The Educational Weekly.

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THE WEEKLY.

Advertisers who wish to avail themselves of two special editions of the Weekly (June 17 and Sept. 2) will do well to make early application for space. The regular issues of those dates will be unusually large, and consequently of great value to advertisers. Rates will be furnished on application to the Publishers.

STUDENTS’ COLLEGE GOVERNMENT.

The Attorney General of Illinois has recently decided, upon application of the Trustees of the State University, that the students’ government in the University is legal and in every sense properly authorized. There had been more or less debate upon this question during the last year, and some dissatisfied ones undertook to overthrow the organization, or at least to resist its convictions and punishments. The effect has been to more and more establish the government by clearly defining its powers and duties. Now with the favorable opinion of the attorney general, after a careful review of the case, it is apparently a permanent institution in the University.

There have been some mistakes and at times a little undesirable personal strife, but on the whole the student’s government of themselves by themselves has worked well and accomplished good in many ways. The organization includes a president, a senate, and a court. The latter has its chief and associate justices, marshals, prosecuting attorney, etc. The laws are printed and witnesses are obliged to appear when summoned. Fines are imposed for proved violation of the laws, ordinarily ranging from fifty cents to five dollars; but the amounts are as definitely stated in the printed penalties as possible, to avoid the charge of personal favoritism or enmity. The court however has no means of collecting these fines if payment is refused. In this case the evidence, always preserved in writing, and the action taken by the court, is submitted to the Faculty, who proceed as in their judgment the case requires. Punishment now is not administered because the fine is not paid as has been stated, but because of the misdemeanor committed.

The officers of the government are always among the best students, and those with the requisite ability for proper discharge of the duty assigned them. It may thus be readily seen that the students’ government has the opportunity of preserving order in many ways not usually within the power of a faculty, besides giving to the students themselves a sense of responsibility and valuable experience and practice.

A college president has recently pronounced against the idea, upon the ground that students do not attend school to govern, but to obey. He did not stop to consider that the power of the Faculty is in no sense diminished or their responsibility lightened by thus permitting students to obey laws of their own as well as those directly administered by the college authorities. Neither did he seem to understand that the students in the manner indicated are actually governed better when they govern themselves under proper advice and direction than can be done in any other way. He may be assured there is none the less obeying on account of the existence of the students’ authorized government.

CITY OR COUNTRY?

WASHINGTON GLADDEN has been investigating. He has addressed letters to one hundred of the leading men of Springfield, Mass., asking the following questions: 1. Was your home during the first fifteen years of your life in a city or village, or on a farm? 2. Were you accustomed during any part of that period to engage in work?" He received answers from eighty-eight of them. Of these, eighty-three were reared either on a farm or in a small village and had to work a considerable portion of their time during boyhood, and only five were brought up in the idleness of a great city. From this Mr. Gladden makes very sweeping inductions. According to his conclusions the outlook is rather blue for the city boys of the present day and quite roseate for youth who happen to be "raised" in the country. But what do Mr. Gladden's figures prove? Just nothing. As the boys he has been investigating were growing the cities were growing; the boys in many cases had to come to the city to make it a city, and in many other instances the city grew and reached out into the country, and took in the boys. It is true that the leading minds in every line of business in the city are from the country. But why? At the times those minds were forming, the country was nearly all country. The cities hadn't grown to be cities. Much of this generalization about the superior advantages of no advantages is maudlin bosh. We are sick of self-made men. True they have become rich, most of them in spite of all their own efforts to the contrary; but rather than be the hunches of tiresome, illiterate, and nauseating egoism that most of them are, we would subsist on a crust a day and beg that of the county agent. The city has the reputation of being a cess-pool of vice, a sink of iniquity, etc., etc.; and the odor of sanctity and the voice of devotion are supposed to permeate the society of the rural districts, as thoroughly as do malaria and the notes of bull-frogs. On the contrary, per capita, there is more crime in the country than in the city, and infinitely more vice. It is easier for a youth or a maiden to grow up virtuous in the
city than in the country. True if the country has its malaria, so the city has its sewage. But the sewage of the city is controlled, directed, localized, whereas the malaria of the country is all-pervading and insidious. To find the pink of perfection of a lover you must seek him in a country village. He could not exist in the city; he would not be tolerated by the police. We have no grudge against the country; our hope is in the country; our support in every sense of the word comes from the country; but he who paints a large city as necessarily a Sodom or a Gomorrah is either a hypocrite or a fool. If self-made men have become great it is because greatness has been thrust upon them. There were no educated men to compete with them, in the days when they became great. Moreover, their race is dying out; they don't propagate their species. The last of those who fought in the Revolution, we believe, has taken his obsequies.

The educational system is rational, and Protestant in its patrons. But it is from political and sectarian influences that the city has suffered. Since 1872, they have been nominated by the Mayor and confirmed by the common council, a nominating convention, of which the Republican and Protestant are the patrons, and most zealous advocates. It was only when the opposing factions took interest in them and began to get possession of them that it was suspected that politics and religion were introducing their disturbing presence within the sacred precincts.

The fact is now, however, that in the larger cities, at least, the schools are becoming decidedly Catholic in politics and Protestant in religion. Though it ill-becomes the writer to say it, this is an unfortunate circumstance. It is a sorry day for a school system when old and substantial citizens are crowded out of their positions on the school board for the sake of giving place to young political adventurers who desire to make the school board a stepping-stone to some higher or more lucrative office, and who, to accomplish their ends, eagerly raise the issues of religion and politics, regardless of the disturbance that may be produced.

“A tale of two cities” may be related of Chicago and Cincinnati, in which the school troubles bear so close a resemblance to each other, that the identity of the cause cannot be questioned.

The beginning of all trouble in a school system is the introduction of German in the Grammar department, at the hands of German and dough-faced American politicians. Then there must be German members to take care of it, next a representation of Irishmen on the board to correspond to the German contingent. Then a movement to put the Bible out, an act which succeeds through the advocacy of American free-thinkers; next a move to put the superintendent out, if he is straight-laced or if his dignity of character and decorum of conduct give him the reputation of being straight-laced, which is just as bad. As a matter of fact it is a contest between Beer and the Bible, and Beer always wins. On this issue Mr. Rickoff and after him John Hancock had to leave Cincinnati; and Mr. Pickard had to leave Chicago.

A very respectable German, Mr. Holz, invited Mr. Pickard to go to Turner Hall on Sunday, and Mr. Pickard politely declined. The invitation was extended to Mr. Doty and he accepted it with eager complaisance. That settled the superintendent.

This would be all very well if it stopped here; but it does not. Looseness breeds looseness. It is from the Bible to Beer, and from Beer to Bribery. With all the fuss and feathers of her Longfellow celebrations in the public schools, Cincinnati, through her board of education, is to-day a stench in the nostrils of the nation. Last winter a member was expelled for accepting a bribe of $25 for securing the appointment of a teacher of music, but a vote of censure could not be secured against a committee who made $1,400 worth of stove cost $7,000. The principals who wish to consult their committee-men must seek them in a beer garden. This is embarrassing; for if they refuse to drink with their official superiors they are spotted as muckers and temperanizers, and if they do not drink with them the fact is used against the pedagogues whenever they incur the displeasure of their unprincipled and capricious masters.

Monster petitions have been sent to the legislature now in session to change the method of choosing board members from election by wards to that of electing a smaller board on a general city ticket. A bill called the Ray bill is now a law by which a sort of compromise is effected. According to this law twenty-five members will be elected by wards and twelve on a general ticket. But this plan does not promise to remedy the evil, for the Republican nominating convention was captured by bummers and objectionable persons named. The good people of Cincinnati are in despair, for they expect nothing from the Democratic nominations or from the members elected by wards. So much for school inspectors chosen by popular suffrage.

The case of Chicago is just as bad from a method of choosing board members directly, opposite to that of Cincinnati. Here since 1872, they have been nominated by the Mayor and confirmed by the common council, a nominating convention, of which the Republican and character associates Superintendent Pickard was a living reproach. Hence Pickard had to go, and the board was packed and pledged for that purpose. It was an anti-puritanical-German Irish-Infidel combination like that of Cincinnati, but of the Democratic rather than the Republican color of politics. It was a carousing combination, but more circumspect than the Cincinnati school board bummers. One took a little for his stomach's sake, one never commenced before one o'clock P.M., one never indulged except under lock and key; one, and the son of a peep-o'-day house at that, always advanced under the cover of an umbrella, and the head center of the movement when invited by the reporters to partake, would excuse himself by saying, "As plain John Calhoun Rattlebrain I would like to drink with you, but as President of the Board I may not!" Here was a self-perpetuating ring, and able to be such because the members were not elected by the people. And the worst of it is that through its creature and creator it is in existence to-day, living now for vengeance as it once lived for villainy, "to show what a butcher-boy can do." The Superintendent is the tool of the "butcher-boy" and the instrument of his silly machinations, and all because the people have not a voice in the selection of a school board. If the people of Chicago had a voice in this matter the tool would be drummed out of town and the butcher-boy relegated to his proper avocation.

From this tale of two cities it is rather embarrassing to decide
whether mob-rule or ring-rule is better for the schools. Of the two we imagine that unblushing infamy is not so bad as hypocritical soundrellism, for the former gives itself away, but the latter is subtle and capable of doing much mischief under the guise of a pseudo respectability.

A large school appropriation is asked for next year. What for? To increase the teachers' salaries so unmercifully shaved by the ring? Not a bit of it; but to increase the superintendent's salary and erect an impossible number of school houses. There are jobs in building; and who expects to be president or chairman of the building committee next year? and how is he going to live if he isn't? There is little book-agency work to be done now, and the business of giving bribes is not many removes from that of taking them. The disgrace of the Chicago school system is brought in the guise of a pseudo respectability.

In the California legislature a few days ago, an attempt was made to do away with school boards, by having appointed four salaried inspectors by the circuit judges, to hold office four years, and who with the superintendent should constitute the board of education for cities; but the effort was futile. There is little book-agency work to be done now, and the business of giving bribes is not many removes from that of taking them. The disgrace of the Chicago school system is brought in the guise of a pseudo respectability.

The present volume presents a good variety of exercises, organization, assigning lessons, etc. Chapter II., shows the objects and ends of Study, the requisites and modes, and the means of securing study. Chapter III. treats similarly of the Recitation, and furnishes an explanation of some specific methods. Chapter IV. treats of the objects, requisites, and mode of conducting School Business. Chapter V. discusses the subject of Recreation; and Chapter VI. that of School Government. A Synopsis of each chapter precedes it.

All teachers should read and study works of this kind. They contain the conclusions of men of experience and good judgment, and are prepared for the express purpose of aiding younger teachers.

—*The Children's Hour*, by Mrs. M. B. C. Slade, editor of *Good Times*, furnishes the primary grades with a very excellent collection of dialogues, speeches, motion songs, tableaux, charades, blackboard exercises, juvenile comedies, and other entertainments for school and home. Mrs. Slade has the highest reputation for work of this kind, and in preparing this book she has used her very best skill. It is published by Henry A. Young & Co., of Boston, 13 Bromfield street.

—Students of Phonography will find the *Synopsis of Standard Phonography*, by Andrew J. Graham, 69 and 71 Bible House, New York, a valuable and suggestive work for study or reference. We don't know much about the subject of stenography, but this book seems to combine a system of shorthand writing with a system (?) of phonography in such a way as to teach two things at once. It is designed for the use either of classes or private students, and is supplemented by a good number of reading exercises, contractions, etc. Price 50 cents; for sale by Jansen, McClurg & Co., Chicago.

—Lee and Shepard send us *Arithmetic for Young Children*. It consists of a series of exercises illustrative of the manner in which the first steps in number should be taught to young children. We pronounce it first rate. The primary teacher will find it a great aid in her work. It is rational and consistent. Its very lack of system is one of its best features. The variety of style and method used lend fresh interest at every step. It is a little book of questions, with suggestions to the teacher. Send thirty-five cents for a copy to Jansen, McClurg & Co., Chicago.

—Where sewing is taught in schools the little work published some time since by Mlle. E. Grandhomme, and recently translated and published by Macmillan & Co., will be found quite serviceable. It has been adopted in the Commercial schools in nearly all the arrondissements into which Paris is divided, and is quite as suitable for our orphanages, industrial schools, and similar institutions. It may be had of Jansen, McClurg & Co., for forty cents.

—We wish to give a most hearty recommendation to John D. Champlin's *Child's Catechism of Common Things*, published by Henry Holt & Co., of New York. Mr. Champlin's *Young Folks' Cyclopaedia of Common Things* has been well praised in these columns, and this smaller book, though on a different plan, deserves equal praise. It is not arranged like an encyclopedia, but like a text-book—with questions and answers. The subjects considered are grouped under the three heads—Mineral, Vegetable, and Animal—and follow one another as being naturally associated, and not in alphabetical order. A very full index at the close of the volume makes it serviceable as a reference book; but the chief design of the author was that it should be used as a class-book in schools. The subjects selected are those which are most commonly brought to the attention and observation of people in daily life. It is admirable for use at home, and will be read by children and adults with great eagerness.
FREEDOM IN EDUCATION.


In France and England there is a constant struggle over this question. With a great sum others strive to purchase freedom to educate. We were "free-born." From the beginning everyone in our land competent to teach others has been at liberty to do so. The first free schools in the "Old Colony" of Massachusetts were earlier than any school laws. And when laws began, the liberty of the citizen in education was in various ways recognized. No public system can stand in this country which conflicts with any of those rights recognized. No public system can stand in this country which conflicts with any of those rights recognized. No public system can stand in this country which conflicts with any of those rights recognized.

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It is difficult, therefore, to put ourselves in the place of friends of free education in France and England. In France, for example, the famous Art. 7 of the Government Bill, read as follows:

"Nul n'est admis à diriger un établissement d'enseignement public ou privé, de quelque ordre qu'il soit, ni à y donner l'enseignement, s'il appartient à une congrégation, religieuse non autorisée."

Part of Art. 9 is in pursuance of this, viz: "En cas d'infrac­tion aux prescriptions de l'article 7, l'établissement sera fermé." (with penalty.)

M. Jules Simon's Minority Report suppressed these articles. In place also of Art. 3—the longest one in the original Bill—it proposed the following amendment: "Art. 3. Les inscriptions prises dans les Facultés d'Etat sont gratuites."

It was in the name of the freedom of education that Simon, Dufaure, and other moderate Republicans opposed Articles 7 and 9 ($2). To put into the hands of the state an educational monopoly, suppressing all individual rights of private teachers and those of religious bodies, of whatever sort, seemed to them an abandonment of Republican principles. Later information is, that M. Ferry accepts the excision of Art. 7, and relies upon old laws as "the Company of Jesus" for driving them from France.

These laws proceed on another principle than the denial to any one of the liberty to teach. They affect nobody but Jesuits. When the Strassburg faculties opened their new place of instruction in Paris, Nov. 7, M. Ferry declared in his speech on the occasion: "Protestantism has been in modern history the first form of liberty. Our political gospel is also your gospel. The revolution of 1789, of which our republic is the logical development and the necessary conclusion, has partly been made for you; this revolution is for you the beginning of definite enfranchisement. You** You may count upon us, as we count upon you. Receive from us, at all times, not only justice, but profound sympathy." But the moderate Republicans object to refusing justice—though sympathy is withheld—to French Catholics. What gain in transferring the monopoly of education from the Jesuits to the State? Is this all "the first form of liberty" means—"whereas we have had no liberty of education heretofore, our opponents being in power, now, we being in power, they shall have none?" Is this safe, even for the freest Protestantism? Some day a French Protestant Church may be "non autorisée." Nay, the terms of Art. 7 strike down all higher education save that of a State church, even Protestant.

For one, I maintain the equal rights of Catholic educators as well as Protestant. I would not have my own form of Protestantism exclusively authorized to teach the people. I am forever opposed to any monopoly of Church or State. It may as readily be wielded some day by infidel as by Christian hands; and, anyway it is in principle anti-Republican and anti-Protestant. So of the exclusive prerogative of conferring degrees.

The last Westminster Review discusses a Bill in the English Parliament for the Organization and Registry of Teachers in Intermediate schools, and points out how it is calculated to interfere with freedom in education. The new Bill creates a board of ten elected by the Universities and other bodies and six elected by the Royal Privy Council (at first), and (afterwards) by the registered teachers acting as a sort of corporation. Its object is to prevent any teacher from getting employment whose name is not registered. Some of its provisions are: that no one shall register who is not 21 years of age; no one who is not a graduate of one of the Universities, or holding a certain certificate; no one who is at the time teaching an elementary school; no one who has not taught for three years preceding; no one who does not report himself or herself every six months; etc., etc. The board or Council is empowered to hold examinations "in the knowledge and practice of teaching," to change the requirements for registration at will, to inspect schools and courses of study, etc. Until 1881, the fee for registry is to be two pounds each, "after that, when the law is well established and outworn useless, five pounds." The Westminster points out that by its power to change requirements subscription to the 39 Articles might be made a condition of teaching! The Bill aims "at nothing less than a legally fixed apprenticeship to the craft of teaching," forming the teachers of England and Wales "into a close corporation, a trades union on a vast scale, and protected by a well-nigh irresponsible tribunal. A school with an unregistered principal could not exist," for he could not recover his tuition fees. It would be particularly hard for governnesses under twenty-one. "They must become shop girls and dress makers, assisting to sink the already insufficient payments of those overcrowded employments, and swelling the vast ocean of female destitution and misery which lies on the level just below." The tyranny of the bill, its fatal bearing on freedom in education, are obvious; it is worthy of the spirit that dictated the land laws of England and Ireland, and forbids any but a University to confer degrees.

The Westminster remarks, in passing, that "fitness to practice the profession of a teacher" is something "quite impossible to be gauged by any examining body whatever. It is not possible (so) to test the teaching powers of men and women. Teaching, to be worth anything, must come from the individual to the individual; and in no two cases can be quite alike. We have not found out how to impart the power of teaching, or even whether imparted. We may suppress it, but (as yet, at least,) we do not know how to educate it. All that we can do is to test knowledge; and of knowledge there are already tests enough; whose a factitious value to the diplomas of certain institutions controlled by the state, such as Universities, Normal Schools, irrespective of the value of the teaching done in them. Other institutions, quite likely to be doing better work, are invited to send their graduates to the torner, (which have had nothing to do with their training) for degrees, i.e., to send them away for certificates of proficiency worth less! It is even proposed that such diplomas shall entitle the receiver to teach, without examination, in all the schools of a state, and thus create a monopoly—or go as far towards it as possible—very likely depreciating the best.
education the state affords, given elsewhere. The true American principle is to encourage all to educate who are capable, and to encourage the best most, without regard to the question whether they are controlled and paid by the State or not. Of course, the same disposition to create a monopoly by law exists in this country as in France and England; or—if this is not possible—invisibly to weaken free education, and give certain classes of institutions the practical advantages of a monopoly, thus lowering the standard of education, which is the highest where education is most free. It is a disposition against which we need to keep guard.

IOWA COLLEGE, MARCH, 1880.

THE TERRITORIAL GROWTH OF THE UNITED STATES.—II.

Pres. A. Earthman, Humboldt College, Iowa.

LOUISIANA.

During Jefferson's administration, Livingston and Monroe were sent to Europe to purchase Louisiana from France. This tract of territory had been ceded by France to Spain, in 1763; but, by a secret treaty, forced upon Spain by Napoleon, had been retroceded to France, in 1800. As to the limits of this territory, the treaty of 1803 was very indefinite, the cession being described as "the colony or province of Louisiana, with the same extent as it now has in the hands of Spain, and that it had when France possessed it, and such as it should be after the treaties subsequently entered into between Spain and other states."

Louisiana, as originally claimed by France, included that portion of the Mississippi basin from the river to the Rocky Mountains and the territory between the Mississippi and Perdido rivers. Spain, also, claimed this latter portion; and the boundary was never definitely settled between the two nations.

Although the purchase of Louisiana was made in 1803, the line separating it from the Spanish possessions on the southwest was not determined until the treaty of 1819 was entered into between Spain and the United States. This treaty established said boundary line as follows: "The Sabine river to the 32d degree of north latitude; thence a north meridian line to the Red river; the course of that river to the 100th degree of longitude east from Greenwich; thence north by that meridian to the Arkansas; up that river to its head and to the 42d degree of north latitude; and along that degree to the Pacific." The wording of this treaty has given rise to the belief that the territory at present occupied by Oregon, Washington, and Idaho was included in the Louisiana purchase; but such was not the case, as the subsequent action of the United States government clearly shows. (See Oregon.)

FLORIDA.

To determine the extent of this territory, as purchased from Spain, in 1819, it will be necessary to go back to colonial times and consider the claims of European nations.

North of the St. Mary's river, the Atlantic coast was settled chiefly by the English, their most southerly colony being Georgia. Difficulties between the English and the Spanish were of frequent occurrence; and the northern boundary of Florida was left unsettled until, by the treaty of 1763, the province fell into the hands of the English. By proclamation, England erected the two provinces of East Florida and West Florida, and determined their limits as far as that could be done. East Florida had for its northern boundary the St. Mary's river from its mouth to its source, and an east and west line thence to the Appalachian. West Florida had for its boundary the Appalachian, the Gulf of Mexico, the Mississippi, Lakes Pontchartrain and Maurepas, and, on the north, the 31st degree of north latitude. For this last line, however, was substituted, in 1764, a line due east from the mouth of the Yazoo to the Catahouche (Chattahoochee). In 1783, the former line was reestablished.

Louisiana being, in 1783, transferred to Spain, this nation disputed with England the ownership of the territory between the Mississippi and Perdido rivers. When, in 1783, Spain found itself in possession of both Florida and Louisiana, all boundary disputes ceased; and, as already stated, the difficulty was finally settled by the purchase of both Louisiana and Florida.

OREGON.

As early as 1542, Cabrillo, a Portuguese in the Spanish service, explored the Pacific coast nearly as far north as the mouth of the Columbia river. Sir Francis Drake, in 1579, sailed up the same coast to the 43d degree of north latitude. Thirteen years later, Juan de Fuca, a Greek in the Spanish employ, visited Vancouver's island and sailed for twenty days in the broad passage between it and the main land.

Nothing however, aside from its existence, was known of this territory until Capt. Gray, an American, ascended the river to which he gave the name it now bears—Columbia. This was in 1791. Thirteen years later, Lewis and Clarke, two engineers sent out by Jefferson to explore the head waters of the Missouri, in the northwestern part of the newly acquired territory of Louisiana, explored this region and reported to the general government.

Hearing of this report, John Jacob Astor, a heavy fur dealer of New York, established, in 1811, a trading station at the mouth of the Columbia, naming it Astoria. War breaking out soon after between the United States and England, Astor transferred his interest in the post to the two English companies, the Northwestern and the Hudson Bay.

The treaty of Ghent stipulated that restoration of all places captured by either party, should be made; but, for some reason, Astoria was left in the hands of the English.

In 1818, the United States and Great Britain agreed upon joint occupancy of the territory in the following words: "That any country claimed by either party on the northwest coast of America, together with its harbors, bays, and creeks, and the navigation of all rivers within the same, be free and open, for the term of ten years, to the subjects, citizens, and vessels of the two powers, without prejudice to any claim which either party might have to any part of the country."

At the expiration of the ten years, the treaty was renewed for an indefinite period of time, determinable on one year's notice of either party to the other. This notice was given by the United States early in 1846, and, in the fall of the same year, the 49th degree of north latitude was agreed upon as the boundary between the United States and British America, from the Lake of the Woods to "the middle of the channel which separates the continent from Vancouver island, and thence southerly through the middle of said channel and of Fuca's straits to the Pacific ocean."

Subsequently, England claimed that Rosario strait was the "channel" intended, leaving San Juan, Lopez, and other islands in the hands of the English. The United States, on the other hand, held that Haro strait was the "channel" of the treaty, and that England had no right to the islands named.
Thus matters stood, when, in 1859, the two governments agreed upon joint occupancy of the disputed islands. The Washington treaty of 1871 referred the question to Emperor William of Germany, for arbitration; the decision was given in favor of the United States, and in November 1872 the British garrison was withdrawn.

THE SCHOOL-ROOM.

GO SLOW.

P. K. McMinn, Paxton, Ill.

ACTION and re-action are equal. The same amount of force is required to draw a nail as was expended in driving it. Habit is the result of the expenditure of immense force, of which time is the chief factor. By analogy to physical laws the same amount of force must be necessary to reform an evil habit as was expended in its formation. To reform a habit is simply to form another habit, and hence time is always required to insure a permanent reformation.

Remember this and do not expect too sudden results. Nay, more than that, rather suspect such results. There is a great difference between suppressing an evil and curing it.

A quack is called to treat a case of scrofula. He applies his remedies, the disease seemingly vanishes, and he triumphantly agrees upon the Washington treaty of 1871 referred the question to Emperor of Germany, for arbitration; the decision was given in favor of the United States, and in November 1872 the British garrison was withdrawn.

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A quack is called to treat a case of scrofula. He applies his remedies, the disease seemingly vanishes, and he triumphantly points to the patient's clear skin as an evidence of his medical skill. But instead of having driven the disease out of the system he has driven it in. A corruption of the blood had been manifesting itself, only, upon the surface. He directed his skill against the symptoms, and having succeeded in making them disappear, pronounced his victim cured. Banishing the external effects of a moral malady is far from effecting a cure. In the school-room much force is often wasted upon the suppression of symptoms. Sometimes it is better to let these alone to serve as an index to internal affairs, and direct the whole attention to purifying the blood. When this is accomplished, in such cases, the symptoms will vanish. There are systems of school government that go no deeper than the salves and washes of the charlatan. They dry up the humors upon the surface and perhaps allay temporarily the irritation, but leave untouched the deep-seated disease of which these are but manifestations. A school ruled wholly by external pressure becomes a whited sepulchre. There is no "patent" method of reforming a school or a pupil. The good old way, around by the heart, by the better nature, perhaps long dormant or never developed, is the only sure way, the only right way, for a good school is simply a school of good pupils. To bring about a reformation in this way requires time. All solid growth is slow.

MATHIEHAL DECJHAPMENT.

Editor—David Kirk, Jackson, Minns.

ENCOURAGING.

The growing interest manifested in our department is encouraging. On our return from a trip to the northern part of the state, (Minn.), we found a large number of communications in relation to some problems recently discussed in the WEEKLY. Our solution of the problem sent by "Hawkeye" is called in question by the following individuals: Katie E. Kirk, W. A. Crumhury, C. L. Powers, B. R. Gass, J. C. Geyer, Arthur Jones, H. T. Bashnall, Hale J. Moody, Silas Y. Gillan, Chas. Rixon, D. H. Davison, Q. V. A., and "Badger." These persons all show that one solution in "integral numbers" is possible, viz.: 94, sheep, 1 pig, and 5 calves. The problem states that a farmer buys 100 head of stock, sheep, pigs, and calves for $100, paying $50, $3, and $10 respectively. Required the number of each. The problem says "pigs." The solutions say there is one pig, just one pig. This was not the problem as we understood it, and the sender thereof being anonymous, we could not correspond with him, or her, in relation to it. In order that we may have the privilege of corresponding with parties sending communications, we shall require the name and address of each one.

Some of the above-mentioned teachers also show that our "improper" problem is all right. Having inquired into the matter, we find that the statement sent us and published in the "department" is not the one given in the book from which it is alleged that the problem was taken. To prevent a recurrence of such mistakes, we shall make it a rule not to discuss problems taken from a mathematical treatise, or text-book, and the accuracy of whose answers is called in question, without having positive knowledge in regard to the statement of the same.

The solution of the problem in Robinson's Algebra which we gave has not been called into question, for which we are truly thankful, but J. C. Geyer, G. D. B., and others have sent shorter solutions. They add twice second equation to first, and find value of $x+y$, considering $x+y$ as one quantity in the resulting quadratic equation. Our solution gave the value of $x+y$ from which $x$, and $y$ are easily found by substitution. Well, Gentlemen, it is your privilege to show us a better way, and even to criticize sharply what is actually untenable in definitions or solutions, but if we may be allowed to make a counter criticism on the letters relative to the "pig" problem, we will simply state that some of them are insufferably insolent, and unbecoming the character of a gentleman. facetiousness is well enough, and no one can object to a little humor, even in a mathematician; but let it be remembered that sarcasm, in the words of Carlyle, is pretty much the language of the devil.

The editor of this department would not for a gold mine knowingly wound the feelings of any human being.

Now Gentlemen, and ladies, send in your contributions, and we will, in the language of proffered advice, "modestly consider them."

COMPOUND INTEREST.

That excellent mathematician, D. H. Davison, takes exception to the common solution of compound interest problems. For instance, the compound amount of a dollar in two years and six months at 8 per cent is not 1.08 x 10.8 x 1.04, according to his view. Not having his rule at hand, we shall simply state that according to the usual understanding of compound interest the common rule is right. The interest for the last interval, when it is fractional, is simple interest on the compound amount at the expiration of the previous interval, and interest for the full intervals, years for instance, is not due until the end of the intervals respectively. The only way that the misunderstandings arising from the common methods of computing compound interest can be avoided is to consider the time divided into an infinite number of intervals, and to compound the interest an infinite number of times. The moment interest accrues it must be added to the principal.

Persons desirous of making a formula that will coincide with this view of compound interest, and give interest for any desired time, are requested to send such formula to this department.

CORRESPONDENCE.

A "teacher," of Olathe, Kansas, sends the following: Does 5 + 9 x 5 = 46, or 66, or 17?

We reply 46. The sign of multiplication never extends its influence beyond the quantities between which it is placed, unless a vinculum, or parenthesis, is used to connect other quantities to those between which the sign is. There is a use of the signs, observed in works on intellectual arithmetic, which, though not the natural and mathematical use of the signs, is allowable if a note is appended explaining that the signs are used to represent the words add, subtract, multiply, etc., when taken consecutively, to indicate operations in the fundamental rules.

Knowing that the signs in the above are so considered, the answer is 66. But taking them in their usual and proper algebraic signification, the result, is, in the above, correctly stated as 46.

A teacher in Dakota wants a solution of the 95th example in Robinson's Practical Arithmetic, miscellaneous examples. If this is the problem in regard to paying for a $3,000 farm in 5 equal annual installments, interest 7 per cent, the solution is as follows: Divide 1 by the amount of one dollar for one year at the given rate (7 per cent), and thus obtain the present worth of
one dollar due in a year. Divide 1 by the amount (compound) of a dollar due in 2 years, and this will give the present worth of a dollar due in 2 years. If this proceed, the last division being 1 divided by the amount of a dollar due in 5 years, which may be taken from a compound interest table. There will result 5 quotations, which added make $4.10. This is the sum which will produce a payment of a dollar a year for 5 years and be all used up. Three thousand dollars will produce as many dollars a year as $4.10 is contained times in 3,000.

NOTES AND QUERIES.

To Correspondents:—Make queries and answers short as possible, and clear. Do not write them on the same paper with other matters, but always on separate slips, and on one side of the paper. Put but one subject in a query or in an answer. Refer to previous queries by number and page. 

Q. “Even under the humanizing sway of the Third Empire,” says Mr. Merivale in his Conversion of the Roman Empire, lecture iii. What was the Third Empire? L. D.

Dr. Willard.

Q. Dr. Freeman and others speak of the Lower Empire: what was that? L. D.

Dr. Willard.

EDUCATIONAL WEEKLY, February 19, No. 7. —Why does the plumb line not point to the center of the earth? Because it points to the center of the circle of latitude at which it is suspended in a line perpendicular to the earth’s axis. Yours, MARTINDALE DEPOT, COL. CO., N. Y., March 3, 1880.

OFFICIAL DEPARTMENT.

ILLINOIS.

PREMIUMS OFFERED THE PUBLIC SCHOOLS OF ILLINOIS BY THE ILLINOIS STATE BOARD OF AGRICULTURE, TO BE AWARDED AT THE 29TH ANNUAL ILLINOIS STATE FAIR, TO BE HELD IN SPRINGFIELD, SEP. 27—OCT. 2, 1880.

CLASS N.—ILLINOIS PUBLIC SCHOOL EXHIBIT. Emory Cobb, Superintendent.

GENERAL DIRECTIONS.

1. All work must be written with pen and ink (except that pencil work will be taken from graded schools, first and second years, and in drawing) upon paper 8 by 11 inches. A margin of 1½ inches must be left for binding.

Papers entered for each premium, except sweepstakes premiums, must be securely bound by themselves with a cover upon which shall be stated the lot and the number of the premium for which they are entered. If they are also entered for sweepstakes premiums, put on the cover "Entered for Sweepstakes." Put also on the cover the number of the district, or name of the school, the township and county from which the papers come, and the name and post-office address of the teacher.

A copy of the questions answered, and text translated, must be bound with each set of papers.

Each set of papers entered for one premium must be the work of not less than three nor more than five different pupils in each branch.

Except as otherwise directed below, each paper must contain the answers to ten questions.

2. Each pupil should write at the beginning of his papers his name, age, post-office, the date of preparing the paper, and the name of his teacher.

3. It is expected that the preparation of these papers will be conducted in the same manner as a written examination—the pupils to have no previous knowledge of the questions given and to receive no assistance during the writing; and that all papers entered for one premium will be prepared at the same time, except that more time may be taken for the drawing and penmanship papers entered for the Sweepstakes for all schools.

4. All papers for this exhibition may be sent as soon as prepared to Hon. James P. Slade, State Superintendent of Public Instruction, Springfield, Ill., and he will see that they are properly entered at the fair.

5. For further information address the Secretary of the State Board of Agriculture, or the Superintendent of Public Instruction, Springfield, Ill.

SCHOOLS in all portions of the state are earnestly solicited to send in specimens of work done by their pupils during the year.

SPECIAL DIRECTIONS.

High Schools.—Lot A.—Papers will not be received in more than one language, one branch of mathematics, and one branch of the natural sciences from the same pupil. That is, if papers in Latin by one pupil are shown, papers in German by the same pupil must not be entered.

The English papers in each language must consist of (1) not less than two more than three pages of translation by each pupil of some well-known author; (2) answers to five questions upon the grammatical construction of the original, and (3) one-half page of translation from English into that language.

To compete for the High School sweepstakes, a school must enter papers such as are described above, in two of the languages named, both branches of mathematics, and two of the natural sciences.

Graded Schools.—Lot B.—Schools competing for these premiums must show first year—number work and writing (5 lines); second year—number work and spelling (15 words); third year—language and writing (10 lines); fourth year—arithmetic and spelling (20 words); fifth year—language and geography; sixth year—arithmetic and spelling (20 words); seventh year—geography and writing (1 page); eighth year—U. S. history and English grammar.

To enter for the sweepstakes, a school must show work as above indicated for each year, first to eighth inclusive.

Country Schools.—Lot C.—Papers in spelling must consist of twenty words; in writing, one page.

To enter for the sweepstakes, a school must show work as directed in the first six branches named in the list of premiums for country schools.

Sweepstakes for all Public Schools.—Lot D.—Work entered to compete for these premiums must not be entered for other premiums.

LOT A.—HIGH SCHOOL EXHIBIT.

Languages.—1. Best German, Diploma and $5.00; Second best, $3.00. 2. Best French, Dipl. and $5.00; Second best, $3.00. 3. Best Latin, Dipl. and $5.00; Second best, $3.00. 4. Best Greek, Dipl. and $5.00; Second best, $3.00.

Mathematics.—1. Best Algebra, Dipl. and $5.00; Second best, $3.00. 6. Best Geometry, Dipl. and $5.00; Second best, $3.00. 7. Best Science, Dipl. and $5.00; Second best, $3.00. 8. Best Mathematics, Dipl. and $5.00; Second best, $3.00. 9. Best Physical Science, Dipl. and $5.00; Second best, $3.00. 10. Best Zoology, Dipl. and $5.00; Second best, $3.00.

Sweepstakes.—11. Best High School Exhibitor, Dipl. and $10.00; Second best, $5.00; Third best, $3.00.

LOT B.—GRADED SCHOOL EXHIBIT.

1. Best First year work, Dipl. and $5.00; Second best, $3.00. 2. Second First year work, Dipl. and $5.00; Second best, $3.00. 3. Best Third year work, Dipl. and $5.00; Second best, $3.00. 4. Best Fourth year work, Dipl. and $5.00; Second best, $3.00. 5. Best Fifth year work, Dipl. and $5.00; Second best, $3.00. 6. Best Sixth year work, Dipl. and $5.00; Second best, $3.00. 7. Best Seventh year work, Dipl. and $5.00; Second best, $3.00. 8. Best Eighth year work, Dipl. and $5.00; Second best, $3.00. 9. Best Annual Natural Philosophy, Dipl. and $5.00; Second best, $3.00. 10. Best Zoology, Dipl. and $5.00; Second best, $3.00.

Sweepstakes.—11. Best Country School Exhibitor, Dipl. and $10.00; Second best, $5.00; Third best, $3.00.

LOT C.—COUNTRY SCHOOL EXHIBIT.

1. Best Spelling, Diploma and $5.00; Second best, $3.00. 2. Best Arithmetic, Dipl. and $5.00; Second best, $3.00. 3. Best Geography, Dipl. and $5.00; Second best, $3.00. 5. Best Language (English Grammar), Dipl. and $5.00; Second best, $3.00. 6. Best United States History, Dipl. and $5.00; Second best, $3.00. 7. Best Botany, Dipl. and $5.00; Second best, $3.00. 8. Best Physical Science, Dipl. and $5.00; Second best, $3.00. 9. Best Natural Philosophy, Dipl. and $5.00; Second best, $3.00. 10. Best Zoology, Dipl. and $5.00; Second best, $3.00.

Sweepstakes.—11. Best Country School Exhibitor, Dipl. and $10.00; Second best, $5.00; Third best, $3.00.

LOT D.—SWEEPSTAKES FOR ALL PUBLIC SCHOOLS.

1. Best set of five papers, one page each of writing, from as many pupils of the same school, Diploma and $15; Second best, $7.00. 2. Best set of five drawings from as many pupils of the same school, Dipl. and $15.00; Second best, $7.00. 3. To the County Superintendent of the county making the best exhibit of country school work, entered for the premiums offered, Diploma.
IOWA.—Iowa College closed its winter term March 30. It has more students and instructors than ever before. Prof. Edon lectured weekly last term to the Normal students, and the course of study is fully arranged this term for that Department.

Prof. C. C. Cory, of Pella, has been elected a member of the Board of Trustees of the State Normal School. As principal of the Pella schools, the Blade says: "He has been unwarried in his efforts for his pupils, and under his charge our schools have, year by year, improved. The schools are an honor to our town, and the Principal and his assistants are worthy the confidence and hearty co-operation of the citizens."

State Superintendent von Coelln has appointed Marshall county's energetic county superintendent, Mr. W. W. Speer, a member of the State Normal School examining board. The selection is a good one.

President Hayes has nominated Prof. Houghton, of Tabor College, for supervisor of the census of the Third Iowa district. It is quite probable that this appointment will be confirmed. Prof. H. and Gen. Walker, superintendent of the census, were classmates in college.

Mrs. Welch, of the Iowa Agricultural College, is a correspondent of the State Register.

Mr. Saul Foster, of Muscatine, has been writing some interesting articles concerning the early history of Iowa.

The Normal Monthly attempts to write at the expense of the editor of the Davenport Gazette, who recently spoke out against monthly written examinations. The Monthly's abortive smartness is broadly insulting to a true friend of public schools, and a gentleman of culture and refinement.

Prof. J. R. Bowman, of Davenport, will do institute work in Clinton county next summer. He has a happy way of doing first-class work.

The teachers of the Davenport public schools closed the spring term in a creditable manner. They gave Mr. David Gould, for fourteen years a member of the Davenport school board, a handsome ebony, gold-headed cane. That is the proper spirit.

Lippincott's Magazine for April contains an article entitled "The English Workingman and Commercial Crises," which was written by "Octave Thanet" of Davenport. "Octave Thanet" is the nom de plume of Miss Alice French.

The Gate City fears that the poorer classes will soon find it burdensome to procure school books for their children, owing to the extra cost of books which the present high price of paper will occasion.

Rev. C. H. Kellogg, Supt. Henry Sabin, and Prof. T. Palmer have been invited to act as judges at the Iowa City Inter High School contest. Pres. Pickard will be the Referee.

The legislature passed a law which provides for the publication and distribution of the school laws.

MICHIGAN.—Pres. Angell has signified his acceptance of the mission to China tendered him by the President. If confirmed by the Senate he will be accompanied by John H. Swift, of California, and W. H. Trescott, of South Carolina.

The Automatic or self-folding seat continues to win fresh laurels. Holland City seats their new building entire; the Chicago high school takes the seat; Ionia has called for an additional supply; and Worcester, Mass., has ordered 400 more. The seat deserves success on its own merits, and all the more because one of Michigan's royal men, L. L. Stone, Battle Creek, is acting as agent.

The Calvin Thomas, State University, has been adding to his previous good graces, by taking unto himself a wife—Miss Jennie Sutton, only daughter of John B. Sutton, of Lapeer. Brother Thomas has the right hand of fellowship from the WEEKLY, and a thousand prayers for his future weal, from Michigan teachers, that his power to teach Greek roots may be doubled.

Saginaw City has enrolled up to March 19, 1,616 pupils—a gain over last year.

The State Board of Education has awarded to E. B. Smith & Co., Detroit, the contract for furnishing books to township and district libraries.

The graduating class of Jackson high school numbers 20, the largest in the history of the school. The high school has numbered 180 for the winter term.

East Saginaw is agitating the idea of building another $23,000 school house.

Prof. P. A. Latta, of Allegan, Conducts, an Institute at Sherman, Wexford county, beginning April 19, 1880. Rev. G. S. Hicks will act as local Committee.

Supt Sanford, Lansing, makes his teacher's nesting some hing more than a sinecure. The following is the assignment of duties for April, viz: Etiquette—should not social decorum be taught in our schools, and to what extent? assigned to Prof. Knight; the uses and advantages of blackboards in the class room, to develop the most thought, by Miss Kate B. Mack; a class exercise in primary reading, by Amelia Woodford. Supt. Sanford is on the right track, and is worthy to be followed.

Prof. Wm. H. Payne lectured on "Teaching" at Hollester school house in Green Oak on Friday evening, March 26.

The Board of Regents adjourned on the 25th of March to meet April 13.
at which time Counsel for the University Chancery Case will be chosen, and
plans and estimates for the enlargement of the laboratory and dental college
submitted. Disbursements from Oct. 7 to March 20, $129,164.72—leaving a
balance on hand of $224,550. Estimated receipts for balance of year, $75,-
800, which will leave a balance at close of year of $20,000.

At the last meeting of the Regents of the University Dr. T. B. Wilson was
appointed professor of the theory and practice of medicine in the homoeopathic
hospital. A claim was presented on behalf of Mr. Doerflinger for $1,000,
be paid him and that he be enrolled among the list of donors to the Uni-
versity of the homoeopathic college. R. F. Sanford was appointed chief engineer of
the steam-heating and water works at a salary of $1,000 a year. The faculty
of the homoeopathic college will be instructed to present at the June meeting a
schedule of work of the different departments. An appropriation of $3,500
was made for the observatory. This is for the purpose of purchasing three
instruments, a transit, an equatorial, and a chronometer. These instruments
were formerly loaned from the government by Prof. Watson, but when he
went away they were returned, and the government declines again to loan
them. It therefore becomes necessary to purchase them in order to properly
equip the observatory for the work of instruction and observation.

INDIANA.—An "Art an Educational Column" is conducted by Prof. L. S.
Thompson in the Lafayette Leader.

Ohio.—One of the classes in the Washington high school was to have given
an entertainment on the night of the 2d of April, on American Literature.
This, we believe, is a new feature in literature and ought to be productive of
more good than the average school exhibition, at least.

A faculty meeting has been held in each city, and the decision of the latter
one of the newly erected buildings named for him.

Both Chillicothe and Salem are about to erect new school buildings, as
their accommodations are not sufficient for the present school population.

As the time for nominating the state ticket approaches, candidates for
School Commissioner are coming to the top. Besides the present incumbent,
Hon. J. J. Burns, who certainly merits another term for his excellent work in
the past; we have heard Col. D. F. DeWolf, who for thirty years has stood in
the front ranks of Ohio teachers, prominently spoken of for the position.
John Ogden, of Worthington, and Supt. J. M. Goodspeed, of Athens, also
have their followers, and a great many teachers would gladly vote for all
of them.

The Mt. Gilead paper says, "Supt. T. J. Mitchell is doing a noble work for
the public schools of our city, and we believe he enjoys in the highest degree
the confidence and esteem of his teachers and patrons."

Mr. Veit, teacher of the grammar department in the public schools of
Worthington, says that he has not had a case of tardiness during term just
closed. The per cent of attendance has however been rather low. Children
will stay out half a day rather than have a tardy mark. Does such a policy
pay?

The Ohio Central Normal School has just closed a very successful winter
term. The prospects for the spring term are quite favorable.

Mr. R. H. Hodges, class of '79, O. C. N. S., is principal of the Clinton
(Ky.) Seminary.

The Summer Institute of the Ohio Central Normal School, Worthington,
O., will commence June 26, and continue four weeks, closing with graduat-
ing exercises and Alumni Institute July 23, 1880. In addition to the regular
recitations and reviews in the common and higher branches, the usual
course of lectures from the State Board and others will be given covering the
entire list of subjects usually presented at county institutes, and many others
adapted to graded and higher schools, viz: 1. A Course in Physics and
Botany and Zoology; and 5. Primary Instruction. Tuition $1.00 per week.
Board very cheap. Spring term begins April 5. Fall term Sept. 7, 1880.

Also, the Summer Session of the N. W. Branch of this school will com-
commence Aug. 2, continuing four weeks at West Unity, Williams county, O.,
under the principaship of Supt. E. P. Ewers, assisted by the Board and Fac-
ulty of the Ohio Central Normal School. Both sessions are expected to be
especially interesting.

WISCONSIN.—Messrs. Doerflinger & Co., of Milwaukee, and Doerflinger
and Schmitt, of the same place, have formed a stock company under the name of

The thirty-first annual report of the Department of Public Instruction,
for the school year ending August 31st, 1879, by Hon. William C. Whifford,"State
Superintendent, has just made its appearance.

Educational progress is noted in the various departments of the Superin-
tendent's work. The fund of the State University has increased during the year
$57,085.83.

The State Journal contains a summary of the Report from which we take
the following:

The number of regular districts reported is 4,341, an increase of 65; the
joint districts are estimated to be 1,227, an increase of 142; the whole number
of districts, not including independent cities, is 5,568, a net increase of 202.
Of the counties in the state, 18 report the same number of districts as last
year, 28 show gains, and 6 losses. There are 27 independent cities; the whole
number of schoolrooms therein is 715—a gain of 32, and of teachers
required, 769—a gain of 66.

The whole number of children over 4 and under 20 years of age is report-
d at 481,453, an increase of 4,761 over the previous year; the increase
in the counties has been 2,665, and in the cities 2,096. Thirty-six counties show
a gain in their school population, the leading gains being in Barron, Burnett,
Clark, Door, Dunn, Eau Claire, Fond du Lac, Jackson, Juneau, Marathon,
Marquette, Portage, Oconto, Marinette, St. Croix, Trempealeau, Walworth,
Waucaup, and Wood; twenty-seven show losses, the principal depression
being in Columbia, Dane (2d district), Dodge, Grant, Iowa, Kenosha, Mani-
towoc, Ozaukee, Racine, Rock, Sheboygan, Washington, and Winnbago.
Nineteen cities report an increase, the chief among them being Appleton,
Fond du Lac, La Crosse, Milwaukee, Oshkosh, Racine, and Sheboygan;
eight cities show a decrease—Berlin, Columbus, Ft. Howard, Janesville,
Kenosha, Neenah, Prairie du Chien, and Watertown. The number of chil-
dren of school age in those districts maintaining legal school five or six months
is estimated at 481,369, a gain over the year before of 4,394—the gain in the
counties being 2,298, and in the cities 2,096. There are 2,082 children—an
addition of 107—living in districts not maintaining legal school five months.
Thirty-four counties maintained schools during the legal period in all their
districts.

The number between four and twenty years of age, who have attended the
public schools, is 289,354; under four years of age, 402; and over twenty
years, 1,530, in all, 293,886. The loss this year is 4,216, which is confined
to the counties, as the independent cities return a gain of 1,364. The pupils
who have attended only private schools, as reported, were 25,847, an
increase of 315. Of these, 10,647 resided in the counties, and 15,200 in the
cities marking 1,041 gained in the former, and 726 lost in the latter, the in-
creased attendance upon public schools accounting for the latter decrease.

There was an increase of 128 inmates of charitable and reformatory schools.

Of the children of school age, 66 1-20 per cent attended, the past year, the
schools of the state; not only the public and private schools are here includ-
ed, but the benevolent and reformatory, the academic, the normal, and the
 collegiate institutions. The loss in the attendance of these children, as com-
pared with that of last year, is fully one per cent. The number under twenty
years of age enrolled during the year in all the schools, except the public, has
evidently increased in a slight degree. The attendance upon the public
schools has decreased about two per cent. In 1878, the counties returned an
attendance upon the public schools of 64.8 per cent of their school popula-
tion, and upon the private schools of 2.7 per cent. In 1879, they returned an
attendance upon the former schools of 65.6 per cent, and upon the latter schools
of 2.7 per cent. The loss in both kinds of schools in the counties is 1.2 per
cent. In the cities the loss is 2.3 per cent. The Superintendent attributes the
increase to the unusual rents of parents to send away their children from home
their children under seven years of age, to be instructed, also by financial embar-
 rassments which compel parents to employ children over twelve upon their
farms and in factories. In the public schools of the independent cities the
percentage of children enrolled was 79 per cent, an increase of 6 per cent.
Seven cities obtained a standard of 90 per cent or over—Appleton, Ft. How-
ard, Neenah, Menasha, Oshkosh, Beloit, Columbus, and La Crosse.

[To be concluded next week.]
FREE HIGH SCHOOLS IN MINNESOTA.

In a recent number of the Weekly, an extract from the Western Journal of Education was published, which reflects on the High School Board of Minnesota. Upon investigation we find that the facts are as follows:

First, The conditions of participation in the benefits of the high school act are so low that any respectable common school can demand assistance. There are hundreds of common schools in the state that can, under the high school act, claim aid.

Second, The schools must be aided in the order of their application for aid, so that as many as three or more schools in a county may receive assistance consecutively, before a school in a county that has received no benefit can be considered. There are several counties that have three schools of this kind. The law gives the Board no discretion in the matter of determining which schools shall be aided first. This restriction prevents the Board from assisting the most worthy schools, and compels it to aid many that must inevitably be dropped under an amended form of the law.

Third, No pecuniary conditions are attached to the law granting aid to high schools.

In Wisconsin, the high school law gives from the general fund of the state an amount equal to one-half the amount expended for instruction, over and above the sum required by law to be expended for common school purposes; but the aid so granted shall not exceed $500. In Minnesota, the sum paid to each high school, so-called, is $400, and no pecuniary conditions of self help are required. If the school desiring aid is found at work when visited by the examining Board that is enough.

Fourth, The standard of qualifications for admission to these schools is very low. It is merely necessary that the students desiring admission pass an examination in the branches required by law for a third grade certificate. The admission of such students defeats the object of the high schools aided, viz.: to fit classes for the University; for it is impossible in two years to prepare candidates for even the sub-freshman class.

Fifth, The Wisconsin law requires that at least 25 pupils shall be ready to commence high school studies in a school desiring aid under the law. In Minnesota if there be but one pupil, aid can be demanded, yet the law requires a high school to admit pupils from any part of the state without tuition.

This clause is unjust, as it may require a school to admit 100 strangers to the exclusion of as many of its own pupils. This feature of the law has in several instances prevented schools from taking the proffered aid, because they would have to incur expenses that would exceed $400.

Sixth, The High School Board is a needless and expensive body. Of the $280,000 belonging to the high school fund, 14 per cent has been used during the year, to pay the salary and expenses of the secretaries.

The work could as well be done by the State Superintendent, as it is now done in Wisconsin and Maine.

It is on account of the above mentioned defects in the law, that the State Educational Association did not endorse it at the last meeting of that body; and an examination of the workings of the law will make it clear that the High School Board is justified in the course taken, until such time as the law shall be amended. In the recent circular of the Board, it says: "The high school board has decided that it is compelled to suspend all operations, that will require further outlays of money, or encourage hopes in any quarter, that may have to be disappointed.'"

The Board still keeps up its organization, and does what it can to encourage schools already aided to continue on their present basis, until the law can be amended, and an appropriation be secured next winter.

THE HOME.

Buddha and the Hindoo Mother.

When they came unto the river's side, A woman—low-eyed, young, with tearful face And lifted hands up pleading, her bending knee, "Lord, thou art he," she said, "who yesterday Had pity on me in the fight grove here, Where I lived alone and reared my child; but he, Straying amid the blossoms, found me not Which twined about his wrist, while he did laugh And tense the quick-forked tongue and opened mouth Of that cold playmate. But alas! ere long He turned so pale and still, I could not think Why he should cease to play, and let my breast Fall from his lips. And one said, 'He is sick Of poison;' and another, 'He will die,' But I, who could not lose my precious boy, Prayed of them physic which might bring the light Back to his eyes; it was so very small, That kiss-mark of the serpent, and I think It could not bare him, gracious as he was; Nor hurt him in his sport. And some one said, 'There is a holy man upon the hill— Lo! now he passeth in his yellow robe— Ask of the Rishi if there be a cure For that which ails thy son.' Whereon I came Trembling to thee, whose brow is like a God's, And went and drew the face-cloth from my babe, Praying thee tell what simple thing may be good, And thou, great sir! didst spurn me not, but gazed With gentle eyes and touch with patient hand, Then drew the face-cloth back, saying to me, 'Veni, little sister, there is that might heal Thee first, and him, if thou couldst fetch the thing; For they who seek physicians bring to them Whose ordination. Therefore, I pray thee, find Black mustard-seed, a tola; only mark Thou take it not from any hand or house Where father, mother, child, or slave hath died; It shall be well if thou canst find such seed.' Thus didst thou speak, my Lord!" The master smiled Exceeding tenderly. "Yea! I spake thus, Dear Kisagotami! But didst thou find The seed?"

'69 went, Lord, claspings to my breast The babe grown colder, as king at high hut— Here in the jungle and toward the town— 'I pray you give me mustard of your grace, A tola, black;' and each who had it gave, For all the poor are privileged to the poor; But when I asked, 'In my friend's household here Hath any peradventure ever died— Husband, or wife, or child, or slave?' they said, 'O sister! what is this you ask? the dead Are very many, and the living few!' So with sad thanks I gave the mustard back, And prayed of others; but the others said, 'Here is the seed, but we have lost our slave,' "Here is the seed, but our good man is dead!" 'Here is some seed, but he that sowed it died Between the rain-time and the harvesting! Therefore, I left my child—who would not suck Nor smile—beneath the wild vines by the stream, To seek thy face and kiss thy feet, and pray Where I might find this seed and find no death, If now, indeed, my baby be not dead, As I do fear, and as they said to me." 'My sister, thou hast found,' the master said, 'Searching for what none finds—that bitter balm I had to give thee. He that loveth sleep Died on thy bed—yesterday, 7 days, Thou knowest the whole wide world weeps with thy woes: The grief which all hearts share grows less for one. Lo! I would pour out my blood if it could stay Thy tears and win the secret of that curse Which makes sweet love our anguish, and which drives O'er flowers and pastures to the sacrifice— As these dumb beasts are driven, men their lords. I seek that secret: bury thou thy child!' —Edwin Arnold in the "Light of Asia."
FREEDOM OF THE FAMILY.

PRES. JOHN BASCOM, University of Wisconsin.

In the evil and disorder prevalent in the world the divine government yields a great deal, and seems to yield it in behalf of a good order that shall be voluntary—in behalf, therefore, of freedom. Freedom as making for virtue, and virtue as making for freedom, seem to be the controlling idea of the moral universe, and to be pursued at great cost. Individual life and social life have the same goal, large powers freely and wisely, wisely and freely used.

There are the foreshadowings of this freedom far down among living things. Each shrub and tree has its bias, and must have some liberty in fulfilling it, if there is to be any vigor or any beauty. The plant is resistful to pressure and persistent in its own tendencies. Even the vine, dependent as it is, must adopt its supports. When fresh constraint has been put upon it, it hangs for a time disheveled from the trellis, distressed and resentful.

There are in men and women, there are in children, original tendencies ingrained in their personality which we can never escape. The family which is to combine them harmoniously and pleasurably must have freedom, air for individual breathing, spaces for individual growth, impulses and opportunities for purely personal consumption. An imperious will that goes pushing forth in all directions before the absorbing purposes of a full-grown man cannot do otherwise than break in on the growth of the family and deal ruthlessly with its unfolding life. Such a will is like the shadow and absorbent powers of a great tree, that dwarfs all things under it. Nothing can escape stiflification without escaping beyond its circle of influence. When the masculine life of the household is of this independent, exacting character, there remains but one hope, and that the dangerous hope of distraction and diversion; the hope that this one life of activity may be lifted so high up and so far away from the undergrowth of the home as to leave it a little light and freedom.

When a strong money-making purpose, or any other purpose in the parent, sends suckers into every part of the life of the household it devotes that life at once to sterility. It is a great pity to see a single overweening life, even though in the main a well directed one, feed on its own off-spring, and struggle spiritually against that very wealth of existence to which all things about it are ready to minister.

But there is another action as much to be regretted as that of imperious will. It is that of indefatigable affection. Of all tyrants love is liable to be the most tyrannical, and to commit its tyrannies in the sacred name of duty. Love is the vine that strangles the tree by putting its straining coils around every branch of it, and overstepping its buds in every direction by its own. A motherly love that pries its way through and through the life of the child; that has criticism for everything and counsels for all occasions; that anticipates all difficulties like an omniscient providence (yet as Providence never does); that tugs away at time always by the forelock; that encircles the activity of the child as the water the boat which it keeps dancing all the day to its own moods—such a love may be the very honey of our being spoiled by fermentation. We forget that love is sometimes very selfish; that it partakes strongly of the general moral tone, and is often the eager clamoring of our own wishes over the wishes of another.

This tyranny of love is the more unendurable because it is so difficult of rejection, and when struggled against brings so many wounded feelings and such a sense of injury and guilt. A family smothered by love is a child overlaid by its mother. Unreasonable anxieties, excessive watchfulness, minute provision, constant suggestion in matters of pleasure and taste, by one forgetful that pleasure and taste are always more or less restive and eccentric, bring irritation and alienation, in spite of the love from which they spring. The best of garments that fits a little too tightly chafes and worries us beyond endurance, and we lay it off with satisfaction.

This trespass on the freedom of the household should be carefully avoided by us, because it weakens the force of those few moral restraints which must be decisive, and the very framework of order and strength. Multiplied restraints hide the true limits of authority and make it distasteful throughout. Tyranny always shows itself in little things. Important interests by their very importance sustain counsel and justify command; little things by their very littleness turn counsel into annoyance and command into dictation. The very value we attach to good government and wise guidance should make us fearful of eating out the goodwill that must underlie them by multiplicity of petty interferences.

The same caution ought also to fall naturally to us from a real respect for the native tendencies even of children, from a distrust of the universal value of our own methods, and from the fear and anxiety in approaching and correcting a real ingrained fault of character. The ready suggestion discloses a decisive tyranny in our own minds of our own ideas, and a very unfortunate inability to understand a like tyranny in other minds of other tendencies. It thus seems very easy and just to us that others should yield to our ways, and very surprising that they should resent intrusion with the shock of an irritated torpedo. We fail to see the very simple fact that it should, from the nature of the case, be easier to withhold counsel to another's affairs than for that person to waive his own feelings and follow it. The entire process of forming character, of gradually shaping well-ordered and independent opinions, of giving them body in action, and of moulding action into manners, is one of such delicacy and personal, private life that all that is of the nature of interference must be held aloof from it. The opinion and example of the parent have pre-eminent significance and power in this process, and for that reason all the more ought the life of the child to be allowed to commence early in the act of separation, to take in its own nourishment and commence its own functions. A profound respect for the personality of each one, giving us tidiness and ease in our dealings with it, inclining us to calculate carefully the range of the forces we have to handle and the good that is in them, is our first protection against that clumsy haste with which we strive to set all things right in a mechanical way, by our own power, and substitute ourselves for the rest of God's world.

If the parent can minister to the child on terms of freedom, there are no limits to his ministration; if he ministers only on terms of authority or intrusion, there comes a violent and fatal division, by which the one life, in mere self-protection, breaks from the other, and becomes antagonistic to it. No one can afford to retain a friend on terms of real constraint.

The joy and beauty of the household, its permanent and pervasive organic life, must depend on this condition of freedom, by which every member is allowed, and increasingly allowed, the sacred rights of personality and their exercise, without chafing or disturbance.
It is a matter of some interest that a child should not mistake in secondary things; but a matter of not one-tenth the interest that it is that he should learn himself to correct his mistakes, and to shape his life freely and independently under the lives of others. Everywhere we are possessed by an overweening confidence in the details of our own ways, and dare not trust the human mind with the liberty God gives it, that it will have, and that it is only the more sure to abuse if it be wrested by revolution. The child should drop from the fostering care of the parent as kindly as the mature seed from the open seed vessel. — *N. Y. Independent.*

**THE TEMPERATURE OF LIVING ROOMS.**

Prof. R. C. Kedzie, Michigan State Agricultural College.

The temperature of the air in a room in which a person is engaged in sedentary occupation is intimately associated with health. The temperature of the blood fluctuates between 98° and 100° in health; if the vital heat varies much in either direction, disease and death are close at hand. While the bodily temperature is nearly uniform, that of the air is fluctuating, and the difference in temperature between the body and the air must be supplied by oxidation and tissue changes within the body, or supplied from external sources. The tissue changes are secured most rapidly when a person is taking exercise, and such person will not require so high a temperature as one sitting still. Warmth must be obtained as the first demand of nature, and without it the mind becomes torpid and will refuse to do more than to complain.

The young have less capacity to resist cold than adults, and hence require a warmer atmosphere when keeping still. The feeling of discomfort is our vis d'閠er of danger, and a wise general will not disregard his warning shot. The hardening process, while giving an appearance of health, does not insure long life; giving an appearance of health, does not insure long life; giving place to the hot-air furnace, or hot-air secured by steam-coils. It is obvious that when we warm a person by heating the air, we must have that air hotter than when we send the heat through the air by radiation from some heated surface. In a room heated by hot air, I find I must have a temperature at least ten degrees hotter than that advised by European writers, and cannot sit in comfort in such a room when the usual room thermometer marks less than 70°.

We have almost banished luminant heat from our homes. The light of our fires is hidden under a bushel-like stove, or buried in some scant furnace-pit in the cellar, and not placed in the scriptural position, where "they which come in may see the light." We need to study nature's plan of warming, which is by associated heat and light. We do not often get the start of nature in our methods, and when we do, we usually find ourselves going in the wrong direction. "Walk in the light" is sound theology and good hygiene. We do not secure in our living-rooms enough association of heat and light, which we find in nature's plan, as seen in the solar ray. The marriage of heat and light gives health as their offspring. What God hath joined together in nature's plan, let not man put asunder in warming his home.

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THE AENEID OF VIRGIL.

Translated by GEORGE HOWLAND, Chicago.

"Where to alight in long line, or surveying the ground they have chosen, "How in their safety they sport, now cleaving the air with swift pinion, "Circling about in the sky, and expressing their pleasure in singing! "So in like manner your ships, and their crews of your youthful companions, 400 "Either are now in the harbor, or entering under full canvas. "Go now and whither the way may lead you, turn thither your footsteps." Thus she addressed him, and turning, her neck shed a rosy tinge, And her ambrosial locks exhaled from her head divine odors, Down to her feet descended the folds of her long flowing garment, And her whole movement and bearing disclosed to his eyes the true goddess. Then recognizing his mother he followed her footsteps exclaming: "Why do you too, cruel one, mock your son by this semblance so often? "Why am I not then permitted to clasp the right hand of my mother, "Truly to hear and to answer, without this attempt at deception? 410 "Thus he breaks forth in complaint, and continues his course to the city. But on the way the fair goddess enveloped their forms in dense vapor, And the thick vail of a cloud, strange to say, through the midst he Here for the first time Aeneas presumed to have hopes of their safety, Rising to this were steps, and gateways of brass, and the crossbeams Cased too in brass, and the doors on their creaking hinges were brazen. Here in this grove first occurred an event to still their forebodings; For while surveying each scene beneath the high arch of the temple, Waiting the queen, in wonder what fortune is over the city, Viewig with critical eye the works and the skill of the artists, There in their order he sees all the Trojan wars, and their battles, Which have already, he finds, throughout the whole world become famous, Priam, the two sons of Atreus, and cruel Achilles. Stopping, moved even to tears, "What place," said he, "is there, Achates, 460 "In the whole earth what region not filled with the fame of our labors? "See noble Priam! here, too, reward is accorded true merit; "Tears ever flow for misfortunes; and suffering awakens compassion, "Banish your fear, for this fame will in some way conduco to your safety." Thus he then speaks, and feasts his sad soul on the mere empty picture, While uncontrolled the great tears flow fast down the face of the hero; For he beheld, as round Troy they engaged in their varying contests, How at this point fled the Greeks, while the Trojan youth were pursuing; There fled the Trojans, pursued in his car by the crested Achilles; Not far away he perceives the snow-white tent of King Rhesus, WEEPING AFIRESH AT THE SIGHT; FOR THE VERY FIRST NIGHT OF HIS COMING.

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