6. A roller is 10 feet long and 12 feet in circumference; how many times will it turn while rolling a field containing nine acres?

7. By selling 37½ inches for a yard, I lose $40; the cloth being worth 80 cents per yard; how many yards did I sell?

8. What is the smallest number that can be added to 189⅛ so that the sum may exactly contain 12½?

9. What is the difference between 7½ sq. ft., and 7½ ft. square?

GRAMMAR.

CLASS IV.

1. Compose sentences to show you understand the use of the comma, period, exclamation mark, and point of interrogation.

2. By means of examples show that the same word may be used as different parts of speech. What is meant by a part of speech?

3. Write a list of words having silent letters. How do we know when a letter is silent?

4. Give examples of the following sentences: (*a*) Compound; (*b*) Complex; (*c*) Simple; (*d*) Ambiguous; (*e*) Affirmative; (*f*) Negative.

5. Name the moods. Illustrate each by an example. What is the difference in meaning between: "If I was there" and "If I were there?

6. Analyze: "*Mankind* can hardly *be* too often *reminded* that *there* was once a *man* named *Socrates*, between whom and the legal *authorities* and public opinion of his time, there took place a memorable collision."

7. Parse the italicized words. Rewrite, changing the voices of the verbs. Give meanings of all the words having three or more syllables.

8. How do you know when analyzing what should go in the completion and extension?

9. Carefully write six common rules of Syntax. Explain how each may be violated.

DRAWING.

CLASS IV.

1. Classify angles and triangles. Draw one of each and write its name opposite.

2. Name the different kinds of four-sided figures. Illustrate and define each.

3. Define radii, diameter, circle, circumference, chord, arc. Make a drawing and write the name of each of these terms on the part that explains the term.

4. Make all the letters of the alphabet that can be made without the use of curved lines.

5. How do the diameters of an ellipse differ from those of a circle? Tell how to lay out an elliptical plot in the garden.

6. Draw a right angled triangle. On one side describe a square; on another, an oblong; on the other, an isosceles triangle.

7. Show by diagram that you understand the division of the earth into zones.

8. What is the difference between the curve of a circle and that of an ellipse?

9. Give an example of one or more of those forms that you think the prettiest.

A good story is told concerning the first nomination of Col. Pickett as State Supt. of Schools of Kentucky, near the close of a long nominating convention for State officers. Gen. Breckenride, a leader in State politics, rose, under the five-minute rule, and said: "During the late war there was a chaplain in one of our regiments who distinguished himself by great self-sacrifice and self-forgetfulness. I have seen him with my own eyes care for the wounded, administer medicines and comforts to the sick and suffering, and consolations to the dying. On one occasion I saw him aid a Northern soldier, and he actually took the shoes and socks from his own feet and put them on the feet of a suffering and needy enemy. In view of such noble action to friend and foe, I take pleasure in nominating J. Desha Pickett, the chaplain to whom I have referred, for the office of State Supt. of Public Instruction." The speech was electric, and when Adams Co. was called, the chairman of the delegation arose and announced, "Adams Co. gives thirteen votes for 'Old Socks,'" and the whole convention followed with a burst of applause that was unprecedented, even in the enthusiastic Democratic State of Kentucky. It is needless to say that "Old Socks" was elected, and still holds the educational fort.—*New England Journal of Education.*

Sing on! we sing in glorious weather,
Fall one step over the tiny strand;
So narrow, in sooth, that still together,
On either brink we go hand in hand.

Jean Ingelow.

Practical Department.

ARTIFICIAL STUPIDITY.

Stupidity is of many kinds, and springs from a variety of causes. There is a stupidity which manifests itself in general intellectual incapacity; there are special forms of stupidity showing themselves in particular directions, but quite compatible with great intellectual ability in other respects. Stupidity, both general and special, is, in some cases, natural; in others it is artificial. Natural stupidity runs in particular families and races; it seems to go with certain bodily characteristics, and to be developed by certain physical environments. Thus the Bœotians had a bad repute for intelligence among the quick-witted Athenians, though opinion has been divided as to the cause of their stupidity, some referring it to the sensuality induced by the extraordinary fertility of their country, others to the dampness and thickness of their atmosphere. Every country has within its own limits certain districts that have a similar ill-repute. It would be invidious, perhaps, to name districts in our own country famous for the stupidity of the inhabitants, but familiar instances will doubtless occur to most of our readers. Happily there is no form of stupidity which does not yield to judicious treatment. Some of the most illustrious men and women the world has ever seen were notoriously dull and stupid as children.

It is a serious matter, however, to reflect that large numbers of children, naturally sharp and clever, are rendered stupid by bad teaching and bad training. It is marvellous what the least promising children learn, with no other books than dolls and balls and pebbles, and other such unpromising manuals, and with no other instructors than ignorant servants and little brothers and sisters. They acquire a considerable knowledge of the external world: they learn how to use their own bodily powers; they pick up a language which they use with the greatest fluency; they show an intelligent interest in the rudimentary stages of literature, science, and art; they are most eager after information, and sometimes risk the pains of martyrdom to acquire it. Well might fond parents be astonished, as they almost invariably are, at the precocity of their children, and anticipate for the most hopeless of them an extraordinary future. The most dispassionate observer might be led, by what children learn in the first three years of their lives, to expect that they would become prodigies of learning and ability by the time they reached maturity.

But a curious change frequently happens as soon as the child is sent to school. His mental activity is at once arrested; his curiosity abates; his powers of acquisition fall off; he becomes dull and heavy and slow of apprehension. The budding genius has, somehow been converted into something very much like a dunce.

It will not be unprofitable to inquire into the cause of this deterioration. If the effort of school education be to repress those powers that it is supposed to call out, it would surely be better to leave children to the teaching of Nature, who, as we have seen, makes something out of the dullest of her pupils, and that in the pleasantest fashion. The most obvious cause of the failure of formal education is the neglect of natural laws. We are in too much of a hurry. Instead of adapting our teaching, as Nature does, to the child's developing powers and growing needs, we ply our little pupils with knowledge about which they do not and cannot care, with the inevitable effect of disgusting them with learning and delaying their mental development. We fly at once to a book as the instrument of education, and the first thing we do with the poor little child, who has hitherto taught himself from the illuminated pages of his daily surroundings, is to set him learning certain cabalistic signs which represent no ideas, and in which it is im-