Editorial.

The question as to how instruction in cookery might be imparted to a small portion of the older scholars in the girls' schools occupied the whole of an afternoon before the London (Eng.) School Board at its last meeting. The difficulty was to provide for this instruction without interfering with the religious instruction of the girls. No less than five different propositions were discussed, and three divisions taken, with the result of leaving the matter undecided, the whole matter being left with the School Management Committee for consideration and report. So here is a case of conflict between religion and cookery!

It is said that the whipping-post worked well in Virginia, and the Senate defends it by a decided majority. In Pender county, N. C., a colony of 900 negroes has adopted it voluntarily, to suppress thieving among themselves, and the jury of their own choice finds the guilty out every time. In Missouri and other states, the propriety of resorting to whipping is being considered as a means of punishing petty thieves and other scamps who fear no other penalty. The question recurs—why not stick to the use of the rod in schools, to punish the small offenses of children? If it works well with older people, why not with younger?

We often hear of trouble in American colleges of one kind or another, and occasionally even of the combined resistance of students against the faculty. It is always, however, concerning some trifling dissatisfaction in regard to college discipline, or some boyish folly; but what is to be thought of a rebellion like that of the University of Kieff, in Southern Russia, when the police are called upon to close the University? When not even this ends the trouble, but the students meet outside the town and force their way into the University, the militia are called out, and eighty soldiers and students are killed? It seems to be a very serious thing when a government is forced to make war upon students, and close its institutions of learning lest they should prove mere hot-beds of discontent and revolution. Probably this spirit will not be allayed until there is less tyranny and oppression exercised by the government and a more popular rule established.

John Blair Scribner, senior partner of the firm of Charles Scribner's Sons, book publishers of New York City, died at his residence Jan 20, at the age of twenty-six. His death was unexpected, though he had been suffering from pneumonia for several days. Mr. Scribner was the oldest son of the late Charles Scribner, after whose death he became a partner in the new house of Scribner, Armstrong & Co. The dissolution of this firm, after the death of Mr. Seymour, John Blair Scribner and his younger brother, Charles, organized for the establishment of a great publishing house under the firm name of Charles Scribner's Sons, intending to associate with them the younger brother, who is now attending Princeton College. Mr. Scribner was highly esteemed by the members of the book trade, who assembled on the 22d of January and adopted resolutions of respect and sympathy.

Perhaps it may be interesting to teachers of geography classes, especially in lower grades, to call attention to the island Tristan de Acunha, in the South Atlantic, two thousand miles from the coast of South America, and sixteen hundred miles from the African coast. A guard was placed upon this island in 1815, by the English Government, to guard more securely Napoleon Bonaparte in his imprisonment on the island of St. Helena. After his death the troops were ordered off. One of their number, William Glass, and his wife, and two seamen from St. Helena, with their wives, obtained permission to remain. From these families a little colony has sprang up without any regular form of government. They have cattle, sheep, and poultry, and raise vegetables in abundance. The occasional ships that stop there afford them a market and from them they obtain money, clothing, and other necessaries of life in exchange for their products.

A correspondent of The Schoolmaster, London, England, complains that the annual codes of "My Lords" reduce teachers to the iron bed system. What is too short must be stretched out, and what is too long must be cut off, is the rule enforced; or in other words, if a child is four years old he must go with the four-year-olds, and so on up, without reference to ability, or circumstances. A bright scholar cannot go ahead of his class. He says the result is that the bright scholars are dwarfed to the dimensions of the dull and common-place, and by and by he thinks the nation will feel that there are less intelligent and skilled workmen than hitherto. While we have not in America any iron code, we have a system which is often as bad in its effect.
upon children. In some graded schools, especially the lowest grades, where children are only learning to read, count, etc., the bright ones are constantly kept back for the dull ones, until, as a little boy said the other day, he could "read his book almost through without any book."

It would scarcely be just to Great Britain to conclude that the awards of the educational department at the Paris Exhibition indicate the relative amount of interest in educational matters felt by the citizens of that country as compared with other countries there represented. Nor indeed can we assume that they show correctly the relative excellence of the educational work done in the schools of Great Britain. It is very likely that an incomplete educational exhibit was made by the British, and that other nations gave this department greater prominence than at any previous exhibition. In this view we can understand how it is that England secured only one gold medal—that granted to the School Board of London for its educational map of the metropolis—while Canada secured four and the United States thirteen. Out of a total of about five hundred and sixty awards, Great Britain obtained but eight, while Canada secured nineteen. This naturally makes the "Britishers" feel slightly "left," and the English journals are active in explaining the matter. It is not comfortable for such a proud people to be far from the van, and when, as in this case, they are left to bring up the rear, it is a most humiliating condition in which they find themselves.

THE NEW PRESIDENCY IN FRANCE.

The crisis passed through in France during the past week indicates plainly the progress of true republicanism among the French people. It also shows the world that the present party in power is one with sufficient strength to accomplish whatever it may deem best for the government. MacMahon, who is now succeeded by Mr. Grevy as President of the republic, was a Conservative, having been elected without any effort or desire on his part to be chosen for that office. He was the choice of the people, as representing most perfectly their sentiment at a time when the question of a permanent form of government was being warmly discussed in the National Assembly. He was a soldier, in sympathy with the commanders of the army, and could not conscientiously approve of any such change in the organization of the army as was proposed by the more radical Republicans of the Chambers. Had he been Napoleon, he would have exercised the right and power vested in him of adjourning the Chambers for one month, or would have appealed at once to the people. He was not amenable to the Chambers, but to the people. He could be removed or impeached only in case of high treason. By the constitution he had the disposal of the army, and the appointment of its officers. But he chose not to increase the agitation, and when he saw that the majority of the Chambers insisted on expressing a wish contrary to his known wish concerning the army, he resigned his office, that a President might be chosen who could act in harmony with the majority. This action is in keeping with his previous record. It is not so much the course of a statesman or politician as of a truly loyal citizen. He stands to-day just where he has ever stood, while the majority in the Senate and Chambers has changed. When MacMahon was elected President in 1873, and subsequently in the crisis of 1877, there was a Conservative majority in the Senate, who stood with the President against the Republican majority in the Chambers. Now the Senate is also Republican, and the President must stand alone or yield gracefully to the majority.

In the Presidency of Mr. Grevy, it is not improbable that two strong parties will be developed—Radicals and Conservatives—both Republicans. If his election is for seven years, as the dispatches from France announce, then it may be assumed that the Republicans in the Chambers are not confident of maintaining their majority until 1880, when it was supposed another election for President would occur. The new President is about sixty-six years of age, a thorough parliamentarian and statesman. He is a moderate Republican, and what will be the result of his election to the Presidency depends very much upon the future course of the more radical Republicans.

PROGRESS OF THE SPELLING REFORM.

A STATE Board of Text-book Commissioners was created by the Wisconsin Legislature a year ago, to inquire into the question of text-books in that state, and also to report whether they regarded it feasible and desirable to adopt in the schools of the state any of the proposed reforms in spelling. This commission, composed of five intelligent men, in good standing educationally, and respected sober and prudent in all things, have just made their report to the Legislature. It was written by Mr. George H. Paul, of Milwaukee, and is an able and comprehensive treatise on the subject. The report, though not recommending legislation to any extent, alleges it to be the power and duty of the state to promote economy and efficiency in public education. It exhibits deficiencies in our existing orthography, recapitulates and comments the efforts for reform which have been made in this country, and in England, opposes compromises of principle on the ground of expediency in proposing systems of reform, and suggests the introduction of changes in orthography whenever scholars or legislative authorities shall concur, by acceptable amendments in dictionaries with alternative spellings, which may be introduced into public schools by legislative sanction. The report strongly endorses the reform in the following language:

"The agitation of this question is not promoted at the present time under such auspices as to beguile any timidity on the part of those who possess any legitimate means of imparting positive aid to the proposed reform. The weight of scholastic opinion is positively on the side of every wholesome effort in this direction; and organizations in this behalf, in this country and in England, at the present time, embrace scholars and statesmen of the highest personal attainments and public reputation. In England, more than one hundred school boards of the kingdom, including the school-board of the city of London, petitioned the Crown for the appointment of a commission to institute measures of reform in this department. Similar commissions have been appointed by one or more legislatures in the United States, and the movement is being actively supported by philologists of distinguished character in American and foreign universities and colleges; also by organized bodies of citizens and by ably conducted publications. During the past season, nearly four hundred residents of Wisconsin, officers and professors in our colleges and teachers in our public schools, have united with Prof. March, of Lafayette College, Goodwin, of Harvard, Trumbull, of Hartford, Whitney, of Yale, and Haldeman, of the University of Pennsylvania, in a memorial to Congress asking the appointment of a national commission, and representing that the irregular spelling of the English language causes a loss of two years of school time of each child, and is a main cause of the alarming illiteracy of our people."

It has been the purpose of the leaders in this reform to make haste slowly, to introduce and secure the adoption of certain least objectionable modifications of our present spellings before any radical changes were undertaken or recommended. But opinion is beginning to change on this point, and many who
The report of the commission above referred to makes the following argument on this point:

"It is not the duty of the commission to devise a new alphabet, or to pass judgment upon the comparative merits of new alphabets already devised by others. We are decided in the opinion, however, that it is essential to success that any reform an\'taken should be radical and complete. Public prejudice and immemorial usage are formidable hindrances to progress, but cannot be best overcome by concessions of principle, or coaxed into submission by shallow and frivolous devices. The intrinsic merit of the proposed reform is its only argument and defense, and compromise implies little or nothing less than discouragement and surrender. In the nature of things, that form of a letter which possesses the largest degree of simplicity and individuality is best adapted to its purpose, as a written or printed symbol of sound; and no concession which implies a sacrifice of clearness, distinctness, or such a reasonable degree of harmony as is consistent with convenient diversity in form, is necessary, or should be tolerated."

It may be said that the state is not the proper source of power in the introduction of any such change in language or literature, and that it is not possible either for the state or national legislature to legislate such reforms into existence. It has been said that the memorial to Congress mentioned in the above quotation is an absurd attempt to have Congress do something which it has no power to do. But it must be borne in mind that the memorial asks for no legislation on the subject; it simply asks that a commission be appointed to give attention to the representations of the memorialists. It is certainly reasonable and proper, if not necessary, in attempting to promote the reform, that it should have the countenance and encouragement of both state and national government. Publishers of books and newspapers cannot be expected to risk their money in the supply of a new style of literature until there is an evident demand for it, and the demand will never come until there is first a public sentiment in favor of it, sustained and encouraged by some formal expression of the people through their chosen representatives. Until the question becomes important enough to receive the attention of legislatures, and until at least a countenancing of it by the national legislature is secured, it will be in vain to hope for any material progress in the reform. But when both state legislatures and the national Congress have expressed a readiness to yield to the movement as fast as reasonable provision is made for its progress—in the books and in the schools—then we may expect to see a rapid and thorough reform effected.

THE DISCIPLINARY VALUE OF LATIN AND GREEK.*

Prof. W. H. Norton, Cornell College, Ia.

There is perhaps no more popular fallacy than that which makes knowledge the end of education and the measure of the educational value of different branches of study. Our schools are quite generally regarded as elevators, under which students are run and filled with knowledge by the bushel according to capacity. We will assume, however, the opposite position, the old vantage ground for the defense of the classics, that the end of education is not knowledge, but intellectual power, that our schools are not knowledge elevators, but true gymnasia. This intellectual power, the ability to do intellectual work, is acquired by exercise and training. The educated mind is like the trained hand of the musician as its facile fingers hover over the white ivory, swift as sunshine on rippling water, a mind in all its movements promptly obedient to the personality. It is like a loom; at will the mental shuttles fly along their polished races of habit weaving a faultless texture of consecutive thought. The educated mind is not the crammed mind, but the trained mind, trained to exact observation, to intense and sustained attention, to ready and tenacious memory, to vivid imagination and quick, aesthetic sensibility, to accurate judgment and profound reasoning.

Regarding, then, mental discipline as the first and main, though not the only, measure of the educational value of studies, we will now apply this measure to the study of Latin and Greek.

The claim is an unusual one, yet I make it confidently, that the study of the ancient languages cultivates the habit of observation. Students who are dull and inaccurate observers continually make mistakes in translation, though they may know perfectly all accuracy and syntax. From the first lessons in Latin, where the pupil is compelled to observe the difference between rosa and rosea, or to observe and interpret every letter of some complex verb-form, as amabuntur, on to the time when, trained in reading at sight, his eye runs over a sentence, and observing at a glance a hundred minutes, marshals at once, subject, predicate, objects, phrase and clause adjuncts, in their logical order, the study of Latin is a continuous development of habits of sharp, scrutinizing observation. And much more could be said in favor of Greek.

But of at least equal importance with this outward observation is the observation of what is going on within the mind itself. How it is that the classics cultivate the faculty of reflective self-consciousness and thus prepare for the study of metaphysics we will not here discuss, since the fact remains undisputed. Classical students make the best metaphysical students. The stoutest champions of classical study are the great metaphysicians, as Porter, Mill, Hamilton, Cousin. In a letter written not long since, Prof. Cocker, of Michigan University, says, "If I were to arrange scientific studies in the order of their kinship to metaphysics, I should say, first, Philosophy; second, Mathematics; third, Physics. Language as the product of thought is certainly the first and most valuable crystallization of mental activity." Let me remark just here that the cultivation of subjective as in contrast with objective observation has an increased importance at the present time. Without it, it is impossible to fully appreciate contemporary literature. Without it, it will be difficult to resist the advance of materialistic thought. If the classics and metaphysics are banished from college-curricula and the sciences put in their places, if young men are taught to look outward, never inward, are taught to look for the splendid phenomena of mind in the mechanical motions in the grey pulp of the brain lobes, and for the beginnings of Conscience in the facial expression of moneys, the fear is not unreasonable that before three generations have passed away the poetry of the Victorian Age will have become unintelligible, and what is of vastly greater moment, religion, with its spiritual and invisible realities, will have become a mirage, beautiful but vanishing, lifted by the refraction of memory above a forsaken past.

It is generally thought that the memory is a coarse kind of faculty that can be ground down on almost any educational grindstone. This may be true of the child's spontaneous memory of eye and ear: It certainly is not true of the man's rational memory which holds in bond a multitude of details by means of their dependence as parts of a system—the memory which, like Chicago at the center of her converging railroads, sits at the center of long lines of associated ideas, lines traversing vast realms of
thought and affluent with their riches. This systematic memory demands a systematic culture, and the demand is fully met by Latin. Here the student does not cram a chaos of incongruous, disconnected facts. He learns a vast number of facts, to be sure, but they are classified, coordinated, reduced to an almost perfect system.

In the second place, the inflections and principles of Latin are not merely once learned, they are continually recalled. Every lesson during the first two terms recalls the acquisitions of all preceding lessons. Every page in Caesar recalls about all the multitudinous details of syntax and etymology. This training is fundamental. "The basis of mental discipline," says Dr. Youmans, "is the law that cerebral effects are strengthened and made lasting by repetition." Consider that an act of memory is a repetition of previous perception, and you will at once see that the constant repetition of all previous acquisition, so indispensable in the study of Latin, gives it a very high educational value.

And these are not "vain repetitions." The student recalls his Latin paradigms, rules, and vocabulary to use them. They are by type. With them he does his intellectual work. His eye is on them all. His hand, so to speak, is trained to use them dexterously and correctly. So the study of Latin becomes the pattern of mental work of any kind—science, in medicine, in law—it trains to hold in mind a vast number of classified facts, constantly recalled, for constant use.

Compare other studies. The mathematical course has wide gaps in it. Algebra uses but little of arithmetic, geometry uses still less of arithmetic and algebra; history is a conglomeration; the sciences are columns, tall and beautiful, but separate one from another; chemistry does not recall botany; astronomy does not recall zoology. And even in a single science, one topic seldom reviews another. A boy may know little about "light" and yet get on tolerably well in "electricity." But in Latin, during the first year especially, the weight of every lesson must be supported by the well laid courses of all preceding lessons. Each lesson uses the facts, the experience, the facility acquired from all the lessons before it.

The value of the study of language, and particularly of the study of Latin, in training the reasoning faculties, is very generally admitted. This value seems to be the result of the close connection between language and thought. For a language is the archives of a nation's thought, of its intellectual history, "the register of its abstractions and generalizations." One cannot master the literature of a great people without mastering at the same time their rich and varied concepts. Translation requires a constant exercise of comparison, discrimination, judgment, as to the grammatical use and meaning of words, and is carried on by means of logical processes reducible to formal syllogisms. When a boy takes up his Caesar and translates the first sentence, * Gallia est omnis divisa in partes tres, he really goes through a logical process which may be formulated as follows: * Major premise—Whatever noun in this sentence is in the Nominative case is the subject of the sentence; * Minor premise—The noun * Gallia is in the Nominative case. * Conclusion—Triumphant and irresistible—Therefore the noun * Gallia is the subject of the sentence. *

The modern languages of course can, for the most part, be translated by means of their adherence to the arrangement and idiom of the English. But Latin, with its uncustomed arrangement, its idioms that have to be melted down and recast in other molds, its long and tortuous, involved and inter-voted sentences, can be translated by means of the reasoning faculties only. Let me quote here from Stuart Mill: "Even as mere languages, no modern European language is so valuable a discipline to the intellect as those of Greece and Rome on account of their regular and complicated structure. Consider for a moment what grammar is. It is the most elementary part of logic. It is the beginning of the analysis of the thinking process. * * * The distinctions of grammar "are distinctions in thought, not merely in words. The languages which teach universal grammar are those which have the most definite rules, and which provide distinct forms for the greatest number of distinct concepts in thought. * In these qualities, the classical languages have an incomparable superiority over every modern language." Had Dr. Holland ever read this testimony of England's great philosopher and reformer, when he wrote, last September, that "The disciplinary effect of the study of German and French, not to speak of the English, can hardly be less than that of Latin and Greek?" A word in regard to teaching the logic of language through our own English. English has three disqualifications: 1. The lack of agreement among her grammarians, and their dogmatic, unscientific methods. 2. The poverty of the language in functional forms, which renders it necessary to teach universal grammar through it by the hardest way, that is, subjectively, by meaning instead of by form. 3. The fact that it is our vernacular. In spite of all the advantages that have recently been claimed for it on this score, the fact still remains, attested by the experience of generations, that the logic of grammar is best learned from a foreign tongue. As the best time to learn the meaning of an English word is when it comes to us for the first time, unknown, and not after we have used it often with a blurred conception of its meaning; so the best place to learn grammar is in a language which comes to us fresh and unknown, not in our own familiar mother tongue, which we use with only a blurred conception of its grammatical structure.

(Concluded next week.)

WHAT IS OUR CIVILIZATION?

Prof. Edward Johnson, Lynn, Mass.

Not only do the world's great revolutions not go backward, but no social reform, however imposing and peaceful, can suffer long reverses. History, in its broad views, is full of encouragement to the reformer. Evolution is seen here, if nowhere else. The progress of society toward what is higher and better, is as much a canon of philosophy, as of the belief of the sanguine senior, who puts it in his first chapel oration. The best is sure to win. Ultimately to win we must say, for truth makes no, even, all-victorious march to success; but its warfare is like other warfare, except in its sure result. The sanguine senior, rather than the philosopher, is apt to mistake the rationale of social evolution. He forgets that evolution comes often through revolution, that large and final progressions are not incompatible with temporary retrogressions. He would make every day, by a definite increment, greater than its yesterday; while even centuries are scarcely long enough for this demonstration. We live, however, at an epoch uncontested in advance of all the past; not in every particular, but in the great aggregate, "The best civilization as yet," says Emerson, "is only valuable as a ground of hope." The teacher who instructs his class in history that the problem of human rights was solved by the founders of our government, and that our birthright as Americans is absolute equality, after what is common in our schools, but which, nevertheless, is pure cant. The wisest is yet only half instructed in regard to rights. Posterity will certainly be as much amazed at our "perverts," as we are at the undeveloped ideas of the Puritans. The words enlightened and civilized, in our stereotyped description of races, are misnomers. No enlightened race, nation, state, city, town, or village has ever yet existed. Civilized possibly some have been, though few. There are not three soberer states in this country, nor in the world, than Vermont, Michigan and Iowa. But they will not bear any crucial test.
Whether a thing is its best elements. And these are still scattered among the mass. No sitting problem of civilization is not so much to bring mankind to a state of culture age is far in advance of that of Pericles, not withstanding his starting city. He that good schools are always force-centers in the interest of civilization, and these are destined to as sure, though a later, triumph.

A STORY OF SCIENCE.

A philosopher sat in his easy chair,
Looking as grave as Milton;
He wore a solemn, mysterious air,
As he Canada Balsam split on
A strip of glass, as a slide, to prepare
For a mite taken out of his Sifton.
He took his microscope out of its case,
And settled the focus rightly:
The light, thrown back from the mirror's face,
Came glimmering upward brightly;
He put the slide with the mite in place,
And fixed on the cover tightly.

He turned the instrument up and down,
Till, getting a proper sight, he
Exclaimed—as he gazed with a puzzled frown,—
"Good gracious!" and "Highty-tighty!"
The sight is enough to alarm the town,
A mite is a monster mighty!

From o'er end of the tube, the mite
Regarded our scientific;
To his naked eye, as you'll guess, the sight
Of a man, wa most furi-ou;
But reversing the microscope made him quite
The opposite of magnific.

"One sees the truth through this tube so tall,"
Said the mite as he squinted through it;
"Man is not so wondrously big after all,
If the mite-world only knew it!"

MORAL.

Mem.—Whether a thing is large or small
Depends on the way you view it!

—London Fun.

"TO MEMORY DEAR."—Aunt. "What ever is it you keep on saying,
Maud? Naughty girl what?"

Maud. "Oh, I'm saying over some of the cases. Don't you know them all? Naughty girl, finished her, you sho'n't have her. Thats how we're taught to learn them. [Maud meant Original, Finisterre, Urbain, Havre.

When a new boy appears at a school, the other boys don't say anything to him at all, unless its to inquire: "Say, you, what's yer name?" "Who's yer daddy?" "Where d'ye live?" "What reader are yer in?" "Is them Sunday clothes?"
The Educational Weekly.

Practical Department.

COMPULSORY EDUCATION LAWS.

To the Editor of the Weekly:

Please state through the columns of the Weekly what states have enacted compulsory school laws and to what extent. The question is one of interest, and I, in company with other teachers, would like to obtain authentic information on the subject.

N. E.

SUTTON, CLAY CO., NEW, Jan. 21, 1879.

As far as we have information on the above question, seven states now have a compulsory law which is more or less effectual. These are California, Michigan, Nevada, Massachusetts, New Hampshire, New York, and New Jersey. Supt. Wickerson, of Pennsylvania, has just proposed a bill which, if passed by the Legislature will, secure compulsory attendance at school in that state.

The law in Michigan has not been enforced except in one instance. There may be other states which have such a law on their statutes, but we have no means of learning. In most cases the law is a dead letter because of its imperfect construction. II in Massachusetts a law was passed in 1836 forbidding the employment of children under fifteen years of age in factories unless they had attended school at least three months in the year, preceding their employment. In 1850 a truant law was enacted, which had the effect of a compulsory law to a large extent. A compulsory attendance law was passed in that state, however, in 186, and amended in 1852, 1873, and again in 1874.

THE USE OF WITH AND OF:

To the Editor of the Weekly:

Will you please answer in the columns of the Weekly which of the two following expressions is correct. “She is sick with the chills,” (as commonly used) or “she is sick of the chills,” (as taught by a teacher of rhetoric), and very much oblige a constant reader.

BELLEVILLE, Jan. 28, 1879.

In cases where usage varies, it is well to follow that which has the sanction of the best writers and speakers, though it may not be incorrect to follow either. In the instance above referred to, we should say that with is taking the place of of among good writers and speakers, though of is unquestionably the preposition whose original meaning most nearly expresses the thought intended to be conveyed—that of cause or origin. With is used in connection with the name of an instrument, and yet denote also that relation of cause or means.

SOLUTIONS FOR F. M. HARRIS.

To the Editor of the Weekly:

I confess myself in a dilemma as to which side of the “Mental Arithmetic Question” the solutions of F. M. H. (p. 397 of Weekly No. 99) furnish the stronger argument.

In answer to his request I offer the following as a simple solution. His problem is to find the ages, at marriage, of a wife and husband, whose ages were 3 to 10 and ten years later as 7 to 10.

Since the wife's age is of her husband's, then we have the proportion $\frac{H'}{10} = \frac{H}{7}$.

Making product of means equal product of extremes (and yet excluding all algebraic terms),

6 times H's age = 100 equals 7 times H's age = 70.

By comparison of these equalities, it easily follows that 100 equals the husband's age + 70; whence, husband's age = 30; and the wife's age must then be 18.

I have always been strongly in favor of the early and protracted use of Mental Arithmetic in a common school course, (1), because it is the simplest and probably the only means of cultivating, early, in the life of the student, the habit of accurate thinking,—an essential element (in my estimation) of a certain scarce commodity, once known as “honesty”; and (2), because it furnishes to the scholar a fair test of his own intellectual activity, thus tending to check conceit, and in many cases to arouse effort. But if I were obliged to believe that experienced teachers have to resort to such “blind” explanations as those quoted by your correspondent, in order to solve (arithmetically) a simple proportion, the opinion above stated would have to be modified.

GEO. W. BAILEY.

MT. PLEASANT ACADEMY, SING, SING, N. Y., Jan. 22, 1879.

To the Editor of the Weekly:

I send you my solution to the question taken from White's Arithmetic, and published in No. 99 of the Weekly.

The difference between the ages of man and wife was always the same. At the time of marriage it was $x$ of the man's age; 10 years after marriage it was $\frac{x}{3}$ of his age. Then $\frac{x}{3}$ of his age at the time of marriage must equal $\frac{y}{3}$ of his age at that time plus $\frac{4}{3}$ of 10 years. Hence, husband's age is 30 years, and wife's age is 18 years.

A. H. K., WINDSOR, Mo.

ANSWER TO “O. C. H.”

To the Editor of the Weekly:

I have seen no answer to questions of “O. C. H.,” in No. 95, so offer the following:

1. Eternal Wisdom has so decreed that the juices of the stomach have no action on the tissues of living organisms. The reason,—well the reason is something else. Let us ask: why does the grass grow, or the universe revolve? Is it this immaturity of living matter that enables the worm, after the germ has once been introduced, to live and breed his hateful kind in the human stomach, or the bat fly to propagate itself through the intestines of the horse.

2. The feeling of strength and renewal instant on the partaking of food is entirely owing to the sympathy of the system with the condition of the stomach. The weakness we feel when our usual dinner hour comes without the dinner is also apparent, not real. You cannot exert five pounds more force after dinner than you could immediately before. You can, as I have done, exert yourself three days and two nights, in bitter cold, without a mouthful of food, and still be capable of considerable exertion. So the strength of a satisfied stomach is simply in the feeling. A similar effect can be produced on hungry impecuniosity, by slipping a twenty-dollar piece into his pantaloons pocket. Try it. See how instantly the drooping form will rise erect, head square above the shoulders, bosom swell, and all proportions of his manhood grow. It is simply fancy.

H. N. M.

Baker City, Oregon, January 19, 1879.

AN EXPLANATION FOR OTTO PLANCK.

To the Editor of the Weekly:

If Otto Planck will consult Webster's Unabridged, page 1,693 he will see that the colon is used as a sign of division and is read “divided by.”

His example 3 will then read, 221 divided by 3, and he will find no difficulty in getting 70 as an answer. He may find from any printer that fractions are often printed, the denominator following the numerator, because of the convenience to the type-setter. His fourth example will then read, “Prove that twenty-four seventy-seconds equals one-third. One-third of a unit of course.

M.

CHICAGO, Jan. 31, 1879.

EXAMINATION QUESTIONS.

EDUCATION.

1. State the points to be observed in constructing a time-table for an ungraded school.

3. How would you sustain attention of pupils in class; also attention to work at seats?

4. What means would you adopt to gain parental interest and cooperation?

5. Write notes on an object lesson. Choose your object.

6. What steps would you take to insure the greatest benefits from a dictation lesson?

7. Write four questions that you would propose to a class to test their knowledge of the four fundamental rules of arithmetic.

8. State reasons why a teacher should possess a complete set of the textbooks used in his school.

**WOMEN AND THE SCHOOLS.**

**AN OPEN LETTER TO HIS EXCELLENCY THE GOVERNOR OF ILLINOIS AND THE LEGISLATORS CONVENED IN GENERAL ASSEMBLY,**

As the one inalienable right of tax-paying, native-born women citizens of the United States of America is that of petition, on behalf of many women citizens of the state of Illinois, the earnest request is hereby presented that any and all laws which deprive the state of the voice, vote, and judgment of women upon all questions relating to our public schools and educational methods, be promptly repealed.

We make this appeal without hesitation, since you have already taken the initiative steps by an act which became a law July 1, 1873, whereby it was enacted by the people of the State of Illinois, represented in the General Assembly: "That any woman, married or single, at the age of 21 years and upward, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special school laws of this state," and because in ten (or more) counties women are filling acceptably the office of county superintendent. Is it not an anomaly in republican jurisprudence that women may be eligible to offices of authority and trust, and yet be deprived of the right of an elective choice of representatives?

Furthermore, such legislative action would not be without precedent in our national history, since, as you are aware, the states of New Hampshire and Minnesota have, by legislative enactment, conferred this right upon their women citizens.

We point with pride to the record of women superintendents of schools in our own state, and to the national recognition of women's qualification as teacher.

As patriots and defenders of justice, will you consider the question: Since, if the education and care of the children is almost exclusively delegated to a woman in the home and the school-room, would it not be safe and wise to allow this experience to crystallize into helpful methods and laws for the state, the state being only an aggregation of families? Respectfully,

Elizabeth Boynton Harriet.

**EVANSTON, Ill., Jan. 23, 1879.**

**ILLINOIS STATE TEACHERS' ASSOCIATION.**

**COMPARATIVE EXAMINATION.**

At the recent meeting of the Illinois State Teachers' Association, a report of the results of the competitive examinations of the past year was presented by S. H. White, of Peoria. The association voted to continue the examinations but decided that inasmuch as a formal comparison of results is made, the examination should be designated as comparative instead of a competitive examination.

County schools will be examined in spelling, language, letter-writing, arithmetic through percentage, and common things. The questions in language are designed for pupils below the Fourth Reader. All others will take the letter-writing. The exercise on common things is designed to test the general knowledge of the pupils.

Primary departments will be examined in language, writing with pen and ink, and in number-work.

Intermediate departments will be examined in arithmetic to percentage, (not including compound numbers,) in the geography of North America, and in language, including letter-writing and definition.

Grammar grades will be examined in arithmetic through percentage, in U. S. History to the year 1800, and in grammar.

All high schools will be examined in algebra to quadratics, and in two of the following studies: physical geography, physiology, natural philosophy, and higher grammar. Principals of high schools will at once notify H. L. Boltwood of Ottawa in regard to the studies selected.

The time for holding these examinations will be the same for all grades, Friday, Feb. 26.

All examination papers should be of uniform size for the same school. The size recommended by the committee is 8 x 10 inches, with a margin of an inch and a quarter on the left, and a quarter of an inch on the right. All examinations should be written with ink.

The expense of the examination, except that of printing and distributing the questions, must be borne by the several schools. If teachers will provide the paper, the cost need not exceed two cents per pupil. The questions for the examination will be obtained by the teachers through their county superintendents.

The best twenty per cent of all the papers from the high schools, and ten per cent of the papers of all others, are to be forwarded to the county superintendent within a week of the examination. These papers should not be rolled or folded.

The experience of those who have taken part in the previous examinations has been found very profitable. The schools have been made conscious of their own defects, and have been simulated to do better work. It is hoped that every county in the state will be represented in the exhibit which is made annually at the meeting of the State Teachers' Association. It is believed that all earnest teachers and superintendents have confidence enough in their work and in that of their pupils to have them take part in this examination, and thus show just what they can do.

County superintendents and teachers will confer a favor by seeing that the press throughout the state gives notice of this examination.

JAMES P. SLADE, Springfield.
HENRY L. BOLTWOOD, Ottawa.
John Trainer, Blue Mound.
John P. Yoder, Darves.
SARAH E. RAYMOND, Bloomington.
Laura Haged, Galesburg.
MARY JOHNSON, Decatur.

BLOOMINGTON, ILL., Jan. 25, 1879.

COMMITTEE.

**CHICAGO SCHOOLS.**

The Board of Education held a meeting January 30. A resolution was adopted directing the superintendent to notify all principals of schools where steam is used, that they must personally take charge of the scholars under their care during the hours of recess, and entirely relieve the engineers of such duty, as their time should be entirely devoted to the care of their apparatus.

The discussion of music, drawing, and German in the schools again occupied a large part of the time. Mr. English made extended remarks, showing the relative amount of time given to these studies, and how much time would be gained, and money saved, by dispensing with them all. Mr. Stone wanted the Board to inform the Council that German would be removed from the school studies, and that therefore no estimate for that need be included in the annual estimate of expenses. Mr. Prussing earnestly defended German in the schools, and endeavored to show that the schools had increased in number of pupils by reason of the introduction of German.

By a vote of seven to five, the question was postponed until the next meeting.

Mr. Prussing, of the Committee on German, reported an increase of pupils in German classes in the Washington, Carpenter, Wicker Park, and other schools. He also recommended the appointment of a new teacher for the Carpenter school. A petition was handed in by the same gentlemen, largely signed by parents of pupils in the Pickard school, asking that German instruction be added to the course there. The recommendation and the petition were deferred for future action.
Educational Intelligence.

EDITOR.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portland, N. H.


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

Mississippi—O. V. Tooley, Superint. Public Schools, Mississippi.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—W. R. Svereman, Superint. Public Schools, Columbus.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.


CHICAGO, FEBRUARY 6, 1879.

THE STATES.

Kansas.—It can no longer be said that Kansas has no educational journal published within its borders. Col. C. F. Forbes, a man of considerable experience in journalism, has issued the first number of a new monthly, called Our Schools, at Lawrence. Its general mechanical appearance is first class, and we can readily detect the hand of skill and experience in its general make-up. It promises growth and improvement, though we can hardly see where much of either can be provided for with only sixty cents as the subscription price.

O. B. Wharton, superintendent of Lyon county, has also ventured another step in the same direction. He has "baried the Hatchets," and now fans The Educationalist in the breeze of southern Kansas.

The Governor, in his message, recommends a legislative appropriation sufficient to rebuild the State Normal School building at Emporia.

Kansas has 266,575 persons of school age, an increase of 33,700 in the past year.

There are 6,359 teachers in Kansas.

There are 4,520 school houses in the state, valued at $402,991.

$214,379.90 was distributed last year from the state school fund for school purposes.

CALIFORNIA.—C. W. Butterfield, in the University Press, gives sketches of Hon. E. S. Carr and Prof. Chas. H. Allen, from which the following is condensed:

Ezra S. Carr, M. D., LL. D., was born in Stephentown, Rensselaer county, N. Y., March 9, 1849. He graduated first at the Rensselaer Polytechnic School, in Troy, and was then appointed by the Governor of the state—William H. Seward—an assistant in the geological survey of New York. The degree of doctor of medicine was conferred upon him by the Castleton Medical College, Vermont, in which institution he was appointed to the chair of chemistry and natural history, in 1854—a position held by him eleven years. From 1846 to 1850, he lectured alternately in the Castleton and Philadelphica medical colleges, giving two courses annually in each of those institutions.

In 1853, the regents of the University of Wisconsin elected Dr. Carr temporarily to the chair of chemistry and natural history, which he declined, being soon after called to the professorship of chemistry and pharmacy in the University of Chicago. He was also appointed assistant in the New York State Agricultural Society.

In 1854, he was invited to the professorship of chemistry and natural history in the University of Vermont, but declined the offer, he having engagements to teach those sciences in the State Normal School at Albany, and to give summer courses of lectures in Middlebury College, Vermont. Dr. Carr came to Madison early in 1856, and was connected with the University of Wisconsin as professor of chemistry and natural history for twelve years. He was one of the commissioners of the state geological survey, and became a Regent of the University in 1855, serving two years. He was elected a member of the Wisconsin State Medical Society in 1856, and was its President for two terms, also acting professor of chemistry in the Rush Medical College, Chicago, for three years. He resigned his chair in the University in 1858, and removed to California.

In 1869, he was occupying the chair of agriculture in the newly-organized University of that state and of medical chemistry in the Toledo Medical College in San Francisco. His connection with the University terminated at the end of six years' service, when he was elected State Superintendent of Public Instruction of California, which office he still holds.

Charles H. Allen was born in Mansfield, Tioga county, Penn., Feb 11, 1828. He came to Wisconsin to hold a series of teachers' institutes, which had been organized by Dr. Barnard. Fulfilling successfully the engagement, he was permanently employed in the same work, and in that of examining the normal classes in the several institutions of the state. Upon the resignation of Dr. Barnard, as Chancellor of the University of Wisconsin, Mr. Allen continued his work as an agent of the Board until called to the Normal department in that institution, he having conducted, in 1862, a private Normal and High School in Madison. During his summer vacation in 1863, he served his country as Captain in the Forty-Fifth Wisconsin Regiment—hundred days' volunteers. In 1864, he was called to take charge of the first Normal School in Wisconsin, opened at Platteville, October 9, which position he held for four years, resigning in 1870, on account of ill health. He then went to Oregon, where he opened and organized the Bishop Scott Grammar School, as head master. His health improving, he returned to Wisconsin, and accepted the position of Institute Agent for the Regents of the Normal Schools. From that position he was called in 1873 to a Professorship in the State Normal School of California, located at San Jose. After filling the position a few months, he was made Principal of the school, which position he still holds. As an Institute Con­ductor and as Principal of Normal Schools, Prof. Allen has been, and is, eminently successful.

ILLINOIS.—Next Saturday, before the Cook County Teachers' Associations at Bryant and Stratton's hall in Chicago, P. A. Downey, Esq., will present some of his inimitable dialect readings, to vary the character of the exercises. It is understood, of course, that these readings will have an educational bearing (?) Methods of teaching will be presented by Miss Sarah Byrne, and an address will be delivered by Dr. W. H. Rider.

Prof. A. F. Nightingale, principal of the Lake View high school, lecturers in the high school hall to-morrow evening on "A Plea for College and the Classics," the entire proceeds to be devoted to the establishment of a reading room in connection with the school.

A singular case at law has occurred at Peoria. Principal Trent, of the First District school, was prosecuted on a charge of assault and battery for whipping a boy for disobedience. The Transcript says: "Some of the evidence was of a rather curious character. The boy swore that he wasn't whipped by the switch offered in evidence; that he would not have cared for such a thing as that. He also swore that he cried and 'hollered.' So did a boy named Zolkey, who was present at the whipping. Dr. Hopkins and others swore that the switch couldn't have inflicted the bruises exhibited on the boy, yet the identity of the switch was fully established, while several of the teachers swore very positively that if the boy had made any outcry they would have heard them, which they did not. Mr. Trent also swears that he made no outcry. , Supt. Dougherty, who pronounced the bruises as apparently brutal, couldn't reconcile them with the capacity of the instrument which inflicted them. The defendant himself seemed at a loss to understand how they came about. The question thus insinuates itself, were those bruises "doctor" made.

Wm. T. Pulliam, a teacher a few miles west of Tolono, was invited by his school to give them a Christmas "treat," but declined. The invitees thereupon undertook to compel him to comply with their request. The matter led to considerable insubordination, for which Pulliam excluded several young men from the school, and finally attempted to punish one. One of the directors also became mixed up in the matter on the side of the boys. On Pulliam's motion, a state's warrant was issued for the director and four boys, and for several days the case has been on trial at Champaign. Pulliam has also been arrested for assaulting in attempting punishment.

L. L. Burrington, for several years principal of the High School Department of the Illinois Normal School, has accepted the principalship of Dean Academy, Franklin, Mass, and will leave his present position at the close of the year. Mr. Burrington is a graduate of Tufio College, and has become deservedly popular during his stay at Normal. Added to his excellent scholarship are a genial, kindly nature, and a quiet unobtrusiveness, which combine to make him an excellent man for the position which he is to assume.

Supt. Henderson, of Crawford county, writes us that things are looking well in his part of the state. The teachers meet every month to discuss methods of teaching, government, etc. The county papers have invited teachers to use their columns freely for the advancement of educational interests. The Weekly is a welcome visitor.

Miss West gives a very favorable report of recent visits to schools in Lynn township. Special mention is made of Miss Westerdale's teaching of Gibb's
school as very satisfactory. When districts begin to build such school-houses as she describes in the Gale district, it seems as though the millennium must be approaching, especially to us who remember the old red school houses.

MICHIGAN.—The Regents of the University have asked the Legislature to give the institution a new hospital; $2,500 a year for the library; a fire-proof building for the museum and library; steam heating apparatus for all the buildings, and appropriations of nearly $26,000 to be divided among different departments. All the colleges of the University are in a prosperous state, and the total attendance is now 1,530 students.

The literary contest of the representatives of Kalamazoo, Hillsdale, and Adrian colleges occurred at Adrian Jan. 31. The decision of the judges was that Charles W. Barber, of Kalamazoo, ranked first in point of thought and style. He was presented with Prescott's Conquest of Mexico, in three volumes, elegantly bound. Miss Luella Pierce, of Hillsdale, was accorded the prize as essayist, the points of superiority being in her familiarity with the language of her essay, and in her excellent delivery.

The prize as essayist, the points of superiority being in her familiarity with the language of her essay, and in her excellent delivery.

The schools of Muncie have added phonography to their course of study. The schools of St. Louis, as we learn by the Boston Evening Transcript, have appropriated nearly $4,000 to the building of a museum and library; a $1,500 appropriation for heating apparatus for all the buildings; and appropriations of nearly $20,000 to be divided among different departments.

INDIANA.—A teachers' reunion is to be held at Logansport Feb. 14, 15; Dr. E. E. White, of Purdue University; Pres. Jones, of the State Normal School; Supt. Smart; H. B. Brown, of Valparaiso, and other distinguished educators will be present. Supt. Wilson is hoping that this will be a little the largest meeting of teachers that has ever been held in Northern Indiana.

The schools of Muscatine have added phonography to their course of study. Considerable excitement exists in Winchester, over a fight which occurred there Jan. 28, between J. M. Carver, teacher of the public school, and several of his boys. Carver was whipping a small boy, when several large boys attacked him with clubs, some of them drawing knives. The boys were expelled by Superintendent Butler, but were immediately reinstated by the School Board, whereupon Butler and Carver tendcured their resignation.

COLORADO.—On the 14th of Jan., the officers of the state were inaugurated, to remain in office for two years. But one of these officials is his own successor, Hon. J. S. Shattuck, Superintendent of Public Instruction. This is not only a good omen for the educational interests of the state, but, as well, a deserved recognition of one of the ablest and purest school officials in the country. During his past administration Mr. Shattuck has so advised and directed public school affairs, as to make their healthy condition apparent to every county in the state. He has kept aloof from political entanglements, devoted himself exclusively and entirely to the upbuilding of public education, and to the care of school lands. The county at large will be made to realize, ere his present term of office expires, that Colorado stands as high in schools as any other state. People, school officers, and teachers, all hail the advent of the Superintendent's second term. We are willing to place him alongside his brethren, and are proud to know him to be the peer of any.

IOWA.—Lyons has a Young Men's library that contains 2,766 volumes. The summer session of the State Normal Institute will be held at Clear Lake.

The schools are all in full harmony, and the future promises well for the cause of education, as the last report shows.

The schools of Muncie have added phonography to their course of study.

A student of the law department of the University—Moung Edwin, a Burmese gentleman, is meeting with success in his lectures throughout the state. The salary of Hon. A. S. Welch, President of the Agricultural College, is $3,100 per annum.

It is said that in all the Iowa towns where diphtheria and scarlet fever have raged the well water is impure.

The distribution of the rainfall of 1878 was the subject of Prof. Hinrich's talk to the State Horticultural Society.

Miss Fannie Hollister, a fine reader well-known to many Iowa teachers, was married recently to Mr. C. L. Hood, of La Crosse, Wis.

The following is the Agricultural College calendar for 1879: Opening of first term, Monday, March 3; close of term, Thursday, July 3; opening of second term, Monday, July 14; close of second term, Wednesday, November 12.

The sixth contest of the Inter-State Oratorical Association will be held at Iowa City in May. Illinois sends a lady contestant, Miss Emma C. Bulkeley.

Marshalltown is preparing plans for a new school building.

Prof. Leonard of the University says that the incident of the Indiana man being killed by a meteor is not without a parallel. The consulted wisdom of a whole neighborhood is not unfrequently found in one person, known as the justice of the peace, or more familiarly the "Squire." The Montesano Republican gives the particulars of trial of Miss Maggie Wright, a school teacher, for the punishment of an unruly pupil, before one of these worthies. The boy was so unruly and disobedient that something had to be done, and the teacher gave him a good whipping. There was no evidence of undue severity in the punishment, but the wise "Squire" thought it was severe beyond the prerogative of the teacher. Miss Wright was fined three dollars and costs. We would like to embalm the "Squire's" name in print but the privilege is denied us.

PENNSYLVANIA.—Prof. E. A. Angell, vice principal of the State Normal School at Shippensburg, has begun the publication of a teachers' journal, called the Normal Monthly Review. It is edited by Miss Delia T. Smith, Professor of Grammar, Language, and Literature in the same institution.

The first four numbers have been received at the office of the Weekly, and read with interest.

Nebraska.—Mr. Filfield, of Kearney, is steadily improving his unique journal, Literary Notes, and now promises a slight enlargement on the 15th of this month.

New England.—The Boston University, the only educational institution in Massachusetts which admits both young men and young women, has just published its annual report, showing how well he women keep up with the men in their studies. In the higher Greek class it is said there are more women than men, and the recitations are quite as creditable to the girls as to the youths.

The Boston Latin school for girls has about 90 pupils, and is going on very prosperously.

Wisconsin.—Mr. James MacAlister, of Milwaukee, has been appointed Regent of the Normal Schools, in place of Prof. Sherman, resigned.

Rev. Dr. DeKoven, Warden of Racine College, fell upon a slippery sidewalk last week and fractured one of his limbs.

At the close of the late County Teachers' Association at Maiden Rock, the teachers organized a District Association. A. Rosenberger was elected president. The first meeting will be held in the Forest Home school house, the third Saturday in February.

A very pleasant and profitable meeting of the Martel Teachers' Association was held in the Lauder district, on Saturday, January 25. As this was the first meeting of the year, new officers were elected as follows: President, Gavin Lauder; Secretary, Blanch Baird; Committee, Wm. Rowley, Blanch Baird, Nettie Isackson. Much valuable information was brought out by means of the question box, conducted by Wm. Rowley. The Association adjourned to meet in the Stanley district in three weeks.
The following are specimen pages from the new edition of Wedgwood’s Topical Analysis, now in press.

1. Lichens—mosses—alpine shrubs—saxifragas.

   a. Between sea-level and 5,000 ft. Conditions observed as in horizontal distribution.
   b. Between 5,000 ft. and 10,000 ft.
   c. Between 10,000 ft. and 15,000 ft.
   d. Between 15,000 ft. and 20,000 ft.

14. Land Regions. 
   a. Deserts. 
   b. Steppes. 
   c. Forests. 

   a. By winds.
   b. By rivers.
   c. By marine currents.
   d. By birds.
   e. By beasts.
   f. By man.


17. Plants yielding food.
   a. Tropical climes.
      Rice—Durra—Plantain—Bananas—the Yam—Date-palm—Cocoa—Sago—Breadfruit—Maudie.
   b. Temperate climes.
   c. Polar climes—Food of inhabitants.

(To be filled in for the following, tell at 1st, Native of what country; 2d, Cultivated where; 3d, Amounts annually produced; 4th, Anything else you can.]

18. Plants producing sugar.
   a. Sugar cane—Sugar maple—Date palm—Beets.

19. Plants producing beverages.

20. Plants producing spices.

21. Plants producing medicine.

22. Plants producing narcotics.

23. Plants producing clothing.

24. Plants producing dyes.


TOPICAL ANALYSIS.

SECTION II.

ANIMAL LIFE.

I. Animals.
1. Position in scale of existence.
2. Comparison with plants.
3. Fauna and habitat.
4. Effect of heat, moisture, food, light, upon different regions.
5. Diffusion of animals.
6. Classification of animal.

(To be filled in for the following, give description of each division and sub-division of their habitat—habits.)

7. Vertebrates.
   a. Mammalia.
      1. Quadrumana. 
      2. Carnivora: Chiroptera—Insectivora. 
      3. Marsupialia. 
      4. Rhodentata. 
      5. Edentata. 
      6. Pachydermata. 
      7. Ruminantia. 

b. Birds.
   1. Rapaces. 
   2. Scansores. 
   3. Oscines. 
   5. Gallatores. 

Give description of each sub-division, migratory habits. Examples.

3. Reptiles—Differ from batracians.
   1. Saurians. 
   2. Cheloniens. 
   3. Ophidiens.

II. Ethnography.

2. Diversities of the human race.
   a. Physical qualities.
   b. Language.
   c. Earliest myths and legends.
   d. Historical records.

3. Races of men—Define each and give characteristics.
   a. Caucasian.
      1. Hamitic.
      2. Semitic.
      3. Aryans.
         (a.) Celts.
         (b.) Ancient Greeks.
         (c.) Ancient Romans.
            Italians, Spaniards, Portuguese. French.
            (Mixed with German.)
         (d.) Germans.
         (e.) Slavonians.
         (f.) Iranians.
            Persians. Belooches. Afghans.
            (a.) Brahmanic Indians—Hindoos.
   b. Mongolian.
      1. Arctic and Turanian groups.
      2. Ethiopian.
      3. Negro—Northern and Southern groups.
      4. Malay.
      6. American.

   1. Give five general divisions of tribes.
   2. Give history of prominent geographers who have been authors of works on this subject.
   3. Give a general history of civilization from the nomadic races to the present time.