Solomon, you know, used to insist, and does yet in the never-to-be-lost books which have been handed down to us as containing his most perfect wisdom—that a boy is the better for an occasional thrashing. We are not all of Solomon's opinion nowadays, but as there is a great similitude between the lives and histories of nations and of men, we may see in the case of France some corroboration of the great King's assertions. France was beaten down and despoiled by the Victorious Germans to an extent that made the whole world hold its breath while looking on—no one daring to interfere between the battling giants. But France has recovered in ten years so that she is now more truly prosperous, has larger commerce, is more active, and more respected than ever she was. She has one great grievance that she cannot and will not condone—the loss of her Alsace and Lorraine; and she has some inner disquietudes; but they will break, like pimples, and leave little or no scar or memory. They come of the old independence of the ecclesiastical and civil powers. The republic feels itself strong. The millions feel relieved greatly in being rid of costly and corrupt lords and princes and the tyrannies of the old despotism. They enjoy the greater freedom, the actual share in the government, the possibilities of rising in the scale, and the free and full opportunities for education. President Grevy and Speaker Gambetta, and others of the present rulers of the nation, are from these rural and lowly ranks. The clerical authorities feel that all this is taking from them the privilege and mastership they have so long enjoyed. They are resisting the civil officials appointed to enforce the decrees making them amenable and responsible to civil rule. None of the communities have yet submitted. Jesuit teachers expelled in August came back (licensed by the bishops as seculars) to teach in the same school under nominally changed forms. They are being reexpelled, and the other recusant institutions are being closed. But it has been necessary to force the doors and lead out the protesting monks. The bishops excommunicate the offices who carry out the orders of the government. Some of the monasteries are being fortified.

**OBJECT-LESSONS FROM OBJECTS LIVE AND GROWING.**


Some school men go so far as to say that the worst thing about our schools is "books," but that is merely for sensation. American school-books are the foremost educational agencies in the world, excepting only a percentage of those who teach through them. Yet we all find truth in the adage, "too much of a good thing is worse than the want of it."

In some of the old-time schools, where children, fresh from freedom and variety, found themselves all at once imprisoned on a bench, and condemned to hold their quivering eyes on the bewildering paper, there was too much of book.

Now, our best teachers induce self-restraint and voluntary obedience by sustaining the pleasures of variety, and of expected free and friendly talks over actual and curious objects, in lieu of raps of the barbarous ferule, and the unmanly tyranny of scolding and threats.

In this way object-lessons have gradually assumed a bi-fold importance, partly didactic and partly governmental; and there has arisen a double reason, too, for extending them so as to include something to do, as well as something to look at, in order that habits of industry may have an initiation as well as habits of observation. One reason is the difficulty of finding useful employment for young people in crowded cities, another is the example set by some European nations, where the operations of garden work are made part of the school course, and examined upon by the governmental inspectors.

There is no industry which can be taught in our public schools so unobjectionably as the culture of the soil, because it is one that all can practice to some extent either for pleasure or profit, or both. It is the one sure resource.

In large cities children have scarcely a chance to see anything at all of the operations of the farm or garden. They scarcely see or know even the soil from which we come; from which we derive support; and to which we must return. But they show the native instinct which proves that our race was developed in a garden, by their early fondness for handling and paddling whatever sand or mud may happen to be within their reach. By the
time, however, that they have lived fourteen or fifteen years amid bricks and mortar, and the artificialities of the town, all special interest in nature's exhibits and productions fades away. And as there are so few handicrafts now, there is little prospect for the poor child of the street but to become part of some factory machine, or to lead the vague and wandering life of a street Arab. It is a pregnant question, therefore, whether the public schools, which are intended to train the young for good and useful citizenship, and peaceful, happy lives,—cannot, by some means, teach the principles of that primal art which underlies all arts, and we may say all morals, and all prosperity—the tilling of the ground; and thus endow the child with a "life insurance policy"—its gift from the state, for the state's own ultimate safety and good.

There is a difficulty, in our own country, about lessons that require out-door illustration, which scarcely exists in Europe. There, the "master" is generally a married man, living in a part of the school building, teaching through assistants, and having a garden in the grounds, which he is expected to keep in tidy trim, and bright with flowers; as most of the rail-road stations are embellished in England. Here, our teachers are mostly single, less fixed, and there is rarely any garden or dwelling, or any place for one in the school grounds.

This difficulty of ours is obviated in a simple manner by a course described in a little treatise now before us, which shows how, with the aid of a few pots, and pans of soil, small enough to stand upon a window sill, the teacher may illustrate germination, growth, and culture, in their various phases and processes, without the necessity of going out of doors, and without litter or inconvenience.

As this important knowledge is becoming a necessity, which teachers will be expected to be prepared to meet, we feel that we do them and the state service by recommending to their inspection the little treatise referred to. It is called A Primer of Soil-culture, and it will interest teachers, parents, and children, apart from its lessons, and its mode of giving them. Example chapters can be obtained by sending ten cents with the address to W. G. Waring, Tyrone, Pa.

THE POSSESSION OF A COMPETENCE NECESSARY TO THE HIGHEST FORM OF INTELLECTUAL ACTIVITY.*

In the consideration of a subject so comprehensive as the one which we have chosen, we must necessarily make our researches correspondingly comprehensive. We cannot draw conclusions from our own personal experiences, nor, indeed, from what we have learned of the history of our state or even of our country. We must include in our view the whole civilized world. We must ask who have been the most eminent for intellectual activity in the various countries of the earth, and then inquire what were the circumstances of their early lives. It is only in this way that we can hope, in a manner, to estimate the power of the influences surrounding them, the same influences having an effect varying in accordance with the age of the nation, and with the national character of its people.

Before we proceed to the detail of such a comparative statement, we shall first examine, briefly, the nature of intellectual activity. Obviously, it cannot exist without thought. Thought implies an effort of the mind. Such an effort can be made only by the conscious exercise of the power. Such exercise is much more difficult for one individual than for another. The ability to make this effort and to apply the mind to continued labor varies according to the natural inheritance of the person and to the nature of his surroundings and education. Granted a natural inclination toward intellectual pursuits, what circumstances are most favorable for them? What surroundings have men made for themselves and considered essential to the most favorable exercise of these powers? In looking into the daily life of eminent literary and professional men, we find a very general necessity assumed of seclusion from the activities of business and family life.

They employ various devices to secure themselves against intrusion; for they cannot allow even a silent companion in the same room with themselves. They build isolated libraries or work-rooms, or select some such room in a remote corner of the house, or in the attic, where they are secure not only from companionship but even from the noise of life ever going on about them elsewhere. Some work only in the late hours of the night. Others rise early and do the most of their daily tasks before the rest of the world is astir. All insist, if possible, upon the utmost isolation.

Isolation, then, is one of the desirable conditions to the best exercise of the intellectual powers.

But isolation is only one of the means of securing to the mind entire freedom of action, undisturbed by outward circumstances. It is this entire devotion of the intellectual powers to their work that is the necessary condition to excellence of product. Freedom from care and anxiety is another necessary condition to this entire devotion to intellectual work. It is well known that it takes an effort of the will under favorable circumstances to concentrate the attention and keep it fixed upon one subject of thought until a conclusion is reached. The mind has a tendency to wander. The laws of association continually seek to lead it into other channels, and before the thinker is aware of it, he has ceased to think and is wandering off into dreams. It is for this reason that thinking is generally acknowledged to be the most difficult of undertakings.

Real thought is work of the most intense kind. It is exhausting work. If while one is endeavoring to apply himself to it he is worried by the cares of a family, if he is pressed by creditors, and distracted by other demands upon his time and attention, necessarily, the effort to fix his mind upon what is before him is rendered all the more difficult. In short, it requires more than ordinary effort, under the most favorable circumstances, to think well; if then one is weighed down by constant anxiety in regard to the ordinary affairs of daily life, if his home is in confusion, if he is in want of money, or pressed for copy, how is it possible to produce good work, except at the expenditure of a much greater amount of vital energy than would otherwise be necessary.

There is an idea quite widely prevailing that poverty is in some way a blessing to a young man. To be sure, it is not clearly pointed out in exactly what way, but still the fact is stoutly asserted. It is hinted that he would lack the incentive to exert himself, were he quite sure of enough to eat and to wear for a month or two ahead. Then, too, it is said that he is strengthened and toughened and rendered self-reliant by battling against obstacles.

In an address to a recent class of graduates from the law school in this city, one of the prominent members of the bar, in speaking of the requisites to the success of the young lawyer, used the following words:

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* A paper read before the Chicago Principals' Association November 6, 1885, by George E. Dawson, Principal of Washington School, Chicago.
“First of all, he should be poor. Poverty is the only substantial hope of a young lawyer. The law is a profession of relentless unremitting labor. Nothing but the whip and spur of necessity will urge a young lawyer to success.” With all due deference to the learning and experience of the speaker, we must say that this seems to us most arrant nonsense. Though the condition of society in this country would more nearly warrant such an assertion than that in an other, still, it would not be supported by the facts even here, as we shall show further on.

The honorable speaker had no word of reference to the many promising young men, who, goaded on by necessity, seize every possible occasion to incite and prolong litigation, who, beginning by slight deviations from a straight-forward and honorable course descend deeper into the mire of underhand and handsome trickery, making use of the safe-guards which a noble system of law has devised for the protection of the innocent merely as a screen to ward off punishment from the guilty. These cormorants, who are a disgrace to the legal profession and sustain themselves only by preying upon the community, invariably start poor. They have the spur of necessity. They sometimes become rich, but at what a sacrifice. Who ever heard of a young man, possessing a competence, descending to trickery and intrigue to secure a foothold in his profession?

But, to return; in what way is poverty a blessing to a man? “It is a whip and spur,” says the speaker above referred to in addressing a number of young men about to enter the profession of law, which is only one branch of intellectual toil. Now we venture the assertion that success in brain-work depends more upon the desire and will than upon mere surroundings. If the desire and the will are strong enough, success is insured sooner or later, whatever may be the external circumstances of one’s situation.

If these circumstances are favorable, results are obtained at less expense of toil and mental strain. If they are unfavorable, results are still attained, but they are approached more slowly, and many fall by the way unable to survive the long and painful struggle. In what way, then, is poverty an aid? It is no aid. It is simply a dead-weight. A struggle—a contest is not necessarily strengthening. Even if victorious, the victor is not necessarily in better condition than when he began the struggle. He may have over-exerted himself. His efforts may have been so great as permanently to injure him, even though he come off successfully. So it is in an intellectual struggle. If the strain is too great, there may be brilliance and genius showing itself faithfully, but no enduring light, and the intellect itself, which has shown so much promise, may set in total darkness.

The effort to think consecutively is of itself enough of an effort to bring strength with its exercise. The man who labors steadily and regularly at some manual employment is in a better and healthier physical condition than he who, once a week, upon impulse, works two or three hours at the extreme limit of his powers. So the athlete who takes moderate exercise regularly, in a condition to enjoy every motion, does gain strength. He does not feel that he has gained any advantage if some day he goes into the gymnasium and endeavors to lift and exercise with one hundred pound weights. How absurd it would be for the instructor in a gymnasium to suspend from the shoulders and tie upon the feet and hands of those who were to begin their exercises, heavy weights, so that what would otherwise have been a pleasant exercise became a painful, almost intolerable task. Yet this it just what those do who claim that poverty is an aid to intellectual exertion.

It is to the credit of the human race that many have succeeded in spite of being thus heavily weighted. History takes but little account of those who have sunk-broken down by the excess of their loads, who, without them would surely have left the world the richer for their labors.

The cases of success under such circumstances are rare, and for that reason are more noticeable.

If a man has every thing in his favor, leisure, wealth, intercourse with cultivated people, we say: He ought to succeed; There is nothing surprising in his success. He had every thing in his favor. We should be surprised if he did not succeed.

On the other hand, let a man who has every thing against him by the exertion of uncommon efforts reach success, we are surprised. We think it remarkable that he should have accomplished so much, we are loud in our praises. But alas, for consistency, we turn and almost in the same breath, say “He succeeded because he was poor and had every thing against him. He had the whip and spur of poverty. He gained strength by having hindrances constantly in his way.” The fact is we know that poverty, and lack of friends, and obscure position are obstacles to advancement. Hence we are ready to give hearty praise to the few, the exceptional cases, where these disadvantages have been overcome.

It would be curious to trace the process of thought by which we assign to these very obstacles the credit which we have already given to the individual, and say that it is on account of hindrances that he has succeeded, but this would lead us too far from our theme.

The name given to men of this class—self-made men—is apt to be very misleading. In its best sense all men of any eminence are self-made men. However much one may have studied under others, whatever advantages one may have had in the way of schools and colleges, it is only after he has taken complete charge of his own studies that he begins to accomplish visible results. All the rest has been a preparation, a very necessary and valuable preparation, it is true, but, still, only a preparation.

He must pursue for himself an independent course of investigation, and if necessary, subject himself to self-directed special training before he can accomplish anything worthy the name. It is in this sense that all eminent men are self-made. But the term is usually applied to those who with little early training, by rigid economy and great determination have secured wealth, or by great strength of will have prepared themselves for certain positions in politics and in public affairs.

Self-made men in the common acceptance of the term are necessarily rare in literature, since it is there very difficult to make up for defects in early education. Self-made men are usually ill-made. They are apt to have great deficiencies in education and in manners, which are overlooked only because of their undoubted possession of great qualities in other directions.

It is quite time that Americans should begin to acknowledge that they are not fitted to fill any position whatever, that although as a nation they have shown a wonderful versatility, and necessity has compelled them to fill many different positions, it is not a matter of course that they were filled. We are beginning to recognize the value of special training for the attainment of excellence in a particular field, and it should be more frequently acknowledged, and the truth of it favorably impressed upon the youth of the land, if we expect to compare favorably with the trained skill of other countries.

But in order to give a practical application to the opinions here advanced, let us take a hasty view of the lives of some of
the most eminent workers in the field of general literature, poetry, politics, and war. The names are such as naturally occur to one in running over in mind the noted men of each field. It could be very easily extended by the addition of hundreds of names. We offer those only as to whose eminence there will be no doubt in any mind. They have been selected, not for the purpose of proving this thesis; for, necessarily, a knowledge of the personal life and temporal circumstances of many of them could only be obtained after a somewhat extended search in biography and biographical dictionaries. The impression that this search would abundantly verify the positions taken in this paper, has been more than realized. If you will bear with me, I will give, as briefly as possible, even at the risk of being somewhat tedious, the results of this comparison. The names here given are such as would naturally suggest themselves to any one who should sit down pencil in hand to note some of the most eminent men in the different lines of literary work. Necessarily, the list is only a fragment, but it is believed that no name is given but what will be readily acknowledged to be eminent, and since the names have been selected with the utmost impartiality, it is assumed that whatever may be proved by an examination into the circumstances of the early lives of the men here mentioned would be equally borne out, were it possible to make a complete and exhaustive list of all those who have gained distinction through intellectual labor.

In general literature the following names have been selected: Addison, Dr. Arnold, Francis Bacon, Roger Bacon, Balzac, Beaumont, Jeremy Bentham, Boccaccio, Boswell, Boswell, Charlotte Brontë, Buckle, Bulwer, Bunyan, Carlyle, Chateaubriand, D'Israël, Darwin, Dickens, George Eliot, Fielding, Froude, Gibbon, Goldsmith, Grote, Guizot, Hallam, Hume, Sartor, Johnson, Lamartine, Lamb, Macaulay, John Stuart Mill, Molière, Montesquieu, Rabelais, Racine, Dr. Robertson, Rousseau, Sand, George, Smith, Adam, Spencer Herbert, Swift, Jonathan, Thackeray, Voltaire. Among these forty-five persons, of only ten can it be said that necessity urged them to exertion. These were Balzac, Charlotte Brontë, Bunyan, Dickens, Thackeray, Molière, Rousseau, and Samuel Johnson.

Balzac and Goldsmith were sometimes in want through their own improvidence and extravagance. Bunyan was hardly inspired by the hopes of earning money. Johnson, Rousseau, Thackeray, Charlotte Brontë had been educated through the care of others, and in no sense made their own way from the beginning. Indeed Thackeray was never poor in the sense of the necessity for economies to. word "as.

But what are the facts? Would even the advocates of the theory that eminence in literary work must be sought through the spur of poverty, seek to support such a proposition by referring to the lives of Bunyan or of Dickens, or of Thackeray, or of any of the ten here mentioned?

The truth is, the whole idea is one which has come to be accepted as true simply from lack of thought. Some of the most eminent of the above named never knew what it was to want for anything. Some of them most noted as intense workers we may briefly notice. Grote, a banker in active business. John Stuart Mill, a hard worker from boyhood. Buckle, always wealthy. Bulwer, a man of wealth, but whose works are so extensive in all fields of literature that the mere manual labor of transcribing them might well appal an ordinary man. Jeremy Bentham, the possessor of a fortune, of whom Talleyrand, referring to his productions, said:

"Pillaged by all the world, he is always rich," and still another said, "His writings have been and remain a storehouse of instruction for statesmen; an armory for legal reformers. To trace the results of his teachings in England alone would be to write a history of the legislation of half a century."

If we return to the poets for examples of poverty inspired singers, we find among the following twenty-six names, only six who can with the utmost indulgence be said to have been poor. The names are: Ariosto, Beranger, Browning, Byron, Burns, Chaucer, Coleridge, Cowper, Dante, Dryden, Goethe, Heine, Hugo, Milton, Moore, Pope, Schiller, Scott, Shakespeare, Southey, Spenser, Tennyson, Longfellow, Bryant, Whittier, Poe. The six referred to are Ariosto, Beranger, Burns, Shakespeare, Whittier, and Poe. Of these Whittier alone is a good example of one who felt it necessary to make exertion for a livelihood. Burns and Poe can scarcely be used as examples to prove any position, being exceptional characters.

I had prepared a list of most noted military men, but although they may, in a sense be called intellectual workers, still success in war is not mainly dependent upon previous technical study in the closet, but may be gained by experience in war itself. Moreover, military men are generally provided for by the government which employs them, and have no difficulty as to the supply of daily wants. Hence the list is omitted here, though even among the noted warriors the overwhelming majority have come from wealthy families, as will be seen by any one who shall make for himself such a list.

Among the statesmen I have the following names: Sir Robert Peel, Chatham, Bolingbroke, Gladstone, D'Israël, Palmerston, Richleue, Machiavelli, Colbert, Wolsey, Baron von Stein, Bismarck, Gambetta, Cavour, Gortschakoff, Hamilton. Of not one of these can it be said that they were poor. Most of them were from families where wealth was hereditary.

Of the Presidents of the U. S., who may also be reckoned among the statesmen, only three, Lincoln, Johnson, and Jackson, can be called self-made men. The rest had the advantages of education and many of them of great wealth. But it is useless to multiply examples. All history points in the same direction. All the efforts of men to acquire wealth that their children may have the advantage of it would be without point or object, unless it were generally admitted that easy financial circumstances were advantageous and not detrimental to the real interests of the child.

Moreover, it is a serious error to think that men who have excelled in intellectual work have looked forward solely, or even to any considerable degree, to pecuniary reward.

People who say that poverty is a spur must, to be consistent, say that literary workers toil with the hope of gaining money. A little thought will show how far this is from the truth. Fame, station, honor may all be incentives—the love of literary work itself the strongest incentive, but a direct money return has been in most cases scarcely expected or even possible.

To sum up then, we find that for successful brainwork con-
centration of thought is a necessity—that the conditions most favorable to this are isolation, freedom from care, and ease in money matters—that so far from poverty being an incentive it is a hindrance, a dead weight—that every struggle is not necessarily strengthening, and that even if it were, enough of effort is required to do literary work at all, to furnish the exercise necessary to secure strength; furthermore that a pecuniary reward has seldom been looked forward to in the first instance as the result of such effort, because nearly all such workers have possessed a competence.

But, still, while the circumstances of poverty, lowly birth, heavy cares, constant struggle, deformity, or defects in personal appearance are not aids, as some seem to imagine, but so many serious hindrances to successful progress, yet we should bear in mind that nothing seems impossible to the human mind with its almost divine powers, whatever outer clothing it may have or whatever the nature of its temporal surroundings. We should recognize the fact that success is not measured by dollars and cents—that the absolute necessities of life are very few indeed, and with proper care and resolution the circumstances most favorable to intellectual work may be created by every one who has learned how "to labor and to wait."

THE OLD, OLD STORY.—II.

ALFRED HENNEQUIN, University of Michigan.

TEACHERS of French and German who have, perchance, attended one or two recitations conducted by Dr. Sauveur or Prof. Cohn, have repeatedly asked the following question: "Can French or German conversation be taught in the classroom, without using the so-called New Method?" The answer is, "Yes; conversation not only can be taught, but should be taught in the class-room, and the method used should not be the Heness-Sauveur method if you aim at truly satisfactory results."

Before giving an outline of a series of colloquial exercises, let us see what end is to be attained in the study of conversation, in connection with the study of the modern languages. There is no doubt but that the object to be attained in studying a foreign language is the ability to understand, to write, and to speak; and with proper care and resolution the circumstances most favorable to such effort, because nearly all such workers have possessed a competence.

Some may remark: "What kind of a conversation will you undertake with a series of ten or twelve words and one or two tenses of a verb, such being usually the practical stock of a grammar?" Conversation, in the proper sense of the word, cannot be undertaken; but simple colloquial exercises only. And, after all, are not such exercises as interesting, and quite as sensible, as an elementary lesson in conversation, according to the so-called natural method? "Have you the book? No, I have not the slate. Who has the book? He has the book and the slate. Has she also the pen? Yes, she has the pen and the pencil." etc., etc., old method. New method now: "This is a hand. I have five fingers. This is the little finger. This is the thumb. This is the middle finger. Have you a hand? Have you five fingers? Have you a thumb? Have you a little finger?" etc., etc. Which of the two series given above can be called conversation? The partissims of the old method are more modest than the disciples of Profs. Heness and Sauveur. They,—the old school—call their first attempts at speaking colloquial exercises. The above named gentlemen call it conversation. In what does the difference consist? Ah! in a great deal more than one realizes at first. "This is a hand." "This," in French voici ma main, in that one particular use of "this;" but by no means the "this" demonstrative adjective.

But the scholar does not know the difference between "this, voici," and "this, cet, cette,"—remember that he is not taught grammar,—hence if, perchance, he wishes to say "this hand," he will not hesitate to use his conversational attainment, and say "voici main," which has no possible translation in English, seeing that it can have no possible meaning in French. It is true, on the other hand, with the old method, the scholar can not any better engage in a very extensive conversation, but in his colloquial exercises he will certainly not make such blunders as the scholar may very easily make, according to the illustration above. He will, for instance, use le, la, l' before words calling for one of these forms of the articles, according to the gender of the noun. He will know how to make a sentence affirmative, negative, or interrogative. He will use two or three tenses of a verb, and combining the whole, will ask easy questions, and compose easy answers, based on facts, grammatical facts, known to him, in connection with the words memorized. So, after all, the difference between the conversation on the one hand, and the exercise on the other, consists in a great deal more than one may be inclined to believe or realize at first.

In short, the scholar knows or does not know what he is about. There is, of course, some mechanical memorizing in both instances; but in one instance it is all mechanical memorizing; in the other it is the learning of a stock of words, used, afterwards, understandingly and earnestly.

There are three stages in conversation.—1. Colloquial exercises, based on certain principles involved in one "Lesson," and a given number of words; 2. Colloquial exercises, based on the general principles of the grammar of the language, and an extensive vocabulary obtained by word formation and the study of the relation of English to French or English to German; and finally conversation proper, the natural result of the above, added to familiarity with the idioms of the language.

I propose, in some future number of the WEEKLY, to give a few short series of colloquial exercises, basing the same on some of the "Lessons" of some grammar in extensive use, thus showing I believe, that conversation can be taught successfully in the classroom, without having to fall back upon a method which depends upon mechanical memorizing only as a means of eventually speaking; more or less correctly, the language studied.
THE SCHOOL-ROOM.

PRACTICAL WORK OF SCHOOL-ROOM.

W. L. BALENTINE.

THE following list of questions was submitted by Superintendent Newlin of Pennsylvania, to W. L. Balentine, of Mahanoy City. His answers are embodied in the essay.

1. Should a teacher make special preparation of the lesson for each recitation? 2. And should this preparation include the method of conducting it? 3. To what extent should a teacher use a text-book in hearing a recitation? 4. What are the objects of a recitation? 5. Should a pupil be told what he can find out for himself? 6. How far should a pupil be assisted in the preparation of his lesson? 7. What is the difference between talking and teaching? 8. Should the teacher confine himself to the printed questions of the author? 9. Why are "leading questions," or questions that can be answered by yes or no, objectionable? 10. Should the teacher reject partial answers and require every answer to be expressed in good language and in a complete sentence?

1. Should a teacher make special preparation of the lesson for each recitation? Unless the teacher is perfectly familiar with the lesson and its bearings, so far as they ought to be presented to the class, and beyond that he should make special preparation for each recitation; I say beyond that, because to teach a lesson well one should know a good deal more of it than the lesson, contains. He ought to have a reserve fund of information on it. A teacher, should be so well prepared with each lesson, that were he called upon to recite it, he would be able to do so better than the best pupil in the class. He should make such special preparation for the following reasons:

It will inspire him with self-confidence; and that is essential here as it is in every other undertaking. It will enable him to "know what he knows, and to know what he doesn't know." A lack of confidence on the part of the teacher will beget a corresponding lack of confidence for him on the part of the pupils. He should feel and prove himself to be master of the occasion—allways and without any airs or attempts at display. It is possible, and even probable, for a teacher to be confident of his ability to teach a lesson and yet not be able to do so; but such ill-grounded confidence will soon be discovered and result disastrously to the teacher. If the teacher is well prepared the pupils will have confidence in his ability as a teacher and scholar, and vice versa. A teacher's promptness and accuracy will be a rebuke to indiscipline on the part of the pupils. If a teacher fails to make this impression, it fails to give his pupils good reasons for believing and trusting in his superior wisdom, he fails utterly. Should he hesitate too frequently, or fail to answer a question, or solve a problem contained in the lesson, the pupils may put the worst possible construction upon it; and thus, by want of proper preparation, the teacher fails in the estimation of his pupils.

It saves time. When a teacher has a lesson on the end of his tongue, he can give his whole attention to the management of the recitation. Our periods of recitation vary from 10 to 30 minutes, and we find this rather too short than too long. This time belongs to the class. Facts, Illustrations, apparatus for experiments, should all be at hand when the recitation begins, so that the teacher need not spend from 10 to 15 minutes in a "still hunt" for an answer to a question, or in thinking out a problem, or in hunting up apparatus. The thinking must be done before the recitation hour arrives. The most unfavorable place and time for a teacher to study is in the presence of his class during a recitation. Those who put it off until then, do so at their peril. Besides, if the teacher is prepared, he wastes no time in circumlocution, and there is no time lost in guessing and in senseless debate by the class.

He shall make special preparation to avoid teaching error. I have known teachers to teach positive errors, errors of fact, errors of inference, errors of jizzle, &c., &c., &c.; because it begets monotony and indifference. Methods should change too to pour into and fill up. The proof of a pupil's preparation is his answer by yes or no, objectionable?

I. Should a teacher make special preparation of the lesson for each recitation? Where there is but one method of recitation, where the plan is unalterably fixed, there is no necessity for any preparatory thought as to method. The pupils know just what will come, how it will come, and when their turn will come, and what's the use in breaking in upon such delightful uniformity? But it ought not to be so. No one method should be exclusively adhered to; because it begets monotony and indifference. Methods should change too to suit the lesson. Some lessons can be taught better by one method than another. The catechetical method is sometimes to be preferred to the topical, the written examination to the oral, etc. The method may be determined beforehand, and the method having been selected, the teacher knows just what apparatus to get ready, what to tell his pupils to do in the way of preparation, so that there be no bother at the time of recitation about pens, paper, books, slates, pencils, etc.

3. To what extent should a teacher use a text-book in hearing a recitation? The principle is, to use the text-book as little as possible. It would be better, were it possible, to use no book at all during recitation. The text-book hampers the teacher in proportion to his dependence upon it. The manuscript hinders the speaker. I could speak with more ease to myself, and probably with more satisfaction to you, could I dispense with this manuscript; but most teachers have neither the time nor the talent to memorize everything they have to communicate. There is, therefore, to be some use made of helps in the shape of text-books, or their equivalents.

I find it difficult to make a general rule on this subject, but I should think that the text-book is to be used by the teacher during recitation, in those branches in which it is necessary for the exact words of the text to be repeated by the teacher or pupil. But even this is to be so limited as to exclude the text-book for definitions and principles, as they ordinarily occur in teaching. To be more precise, the teacher should use the text-book for the "exercises," in the application of the principles in the various branches taught; for mathematical problems (not geometrical theorems), map questions in geography, orthography, etymology, so far as the words are concerned, and in reading, whether English or some other language.

I do not wish to be understood either as limiting the teacher to the use of the text in any branch of study, or of attempting to exhaust the text on every subject. But teachers, like men in the other professions, do not always control circumstances, and hence cannot always be thoroughly prepared with every lesson, and so, sometimes, like the others referred to, when the crucial moment comes, the vision is obscured, and the memory a blank. In such cases I should fly for refuge to the text-book. Is it not better for the teacher to use a text-book than to fumble, or blunder, or fall outright? Above all, teachers should be accurate, and therefore, while the use of the text-book should be reduced to the minimum, it should be at hand for an emergency.

4. What are the objects of a recitation? To test the pupil's preparation. A lesson that is not to be recited will not be properly prepared—probably not prepared at all. Pupils ought to be tested, first of all as to what they know about the lesson themselves. They should know that it is their duty to bring out what the lesson contains, and not to be mere receptacles for the teacher to pour into and fill up. The proof of a pupil's preparation is his ability to express clearly the ideas and facts of the lesson. The idea will be obscure and imperfect in proportion to the obscurity and incompleteness of the language used in recitation. I believe there are some ideas for which we have no words, but they are not in this account. When pupils say, "I know, but I can't tell or write it," they ought to say, "I don't know it well enough." Knowledge and its expressions are so intimately united that the former does not commonly exist without the latter, and hence testing a pupil's knowledge of a lesson is the same as testing his ability to express it. In this way the recitation contributes greatly to the acquirement of a command of language, and of ease and correctness of expression.
The recitation enables the teacher to correct errors. Errors of statement, errors of fact, errors of inference, errors of language, errors of observation, and errors of preparation. Advice in the way of preparing a lesson is often a great incentive, and saves the pupil a great deal of time and worry and disgust.

Another object of the recitation is to train pupils to be self-reliant, and to be sufficiently self-confident. In most of our schools it is impossible to prevent pupils from helping each other too much in the preparation of lessons. In many classes one or two do all the thinking; the others copy. This may be detected in the recitation. Then each is to be put upon his own responsibility. The fact that each must rely upon himself in recitation checks to some extent this slavish dependence too commonly seen in our schools. Timid pupils acquire sufficient courage, and those whose tongues outrun their judgment learn, under the fire of criticism, to be more modest.

The teacher enables the pupil to remember what he learns. It is well known to us all that the more frequently we tell or write what we think about, the better it is retained, and unless we do repeat what we learn, we are by no means sure of it. The recitation affords a means of fixing facts and impressions, not only by this means, but by concentrating the mind upon them, discussing them, and eliciting criticism upon them.

The recitation gives the teacher an opportunity to add new matter to the text, both as to fact and illustration. This is not necessary in every case, but it is usually desirable and necessary for the teacher to make use of new illustrations, at least, in the recitation. No author can introduce, much less elaborate all the illustrations needed for explanation. Besides, pupils take more delight in reciting, and in all school work, if the teacher gives them something more than is contained in the book, or requests them to look up some matter on the lesson not found in the book.

It is an object of the recitation to give encouragement to pupils, and to hold out to them proper incentives to study. It is more common for teachers to find fault with their pupils in recitation than it is for them to commend what is excellent. Why not that which is well done be commended?

Indiscriminate praise is disgusting, but properly bestowed, how good it is.

I have found it quite possible to at times to explain to pupils the purpose of study, or of certain branches of study. It is a relief to know that the toil of study is not to be fruitless, to know that the physical drudgery at the threshold of every branch of learning is not to be done for fashion's sake. The American question, 'What's the use?' will come up, and, while pupils are not the proper judges as to the curriculum, I know by experience, that it is a relief and encouragement to see the use.

5. Should a pupil be told what he can find out for himself? As a rule, a pupil should not be told what he can find out in reasonable time, for himself. Pupils should be trained to rely upon themselves as much as possible, so that they acquire a habit of self-reliance—a very necessary qualification in the character of man or woman. But many incidental questions arise during recitation, and at other times, which the pupil could answer, though the inconvenience of doing so, occasioned by not having at hand the proper source of information, would be greater than the advantages to be derived from it. To illustrate—if while hearing a class in physics I should use the term meter, and should be asked the meaning of it, I would not say, 'Go to the arithmetic and find out the meaning yourselves.' I should tell them at once, and so make a better use of the time. Still I am of the opinion that a prevailing prominent error in our system of instruction is giving too much assistance—telling too much. It is producing a crop of imitators. The pupil who is helped along the way will be neither able nor willing to 'spindle his own canoe,' or if he attempts to do so will be ingloriously capitated.

6. How far should a pupil be assisted in the preparation of his lesson? Just so far that he may know how to go about the preparation of it in a proper way. If the lesson is unusually difficult, it is proper for the teacher to point out the difficulties and suggest their solution, but no more. Pupils should be taught that the lesson is a trial of their strength, and that to fail is to acknowledge defeat, but that to succeed is to score a victory. I think, too, that by helping pupils a good deal, they come to distrust their own ability, and this is, in many cases, disheartening and enervating.

7. What is the difference between teaching and talking? Teaching is communicating to another the knowledge of that of which he was before ignorant. It is educating. Talking is familiar or unrestrained conversation. Now, to communicate knowledge, or to educate, some conversation is necessary. (And I would say here, in passing, that the conversational plan of teaching is the proper one for quite young people.) But teaching differs from talking in that the former is not unrestrained conversation. In teaching, conversation has an especial aim, and that is to hold the minds of the pupils closely on the subject of the lesson, resolutely refusing to entertain irrelevant thoughts, or give expression to them. In talking restraint is kept at the minimum. The design is to make all hands feel free and easy; and this is done by purposely avoiding all mental effort. In teaching, the minds of both teacher and taught are on the alert, ready and eager for work, and not play. The subject is developed and presented in a logical way, the end being kept in view from the beginning to the close of the lesson. In talking the mind throws off its guard, throws down its defense, and solicits and gives expression to ideas relevant and irrelevant, sensible and nonsensical. No attention is paid to the critical and logical elaboration of a subject, because that requires effort. Those who are in the habit of playing teacher in familiar intercourse instead of instructing or pleasing their audience usually bore them.

The teacher who is in the habit of descending to familiar talk with the class on the lesson in hand, will be considered by the pupils a capital fellow, but no teacher.

In teaching the pupils do most of the speaking. In talking the teacher does the most of it. I have known teachers who, instead of having pupils recite to them, seemed anxious to recite the lesson to the pupils. When the teacher is well prepared, this will assume the form of a lecture, but when unprepared will become attenuated into the air, or degenerate into merrymaking. Sometimes a teacher should talk, once in a while should lecture, but his main business is to teach.

8. Should a teacher confine himself to the printed questions of the author? The principle referred to and the remarks made in reply to the questions concerning the use of the text-book by the teacher will apply here. Besides, a pupil may answer the printed question correctly, and yet not know the meaning of it. In short, it is better for the teacher to make his own questions, even if they are not quite as good as those in the book; because if he depends constantly for his questions on the book, he will never acquire the art of questioning.

9. Why are "leading questions," or questions that can be answered by 'Yes,' or 'No,' objectionable? 'Leading questions' are useful in recitation when it is desirable to have the pupil commit himself when he purposely or otherwise refuses to come to the point. But they are usually objectionable, because they provoke very little effort on the part of the pupil as to thought, and none at all in the expression of it. Because the teacher has to do all the reciting, and it is not his business to recite.

10. Should the teacher reject partial answers and require every answer to be expressed in good language, and in a complete sentence? Of course, every answer ought to be given in good language. I do not think, however, that every answer should be in a complete sentence. When a single pupil is asked a question I think the answer should be in a complete sentence, when that sentence is not necessarily stereotyped. For example, take the following questions: What is the capital of Ohio? Ans. Columbus is the capital of Ohio. What is the capital of Pennsylvania? Ans. Harrisburg is the capital of Pennsylvania. What advantages have these complete sentences over the mere words Columbus and Harrisburg? Those who say that every answer ought to be a complete sentence should require their pupils to say: 'There are 16 dams in one of the states of Ohio. There are 16 oz, in 1 pound.' etc. But when the sentences admit of variety of construction, and hence some ingenuity and effort on the part of the pupil, they would be required; for one purpose the recitation is to train the pupils in correct expression.

In questioning a class as a whole, either the answer in a single word, or the stereotyped sentence is to be preferred to the other, because if each one of a dozen had a different sentence, there would be a babel of confusion, and no answer understood.

Get out Doors.

The close confinement of all factory work, gives the operatives pallid faces, poor appetite, languid, miserable feelings, poor blood, inactive liver, kidneys and urinary troubles, and all the physicians and medicines in the world cannot help them unless they get out of doors or use Hop Bitters, the purest and best remedy, especially for such cases, having abundance of health, sunshine and rosy cheeks in them. They cost but a tibre. See another column.—Christian Recorder.

The 'Weekly' is sent to subscribers till ordered discontinued, and arrears paid according to postal requirements.
THE STATES.

ILLINOIS.—Champaign Items.—Miss Emma C. Pratt, class of '77, is at her home in Monticello, writing a history of Piatt county. We don't know who could do that better than one of the Pratt family.——G. A. Wild, upon going to settle his year's tuition at the South Kensington Museum, was told that Mr. Ruxley was in the habit of remitting this expense to eminent Americans.—Prof. B. Allyn has written the "Engineering News" of October 16, on the Determination of the Magnetic Meridian.—It is reported that Prof. Pickart thinks of going out to deliver lectures more frequently than heretofore. The university will be glad to give the people of the state a chance to know him better.—The senior class have had the annual tree planting evening that they have taken steps to ruin the class trees of two successive senior classes.—H. C. Rollins, '75, is teaching in Lyons, Ia. If we remember correctly, he was last year principal of schools at Tonica, Ill. —The Illini says that the junior military class are now well up in target matters, Several of its members can readily answer the question, "How did the tar get on the senior tree?"—Normalites.—Miss Louise Larrick, a Normalite of half a dozen years ago, is teaching at Chenoa.—O. Perry Burgess, class of '78, teaches at Spring Bay, Peoria county.——Frank L. Williams has left Normal to teach near Washington, Tazewell county.—F. A. Tyrell leaves at the end of this term to take a country school near Plum River, Jo Daviess county. —October 23 was vice president's night in the Wrightsonian society, and Miss Jessie DeBerard had a Dickens program which drew a large audience. A week later the Philadelphian vice president, Miss Libbie Glanville, drew the ballots. Among these were Bowles of Grindley and Reeder of Rutland. Tazewell and McLean counties employ a good many Normalites, who "keep dropping in again to see the dear old cratur."—Miss Ida M. Knipple teaches with D. W. Gamble at Tonica.—Harry Garman has gone to Chicago in quest of specimens for the museum.—S. W. Moulton of Shelbyville is known as one of the oldest members of the board of education. He has recently been elected to congress over the Greenback Republican representative of the 15th district.—E. A. Gastman has taught more since graduation than has any other Normal graduate. He is now on his twenty-first year in Decatur schools.—Harriet E. Dunn, principal of Bloomington high school, is one of the most faithful of the alumni. She has taught constantly since graduation.—H. R. Edwards of class of '69 read a paper recently before the Peoria Art Society. He can awaken interest on almost any subject.—Chas. R. Cross of class of '79 remains in charge of schools at Sparland, I11.

Miscellaneous.—One of the literary societies of the Northwestern University at Evanston has organized a branch society for the discussion of political questions. We could mention several country schools which had discussions of that kind on the play ground during October. Such wrangling is often more interesting than profitable. Numerous failures of health at the Northwestern are attributed to lack of exercise.—The schools of Kansas, Edgar county, celebrated Bryant's birthday with appropriate exercises.—Rock Island schools opened a new building Nov. 1. We are not informed of its containing more than one department.—The schools of Arthur in Douglas and Moultrie counties gave an oyster supper Oct. 29. We are not told to what purpose, but Prin. Haney can find many good things which a little money will do for the school.—M. L. Crow, principal of Brimfield schools, is a brother of J. M. Crow, of Elmwood.—Smith's school house, one half mile south of Johnston, was burned Nov. 2. Cause, a defective fuse. —Prin. Clemens of Bement bears fifteen recitations each day. No wonder the man is sick once in a while.—The Piatt county teachers' association met at Monticello Oct. 23. Mrs. Mary Bradford conducted an exercise on the U.S. constitution, Miss Mary I. Reed discussed English Grammar, and Principal Savage took charge of the work in English literature. The attempt to make Monticello the permanent place of meeting was effectually voted down. The next meeting will occur at Bement, Nov. 27. On the program are, Constituency by W. H. Skinner, Grammar by Miss Reed, Reading by Mr. Crow, and Business by Miss Winchenherr. The next annual meeting of the inter-collegiate association of Illinois will be held at Bloomington. The casting of lots for position of orators made Champaign 1, Chicago 2, Monmouth 3, Wesleyan 4, Illinois 5, and Knox 6. The judges chosen are Dr. Lorimer of Chicago, Judge Shope of Lewistown, and Judge McCall of Peoria. G. R. Wendling of Shelbyville, Dr. Allyn of Carbondale, and Dr. Banister of Evanston are chosen as alternates.—Springfield city council has authorized the school board to purchase building sites in the 5th and 6th wards. The crowded condition of the schools makes more accommodations necessary. The 3rd ward now has sixty to sixty-five pupils in a room where there should not be more than half so many. The city has not erected a school building for fifteen years though the population in that time has doubled.—Joliet still goes on toward the erection of her new high school building. The five per cent school bonds recently issued have sold at one cent per above par.—Clay county keeps the educational work moving forward. Here is the program of an institute at Flora, Saturday, Nov. 20, 1880. Program.—11:00 A. M. Miscellaneous Business. 11:15, How to make Grammar recitation interesting, C. W. Mills, 11:45, General discussion. 12:00, Intermission. 1:30 P. M., History, by W. F. Filson. 2:00, Class drill in Geography, by Emma Lick. 2:30 Wood Analysis, by I. D. Nysewander, 3:00 Three minutes talk on how to secure co-operation of parents, led by J. S. Peak. 3:30 Select reading, by Miss Leeta Presley. 3:40 Essay by Alice Wright. 3:50 Spelling by R. H. Henry. 4:00 Quiz box by M. T. Bogard and S. M. Delaney. All are cordially invited. W. W. Bowler, President, J. R. Hiedrich, Secretary.

WISCONSIN.—A German reader, by Prof. Rosenstengel, is now in press, and will be issued before the beginning of another term. This book will immediately go into the University, taking the place of those now in use there.

Diphtheria is raging seriously in Fond du Lac. One doctor claims to have forty diphtheria patients.

The demand for male teachers in Pierce county is greater than the supply. Professor S. S. Rockwood, of the State Normal School at Whitewater, has been appointed Assistant State Superintendent and will enter upon the duties of that office January 1, 1881. Teachers of Wisconsin will unite in saying All hail, Rockwood! His accession to that office is a most welcome event. There is probably no man in the state better qualified to advise and direct the educational forces of the state than Professor Rockwood. While he will be seriously missed at the Normal School, the wider influence which he will be permitted to exert in his new position must be allowed to more than compensate for his loss to the Normal Faculty. This change must be just in accord with his later tastes and preferences. "To sentence a man of true genius to the drudgery of a school is to put a race horse in a mill." Professor Rockwood has for some time past felt a desire to get into a more public work —where there is plenty of elbow room and space for a man's abilities to expand and be utilized. It will not be surprising if the state should yet call him to a work of still higher grade, and a position of still greater independence and influence. He is worthy of the best, and none who know him will begrudge him the highest position within the power of the state to bestow.

Principal Clark, of Whitewater, tea hes a night school every evening of the week except Saturday.

The teachers in Racine are paid in scrip. The schools are hereafter to open at one o'clock in the afternoon and close at four, and all teachers are required to be at the school building five minutes before opening.

There are 449 students attending the University, less than a year ago; the decrease is owing to the cutting off of one year preparatory.

IOWA—Prof. Shotts and wife have resigned their positions in the Bloomfield Academy, and have gone to Allerton to engage in the work with Prof. Cullison.

Oskaloosa Notes.—The Oskaloosa high school has become so crowded that a third assistant has been added. J. B. M'Inux is principal, assisted by Messrs. Holmes, Miss Carrie McAyel, and Miss Ida Street.—The great problem for the Oskaloosa Board of Education to solve is, How to manage the high school department. There are now enrolled in that department over 180, and the number is every year increasing.—The College Yodite is a new literary little sheet, but contains some grave mistakes in regard to local matters. We recommend that the editor make some inquiry concerning Oksa-
loopy public schools, before publishing any more such erroneous statements.

—The political campaign just closed, affected every department of business and even penetrated our primary schools, but now that it is over, every thing is moving off smoothly and harmoniously.—The Lowell Literary Society at Penn College has lately purchased chairs for their magnificent Society Hall. Long live the Locals.

Scarlet fever is epidemic in Dubuque and diptheria is raging in Davenport.

The Annual commencement of Iowa Agricultural College occurred Nov. 10, with most interesting exercises. A fine class of students graduated.

Now that the election is over, Mr. C. O. Scott resumes the duties of managing editor of the educational department of the Tipton Advertiser. The teachers of Cedar county have reason to thank Prin. Scott for his faithfulness in preparing a good column of news.

Cedar Rapids, Belle Plaine, and Albia are proud of their handsome new school-houses.

Mr. S. S. Gillespie is principal at West Branch, and Miss Clara E. Cox is assistant principal at Springdale. Both of these teachers are graduates of Wesleyan University.

There are five hundred students in all the departments of the State University.

Mr. Pleasant has a brass band composed of the students of Wesleyan University.

Prof. W. H. Wynn delivered the Baccalaureate address, and Dr. J. M. Gregory, of Ill., the address before the Trustees of Iowa Agricultural College.

The State Register gives the following condensation of Iowa statistics:

—Our common or district public schools number 10,688; public academies or high schools, 104; private elementary schools, 70; private academies or high schools, 41; elementary evening schools of all descriptions, 2; schools for the blind, deaf and dumb, and other special classes, as follows: Blind, 1; deaf and dumb, 1; reform schools, 2; orphan's home, 1; feeble minded, 1; business colleges number 6; superior schools, (colleges and universities), 24; normal or teachers' institutes, 99; professional schools, as follows: Law, 1; medical, 2; homoeopathic medical, 1; normal schools, 4; theological, 2.

The Board of Trustees of the Iowa College for the Blind are fully persuaded that there are many blind children of suitable age in the state who are not receiving the advantages for receiving an education offered them by this institution. The design of this school is to give to the blind the same advantages that the common school system gives to the more fortunate; and it is of the highest importance that they avail themselves of the advantage here offered. But the impression which prevails so extensively through the state that this institution is an asylum, forms a bar to many. This mistaken impression we desire to correct, and at the same time convey a proper knowledge of the institution and its object to the parents or guardians of every blind child in the state. In order that this end may be attained, the Board of Trustees request that every newspaper in the state publish this statement.

Robert Carothers, Sec'y.

Mr. C. H. Clemmer, ex-county Supt. of Scott county, was the unsuccessful candidate for Recorder at the late election.

Hon. Roderick Rose, for many years a Davenport school principal, was defeated for Congress in the second district.

Michigan.—The donation by the Waldron heirs to Hillsdale College amounts to $50,000.

The five and one half inch Clark telescope made for Agricultural College is to be mounted in an observatory building just erected for that purpose. The structure is a cheap but serviceable one, of brick, and looks like an old fashioned Dutch oven or an exaggerated well-curb.

The school board of Hudson have made arrangements so that two daily newspapers will be taken by the school, and scholars will be appointed to prepare and read the current news of the day before the school.

President Brooks, of Kalamazoo College, has entered upon the work of educating the high school for $3,000 per annum. This arrangement will continue during the erection of the new high school building.

The Paw Paw True Northerner asks that the Superintendent recommend only those teachers who know how to teach. Many are educated but they don't know how to impart to the pupil. Few teachers attend the institutes; those few are the growing ones.

University.—About one hundred and fifty students whose homes are in New York state, left in time to vote at the presidential election. They secured round trip tickets between Detroit and Buffalo for $1.90. There are now 1,460 students registered. The senior reception and class day have been revived by the class of '81. On Thursday evening of each week from 8 to 10 o'clock, Professor Winchell keeps "open house" to receive the members of his classes. The homoeopathic department has more students than ever before. The medical department has been arranged into three graded classes, freshmen, juniors, and seniors, each having its exclusive and appropriate studies. This is a step which the faculty have for a long time been hopefully anticipating and zealously laboring for. Considerable excitement was had over the election of a president for the athletic association. Several hundred dollars were spent in the election. F. G. Allen, Aurora, Ill., was made president; Summer Collins, Tecumseh, Michigan, vice-president.

Last Saturday the Athletic Association played a match game of football in Toronto with the University college team of that place.

There are now in attendance at the Michigan Military Academy at Orchard Lake 84 students from all parts of the Union.

The Battle Creek School Library contains 3,690 volumes.

The city of Appleton has ten public schools, twelve teachers, and 875 scholars.

There are also in that city a large Catholic parochial school and a public library of 2,500 volumes.

The Sand Beach schools are presided over by: Principal John J. Davis; intermediate, Miss Hettie Jenkins; primary, Miss Clara Bailey. A list of all citizens who visit the public schools is published at the end of each month.

S. G. Burked, principal.

The principal of the Mt. Pleasant schools hereafter will publish a monthly list of dishonor.

Miss L. Stratton, a teacher of school district No. 6 of Schoolcraft township, Kalamazoo Co., systematically punished a bad boy, was arrested, and acquitted by a jury of six men.

An Educational Test.—Congressman Horry, of the eighth district, in a recent speech said, "there is no better evidence of a country's intelligence than the letters its people write. I don't care what kind of a letter they write, so they write letters; the number of letters the people write is a perfect index to their intelligence. The people of the Southern states for the past ten years haven't written letters enough to pay their own postage into $25,000,000, whereas Michigan with her undeveloped country to-day writes letters enough to pay her own postage bill. Have you ever examined this educational business? I had occasion to look it up. The great state of New York every year pays in money to educate her common people than the entire 16 Southern states. The little state of Vermont pays more than the states of Mississippi, Alabama, and Arkansas. Why, the state of Michigan, only admitted to the Union in 1837, not a quarter of her acreage under cultivation, and yet we have got $3,000,000 more in school houses than the entire eleven states that went out of the Union. — Fort Huron Times.

Minnesota.—During the last academic year Carleton College had, in all departments, 269 different students, an advance on any preceding year. There were from six states, Minnesota having thirty-seven counties represented. They belonged to ten nationalities, and, as indicated by church attendance, to seven religious denominations. Fifty-two were in the regular collegiate classes; seventy-eight in preparatory courses; 102 in the English course; and twenty-eight studied music only.

Professor Phelps, of Winona, has been spending a few weeks examining the mining regions of Idaho, and returns full of enthusiasm respecting the richness of the mines. He is confident that the next year will witness a great influx to that territory, and that Belview will soon rival Leadville, if not surpass it, in all that goes to make a great mining city.

Missouri.—The next session of the Northeast Missouri Teachers Association will be held in Kirksville during the holidays. J. P. Blanton, of Mexico, is president.

Almost Young Again.

My mother was afflicted a long time with Neuralgia and a dull, heavy headache, nervous prostration, and was almost helpless. No physicians or medicines did her any good. Three months ago she began to use Hop Bitters, with such good effect that she seems and feels young again, although over 70 years old. We think there is no other medicine fit to "use in the family."—A lady in Providence, R. I.

I think the problems are a capital thing.—J. K. Wurth, Lancaster, Pa.

The Weekly is getting better and better. My students read it with delight.—W. B. Rome, Ky.
THE HOME.

[Written for The Educational Weekly.]

AMONG THE DEAD IN GREENWOOD.

A. J. WALLACE, Decatur, Ill.;

I WALKED to Greenwood ere the day had dawned.
Upon that gateway which we all shall pass
When we shall walk no more. The morning star,
As fresh as when uprising from the deeps.
She kissed the beauties of this virgin earth,
Still whispered her sweet promise of the moon
And spread' o'er waveless tree and monument
The magic of her slivery sheen.

I pass
Into the shadowy aisles. The night's festivities
Hang dark from leafy boughs dependant o'er.
The walks that kindliness and love have made
Between the grassy graves yet green with tears
Of the bereaved. Life—the breath of life,
Sits not the solitude. The air is full
Of glamour and transfiguration. Yes,
The powers of the unseen press heavily,
And my appalled senses feel the touch
Of an immortal hand. There is no voice
Save the sepulchral echoes of my own;
The all-forgetful earth gives no reply;
And speechless are the stars that watch the graves
Within this twilight of the unrevealed.
Here Time doth bury deep his weariness,
And all the cries of anguished hearts are hushed.
The child, awary of the long day's play;
The boy who is the love-light of the home
And rose of life in its first bloomy flush;
The eager son of trade, from roaring marts;
The stricken soldier with unalterable step;
And gray haired age, that finished well its work,
All glorious in its evening sun; and they
Who have no register of rank or name.
Seeking the opiate of a sure relief;
Some dropping down like the uncounted leaves
And mingle with the mold beneath my feet.
Is this the end of all that quickened once
This clay, O unresponsive earth so dim;
In our despair? With a diviner sense
The heart heeds not thy logic reasoning all
To dust, nor yet shall heed; beyond the night,
Beyond the stars and their deep solitudes,
In the far Orient, pulses still the breath
Of the Eternal.

THE BIG BOOTS.

GEORGE H. COOMER.

THE ruins of that old country school-house yet remain, a deformity by the roadside. It had brick walls, and these are not entirely gone. A portion of the chimney, too, is still to be seen; while old foundation stones, and bits of lath, and broken layers of mortar, make the place desolate and forbidding. The boys were once begrudged the room required for them, and were hence 'bound away from the road with the others, who, after the manner of rude school-boys, sauntered or ran along, pushing each other into ditches, or throwing pebbles at gate-posts and trees.

The following day was still colder, and the boy came wrapped in his poor overcoat; but this had now ceased to attract particular attention; the big boots, which really made a remarkable appearance upon feet so small, becoming the butt instead. They made a louder sound on the school house floor than any of the others; and, at recess, some of the boys put on their overcoats. One of them, who had a very handsome garment of the kind, on taking it down from its nail in the entry, observed beside it an old faded coat, belonging to some one else. This he rudely grasped; and, with a jeering, cruel air, and derisive whoop, exclaimed, "What rag is this?"

At the same time he threw it across the small entry and out upon the stone step. Another kicked it as it fell; while a third caught it up and ran with it as if it were a kite or a banner. Presently, however, it was dropped; and, as the boys became somewhat scattered, I saw the little fellow of the reflective face hastily pick up the despised article and return it to the place where it had hung. As he turned away his countenance was flushed, and he drew the back of his hand across his somewhat handsome eyes.

It was his coat, this was plain; and all my enjoyment of the recess was spoiled; for I thought how he must feel to be jeered at and insulted for what he could not help, and what had no doubt caused him much anxiety and mortification, even before any one had made it a subject of ridicule. He did not put on the coat at that time, though he had worn it in the morning; but when the day was over, and all the children were making ready for home, as the bitter wind whistled past the door, he once more buttoned it around him; and I was glad to find that nothing was said, although some of the boys looked curiously at his threadbare attire, as if wondering how he could wear such clothes on the very first day of school. But I now observed that he had ill-fitting boots, much too large for his feet; and, although the coat escaped attack for the time, the boots did not.

"Boots! boots!" "What is the price of old leather?" "Who wants to take a sail in a mud scow?" were some of the unfeeling ejaculations that he was compelled to hear, as he started out upon the road with the others, who, after the manner of rude school-boys, sauntered or ran along, pushing each other into ditches, or throwing pebbles at gate-posts and trees.

The following day was still colder, and the boy came wrapped in his poor overcoat; but this had now ceased to attract particular attention; the big boots, which really made a remarkable appearance upon feet so small, becoming the butt instead. They made a louder sound on the school house floor than the boots of any other boy; and the sensitive heart of young Master Robert Brown (for this was the lad's name), told him so. There were enough others to tell him so, too. Oh, the cruelty of those sarcastic smiles and impudent glances!

One evening I told my parents of the boy with the big boots, who came from the other end of the district; and my mother replied that Robert Brown must be the son of that Mr. Brown who lived at the turn of the road, two miles off; and who, by intemperance, kept his whole family in misery. Mrs. Brown, my mother said, was an excellent woman, and was always mending and fixing up her children's clothing; trying, in her careful,
angry way, to make something of nothing; and often, too, succeeding surprisingly well. Robert, she added, had an elder brother, who had gone to sea; and perhaps the big boots might be a pair which he had left at home. The family had lately lost a little girl, Robert's sister, and were in affliction every way; and she hoped that I would never show by word or look that I noticed the clumsy boots or the threadbare coat.

And now I remembered hearing Robert say to himself, sobbingly, one day when the big boys had treated him ill, "Oh! little Mamie! little Mamie! I am glad you cannot know of it!"

One day, not long after the commencement of the school, two of the committee called upon some business with the teacher; and at recess some of the boys maliciously remarked that they had observed these officials smiling at Robert's big boots, as he stood in his class or shuffled along the floor. This was not true, but it had its effect. The idea that grown-up men could regard aught else had done. How many leaden articles had been left in her charge, to be a morning's surprise for their dear boys, hoping that the other boys would not notice it would be if, when they came to school, all this anxiety and toil were mocked by unfeeling voices, and all the dear things of home were insulted, through a senseless derision, by those who had the good fortune to possess parents who could buy them new coats, new mittens, and new boots. There is almost everything in thinking, and at last the boys thought.

Master Tanner spoke kindly to them on the subject. Though he could be stern at times, there was now not one atom of severity in his tones. His heart had no room for anger; but, as he spoke, he became eloquent. It was a soft, winning kind of eloquence; and the most thoughtless boy in the school was visibly affected—many of them to tears.

Whether or not Robert's mother knew what had transpired, I cannot tell; but the succeeding day he came again, wearing the same coat and boots as before. But the boys saw them not, or saw them only to feel a heartache, and a new-born sympathy for the poor little fellow who would not have worn them if he could have helped it. The tide of impulse had turned. Nothing was overdone, but there was a kindness of act and tone; and the big boys showed that they were doing what they could, in a gentle, unobtrusive way, to make Robert forget that they had ever treated him ill.

The next day was Saturday, and there was no school. On Monday, Robert did not come, and we learned that he was ill with a fever. Tuesday was Christmas; and on the morning of that day, Mrs. Brown carried into the sick-room of her little boy a new pair of boots, and a complete suit of warm, handsome clothing, overcoat and all. Late on the previous evening, these articles had been left in her charge, to be a morning's surprise for the young patient.

That afternoon, a number of the school-boys called upon him, and I was of the party. The same boy who had tossed Robert's coat from its nail in the midst of the pretty creeping-jenny—for it was all that they now seemed to impress him with a feeling more forlorn than ought else had done. How many leaden thoughts fell on his young heart! He recalled his father, a drunkard; his mother, so tender of himself; his little sister, asleep under the new mound, where his own and his mother's hands placed, every week, sad mosses and circlets of the pretty creeping-jenny—for it was all that they now could do; and then, in the midst of all, how inexpressibly dreadful to his mind seemed the taunts which poverty brought upon him. The coat upon which his mother had sewed at night, hoping that he could be stern at times, there was now not one atom of repentance in thinking, and at last the boys thought. The schoolmaster's eyes were full of tears; and in answering the master an opportunity to talk to the other pupils in a way which he could hardly have done had the little boy with the big boots been present.

My schoolfellows had, however, already begun to think—began to put themselves in Robert's place, and imagine how they would feel if their mothers, who so loved them, were poor and careworn, and sat up at night, trying to make old things answer for their dear boys, hoping that the other boys would not notice the difference, or at least would not speak of it—to consider how it would be if, when they came to school, all this anxiety and toil were mocked by unfeeling voices, and all the dear things of home were insulted, through a senseless derision, by those who had the good fortune to possess parents who could buy them new coats, new mittens, and new boots. There is almost everything in thinking, and at last the boys thought.

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That afternoon, a number of the school-boys called upon him, and I was of the party. The same boy who had tossed Robert's coat from its nail in the entry was one of us. Robert sat up in bed, and for a few moments all his illness seemed to have departed. The new boots were where he could look at them; the overcoat was also close to his hand, and so were all the other articles of the Christmas gift. The young visitors had seen all these things before Robert saw them, but they did not say so.

Oh, how unexpected had been such a token of sympathy! Nothing was said of the past; but the boys brought him nuts and sweetmeats, which, however, he must keep till he should be well; and they told him of a hundred things which he and they would do before the close of winter. But the well day never came. He was very sick, even then; and it was only the pleasant excitement, and the feeling that the old cause of sorrow had been all swallowed up in kindness, that made him appear momentarily better.

Only once after that I saw him alive; and the picture of his little pale face upon the pillow remains with me yet. His mother had placed the new boots where he could touch them with his hand. When I entered, he rallied for a moment, and seemed almost well. Putting his arm about me as I leaned over him, he said—

"I have seen little Mamie. She was here last night. I saw her just as she used to be. The school-boys—they didn't mean
any harm, did they? only they didn't think. They like me now, and I like them.""
And then he said something more of little sister, and something of getting well; but presently he seemed exhausted and partly lost. I cried softly to myself, for I could not help it.

The day following we heard that he was no more. All the school-children were at the funeral. Master Tanner was there too. The undertaking opened the little casket that held the dead, and we all came softly and looked down upon the white face. All the past came back—the scene with the overcoat in the entry, the jeers at the big boots, the distress of the poor little boy as he flung himself on the damp sward—all these things were remembered. And now, how pale and still he was! No wonder that the school-boys cried; no wonder that the master's face was wet with tears.

It was, as I have said, more than forty years ago; but in an old burial-ground, not far away, I could point out to my readers a small white stone, with Robert's name and age, and by its side another stone, inscribed to "Little Manie." They were placed there by Robert's sailor brother, who, the same winter, returned from a long sea-voyage.

How often I look at these small memorials; and go back in spirit to the old school-house and that bleak November day, when the poor threadbare overcoat was flung contemptuously that which he knew his mother had taken such care to brush and mend.

O dear little boy! how long the scene has been over—the cruelty, the heartache, the tears! But a lesson was learned at that winter term of the country school which reached away down into the lives of all the surviving actors in that small drama of the past.

—Youth's Companion.

THE WORLD.

NEWS RECORD CLOSING MONDAY, NOVEMBER 8, 1880.

—Dervisch Pasha is approaching Dulcigno with troops. The Sultan has been advised to order him to surrender the city at any cost, and sealed orders have been conveyed to him, from the Sultan.

—The stockholders of the Edison Electric Light Company have assessed $50 a share to meet the expenses of Edison's recent experiments. The stock has risen to $1,200 a share on a report that Edison will make a public experiment with his invention early next month.

—Thomas Hughes has been tendered grand public receptions in eastern cities.

—It is expected that the meeting of Congress will determine whether or not the Panama Canal scheme will meet with favor in this country. If it does, there will be but little further delay in entering upon its construction.

—Excitement in Ireland continues to deepen. The Channel fleet being ordered to the Irish coast caused complete consternation in some parts.

—It is reported from England that the celebrated poet, Gerald Massey, has lost his reason and is an inmate of a insane asylum. Mr. Massey is only 42 years of age, but he has many years struggled with poverty. He has for some time been an ardent spiritualist.

—It is again reported that James Gordon Bennett's expedition to the North Pole has been lost in the ice.

—At Harvard the seniors are no longer required to attend church, and it is rumored that after this year morning prayers will be discontinued. The library is to be opened Sunday afternoons. Seventeen young ladies have been examined for what is called the "Annex."

I like the WEEKLY better and better, and shall do all I can for it.—Prin. L. S. Kilborn, Marshall, Ill.

—Our subscribers who have received samples of the Acme Examination Paper say it is just what they want.

—Who does not know that H. B. Bryant's Chicago Business College stands at the head of the business colleges of the country.

MILWAUKEE NOTES.

—For some time past the question of the permanent appointment of teachers has been agitated here. A resolution, having in view the appointment of teachers for an indefinite period has been reported on favorably by a minority of the Committee on Rules and Regulations of the School Board, and unfavorably by a majority. The School Board has taken no action on the reports so far. From present indications, there seems but little prospect of any such sudden innovation. The resolution will probably fall through. The school officials and the Commissioners dressed in a little brief authority, feel their elevation too sensibly to throw it away by any such movement in the interest of teachers and pupils. Giving teachers a tenure of office during good behavior and competency is of course open to some objections, and like other good things, liable to abuse, but to any one who has watched events in school circles during the last six or eight months some change must seem imperative. Efficient teachers who are not "in" with the petty ward magnates and politicians, must step down and out to give place to some one who is. Many of the principals find that it is better to be "solid" with the ward aldermen and commissioners, than to be an efficient worker. Appoint teachers permanently and you take their power for evil away from meddlesome or bigoted commissioners and fussy or vindictive school officers.

—Evening schools are an established fact here at last. The management of these schools is in the hands of a special committee which shall appoint as teachers only regularly licensed teachers in the employ of the Board. Teachers will receive from two to two dollars and a half per evening. There will be three sessions per week, of two hours each. Text-books are rented by the Board. Pupils of both sexes over fourteen years of age may attend. Instruction is given in the three "R's" and spelling.

—As soon as the City Council appropriates $50,000 a fifth State Normal School will be located at Milwaukee. It will probably be opened to students at the commencement of the next school year.

—By a recent ruling of the school Board the holder of a state normal diploma can receive the pay of substitute teacher only, $1.50 per day, until the diploma is countersigned by the State Superintendent, Miss Fanny Chapin, who was induced to accept a position before this ruling was made, and who was affected by it, recently received the full compensation, $500, for a year's service, from the Board instead of $500, the pay of a substitute.

—Milwaukee, the German of America, has perhaps the most perfect system of instruction in the German language in the country. Three of her teachers, Profs. Abram, Baldauf, and Binner, have just completed the compiling of a series of German readers which are extensively used in the city schools generally. These readers are said to be more practical and better suited to the requirements of English speaking students than any yet published.

—Fred Brunc, a teacher in the German Lutheran school, ran for county clerk on the Democratic ticket. The Lutherans didn't want their teacher mixing in politics, especially democratic politics, and so Fred resigned. However, Fred didn't become County Clerk.

—Inquiry is made here as to whether Hans Haerting, who ran for office down in Cook County, wasn't once a school teacher here. Thus are the mighty fallen.

—Henry D. Goodwin was the graduate of the State University who took the Lewis prize for ability as a writer and speaker. He probably knows more Greek than all the teachers in the state. He has entered the ranks of teachers and may be found at the First District school teaching the extremely young idea how to shoot.

—The extensive museum of the Milwaukee Historical Society will be removed to the new Exposition building when that edifice is completed.

—Miss Eleonora W. Hughes is the new principal of the city normal school. The principal receives a salary of $1,200. Good work is done in this school in training teachers for primary and kindergarten work.

—Louis F. Burnstall, ex-Professor in the High School, has returned from his trip to California.

—Odis Waldo, graduate of Yale College, is doing quiet and effective work in the city High School as Professor of Greek and Latin.

—Dominie Shaler, ex-principal of the Thirteenth District Branch school resigned to attend college. Frank Traverse, also an ex-teacher, is attending college.

—Horsford's Acid Phosphate used habitually, renders the system less liable to the attacks of sunstroke.