

to say that this evil necessarily results from the child's contact with an evil world, and that the school is not responsible. But while there is truth in the suggestion that evil is inevitable, and may be expected to come to the child from companions at school, as elsewhere, it is equally true that the school is responsible, to the extent of its most earnest endeavour, to counteract the dangers of evil companionship, and to impress the great lessons of purity and truth, generosity, integrity and affection, upon every heart within its control. This cultivation of the better sentiments, and finer impulses of the heart, is recognized in our statutes as a prominent duty of teachers. And yet I rarely find it receiving any distinct attention. I am well aware that there is no place in the school-room for protracted homilies on moral duties. But the teacher so inclined, and rightly estimating his responsibility in this regard, can easily exert his influence to suppress the wrong and encourage the right and the true. In a thousand ways, sometimes quite unnoticed, he may inspire a love of what is beautiful and good, and frown his disapproval on all that is low and unmanly. Under such an influence, the profane and vulgar have often been reformed, and the whole moral atmosphere of the school-room purified. Parents and school authorities have need to combine their counsels and efforts with those of the teacher, to secure a result at once so desirable and so difficult. Our schools will not have reached their highest success, until they have acquired a more controlling moral power over the children in their care; until they have succeeded in producing a generation of youth better educated in sentiment and principle, as well as in knowledge. It is better children, not brighter, that we most need; children who shall be fitted to adorn and bless the circles in which they will soon become controlling spirits.—*E. P. Weston, Supt. Maine Schools.*

## 8. GEOGRAPHY OUT OF DOORS.

"When about to introduce the study of Geography, the intelligent teacher will take the children out of the school room to the road or fields, where we may suppose a conversation to take place in which the teacher will communicate something like the following,—the children asking questions and also answering those of the teacher.

We will now stand upon the hill opposite the school-house and see what is around us. The objects at our right hand are *east* of us, or in the direction where the sun rises; those at our left hand, or in the direction of the sun's setting, are *west* of us. The field at the right or to the north of the school-house is level, and may be called a *plain*. Sometimes a plain is barren, and then it is called a *desert*.

Beyond the plain are high masses of land, called *mountains*. When a mountain sends forth fire, smoke, and melted stones from its top, it is called a *volcano*. Far off in the north between two mountains, is a portion of low land called a *valley*.

At the left of us is a body of fresh water. This is a *pond*, or small lake. In the lake is a portion of land entirely surrounded by water. This is an *island*, and the point of land extending into the water from the main land, is a *cape*.

The narrow passage of water between the island and cape is a *strait*. From the lake a stream of water called a river, flows on through the valley to a very large body of water called an *ocean*. If we were on the top of the mountain we could see the ocean. The land which is next the water is a *shore* or coast.

As we study Geography we shall learn about some countries that have very high mountains and about others that are mostly level. Some have large rivers and lakes. Some are very cold and others are very warm. Our Geography will tell us the names of these countries, and we can find them on the maps.—*Connecticut Common School Journal.*

## 9. GEOGRAPHICAL FORMULA.

We give a formula, or list of topics for the description of any country, which has been presented at Teachers' Institutes, and may be found useful, especially in advanced classes.—The formula can be abridged or modified to suit circumstances, and it is of course open to criticism and improvement:—

### FORMULA FOR DESCRIBING A STATE OR COUNTRY.

- |               |   |
|---------------|---|
| I. POSITION.  | 1. Local.   |
|               | 2. Mathematical, (Lat. and Long.)                             |
|               | 3. Finite, (Boundaries.)                                      |
| II. AREA.     | 1. Real, (in square miles.)                                   |
|               | 2. Comparative, (with Wisconsin.)                             |
|               | 3. Amount under Cultivation.                                  |
| III. CONTOUR. | 1. Sinuosity, (by coast-lines, rivers, &c.)                   |
|               | 2. Profile, (giving mountains, water-sheds, table-lands, &c.) |

## IV. WATERS.

## V. PHYSICAL FEATURES.

## VI. POPULATION.

## VII. RESOURCES

## PRODUCTIONS.

## VIII. AVOCATIONS.

(In order of importance.)

## IX. CITIES.

## X. COMMERCIAL FACILITIES.

## XI. POLITY.

## XII. CHARACTERISTICS.

## XIII. HISTORY.

## XIV. CURIOSITIES.

1. Seas, Gulfs, &c.
2. Navigable Rivers.
3. Navigable Lakes.
1. Soil.
2. Climate.
3. Salubrity.
1. Total.
2. Fractional, (by nationalities.)
3. To the square mile.
1. Of the forest and sea.
2. Mineral.
3. Agricultural.
1. Agricultural.
2. Manufacturing, &c., &c.
1. Capital.
2. Noteworthy places.
3. Containing 5000 inhabitants.
1. Rail Roads.
2. Canals.
3. Miscellaneous.
1. Civil.
2. Educational.
3. Religious.
1. Individual.
2. Social.
1. First settlement.
2. Admission into Union.
3. Other Leading Events.
1. Natural, (Volcanoes, Cataracts, &c.)
2. Animal and Vegetable.
3. Artificial, (ancient or modern.)

### QUESTIONS.

1. More water by far flows down the Mississippi, than ever reaches the Gulf of Mexico; what becomes of it? *Ans.*—It is absorbed.
2. What is most remarkable about the position of the islands of Great Britain and New Zealand? *Ans.*—One is in the centre of the land, and the other of the water hemisphere.

## 10. THE TRUE EDUCATIONAL DOCTRINE.

In the last semi-annual report of the Hon. John D. Philbrick, Superintendent of the Boston schools, we find the following, which we think will apply to Connecticut just as well as to Massachusetts:

"Our system of public education is founded on the principle, early adopted and constantly maintained by our ancestors, that it is the undoubted right and the bounden duty of government to provide for the instruction of all youth. For this purpose every man is held subject to taxation in proportion to his property, without regard to the question whether he himself have, or have not, children to be benefitted by the education for which he pays. The first secretary of the Massachusetts Board of Education described the foundation of our common school system in the three following propositions:

"The successive generations of men, taken collectively, constitute one great commonwealth.

"The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

"The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; and embezzlement and pillage from children and descendants have not less of criminality, and have more of meanness, than the same offences when perpetrated against contemporaries."

In recognition of these principles, the fundamental law of the state enjoins upon legislators and magistrates in all future periods, the duty to cherish the interests of "Public Schools and Grammar Schools in the towns."

## 11. THE WAY THE ENGLISH BRING UP CHILDREN.

The English bring up their children very differently from the manner in which we bring up ours. They have an abundance of out-door air every day, whenever it is possible. The nursery maids are expected to take all the children out airing every day, even infants. This custom is becoming more prevalent in this country, and should be pursued wherever it is practicable. Infants should be early accustomed to the open air. We confine them too much, and heat them too much for a vigorous growth. One of the finest features of the London parks is said to be the crowds of nursery maids with their groups of healthy children. It is so with the promenades of our large cities to a great extent, but is less common in our country towns than what it should be. In consequence of their training, English girls acquire a habit of walking that accom-