portion of the paper. Allow ten days for the receipt of your answers. When it is impossible, send your own number and what you send the query. Make as few diagrams as possible. Write only on one side of the paper.

QUERIES.

67. What is the object of classifying some common nouns as collective nouns?

68. Is the following wrong? If so, correct it and give the rule: He has finished his work last week.

69. What is the difference in meaning between “I wrote the letter,” and “I have written the letter?”

70. Why do verbs have the properties of number and person applied to them?

71. Parse the following words: “Will you go? Yes sir.”

IGNORANCE.

6a. “13” asks how the Mississippi river can flow up hill with reference to the center of the earth and down hill with reference to the level of the ocean, etc.

1 It is a demonstrated fact that the earth is flattened at the poles, the equatorial diameter being about 26,74 miles greater than its polar. Consequently the surface of the ocean at the equator must be about 1354 miles farther from the center of the earth than at the poles. The Mississipi flows through about 18 degrees of latitude, and is 2,656 miles long. Assuming that the distance from the surface of the ocean to the center of the earth increases as the distance from the poles increases, we have 90°; 18°; 13°; 25; miles: 2 64. Reducing the fourth term to feet and subtracting 1,575 feet, the elevation of the mouth of the Mississippi above the level of the ocean, we have 12,417 feet, the elevation of its mouth above its source as measured from the center of the earth.

Thus you perceive that the Mississippi flows up hill because its mouth is over two miles farther from the center of the earth than its source and down hill as to the level of the ocean because its source is 1,575 feet above the ocean's level.

The reason some rivers flow toward the poles is that the centrifugal force generated by the motion of the earth on its axis impels its waters toward the equator where the centrifugal force is greatest. For the same reason the waters of the earth tend toward, or accumulate at, the equator. This force is proportioned to the velocity of the moving body; consequently, the tendency of the waters of the earth to flow toward the equator would be four times greater if the velocity of the earth's motion on its axis were doubled.

The reason some rivers flow toward the poles is that the centrifugal force is not sufficiently great to cause them to flow up hill both with reference to the level of the ocean and to the center of the earth, for their beds slope down hill in reference to both.

ANOTHER PUZZLE.

Think of a number.

Multiply by 3.

Divide by 2 (if even; if odd, add one before dividing.)

Multiply by 3.

Divide by 2 (if even; if odd, add one before dividing.)

How many times is nine contained in the quotient?

If you multiply the last quotient by 4 and add 1 for the first, 1 added and 2 for the second, you will find the number first thought of. Will any one explain this?
y.

The Educational Weekly.

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the Weekly will be furnished for five cents per copy. Bound volume for 1877, Hallo Morocco, can be had for $5.00. Covers free. Notice.

If notice is sent in of a missing number immediately on receipt of the next, the paper will not be charged. Always give the number of the paper, not the date. In referring to the address of your paper, always give the postoffice and state from which you wish the address changed.

TERMS OF SUBSCRIPTION.

$2.50 per year (50 Nos.); $2.00 per year (45 Nos.). In single lots of five, each copy of the first twenty, and seven, two, and three columns, each column ten inches, and one each fourteen lines. No advertisement will be inserted for less than one dollar, Address all communications to

VAILE & WINCHELL, 5 Clark St., Chicago.

TO ADVERTISERS.—The Weekly furnishes a substantial the only means of reaching the great majority of schools and school boards in the West by a single advertisement. The Weekly is found in the hands of every graded school principal and superintendent in the Northwestern States, and quite generally throughout the whole country. There is no other weekly journal of education published west of the Mississippi, and none of any kind in the states of Michigan, Illinois, Minnesota, Nebraska, and Iowa. In the West, where the Weekly offers a special feature, the school principal, who furnishes sufficient news items to render the Weekly as a local journal, is a great feature. It has also special editors for the South and the East, and is especially fitted to accompany circulation in those sections of the country. The rates of advertising are very low, especially on long contracts, and an invitation is respectfully extended by the publishers to test the merits of the Weekly as an advertising medium. Estimates furnished on application to the publishers.

TO SUPERINTENDENTS, TEACHERS, AND SCHOOL BOARDS.—The advertisements published in this Weekly are a part of the advertising of the leading book publishers and others with whom all teachers and school boards are expected to be in communication. In the Weekly, an advertisement constitutes a valuable means of reaching the great majority of school superintendents, teachers, and school boards in the United States, and constitutes the main source of our strength. For Students and Common Schools, and for the Ladies' best textbooks, send for a copy of "Advertisements in Educational Weekly". Second edition. Teachers and superintendents will find much useful information regarding schools, teachers, and school apparatus, together with testimonials given.

—many inquiries have been made within the last week whether the head-quarters of the new editor were in some safe retreat, as in the field. We take occasion to say that his head-quarters are at the front, 34 Clark Street, cor. of Lake, where he has strongly entrenched himself, and even sleeps, or tries to—night.

—A valuable collection of facts and anecdotes bearing upon the life of the late William Cullen Bryant are deferred till the next issue of the

Weekly.

—We have some interesting "Notes by the Way," written from Washington by Mary Allen West. They will appear next week. She will also send the Weekly's letter from the White Mountains. Prof. Elliot Whipple is also on a visit to the East, and has engaged to send us a letter from the American Museum.

—Prof. Henry Cohn's New School of Languages at Grinnell, Iowa, promises to be largely attended. He was present at the Principals' Association, which supplied the occasion with an address and an illusory lesson, both of which were favorably received. One of the most remarkable testimonies to the high state of education is the lady who has been perfectly deaf since her earliest childhood. After about four months' instruction, she writes: "That I could be taught a foreign tongue, without dictionary and grammar, but only by watching the lips of a teacher, seemed a herculean task. I determined, however, to make the trial, and the success thus far, where I almost looked for complete failure, is a surprise, both to myself and friends. I attribute it to your uniform patience, your perseverence, and your great kindness. That the Natural Method of teaching is admirable, I can honestly say; when I think, that if I—who am perfectly deaf—can have gained in so short a time a good insight of the German language, what must it be to those whose hearing is excellent?"

The Weekly is an excellent journal.—Supt. O. Whitman, Red Wing, Minns.

It am all at sea—without a compass or rudder without it.—J. F. Benewy, St. Louis, Mo.

It is a first class paper and each number ought to be preserved.—Thos. Wilson, Washtin, Ky.

The Weekly is the best Western educational journal.—Prof. A. O. Wright, Fox Lake, Wis.

I regard it the best educational paper with which I am acquainted.—Supt. H. E. Kratt, Dexter, Mich.

Specimen copy of Weekly received, and I am truly delighted with it. I willing to do without it.—William H. Hufl, Cappeltn, Mo.

I could wish to see the Weekly on the desk of every teacher in the state. Its real worth cannot be estimated. —J. F. Orritt, Detmar, La.

I am much pleased than ever with the Weekly. I am entirely satisfied with it, and will continue to do a great work in educational circles.—C. W. Wilson, Vermont, Ia.

My programme was copied from the Weekly with but slight changes. I could not do without it. I read the Weekly as soon as received. It constitutes the main source of my strength.—Vesper Morgan, Glencoe, Wis.

I hope that the Weekly will receive the substantial encouragement that it deserves, for I regard it as a calamity to the cause of education in the Northwest to have its publication suspended.—Marvin E. Case, Prin. Jennings Seminary, Aurora, Ill.

The Educational Weekly is a 16-page weekly printed, in best of style, and filled all of the most interesting matter. Three pages of the Weekly are devoted to practical facts and Exer­cises, which are simply invaluable to teachers.—Milton Beason, III.

No educational publication that I have ever seen takes so high and bold a stand in the defense of the teaching of Christian morality in public schools as the Weekly, and for this very reason it deserves the support of all Christian people everywhere.—Prof. Martin E. Cody, Aurora, Ill.

—The Weekly, to my mind, is better fitted to teachers in the West than any educational journal I have yet seen. 'It seems to me that it enters into a field which has been greatly neglected heretofore, and I certainly cannot understand how any wide-awake, progressive teacher can do without such aid. Several of my teachers have subscribed for it, with me, and we are all enthusiastic over the practical and suggestive hints made in each number.—Supt. J. J. Majer, McGregor, Iowa.

TEACHERS' EXCHANGE.

[For 50 to 100 in advance the Weekly will be sent one year and an ad not exceeding five lines printed in this column four weeks. Five cents a line each insertion for all in excess of five]

A FEMALE TEACHER of ten years' experience, several in graded schools, and in seminaries, seeks a position as a teacher. She has taught English, French, Latin, German, Elements of German and Latin. Best of testimonials given. Address Box 294, Winchester, Randolph Co., Ind.

Bryan's Electric Belts

(PATENTED)

Will positively cure all cases of Nervous Debility and Premature Decay. These are the

ONLY ONES INFECTED

and patented in the United States, and endorsed by the medical profession of this country.

Agents Wanted. Address

HENRY M. MALOY, Gr. & Act. 34 East 25th St., N. Y.

Square and Cube. Root.

As Simple as Simple Addition, ON AN ENTIRELY NEW PLAN.

Recommended by the principals of over two hundred high schools and colleges.

Send for circulars describing the method to

H. H. HILL, 50 Marshfield Avenue.

SANFORD'S INKS.

GERLING, OHIO, MARCH 3, 1878.

GENTLEMEN:—I am glad to recommend your Cabinet Black Ink for Public School use.

I find that FLORIDA PEN is BLACK when written with, and that it does not lose its color by freezing—main essentials for a good school ink.

The enclosed links of your manufacture are also of superior quality. Yours truly,

J. S. KLINE, Teacher of Writing in Public Schools.

SANFORD'S INKS.

Ward's Natural Science Establishment Supplies Cablums in all departments of Natural Science, for Schools and Colleges. Teachers who so desire will be aided by plans and schedules of what can be furnished them for given sums which they may indicate. An immense stock constantly on hand of Minerals, Rocks, Fossils, Casts of Geology, Maps and Models, Quadrupeds, Suflied Mammals, Birds, and Reptiles. Batrachians and Fishes in alcohol; crustaceans, mollusks, echinoderms, corals, corals, spouges, foraminifera, etc., dry and in alcohol. Cardiff Natural History Museum, and American and Foreign Birds' Eggs. Send for circular to

Prof. H. A. Ward, A.M., Rochester, N.Y.

CHEAP APPARATUS!

For Students and Common Schools teachers' least expensive and best assortment of Ritchie Instruments designed to accompany his "Lessons in Botany." Complete series of Apparatus and materials, price $5.00. Typewriters Manual price $1.00. Descriptive price list free on application. All various school apparatus required in physics on hand or made to order. Excellent workmanship warranted. Great premium awarded! CURT W. MEYER, Manufacturer and Importer, 1520 Broadway, New York. or

ROBERG'S BOOK-KEEPING.

The advertiser has a list of one thousand, ten cent text-books, comprising many of the most popular books in use, and can be sold on single copies or in quantities. What can you use for less? Prof. P. W. Tappan, Boston.

SCHOOL BOOKS.

CHICAGO, ILL.

The Educational Weekly.

[Number 71]