It will be a relief to the sensitive natures of Indiana school teachers to learn authoritatively, from the opinion rendered by Attorney General Baldwin, as published in our School Law Department on another page, that it is the duty of the township trustee to notify the teacher of the time and place of meeting of every institute he is required to attend, and that it is not the duty of the teacher to go to the trustee to find out the date of such meeting. Furthermore, that the teacher cannot be mulcted in the amount of one day's salary for each day's absence from an institute unless he has been duly notified of its time and place of meeting.

Signor Barcelli, the new minister of Public Instruction for Italy, seems to be disposed to restrict the liberal policy of the government in past years, on the subject of higher education. A few days since, in replying to a member of the Italian Chamber of Deputies, he took occasion to announce that he held to the opinion that the government should provide only the elements of education, leaving men of genius to strike out paths for themselves and pursue them by their own efforts.

We are requested by Professor J. V. Combs, Principal of Central Indiana Normal College, Ladoga, Ind., to correct a statement that appeared in our Indiana State news, March 17, to the effect that the Ladoga Normal was not paying expenses, and Professor Bond had returned to Indianapolis. He says: "Our school has paid all expenses and now has money in the treasury. Professor Bond resigned for quite a different cause. Every one of the fourteen teachers and the entire board will testify that all expenses are promptly met."

In the proceedings of the Illinois Social Science Association, at its recent session, it was stated that there are forty industrial schools in Chicago for children of poor families, principally little girls; where they are kindly cared for, taught sewing, cooking, and tidiness as regards person, dress and housekeeping. The number of children in all of these schools is not less than 3,000. Trinity Church school alone numbers nearly three hundred pupils. It is said that the influence of this school has become so marked that the police and car drivers have observed a very decided change in the appearance, manners and general conduct of the children of the neighborhood. Most, if not all, of these schools are under the charge of church societies. The Central Church maintains one, in charge of Mrs. Harriet J. Willard, which has produced excellent results. The Burr Industrial School has accomplished a grand work. The good effects of these schools are so obvious that, naturally enough, people are pointing to them as an argument in favor of industrial training in the public schools as a means of developing industrial habits, improving the homes of the humbler classes, particularly those of illiterate and slovenly parents, and so building up society, as instruction in what we term the common school branches, of itself, will never do. Considerations of this sort are at the root of the recent resolutions of the Board of Education of this city, appointing a committee to correspond with the school authorities of other cities where sewing schools have been in operation for some years past, to learn the results of their experiments; the intention being to weigh the arguments for and against introducing sewing into certain of the Chicago public schools.

The second biennial report of the State Superintendent of Kansas, just received, is in many respects a model of what such reports should be. The county maps accompanying reports of county superintendents, showing the locations of city, town, village and country schools, is a feature that is particularly commendable. Such information is a matter of the liveliest interest to the classes of colonists our Western States are most desirous of inducing to settle within their borders. Many an excellent family is deterred from moving to our border States for lack of reliable knowledge of the school and church privileges proffered to them. Even when they learn that the State at large has a grand school fund and is moving with wisdom and zeal, as Kansas is doing, along the lines of educational progress, they are at a loss for that local information given in this report. They can locate a given tract of farming land on any section line map by its governmental description, but there is nothing in such a map, or in most "guides to immigrants," to show whether the nearest school house is one or twenty miles away.

There is another feature of this report that is equally noteworthy, and is indicative of a degree of intelligence, taste, and practical good sense at the head of the department of public instruction, which we wish prevailed in all such places. We refer to a series of illustrated plans and specifications for the construction of school houses. As is stated in our Kansas notes, in this issue, 1,402 new school houses were erected in Kansas in the past four years. Now, whether these were built in defiance of the laws of taste and sanitation, or were made to conform to such laws, is a question of inestimable importance to the myriad of school children who must spend many of the best years of their lives within them. It costs as much, indeed
it may cost more, to build a school house that will prove little better than a pest-house, than to build one which shall be an
ornament, and a blessing in every respect. If the State Super-
intendency of schools does not exert itself to improve our pub-
lic school houses, to what branch of the government, pray, shall
the people look for light and help in this matter?

The growth of schools in this noble State (which has nearly
trebled its population within the past decade) is more particu-
larly noticed under our State news. Here we will only note the
fact that while the average attendance is but 60 per cent. of the
total school population, this is due partly to the rapidity of in-
crease in population, which outruns even the remarkably rapid
rate of school house building already mentioned, and partly to
a most commendable increase in the length of school terms, the
average of which for the whole State is no less than 8.2 months;
which is without a parallel, we believe, in the history of any
other State at such an early age. The average school year in
Iowa is only 7.4 months, while in Illinois it is but 7.1

HOMOGRAPHY.

The use of homography, or the French system of dictée, is
extending in this country. The Educational Weekly has re-
ferred to this matter more than once, but as interest in the sub-
ject widens and deepens it takes the occasion furnished by the
introduction of dictée into the Battle Creek, Mich. schools, by
Professor Z. C. Spencer, to recur to the subject. This is what
Superintendent Spencer says of homography, in an electric pen
print leaflet written by him for the use of the schools under his
supervision:

The merit of using stenographic characters instead of letters
to represent sounds is probably due to M. Auguste Gosselin,
now deceased, who first employed them as a successful means of
teaching manuscript work, especially spelling.

The French dictée method is at once natural and philoso-
phical, devised, indeed, by some of the ablest educators of France,
as a greatly needed means of getting the primary schools—the
hopes of the new republic—over the quagmire of orthography;
The French educational commission, sent to the "Centennial,"
expressed great surprise, in their report, that among all the
exhibits of school work shown there were no dictée exercises,
such as are so much used in France.

The homographs show the pronunciation without showing the
letters. In dictée, in fact, pronounces the words to the student,
silently performs the work which has always been done by the
teacher.

Pupils who have been drilled in the phonic method and have an
intimate acquaintance with the elementary sounds and diacritical
marks of Webster acquire extra mastery of the homographic
alphabet in from ten days to two weeks and take the greatest
delight in the work. It is confidently believed that no system
now known will teach pupils the habit of writing capitals,
punctuating sentences, and spelling accurately so thoroughly as
this of homography. It is the process we all ultimately adopt.
Each word is spelled as seen in the memory. The eye verifies
the work. It saves time, employs all the faculties, excites in-
terest, trains the hand and eye in all pencil craft, and the voice
in clear and correct utterances.

We have recently received, from Prof. Spencer, several pages
of exercises in dictée for the use of the sixth and seventh grades.
It is directed that the exercises should be written out several
times, or until all is correct, and finally copied into a little book
for preservation and examination. The selections are taken
from Appleton's Fourth Reader and other sources. The written
characters employed resemble in many respects those used in
Tachygraphy, or ordinary, reporter's short-hand. They are
graceful, simple and easily combined, making a handsome page.
An alphabet accompanies the exercises. It is derived from
the French dictée alphabet, having been adapted to the English
language by Mr. W. G. Waring, of Tyrone, Pa., who has given
much labor to this work. Any of our readers who would like
to make a study of dictée, will do well to communicate with
Superintendent Z. C. Spencer, Battle Creek, Mich., who we feel
very certain, will take pleasure in sending them full information.
Prof. Spencer is the Michigan editor of The Weekly, and we
are confident he can convince correspondents that dictée merits
the careful study of every professional teacher.

STUMBLING BLOCKS IN THE WAY OF WESTERN
TEACHERS.

The crying need of schools in many parts of the West is
uniformity of text-books. In some newly-formed districts nearly
every family has a distinct series of books, from which the
teacher is expected to bring as striking results as if there were
a strict uniformity throughout the district. Imagine a school of
thirty pupils, containing fifteen classes in reading, eight classes
in written arithmetic and seven classes in geography. If some
one of experience will inform me how to meet so formidable
a difficulty, he will confer a great favor upon me and, perhaps,
many others who are or may be called to teach under like dis-
advantages.

C. R. LeBar, in N. E. Journal.

ST. PAUL HIGH SCHOOL.

The people of St. Paul are about as highly excited as people
ever became over public school matters, in view of the fact that
the last legislature passed a bill authorizing the board of educa-
tion of that city to issue and negotiate bonds to the amount of $50,-
oo, for the purchase of a site and the erection of a high school
building, provided a majority of legal voters approve of such
issue by vote at the next municipal election, on the first Tues-
day, in May next. The St. Paul and Minneapolis Pioneer Press
is a stalwart champion of the high school cause. It loses no
opportunity to argue in favor of issuing the bonds and erecting
the much needed high school building.

Among the opinions given to the Pioneer Press representa-
tive by various prominent citizens, we quote freely from that
of Professor B. F. Wright, city superintendent of public instruc-
tion, because it embraces most of the principal reasons for the
new building demanded. These commend themselves to the
common sense of every reader, but particularly to the approval
of every one who has a fair knowledge of the imperative demand
dictated by reason, in behalf of the health and intellectual and
moral progress of the pupil, now crowded, to their injury and
the great disgrace of an otherwise enterprising and progress-
ive city, into leased premises, which are poorly lighted, poorly
ventilated, and we may add, to express it all in a word, wholly
inadequate. St. Paul cannot afford to let this school continue
unprovided for.

Superintendent Wright said:
The movement in favor of a high school building is certainly
in the interest of economy. The rental of the poorly ventilated,
poorly lighted and unsuitable apartments now occupied by the
school, for the years it has been thus used, has amounted to
nearly $20,000. It is not wise to keep paying out in rent for
quarters that are a reproach to the city, sums that shall in the
aggregate soon amount to what is now asked for to build a con-
venient and suitable building. The board of education pays at
present, in rent for rooms occupied by the high school and for
the office of secretary and superintendent, nearly as much as
would be paid in interest upon the bonds now in question.
other words, the high school question, as presented to the
electors of this city at this time, is, shall this school be housed in a
comfortable building, located away from busy streets, and thus
be enabled to render the greatest benefit to the city, when it can be done without cost; or shall this action be
defered, and money be thrown away in rental for rooms that
are unhealthy and inconvenient?

The existence of the high school is not now under consideration.
The sole question is as to whether this school shall have equal
attention and enjoy similar privileges to those furnished to the
other schools of the city. The place of the high school in our
system I feel confident will always be acknowledged. Although
many hold the opinion that it cannot properly be supported at
public cost, yet the fact that other cities sustain such schools,
and the other fact that good schools and good school facilities
attract families and aid development, while poor schools drive
away capital and citizens from our borders, are appreciated
by our citizens. While our neighbors are dignifying and
rendering conspicuous their educational advantages, by fos-
tering their city high schools, it would ill become us to neglect
proper provision for our own. In this city the high school needs
no other justification than a review of its record. It has exer-
cised a healthful and stimulating influence upon even the lowest
primary grades. It has supplied a unit by which our schools
could measure their work. It has furnished about one-third of
our teachers. It has secured desirable uniformity in our system
and method of discipline and administration, so that I believe
the money expended in its support could have been employed in
no other way that would have been of so much benefit to our
schools. Firmly believing in the great and prosperous future
of the city, when it shall be noticed, and money be thrown away in rental for rooms that
are unhealthy and the lack of ventilation. There are some children
of the bad ventilation. I have gone so far as to advise people
to the building, and the water
hose was convenient. 

DR. J. H. MURPHY SAID:

There is nothing about the building now occupied by the
board of education for a high school that I can recommend—
not a thing. On the other hand, there is everything to condemn,
and the school, too, in the strongest terms. It is not suited for a high
school, either in location or construction. The rooms are small,
and there are not enough of them. They are badly ventilated, and
the rooms are up stairs two and three stories, over a dry goods
store, where they are pouncing and opening boxes two-thirds of
the time. There are no public grounds connected with the
building. It is so far away from the city that the pupils compelled to go out upon the public streets, as there is no other
place for them to go, while the noise in the streets is so great,
that it is not more than half the time that the teachers can hear
the recitations in the school room. There is really no sewerage
to the building, and the water closets are consequently and
necessarily in a horrible condition. The condition of the interior
of the building is so bad for the health that if I had children I
would not send them there on account of the injurious effects of
the bad ventilation. I have gone so far as to advise people
not to send their children there to school, for fear of the effect
upon their health. I do not mean to say that every child that
goes there will die immediately from the effects of the poison
inhaled and the lack of ventilation. There are some children
that are too tough and healthy that they can stand almost every-
things and live. I speak of the generality of children. There
is no doubt whatever that the matters I have mentioned are very
dangerous to health. Knowing this to be true, I cannot advise
any one to send their children there. It is no place for children.
I would prefer to see the high school abandoned rather than to
see it kept where it is. I think Paul will be in favor of a new high
school building. We have got to have a new one. There is no
use to talk about it. We can't afford to do without a high school
building. Even outside of all consideration of educational
matters, we must have one. St. Paul would cut a pretty figure
without one, wouldn't she? She would look lovely without a
high school! Let's try it. I think she would not be long in
finding out what the result would be.

JAMES H. WEED.

I am very decidedly in favor of a new high school building:
I would not advise too expensive a building; probably $40,000
would be sufficient. The present one is a disgrace; the build-
ing is worse unsuitable for the purpose, and I have every rea-
son to believe that it is very unhealthy; the location is bad; the
pupils are compelled to go right on to the public streets; there
are no conveniences whatever.

SCHOOLS IN OLD ROME.

HOW THEY TAUGHT GRAMMAR, FLOGGED THE BOYS, AND PAID
THE TEACHERS.

Prof. R. F. Leighton, Ph. D., read a paper on "The System
of Education in Ancient Rome" before the Long Island His-
torical Society. Great attention, the reader said, was paid
among the Romans to the study of grammar and of correct
modes of expression. In society, pure grammar was a subject
of fashionable conversation. Crates, the Greek Professor,
instituted the first course of lectures on the subject. Lucullus,
in the ninth book of his Satires, inaugurated the first spelling re-
form. Dionysius Thrax wrote the first elementary grammar.
After the Punic wars the Greek culture became so fashionable
that by many it was preferred to their mother tongue. Greek
was the language of diplomacy, art, science, poetry, and philos-
osophy. At 7 years of age the Roman boys studied Greek and
Latin grammar together. The sons of centurions went to school
at 5 A.M., with their satchels and counting tables slung over
their shoulders, and studied in school rooms on the ground floor,
where they were so well and thoroughly flogged that their bows
around the neighbors at very unseasonable hours. Marital
and other satirists spoke of their cries and blubberings as one of the
chief nuisances of the early morning hours—all almost as great a
pest to late risers as our street ills, in fact. The masters were
great disciplinarians, and esteemed corporal punishment one of
the chief means of inducing that precious boon, knowledge,
into dull heads. If a boy pronounced a single syllable wrong
he was beaten black and blue, and his body so covered with
wounds and welts that it resembled a patchwork coverlet or a coat
of many colors. The ancients believed that

BOYS WERE NATURALLY VICIOUS, and required taming. So great a teacher as Plutarch laid down
the axiom that "A boy was the most ferocious of animals." Others,
like Quintilian, protested against undue flogging. Pictures found
in Herculaneum showed that the English system of flogging
was likewise in vogue; also, that in some schools, both sexes
were taught together, although the education of girls was com-
paratively neglected. In the higher social circles, girls were
flogged for music and dancing, and other fashionable branches
nowadays. School books were as cheap as with us fifty years
ago. A text-book of 700 verses could be had in three separate
editions, for 80, 30, and even as low as eight cents. Tuition
was very cheap, less than a cent a day. The boys had holidays
in March and December, and a long vacation in the summer,
from June 24 to Oct. 28, many of which was spent with
their parents at Roman Newports and Coney Islands. At 14
they were put into high schools, where they studied rhetoric,
poetry, and belles-lettres generally, their previous efforts having
been confined to reading, writing, and arithmetic, with Greek
and Latin grammar and verses. The younger children were
taught their letters and numerals by means of small ivory blocks,
like the present day abecedaries. "The price of a teacher was $30 a year—
about 100 times less than that of a ballet-dancer." New York
Times.
OVERWORKED SCHOOL TEACHERS.

Would it not be a fit consecration of the new prosperity of the country if our people would awake to the justice of relieving the overworked superior teachers in the public schools; especially of the cities and larger villages? In the old days, when "keeping school" meant the sitting in a chair and hearing a monotony recitation from a text-book, with a few explanations, there was no special objection, as far as the teacher was concerned, to making her the captain of as large a company as she could keep in proper subjection. But, now-a-days, when even the primary school-mistress is expected to become a sort of galvanic battery to her school, waking up dormant powers, shaping character, guiding manners even, as so many of our good ladies demand, turning out boys and fourteen, competent to get their own living, and girls "polished after the similitude" of the expert housekeeper, may it not be a question whether human nature, even superior schoolma'am nature, can endure the strain? We sympathise heartily with all sensible efforts for sanitary improvement in behalf of school-children. But, really, the post of teacher is her capital, and, with firm health and reasonable treatment, these women can live on their present salaries until the wage of health and interest to the impartial observer, to see the waste of health and effort for the "remainder voyage," is 'made as the "primum mobile." A learned Englishman, in the Contemporary Review for March, 1878, has pertinently inquired, "In what does the gift of teaching consist? Assuredly not in the possession of a large body of solid learning. It consists infinitely more in the power of sympathy, the ability to place oneself in the exact position of the learner, to see things as he sees them, and to feel difficulties as he feels them, and to be able to present the solution precisely in the form that will open the understanding of the pupil, and enable him in gathering the new knowledge to comprehend its nature and value. The method stands out in sharp contrast with what may be called the impersonal method. This latter sends the student out to browse in the field of knowledge, and from time to time examines his intellectual growth, and marks it on the intellectual scale with scrupulous exactness and pretentious significance. The student is left largely to himself, to organize painfully, and to correlate imperfectly the various facts and principles of his research into such unity as science or philosophy demands. Or, forgetting that "the subtlety of nature is forever beyond the subtlety of man," impersonal teaching often requires some marvelous feat of memory in which an infinity of detail, dry as the clown's "remainder biscuit after a voyage," is made the test of knowledge and culture. There is much in a liberal education that cannot be learned well and orderly from books alone. Many subjects need the vivifying, directing mind of the teacher. This needs to be active, comprehensive and judicial. The personal element must so handle both the matter and manner of teaching as to compel confidence. In the matter, the teacher should be a trusty guide through the mazes of hypothesis and speculations, moderating the information between the value of new and surprising glimpses of knowledge, and conducting, as a faithful mentor, the learner through all difficulties, into the safe moorage of truth, verified by experiment or established by a sound philosophy. Such a one will discard the speculating, romancing style of teaching, which catches at half truths, having, perhaps, a nebulous grandeur, exciting wonder, rather than imparting exact information. This question of the matter, which shall enter into liberal education, has been distinctly raised in Germany in the well known controversy between Professors Virchow and Haeckel. In the highest reaches of thought belonging to history, ethics and biology, and kindred subjects, the personal power, and, in some sense, the authoritative and dictatorial judgment of the teacher is indispensable. In former times, the living teacher was a necessity, because of the scarcity and costliness of books. In the present, books are spawned with the fecundity of Egyptian frogs, sometimes as disgusting and pernicious, making the function of the teacher no less important and vastly more varied and complex. The instinct of every well constituted mind impels the learner to the study of its various and contradictory aspects, and to the use of all his knowledge to a seemingly consistent and concordant system. The mind strives to organize its knowledge, so that it may be scientific in fact, as well as in form. In this respect the office of a wise, comprehensive, judicious instructor is of great moment.

With books, as with companions, it is of more consequence to know which to avoid than which to choose.
THE EDUCATIONAL WEEKLY.

SIR CHARLES REED.

Correspondence of The Educational Weekly.

WASHINGTON, April 1.

The 30th day of March, Sir Charles Reed presided over the meeting of the London School Board, of which he had been the honored chairman since 1873; on the 29th he died. This sad event is the close of ten years of such active and efficient service for popular education in London, that the man and the cause seem to be one and inseparable.

Sir Charles Reed was born in Hackney, in 1819, the son of an Independent minister; he was educated at the Hackney Grammar school, one of the old endowed schools of England, and at University College, London, and was by virtue of his parentage and college affiliations thoroughly imbued with liberal and progressive sentiments.

Hackney is one of the eight parliamentary boroughs of London entitled to two members, and was represented by Sir Charles Reed from 1866 to 1874, and again from 1875 to 1878 or 1879. As a delegate to the Evangelical Alliance, he visited the United States in 1875, and again in 1876 when he served as the President of the International Educational Jury of the Centennial, during both of which visits he applied himself to the study of our schools and our systems of supervision and administration.

He was one of the Trustees of the Peabody Fund for the London poor, and all familiar with the philanthropic life of the father, Rev. Andrew Reed, and the zeal with which the son prosecuted like benevolent purposes, will readily understand how, with him, in time, the cause of the poor became the cause of education.

The mental starvation to which the quarter of a million of London children, for whom no school provision existed previous to 1870, were doomed, touched him even more profoundly than the bodily privation and misery for whose alleviation he had abundantly labored. In such enforced ignorance he saw the prolific "parent of unnumbered woes."

In 1870 he was elected a member of the first school board of London, a highly capable body, which as the London News asserted, afforded convincing evidence, that the great social problems of the city could command for their service men of wealth, of the highest social class, and of dazzling talents.

Sir Charles Reed was one of the four candidates proposed for chairman, receiving but few votes less than the successful competitor, Lord Lawrence. Sir Charles Reed was made Vice-President and in 1873, succeeded Lord Lawrence as chairman, which office he held through re-election till the day of his death.

He brought to the vast and complicated work which devolved upon the board, a mind comprehensive, liberal, and precise, and his counsels became at once a controlling influence in the deliberations of that body.

Two utterances in his annual address of 1870, illustrate the spirit by which he was animated. "It is," he says, "something surely, that London has wiped out the reproach that more than a quarter of a million of her children were growing up in ignorance and neglect, it is more to point out that the school provision has in nine years increased by 80 per cent. and the attendance by more than 100 per cent." And again: "It would be an everlasting monument of parsimony and impotence that the greatest capital in the world should fall to supply school accommodation for its children."

On the 30th of September, 1880, he presented his last annual address at the meeting of the London School Board, in which he reviewed what had been accomplished in the eventful decade, furnishing what is a precious legacy in the case of every man called to especial service for humanity, the story of the work from his own life.

"No work," he says in the opening of his address, "can be fairly judged in its commencement. Hence to those who were eager for results in the very spring-time of our operations, we said, wait until our work is fairly established, and has had time to tell; give us ten years and then we shall have made a mark on the Metropolis and be able to render a good account of what has been expended." The results are most

IMPRESSIVELY OUTLINED IN THE FIGURES WHICH FOLLOW:

The population of the elementary school class, between the ages of three and thirteen, is at present, according to the basis adopted in the office of the registrar-general, 746,577, besides 65,640 children between the ages of thirteen and fourteen, many of whom may be compelled to attend school under Lord Sandon's Act of 1876. The schedules sent in by the visitors of the Board last Easter give the number as somewhat less. Looking now to the accommodation for scholars of the elementary class, it is not possible to take an earlier starting point for comparison than the close of the year 1871, when the voluntary schools had furnished their returns, and our own work had just begun. There was at that time accommodation in all for 362,599 children, or 39.4 per cent. of the estimated population of school age. At Midsummer last the denominational schools had provision for 369,469 children, or 4,000 more than in 1871, while we had provided for 235,236, giving a total accommodation for 494,705 out of a present child population of 746,577, or 66.8 per cent. Thus we have now seats for two out of every three children needing elementary education. If we confine our view to the past year it is seen that the accommodation afforded by the denominational schools has declined 2,884 places, while ours has increased by 15,086."

* * * * * * * * *

"A surer test of effective working is found in the average daily attendance. This has risen in the voluntary schools from 173,406 at the end of 1871 to 180,706 at midsummer last, at which latter date our schools showed a daily average of 192,995; so that now, with accommodation for 44,000 children fewer than the voluntary schools, we have an attendance of 12,000 more. The last year has diminished their attendance by 793, while ours has been augmented by 19,192. This average daily attendance in the efficient elementary schools of London, of 373,791 children, as compared with 174,301 at the end of 1871, has been attained through the exercise of our compulsory powers."

As we follow the graphic and comprehensive summary we recognize the same features that are so familiar in our home discussions. He had to meet the charge of too extended courses, to grapple with the industrial problem, to multiply special schools, for the blind, the mute, the unruly, to arrange examination schemes and tests for teachers. It is astonishing that in the elaboration of these great general propositions, he still kept the routine of school work distinctly in mind as the most important of the conditions, acquainting himself with the minutiae of methods and results, and presenting them so clearly and concisely that the hearer caught inspiration from the dryest details.

The moral effect of the school system was ever uppermost in his thought. Those who have examined his successive reports, will admit that no entries gave him such satisfaction as those
which confirmed his theory, that juvenile education is the best antidote to juvenile crime.

"The prison returns," he affirms in his last address, "continue to show that the juvenile crime is being diminished, scarcely any convictions being reported of children under thirteen years of age. When this fact is set against the statistics recently published of crime in the metropolis fifteen years ago, it affords proof that the action of the board has largely contributed to check juvenile delinquency."

He never wavered in the conviction that the "Education Act called into being a germ of the most important and most enduring of all social revolutions,—an educated people."

S.

A NEW STUDY IN THE PLYMOUTH SCHOOLS.

The School Committee of Plymouth, Mass., in advocating the introduction of a new study, which they designate as "The Knowledge of Practical Subjects, and of the Events of the Day," into high schools, makes the following suggestions, which may be read with profit by school committees and teachers everywhere.

This should include information upon topics of general interest, foreign and domestic movements, state and national affairs, progress in arts and sciences and in reforms, constitutional relations, commerce, banking, mechanical inventions and manufactures, exports and imports, and all those matters which every well educated man or woman ought in some degree to be familiar with and able to converse upon sensibly; but which so few of the graduates of our high schools generally (throughout the country, probably) know anything about. This course is recommended not merely for the practical value of the knowledge thus acquired, but as giving to our young men and women an enlarged interest in real things, outside of themselves and their own private homes or business; giving them, also, that most valuable habit of mind which during all their after lives will induce them to read and think and feel about what is occupying earnest men in the world of thought and action.

Under a regular method, this branch of study, which we now propose, can be introduced and pursued without seriously interfering with the general system already adopted. But we assume that, if part of the time now given in our schools to extra attainments in the higher branches of modern languages or of English literature must be sacrificed (as some might be inclined to say) to the acquirement of this general information, and this acquaintance with practical things, and with the life of to-day, it will be a sacrifice which will tend to make our public schools more really what they ought to become, viz.: agencies for educating not a limited number very highly in special directions, but for educating the mass of the people into intelligent and competent citizens, where the common school education shall run parallel with common sense.

The importance of making provision for this branch of instruction is more and more felt by the community at large; and the almost total lack of any instruction in this direction is, we believe, one of the most decided causes of the dissatisfaction with our public schools which, from time to time, is felt and expressed; it is one reason among others, also, why so many of the pupils, especially the boys, drop out during the last two years of their school course. The interest which they would undoubtedly feel in these topics that are related to real life and the activities, business and movements of the present time, would, we are quite sure, retain in our high schools many more scholars, and thus secure to them what they certainly ought to have—a more complete and thorough education in the various valuable branches which are usually taught during those closing two years of the course.

If you would be known, and not know, speculate in a village; if you would know, and not be known, live in a city.

MATHMATICAl DEPARTMENT.

EDITOR, DAVID KIRK, JACKSON, MISS.

PROBLEMS.

EDITOR MATHEMATICAL DEPARTMENT:

Will you greatly oblige a subscriber by publishing in the Western Educational Journal solutions of these equations?

\[ x^2 + y = 7 \]
\[ x + y = 11 \]

I have one solution, but would like another, if possible. Yours truly,

A. B. ROSENBERG.

We have several times discussed these questions in the Weekly, but many new readers may not have seen our remarks. Equations of the second degree, involving two unknown quantities, give rise to an equation of the fourth degree, and cannot be solved by the rules for quadratics, except in special cases.

If one of the equations is of the first degree, or if both of the equations are homogeneous with respect to the unknown quantities, they can be solved by simple quadratics.

There are some other cases for which no rule can be given. Some of these are equations involving radicals, and others are so composed that we can regard both unknown quantities as one, for the time being, and get an equation in quadratic form, from which we may find the values of \( x + y \) or of \( xy \).

We are of the opinion that the equations under consideration do not fall under any of these special cases. All the so-called quadratic solutions of this problem that we have seen, assume at the outset the very thing to be found, viz.: that \( x = 2 \), and \( y = 3 \), or they make use of some other assumption that is not always true.

One glance at the equations shows that \( 2 \) and \( 3 \) are roots; why then go through a long process to find these roots? But the problem is not solved when these roots are found, as many seem to think, for there are four roots for \( x \), and \( 4 \) for \( y \). If we eliminate \( y \) we get \( x^4 - 14x^2 + x + 38 = 0 \). Eliminating \( x \), gives \( y - 22y^2 + 114 = 0 \).

Let us examine the first equation.

A slight inspection will show that one of the roots is \( 2 \). We can also find by trial or otherwise that \( x = 3 + \). Commencing with this initial figure and using Horner's method we find that \( x = 3.132+ \).

We can find the other roots in the same way, or we can depress the degree of the equation by using the two roots we have found, viz.: \( 2 \), and \( 3.132+ \). Form two binomial factors from these roots and \( x \), thus; \( x - 2 \), and \( x - 3.132 \), and find their product, and divide \( x^4 - 14x^2 + x + 38 \) by this product.

This will give a quadratic, which can be solved like any other quadratic.

Notice that the absolute term 38 is positive. This shows that the other two roots are negative.

And from the fact that the coefficient of \( x^2 \) is 0, we know that the numerical sum of the positive roots is equal to that of the negative roots.

We might say much more concerning these equations as given by our correspondent. For instance, it could be shown that they represent parabolas; and the manner of finding the root of the last equation considered, by constructing the curve which it represents, and actually measuring the distance from the origin of axes to where the curve crosses the axis, could also be shown, but want of time forbids.
EDITOR MATHEMATICAL DEPARTMENT:

Will you please publish in next week's Educational Weekly a solution of the 59th example in the miscellaneous problems of Robinson's Higher Arithmetic, and greatly oblige,

Puzzled.

The problem reads as follows:

"A gentleman purchases a farm for $10,000, which he sells after a certain number of years for $14,071, making on the investment 6 per cent. compound interest. He now invests his money in a perpetuity, which is in reversion 11 years from the date of purchasing the farm. Allowing 6 per cent. compound interest for the use of money, find the annuity, and the length of time he owns the farm."

If we divide $14,071 by 10,000 we shall get $1.4071, which is the amount of a dollar for the time the farm was owned. By looking in the proper place in a compound interest table, we find that this amount corresponds to 7 years time.

The perpetuity being in reversion 11 years does not begin for 4 years longer; therefore, we find the amount of $14,071 for 4 years at 6 per cent. compound interest, which = $14,071 x 1.2622 = $17,764.318. The interest on this at 6 per cent. will give the annuity viz. : $1,053.85.

By the term perpetuity, we understand that the principal is not touched, and the annuity is to consist of the interest only, which is the simple interest on the amount invested. To solve the first part of the problem without a compound interest table, we must use logarithms, and the following is the formula:

\[
\text{Time} = \frac{\log \text{amount} - \log \text{principal}}{\log (1 \times \text{rate per cent.})}
\]

It may be well to remark that interest tables are made to be used.

NOTES AND QUERIES.

Whence are the lines?

"Two souls with but a single thought, Two hearts that beat as one."

And who is the author? C. D. H.

Ans. From the play of Ingomar. Eligius Francis Joseph von Muench-Bellinghausen, an Austrian noble and civil officer (b. 1806 d. 1871), wrote several plays: among them was, in 1842, "Der Sohn der Wildnis," which was so popular as to win translation into most European languages. Charles Antran, of New York, translated it in 1848, giving it the author's title, "The Son of the Wilderness." But this translation has been superseded by the later one of Miss Maria Lovell, which is the play of Ingomar.

Dr. Willard.

Q. Was William III, King of England, a descendant of William the Silent?

Ans. He was the last descendant in the male line. William the Silent, had three sons: (1) William, who married Eleanor Conde, and died childless. (2) Maurice, the general, who never married. (3) Frederick William, son of William the Silent by Louise Coligny, whom he had married in 1582, the year before he was assassinated. Fred. William had a son, William II., called the fourth Stadt-holder, who married Mary Henrietta, daughter of Charles I. of England. These were the parents of William III., who was thus the great-grandson of William the Silent. He married his cousin, Mary Stuart, daughter of James II. Both he and his wife were of Stuart blood.

Louist, daughter of Fred. William, married the "Great Elector" of Brandenburg, and was thus mother of the first King of Prussia, and great-grandmother of Frederick the Great. Another daughter of Fred. William married her cousin, and became ancestress of the rulers of Holland that followed William III. The great Turenne was a grandson of William the Silent. So was Frederick V., Elector Palatine, the "Winter King" of Bohemia, who helped start the Thirty Years' War. The Countess of Derby, Charlotte, who figures in Scott's "Peveril of the Peak," and in the Parliamentary wars, was a granddaughter of William the Silent, and a great-granddaughter of Louis, Conde, the Huguenot Duke, killed at the battle of Jarnac, 1569.

Dr. Willard.

GENERAL NEWS OF THE WEEK.

The United States Senate is at a deadlock still over the election of certain new officers, the Republicans insisting on substituting new ones for those slipped in by the Democrats some time ago during the absence of Vice President Wheeler to attend his sister, in what was understood to be her fatal sickness. It seems as if there has been too much time spent on a matter of such apparently insignificant character, but the debate is developing the keenest expressions as to the political differences among Southern Democrats of various factions that the country has had for some time past, and the Republicans claim that this is of more consequence than the offices. It is to be hoped that the country will in time reach such a political condition that Congress will devote itself exclusively to the business of legislation.

Dr. Tanner has a formidable rival in Miss Dwell, a maiden lady of Iowa City, far advanced in years, who on Monday, passed the fortieth day of a fast, which nothing can induce her to abandon. She says she is tired of life, and is resolved to die in this way. She is too weak to speak or write, but looks as though she may survive some hours longer.

President Andrew D. White, of Cornell University, New York, at present Minister Resident of the United States at Berlin, has resolved to return to his college post. His resignation has been in the hands of the President for some time, awaiting his acceptance.

Indian Agent McGillicuddy, of Pine Ridge, recently issued a warrant for the arrest of Boone May, and his party of hunters, for trespass on the Indian reservation, and gave it to a band of Indians for service, who declare they will arrest the trespassers whatever the consequence. A squad of whites has gone from Deadwood to reinforce the law-breakers, and it looks as if there would be news of another "Indian outrage."

Real estate is advancing in price in Chicago, with a steady demand, for business purposes and residence property. The city has never grown at a more rapid rate than it is doing at this time.

In New York city, the demand for lots for building purposes is growing lively again. As an indication of prices, it is announced that four lots in the Union Park, at the corner of Seventy-first street, have just been sold for $750 per front foot. The lots are 100 feet deep.

The financial battles of the railway kings redound to the good of the country now and then, by opening new routes. Billings, of the Northern Pacific, proposes to pash Villard by making a junction at the mouth of the Umatilla river with the Oregon branch of the Union Pacific, giving each outlet at Portland and Puget's Sound.

Governor Long will offer Ex-Attorney General Deveas, of Mr. Hayes cabinet, his former seat on the Massachusetts supreme bench, which is made vacant by the retirement of Justice Soley. Mr. Jay Gould, who has just returned to New York from a trip into New Mexico and Texas, says he found the whole region dotted with industries backed by Eastern capital.

The natives of the Great Sahara do not take kindly to the propositions of certain Frenchmen to construct a railway across that charming country. The latest cablegram intelligence from Col. Flatter's party, that set out from Paris sometime since to survey a route for the projected road, is that one squad of his men, numbering twenty-nine, has been annihilated by poisoned dates presented to them by the natives.

The Maritime harbor board has a reduction of one-third in the tonnage dues. Montreal and the Dominion of Canada at large show a determination to underbid New York and Boston for the Lake trade; a matter of the greatest interest to the Northwest, which is vitally concerned in cheapening transportation to the seaboard. Large purchases of provisions are made at Chicago and Toledo every year by Montreal correspondents of European houses.
STATE NEWS.

ILLINOIS.

The annual session of the Winnebago County Teachers’ Association was held at Rockford last week. County Superintendent Mary L. Carpenter always attended the meeting, and by uncluding such a staff of helpers as never fails to make an interesting session. The winter had not been the most propitious ever seen, but was far compared with what this winter has been. The Keosauqua public schools, were popular lectures on Tuesday, Wednesday, Thursday and Friday evenings, and strictly pure institute work during the day sessions.

The principal instructors and lecturers, so far as they have taken part up to this writing, seem to be live, thinking men and women whose theories have been tested in the return of practice. The leading names on the programme are: Miss Carrie Shible, of Rockford; County Superintendent Anderson, of Iowa; J. W. McDill, of the University of Illinois; G. S. Niles, of the University of Wisconsin; Dr. E. L. Sprague, of the University of Michigan; Miss Jennie Ellis on Reading and School Hygiene; Prof. C. M. Boulter on Artistic and Technical Work; Miss Laura Nisbett on Public Speaking; Prof. C. C. Carr on Personnel and Accounts; Lecturers on Business Forms and Practices.

The institute will be conducted on the same plan of thorough discipline and systematic study and recitation that characterizes the regular sessions of the University of Michigan. A number of evening lectures on general educational topics will be arranged and provided by the State Superintendent.

Students who wish to enter the Normal School in September next will find an excellent opportunity to review their studies preparatory to taking entrance examinations. Examinations for entrance to the C and B normal classes for next year will be held at the close of the Institute.

The expenses will be very low. The tuition will be free. Board may be had in clubs at from $2.50 to $3 per week for all expenses, and in private families at from $2.50 to $3 per week.

All the resources of the museum laboratory, reading-room and library of the T. E. Garfield high school will be used by the members of the Institute. Reduced railroad fare has been secured.

It is desired that all intending to attend the Institute, inform an early date, Prof. Irwin B. Sprague, Winona, Minnesota.

Section 15 of chapter 35 of the General Statutes, 1875, was amended by the recent Legislature by inserting after the words “shall post,” in the fourth line the word “one,” and by adding to said sentence the following words: “The posting of such notice shall be verified by the affidavit of the person posting the same, which said affidavit shall state the time and place of posting and the serving of said copy of notice upon the clerk of each district shall be verified by the certificate of the County Auditor.”

Approved March 3, 1881.

The special session of the Legislature is nearing its close. The condensed session has been short, and as is likely to do so. It will work but little change in the present order of things. The most pressing business yet to be disposed of is the House for want of a constitutional majority. It had a majority of the votes cast, but these were not a majority of all the members of the House. The misrepresentation of most of the districts on the part of the bill that it would have hardly received the approval of the Senate if it had not passed beyond the Lower House all right and been sent to the Senate of the other wing of the Capitol. The day seems to be even more likely than the bill not to have the law there was a feeling among legislators that it would not be enforced.

Miss Emilie Layton will teach the school at Pleasant Hill this spring and the coming summer. Miss Ada Bell concluded a very successful school at Portland a few days ago.

The editor of the educational column in the Keosauqua Republican observes: “President Garfield, an ex-school teacher, seems to have confidence in the profession. As his special assistants, he has appointed three ex-school teachers, viz.: Blaine, Woodburn and Kirkwood.”

The superintendents of schools, in the state of Idaho, had their conference in the capital city of Boise, on the 2d of March, 1881, at the call of the Association, and were presented with the following important matter, viz., the report of the committee on public school instruction.

The report of the committee was considered in the House of Representatives, and was adopted by the vote of thirty-one members in favor of it, and twenty-nine against it. The committee was composed of the following members: Messrs. L. H. White, G. W. Butler, H. D. Heaton, C. W. White, and H. R. Cady.

The committee were instructed in the following language: “To consider the advisability of the establishment of a state normal school for the training of teachers, and to report thereon as speedily as possible.”

The report of the committee showed that the establishment of a state normal school was not only a necessary, but a desirable, measure, and that the time had arrived when the state should enter upon the work. The committee recommended that the school should be established, and that the state should provide the necessary funds for its support.

The committee further recommended that the school should be located in the eastern part of the state, and that the curriculum should be such as to prepare the students for the work of the public schools.

The committee also recommended that the school should be endowed with a liberal fund, and that the state should provide for the maintenance of the students during their course of study.

The report of the committee was referred to a committee of the whole house, and was finally adopted, with some amendments, and was ordered to be printed.
The average number of teachers required to supply the schools of Indiana is 11,902. The number now holding licenses to teach is 13,978. There are fewer persons holding licenses in Adams, Benton, Brown, Cass, Clark, Crawford, Delaware, Dearborn, Delaware, Franklin, Huntington, Jackson, Lawrence, Martin, Miami, Ohio, Pike, Porter, Posey, Pulaski, Sullivan, Wabash, Warren, and White counties than there are schools, the deficiency ranging from one to eighty in a county. In all counties not enumerated there is an excess of trades; this oversupply ranging from one to one hundred and forty-three in a county. Whately has only 116 places to supply, while it rejoiced to record the total of 497 licensed teachers. Marion has only thirty more than is demanded for home consumption. Huntington must import at least thirty-two, and White at least seventy-three to supply the home demand.

NEW JERSEY.

The State offers to give $20 the first year to every public school that will raise a like sum for a library, and $10 each following year, provided the school graduating class of the college has schools. The most notable is that in many of our cities special interest is taken by teachers and pupils to profit by the offer, and entertainments, exhibitions for the purpose of raising funds are popular. The libraries are not to be so much circulating as reference libraries. Under proper restrictions, however, scholars are allowed to take the books from their homes. The books thus far selected are mainly choice biographies and histories, instructive stories of travel, all within the grasp of the pupils' immature minds, and Encyclopedias.

At the teachers' institutes and in the schools much has been said lately to encourage scholars to read more. Increased attention is given also to composition and language. The distribution of the pen-and-ink is a part of the pupil's exercises. This has led the children to study dictionaries and to provide themselves with small editions of Webster or Worcester. In one school at Trenton, two hundred children have dictionaries. Another new feature of some of the schools is a reading table, to which books and magazines are contributed by the pupils.

GENERAL EDUCATIONAL NOTES.

The following table states the number of primary schools in each of the principal states of Europe, and in Japan, together with the school population of each:

<table>
<thead>
<tr>
<th>Countries</th>
<th>No. of Schools</th>
<th>No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>5,166</td>
<td>2,301,000</td>
</tr>
<tr>
<td>Bavaria</td>
<td>15,486</td>
<td>1,599,016</td>
</tr>
<tr>
<td>Belgium</td>
<td>7,929</td>
<td>887,749</td>
</tr>
<tr>
<td>Denmark</td>
<td>2,048</td>
<td>243,030</td>
</tr>
<tr>
<td>England and Wales</td>
<td>17,166</td>
<td>3,710,843</td>
</tr>
<tr>
<td>France</td>
<td>71,547</td>
<td>4,716,935</td>
</tr>
<tr>
<td>Ireland</td>
<td>3,588</td>
<td>1,031,078</td>
</tr>
<tr>
<td>Italy</td>
<td>47,441</td>
<td>1,031,078</td>
</tr>
<tr>
<td>Japan</td>
<td>25,459</td>
<td>1,031,078</td>
</tr>
<tr>
<td>Netherlands</td>
<td>3,052</td>
<td>846,775</td>
</tr>
<tr>
<td>Portugal</td>
<td>4,610</td>
<td>190,131</td>
</tr>
<tr>
<td>Prussia</td>
<td>34,958</td>
<td>4,097,770</td>
</tr>
<tr>
<td>Romania</td>
<td>3,335</td>
<td>1,031,078</td>
</tr>
<tr>
<td>Russia</td>
<td>25,077</td>
<td>1,031,078</td>
</tr>
<tr>
<td>Saxony</td>
<td>2,134</td>
<td>451,374</td>
</tr>
<tr>
<td>Scotland</td>
<td>2,085</td>
<td>508,452</td>
</tr>
<tr>
<td>Spain</td>
<td>1,217</td>
<td>415,604</td>
</tr>
<tr>
<td>Switzerland</td>
<td>8,770</td>
<td>598,354</td>
</tr>
<tr>
<td>Sweden</td>
<td>19,685</td>
<td>417,754</td>
</tr>
</tbody>
</table>

It would be impossible to enumerate here the educational spirit that prevades the grand old Keystone State more strikingly than in the following paragraph, now traveling on the circuit of the press:

"A school-teacher in Berks County, Pennsylvania, has whipped fifty-eight pupils and had fights with seventeen fathers since November 1st. During the holiday season he breaks colls and hunts wolves. Since Yale College began to confer literary degrees, in 1701, it has bestowed 11,995 degrees on regular graduates and 935 honorary degrees. The trustees of the Massachusetts Institution for the Blind are endeavoring to secure a permanent fund, the income of which shall be used in printing books with raised letters for the use of the blind. It is proposed to furnish all the schools in New England at least, with every book printed, with a view to the benefit of the blind and all graduates of the institution and others."

Abraham L. Dickstein, of Herrington, Limberg, Germany, is a pedagogue who is still teaching school at 104 years of age, at a salary of $30 per annum, and he has received no more than that sum for sixty years.

There are 6,379 schools in Austria without libraries. Four thousand seven hundred and eighty-three places have been temporarily filled with individuals who have entered the 1,500 schools that are provided, altogether, as even these untrained individuals are beginning to become scarce.

Mt. St. Mary's College, of Emmitsburg, where Archbishop Carroll was once a professor, is now, in a beautiful, harmonious, and convenient building, with a gymnasium, offices for the President, the Vice President and the Treasurer, and a lecture and apparatus room for the Professor of Physics. Mrs. I. J. B. Stiles, of New York, has given $25,000 for a residence for Prof. Barris of the Divinity School. Her husband gave $20,000 ten years ago to endow the Elia chair occupied by Prof. Barris, and Vienna supports five seminaries for the training of teachers, the most prominent of which is the Pädagogium, under the control of the eminent educator, Director Dr. F. Dittes. During the last ten years the city has lost more than 1,500 public and parochial schools of school-houses. In 1879 the expenditure for every pupil in the public schools amounted to 34 florins (about $17).

Two thousand two hundred and one communes in Hungary have no school at all, and 47,601 children of school age do not attend one. Tyrol had in 1880, 1,503 public elementary and burgher schools and forty-nine private schools. The number of children between the ages of 6 and 14 was 133,434; taught by 1,359 male and 921 female teachers; 537 in the public libraries, and 396 in the training of teachers. Tyrol has five seminaries, viz: three for males and two for females.

If the educational standard of a country is to be judged by the number of its institutions of learning, then Baden stands highest among all German countries. Baden, with only 1,750,000 inhabitants, has two excellent universities (Heidelberg and Freiburg), one polytechnical school at Karlsruhe, which is considered one of the best in the world, and which is at present patronized by twenty-two American students; nine gymnasiem (classical secondary schools), four gymnasien, seven realgymnasien (non-classical secondary schools), twenty-seven higher burgher schools, eight high schools for girls, seven teachers' seminaries, and forty-five technical schools. The primary schools number 1,937, and the primary school pupils 245,396.—Exchange.

The Hardy prize speaking at Amherst College for the $100 prize for an exposition speaking on the 29th. The contestants will be Isaiah C. Smart, of Albany, N. Y.; Chas. B. Spahr, of Columbus, Ohio; Giles H. Sturlow, of Windsor, N. Y.; Daniel Nason, of Westborough; Chas. J. Murdock, of Trenton; Dr. T. M. B. Ander; Henry C. Hall, of Ashfield, and Willford L. Robbins, of Boston.

The Delaware Assembly has agreed upon a bill providing that $6,000 shall be distributed by the Delaware Association for the Education of Colored People entirely to the different schools of the State to get $800. For fourteen of the colored People of Delaware have been working hard to get education with no help from the State. They were poor and ignorant and without influence; but in spite of the obstacles almost insurmountable, they have gone on, and we think success will be theirs. Others are unsuited to it by their own exertions, established, and maintained a system of schools that would do credit to people having much more means and ability.—N. Y. Tribune.

The Michigan Legislature has just passed a school law creating for Detroit a new Board of Education of twelve members, to be elected from the city at large; they are all to be chosen at the spring election this year, and after the election the twelve are to draw lots for long and short term; six of those drawn will serve twice the term of five years; every second year thereafter six members will be elected to serve four years; they go into office July 1, and the present School Board is legislated out of office on that date. The Detroit Post and Tribune says that "under this bill the School Board can not be controlled by small constitutions. Little and irresponsible cliques in rootten borough wards cannot pack the Board of Education with men who represent nothing but the corruption which selects them, and who have neither the mental endowments to comprehend the educational necessities of the city nor sufficient interest in it to seek to better qualify themselves for its responsible duty." The Commencement week at Wesleyan University, Middletown, Conn., will be of unusual interest to the alumni and friends of the college. The first baccalaureate of President Beach comes on Sunday, June 26, and the University sermon in the evening will be delivered by Dr. N. C. Brown, of Hartford, class of 1863. Wednesday and Thursday will be devoted to the semi-centennial celebration authorized by the trustees at their last meeting. The alumni gathering comes on Wednesday evening, President Beach giving the address of welcome, to which Bishop H. W. Warren, class of 1835, will reply. In the afternoon an historical address will be delivered by Rev. Dr. James M. King, of New York, class of 1862. The orator of the occasion is ex-President and Bishop Cyrus D. Foss, and the poet is S. H. Olin, of New York. Son of ex-President Olin, and a member of the class of 1867. A social gathering, with addresses of a memorial character, will occupy the remainder of the evening. The main feature of the exercises of Thursday will be the commencement dinner, for which several speeches are promised.

There is a serious drawback to the general efficiency of our public schools. It is the want of thoroughly qualified teachers. Many of the teachers in these schools, as in other primary schools, are utterly unfit for their position. Some of them are so weak because they have not had the training by which they do not understand the simple branches in which they are to give instruction. Some because they have not the requisite skill—they are not apt to teach. Some because they have no taste for the can—they have no love for children and desire for usefulness. Others are unsuited to it because they are not so intense and absorbing in their work as to make it their profession, and not only are we doing what we are not qualified to do, but we are doing it in a way that is wearisome to teachers and unsatisfactory to them. They have entered upon it only as a stepping-stone to some more lucrative employment. Their thoughts are turned on other subjects.—Rev. Dr. Saylor.

Mrs. Mary N. Bliss, of Columbus, Ohio, has given $10,000 to Kenyon College for the building of a new hall to be called Hubbard Hall, as a memorial to her deceased brother, J. H. Hubbard. Mr. Hubbard was, as the Kenyon catalogue states, for a residence for Prof. Barris of the Divinity School. Her husband gave $20,000 ten years ago to endow the Elia chair occupied by Prof. Barris, and...
School Law.

IN IOWA.

Attorney-General Baldwin, of Indiana, has given his opinions upon several questions in school law recently submitted to him by the State Superintendent, Hon. James M. Bissel. The first of these opinions, which involves a nice question of taxation, is given at some length. The second one is of special interest to teachers, who are sensitive on the subject of fines for non-attendance upon institutions. The Attorney-General writes:

Mr. Hon. John M. Scott, Chairman of the Committee on Public Instructions:

Six: I have the letter of James M. Kelly, School Trustee of Edinburg, which you have referred to me, wherein he asks if the father living in township A is transferred to township B, or to some town, city, or other county, the mother owning real estate in township A, case this real estate, if taxed for school purposes in township B, or the town or city or the other county? I think it cannot.

By section 14 of the school law (1 R. S. 778), the Township Trustee must make an enumeration of the children over 6 and under 21 years of age, and shall list the names of parents, guardians or heads of families, male and female, having charge of such children; the word "parents," is explained and qualified by designating the one having charge of such children, whether that be a male or female. By section 16, when a person can be better accommodated at the school of an adjoining township, etc., the trustee at the time of making the enumeration shall transfer such person to the adjoining township, etc. By section 17, "each person so transferred for educational purposes to a township, shall annually pay to the treasurer of such township, $100.00, a sum equal to the tax levied, computing the same upon the property and poll liable to tax of such person in the township where he resides, according to the valuation thereof, which shall be collected by the treasurer of such township, from the personal property of such person, and so paid to the township in which he resides." By section 13 the County Auditor "shall extend said assessment to the taxable property of the person transferred, which is situated in the township to which the transfer is made, and to the property and poll of the person transferred, situate in the township in which the person resides." The phrase "person transferred," in section 13, "person" in section 16, and "each person so transferred," in section 17, means the same "parents, guardian or heads of family" named in section 14, namely, the one having charge of such children.

The other is the head of the family, and as such has charge of the children, and has the power to have his children transferred for school purposes, even against the will or wish of the wife. But he has no control over her property. He could not not hold over her property; but he could not, in the absence of another transfer, transfer his wife's property for school taxation and thus submit it to a greater or different tax without her consent. I think, therefore, the wife's property is subject to taxation. In all similar cases the wife should join in the application for the transfer, and the trustee take her written consent for the taxation of her property if the application is granted.

OTHER OPINIONS.

1. Where a school teacher has no notice when an institute will be held in his district, and he is negligent in ascertaining the date thereof, he is not liable to a forfeiture of $500, assessed by the Township Trustee to inform the teacher when and where an institute will be held, and it is not the duty of the teacher to go to the trustee and find out the date thereof.

2. A teacher contracts with the school township through his trustee, and although the trustee squanders the township's funds, and his bond is worthless, the teacher has no right to pay the contract, and thus incur any expense.

3. Where the Township Trustee employs a Township Librarian he has authority to make a contract to pay him so much per year. The power to appoint a librarian gives the trustee the power to secure the acceptance of the contract.

IN MINNESOTA.

The following is the text of the bill creating the High School Board of Minnesota, as enacted by the late legislature.

AN ACT FOR THE ENCOURAGEMENT OF HIGHER EDUCATION.

Be it enacted by the Legislature of the State of Minnesota:

First.—That there shall be established in the city of St. Paul, a California academy an endowment of $50,000, and $50,000 to the Washington and Lee University, $30,000 to the Orthopedic Hospital and $50,000 to the Episcopal Hospital, the three latter institutions being located in Philadelphia.

Mr. Moses Hopkins, brother of the late Mark Hopkins, has just given to a California academy an endowment of $50,000, the largest sum yet bestowed in that State.

George J. Seney, president of the Metropolitan National bank of New York, has given $50,000 each to Emory college, at Oxford, Ga., and the Wesleyan female college at Macon.

H. W. Wright, a graduate of the Albany medical school, was murdered by a gang of roughs at Newton, Conn. Three persons suspected have been arrested.

Charles Schoonover, of Michigan, who is delivering temperance lectures in central Iowa, is but 14 years of age.

Consumption Cured.—An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumptive and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative properties on hundreds of cases, has felt it his duty to make known and supply suffering fel lows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge to all who desire it, this recipe, in German, French or English, for a small donation of half a dollar, accompanied by address with stamp, naming this paper, W. W. SHERAR, 149 Powers' Block, Rochester, N. Y.
THE SCHOOL ROOM.

LITTLE THINGS.

Some careful philosopher has said that there are no “little things” in life. Are there? Considered in the aggregate they are none, for little things, taken together, make up the great things of life, and even life itself.

The teacher who would be successful, must look with care and diligence to the little things of his duty. He who neglects them will certainly find that they constitute no small element in his certain failures. Among these things are the order of movement in classes, the manner of the teacher to the pupils, the posture of the pupils, manner of passing from the class to the blackboard, and a score more of things which must not be neglected or they will grow into such a source of disorder that the teacher will strive in vain to cope with them.

Let every teacher consider the details of his work carefully, and endeavor to have everything, whether it seems to him important or unimportant, done in the best possible manner. Remember that care in the little things will help him to discipline his school more than any “great thing” which he could accomplish.

USE FAMILIAR THINGS.

Dr. Arnold, of Rugby, was once asked why he gave so much time in his teaching to the study of familiar things. His answer is worth remembering, so applicable is it to every branch of study. He said: “I wish my boys to drink from a running stream rather than a stagnant pool.”

Let the earnest teacher take this pithy saying for his motto in every department of teaching. Let him not only labor first to teach the child thoroughly what he should know on the subjects that concern “practical” science, but thoroughly what he should know on the subjects that concern practical life. Teach what the chemistry of common life is, before you begin the study of the phenomena of nature; teach the nature and use of algebra, before you begin the study of running water. Teach what is known about the picture. Tell them a short story about some word that they know very little of, before you lead them into the more difficult paths of knowledge. Use familiar things as beacon lights to show the way through the mazy paths of abstractions.

POLITICAL ECONOMY IN SCHOOLS.

R. E. Dagdale, Secretary of the Society for Political Education, in a letter to the editor of the School Herald, Chicago, makes mention of an instance in which he has seen political economy taught to young children. He says: “One of the most successful teachers of the young in this country has instructed children of nine years of age in the elementary laws of political economy. The method he used for this purpose was what he termed the “Scientific” method. He would discuss the ordinary incident which would engage a child’s attention, sometimes from a newspaper, sometimes from an article of manufacture, and by a skillful questioning of the child, first elicit what the child knew concerning the matter. If he discovered that the pupil comprehended some obvious fact, he would gradually lead him up from this to the economic law which lay behind the fact. The marble with which the boy played would be shown to be the product of labor, and the penny with which the boy purchased it was to pay for the labor. By successive stages of questioning, this primary economic fact was gradually elaborated until the question of division of labor, or exchange, and of the mental or moral qualities which are necessary for modern civilization, was gradually brought out. The point to be observed in all this is, that he would handle any circumstance, so that the child would feel that he had made the discovery himself, and lay behind the fact; and that this teacher was singularly successful must be owing to his having used a method of instruction which is adapted to the young and the uninformed. I think any teacher who would make the same skillful use of the current events of the day would be able to teach young children the essential laws of political economy and political science.

LITTLE WAYS WITH LITTLE ONES.

The following remarks from a paper with the above title, read at the Teachers’ Association of Columbiana County, Ohio, recently, gives some suggestions primary teachers may find useful. Some of the exercises we would advise them to omit, or resort to very seldom. The spirit of this teacher is admirable.

I do not believe in a perfectly-subdued primary school, at least my children should learn to listen half as much as when things are bright, lively, and vivacious. I am always delighted when they can do disorderly school-room acts in an orderly, quiet manner. At most times, I have found by experience, that they will perform these acts better if they are allowed to do them. When, as the children come in the school-room, I can tell what the day will bring forth, unless they are checked and subdued. They are noisy, restless, and ruder than usual.

I have often found by going through the opening exercises in a calm, quiet manner, hardly speaking above a whisper, that before I was ready to commence work every one was ready to attend to lessons.

I always require that each one shall sit up straight, elbows against the back of the seat, and hands clasped while the pencils and sponges are being passed, as I think those few quiet minutes before the commencing of work have a quieting influence on the rest of the day. Little drills in the moving of feet have often aided me in keeping order; for instance, some day, when they are particularly noisy with their feet, I have them raise one foot and see how quietly they can set it down; the same with the other; now with both; then move them front, now back, to the right, to the left, and in this way teach them how to move them quietly, instead of prohibiting them to lift their feet from the floor, as some teachers do.

Especially in teaching beginners to read, do we not need all the ways we can know of, hear of, think of, and dream of? If you watch little children at play, you will see how soon they tire of a new toy or a new way—they are forever wanting some variety to conquer; so in their lessons, if the same humdrum plans are gone over, day after day, the children lose interest in them.

I always have a preparatory lesson before the lesson in reading. We talk about the new words. I have them say something with each of the new words in. Read the place in the lesson where the word occurs; tell me the meaning of the word (to have them closely observe how the word looks.) Talk about the picture. Tell them a short story about some word that they know very little of, and then as I always print the new words on the blackboard, and both print and write for the more advanced class, I require each one to be able to tell the words as I point to them, skipping around.

To keep their attention I appeal to their imagination; and you can not think these will not all enjoy the things which we imagine. Did you ever hear the story of the father who was out walking with his little boy who became very tired and insisted that his father should carry him. Instead of doing it the father asked him to think of “running water.” The little boy took it, and was soon prancing along, enjoying his ride, and forgetting all about being tired.

So in my classes; some days we take rides, and all those who pay good attention and read well, get to go. Other times we have parties, and all those who stand up straight, like little ladies and gentlemen, and have a good lesson are invited; or on some days we go to the woods. Of course each “pretend,” as we call it, must correspond to the lesson, or the pupils are not impressed with the words.

The lesson about cab and, and, nag, ham, man, would do for the ride. “We will pretend that all those who have a good lesson can go with me to take a ride in the cab.” Then point to the cab. “Now what must we have besides a cab? Horses? Yes; but as we are little folks, we shall want little horses,—nag! Yes, that is right, here is the word nag. Now we have a nag and cab. Do you see this little word and? Be sure to look at it well for I am afraid some of you will forget it. Shut your eyes and see whether you can think how it looks. Now a cab won’t hold very many, so I am afraid I can’t take all, but the very best”

This may all seem very foolish, but we enjoy it, and by their little faces I can tell how disappointed they are when they do not get to go to the “pretend.” Other times I have turned the cab into a coach indicated by the words. If it is race, I have some one run; if walk, some one walk across the room; if wind, I let some one get out of doors and see whether he can feel the wind, or some one go to the window and tell me what the wind is doing.

FEES OF DOCTORS.—The fee of doctors is an item that very many persons are interested in just at present. We believe the schedule for visits is $5, which would tax a man confined to his bed for a year, and in need of constant attendance over $6,000, and yet he must go alone! And one single bottle of Hop Bitters taken in time would save the $1,000 and all the years sickness.—Post.

HORSFORD’S ACID PHOSPHATE FOR ABUSE OF ALCOHOL.—John P. Wheeler, M.D., of Hudson, N. Y., says, “I have given it with proved and beneficial effect in a case of incontinence of the brain from abuse of alcohol.”
GOOD READING.

THE HAPPY MAN.

By day no biting cares assails;
My peaceful, calm, contented breast;
By night my slumber's never fail
Of welcome rest.

Soon as the sun, with Orient beams,
Gilds the fair chambers of the day,
When I trace the murmuring streams
That wind their way.

Around me nature fills the scene
With boundless plenty and delight,
And touched with joy sincere, serene,
I bless the sight.

I bless the life creating Power,
Exerted thus for frail mankind;
At whose command descends the shower
And blows the wind.

Happy the mortal thus at ease;
Content with that which nature gives,
Him guilty terrorns never seize;
He truly lives.

—Chambers' Journal.

THE EDUCATED GIRL.

Miss Pallas Eudora Von Blurry,
She didn't know chicken from turkey;
High Spanish and Greek
She could fluently speak,
But her knowledge of poultry was murky.

She could tell the great uncle of Moses,
And the dates of the war of the Roses,
And the reason of things—
Why Indians wore rings
In their red, aboriginal noses.

Why Shakespeare was wrong in his grammar,
And the meaning of Emerson's "Brahma,"
And she went chopping rocks
With a little black hoe,
And a small geological hammer.

She had views upon co-education,
And the principal needs of the Nation,
And her glasses were blue
And the number she knew
Of the stars in her constellation.

And she wrote in a hand-writing clerky,
And talked with an emphasis jerky,
And she painted on tiles
In the sweetest of styles,
But she didn't know chicken from turkey.

—Register.

We'll whisper to Pallas Von Blurry,
However pretentious and perky,
That she'd get at this College
Some practical knowledge
By which to tell chicken from turkey.

—Quarterly, published at Ames College, la.

THE IVORY PALM.

One of the most singular trees of tropical countries is that of which a description is here presented. Unlike in appearance, in all respects, to any of the different forms of vegetation at the north, unless it be an imitation in gigantic size of the Ostrich farm, it is equally as strange and remarkable in the character of its production. Many of our readers, probably, have seen small toys, and useful articles, made of a substance known in commerce and trade as vegetable ivory; this substance is the product of the Phytelephas. The tree first became known to the world through the Spanish settlers of Peru, but since then it has been found to be a native of New Grenada and Ecuador. The true ivory is, however, limited to two or three species of the genus Phytelephas, which at first is soft and pulpy, in the ripe stages of its growth the fruit becomes covered for its pulp covering; the pulp is described as yellow, sweet and oily, and a spoonful of it added to a little water and sugar constitutes a beverage the most refreshing in the country affects. In each lobe of the large, oval, or almost spherical, seeds or nuts, with a hard covering which is smooth and shining and of a grayish brown color. In these seeds are enclosed the substances known as vegetable ivory; this is the albumen of the substance that corresponds to the meat in the coconuts. In the first stages of its growth the fruit contains a clear and tasteless liquid, which is a precious boon to the thirsty traveler; later the liquid becomes milky and sugary, and begins to thicken and becomes the hardness of ivory. The liquor of the young fruit turns to vinegar when the fruits have been separated a few days from the trees. Bears, wild boars, and other wild animals are very fond of the young fruits. The shells of the nuts separate easily from the meat, and, when quite dry, becomes very white and hard. It is fashioned by the turners into the heads of canes and umbrellas, Ihele cases, keys, buttons, and a great variety of other small articles. The leaves of the tree are used by the aborigines of the country where it grows, to thatch their huts. The word, Phytelephas, is formed from the Greek words, phyton, a plant, and elephas, an elephant, thus signifying the ivory plant.

There are at least two species of the Phytelephas, and the one here described is P. macrocarpa. It is said to grow only in dense forests, and is not found in the open plains. It has been cultivated in large plantations in Europe, but we have never heard of it in this country. In time, some enterprising amateur with ample convenience will probably number it among his rare specimens.—Pick's Mag.

LABOR OMNIA VINCIT.

We have recently had brought to our notice a remarkable example of the truth of the adage that labor conquers all things.

In 1866 a young man who had been blind from his birth applied for admission to Columbia College. After passing an excellent examination in Greek and Latin, he was admitted. He took at once a good rank in scholarship, which constantly improved, till at the close of his four years' course he was adjudged worthy of the title of the Latin salutatory at the commencement, the only one in his class. He conquered his position by the most assiduous labor, under circumstances that might have appalled even a courageous man in the possessions of his family. He had procured under his direction, or prepared himself, upon card-board, in raised letters and diagrams, the whole of the every-day lessons in classics, and the necessary mathematical figures, such preparation often costing him three hours' labor for one lesson. With his raised letters and diagrams he could, by his delicate touch, read and demonstrate with great facility. His mind was eager and incisive, and his recitations became models of clearness and accuracy. Difficulties in this seemed to surround him. He took high rank in every study, but excelled in mathematics. His fine mind and unfailing spirit never rested till all difficulties had been overcome, and he was master of the subject. After graduation he taught primary pupils, and in such intervals of leisure as he had he continued and added his study of mathematics. Some two or three years had he studied, when he found that the satisfactory solution of a problem upon which he was engaged required a knowledge of the calculus of variations—an abstract branch, to which he had paid little or no attention. He immediately, saw more, began a thorough investigation. He gathered, by purchase and from private and college libraries, all that was to be had upon the subject. He found that nothing of importance concerning it had ever been published by an American author; that the only systematic work upon it that ever appeared in English, published in England thirty years ago, was out of print, very difficultly obtainable, and that since its publication the subject had been greatly extended and improved by the labors of English, French and German mathematicians; that the results of these labors were inaccessible to the general reader, being contained in communications to mathematical journals and learned societies, or in certain special works. He thereupon undertook the preparation of a treatise which should present in a simple manner everything at present known concerning this branch of mathematics. He knew nothing of the elements of descriptive geometry; he had translated to himself, often by people who could simply translate the words and not the sense, the French and German essays; and, thus, in physical darkness, but in the clear light of his own mind, he wrought simplicity out of complexity. The only method by which he could hope to effect the object before him was to increase the embarrassment under which he labored. * * * To this amanuensis he dictated his work, which is now completed, and is believed to be a thorough, simple and thorough, complete and thorough work in the English or, perhaps, in any other language. The name of this work, which would be a credit to any man, and which, under the circumstances, is simply marvelous, is "A Treatise on the Calculus of Variations," by Lewis B. Rhorer, of Flashing, Queens county, N. Y.

He has one more difficulty to overcome in connection with it, and that is in its publication. His publisher requires subscriptions for 300 copies before he will undertake it, and then Mr. Carl, besides giving away his labor of years, has courageously undertaken the procedure. There can be no doubt that he will succeed, for surely labor, properly directed, conquers all things.—Harper's Weekly.