

EDUCATIONAL COLUMN.

B. S. RAMSEY,
G. ESTER JOHNSON,
E. A. KIRKPATRICK } Editorial Com.
Communications on Educational Topics, Reports of Educational Meetings, &c., are respectfully solicited for the Educational Column, and should be addressed to Editor of *Herald*, Box 36, Rock Platte, Neb.

MEETING OF EDUCATIONAL ASSOCIATION.
The first quarterly meeting of the Educational Association of Cass County will be held at Mt Pleasant, beginning on Friday, March 23rd, at 10 o'clock, A. M.

The teachers of the county are expected to be present, and friends of Education are cordially invited to attend. At the last meeting of the association, a permanent organization was effected, and it is confidently hoped, that through the agency of this organization, and the encouragement of parents, patrons, and friends of Education, an impetus may be given to the cause in our own county that will send it upward on the ascending scale.

Cass county must not rank among the lowest in regard to public Education.—The earnestness of Cass will not, *must not* permit this *sliding diapire* to mar their fair fame. Come then to our social as well as educational meeting.

POPULAR EDUCATION.

The subject of popular education claims, and should receive, the sympathy and active support of every philanthropist and Christian, without regard to country or clime. We come now to consider a topic in which every patriot, and especially every true American, as such, must feel a lively interest. Every citizen of our wide-spread country should be fully persuaded that the education of the people is the only permanent basis of national prosperity, not only, but of national safety. This, in theory, is now conceded, and the importance of education is very generally admitted among men, especially in our own country. It is evident, however, that the conviction of its importance is not so deeply ingrained in the mind of society as it ought to be, for it does not manifest itself with all the power of earnest feeling in behalf of education which the subject, in view of its acknowledged weightiness, justly demands.

The object and advantages of education heretofore considered apply equally to men of every nation and clime, under whatever form of government they may chance to dwell. It is otherwise in regard to the political necessity of popular education. Here a particular training is required to fit men for the government under which they are to live. In despotic governments, the object of popular education is to make good subjects, while upon us devolves the higher responsibility of so educating the people that they may not only become good subjects but good citizens—all power originating in and returning to the sovereign people. Only seventy-four years ago, our fathers of the ever memorable Revolution pledged "fortune, life, and sacred honor" to establish the independence of these United States. Under the fostering care of republican institutions, the tide of population rolled rapidly inland, crossing the Alleghenies, sweeping over the vast valleys of the Mississippi, nor resting in its onward course until it settled on the waters of the Columbia and shores of the Pacific. Previous to the Revolutionary war, the English settlements were confined to the Atlantic coast; now the tide of human migration seems to be the shores of the Pacific, where states are multiplying and cities springing up as if by magic. In a little more than half a century, the states of the Union have increased in number from thirteen to thirty, and in population in a ratio hitherto unprecedented, from three millions to twenty-five millions of souls. We stand in the same relation to posterity that our ancestors do to us. Each generation has duties of its own to perform; and our duties, though widely different from those of our forefathers, are no less important in their character or less binding in their obligations. It was their duty to found or establish our institutions, and nobly did they perform it. It is our especial and appropriate duty to perfect and perpetuate the institutions we have received at their hands. The boon they bequeathed to the latest posterity can never reach and bless them except through our instrumentality. Upon each present generation rest the duty and the obligation of educating and qualifying for usefulness that which immediately succeeds, upon which, in turn, will devolve a like responsibility.

COMPOSITION.
Facility in putting our thoughts, ideas and opinions in writing, and thus making our knowledge common property, and often getting our own errors corrected, is assuredly a most desirable attainment. But this desirable faculty can be only attained by gradual practice, and more or less continuous practice. No copy, fluent in speech, can a sorry figure in print. This arises from want of early training, or from great neglect of speaking through the pen. Any one who practices writing out his thoughts, however able to express them on paper, will be able to express them in person better than orally, and just in accordance with the strict character of the duty of every teacher. We would like to see the good of this, we have seen the best methods of this branch of education. We will be glad to see the duty of every teacher to be able to write as well as to speak. We have seen the best methods of this branch of education. We will be glad to see the duty of every teacher to be able to write as well as to speak. We have seen the best methods of this branch of education. We will be glad to see the duty of every teacher to be able to write as well as to speak.

brings ease, and eventually becomes a pleasure. As far as the writer's observations go the usual practice is to give a scholar as young as ten or twelve years of age a subject, or perhaps allow him to choose one, on which he is expected to write a short original essay—if such an essay is really original, and the teacher is faithful to point out its numerous errors, the young and inexperienced author may be discouraged from future efforts of this kind. Now, is this a natural method? Is this the way the infant learns to talk? Look at the infant on his mother's lap—see it looking steadily into her eyes, and gazing with happy wonder at the ever changing features and moving lips, all expressing the sincere affection of her innocent soul. By and by the child begins to see a connection between the food he craves and the sounds uttered, and before long that endearing and universal word "Mamma," greets the ear of the happy mother. Soon the child begins to observe its surroundings, and to connect the sounds it hears with the acts of those who utter them, and finally discovers that there is a better way of making its wishes known than by gestures and outcries. Between this and plain talk there is yet another step—the prattling stage of infancy—the most deeply interesting to every one who feels any interest in the development of the mind. Imitation is the groundwork of all this progress of the infant in learning to talk, and when we want to teach the more matured youth another and a God-sent way of communicating our thoughts to others, we should begin at the beginning. Solomon says "He that ruleth his spirit is better than he that taketh a city." In accordance with this great truth—the first rule to be learned is concentration of thought. Perhaps the simplest way to initiate a pupil into that most difficult task—to govern his own mind—is to require him to copy from a book a given sentence or sentences, with capital letters, punctuation and all, precisely as they are in history. When this can be accomplished with ease and without a single error, the first step is taken, and an important step it is, as the teacher will find on trial. Simple as this plan appears—so little have our youth accustomed themselves to close mental attention to the matter in hand, that many will fail on the first trial. The next may be to change certain words in the copy to others of the same meaning—then to copy the phraseology without doing violence to the author's meaning—and when some progress has been made in the foregoing initial steps, an original production may be tried. If in opinion is correct that a reform is needed in the usual method of teaching so essential an art as composition, then the subject might be amplified to any desirable extent—but, if the above fails to draw the attention of teachers, and fails to enlist a more able advocate of such a reform, there has been enough said already.

According to the statements made by the publishers of the new city directory of Denver, that city contains 15,800 inhabitants. Denver now boasts of 15 barbers' shops, 25 boarding houses, 7 barbers, 20 carpenter shops, 13 dry goods stores, 50 grocery stores, 8 hardware dealers, 24 hotels, 48 lawyers, 10 physicians, 25 meat markets, 12 hat stores, 25 real estate dealers, and 64 saloons. According to these statistics it would seem that every other man you meet chances to meet in Denver, is either a bill presenter, attorney, butcher, saloon keeper or washer woman.

An old deacon in Danbury, Connecticut, in order to give a religious character to his son's mind, presented him with a splendid chronicle, illuminated text.—The words were "Walk in love." This picture the deacon hung up in his son's room in a way so that his eyes might rest upon it as the last thing before going to sleep and the first thing on waking in the morning. The next day the deacon went to work, and in the afternoon taken all the scriptures out of it by placing a corner between the words in love. The old deacon was fearfully indignant, and has lost all faith in chronicles as a means of grace.

BY THOMAS MACKELLAR, Philadelphia: J. B. Lippincott & Co., 1873. 12mo. pp. 336.

I sat me down to build a boat
And set it on the sea afloat:
I wrought it with a loving will:
Putting to task my utmost skill:
I gave it form the highest grace
My hand and eye knew how to trace.
And beautified its every part
According to my native art.
I set the mast, and spread the sail
To catch the softest-breathing gale,
And then I sent it forth to go
Which ever way the wind might blow.
Who knows? It may be lost at sea,
Or come with a vengeance back to me.—*EE*

The Carrier of the Legal Intelligencer (Philadelphia) hands us a verified report of a case before the Hon. Felix Navannum and his associates, in which the carrier of the *Intelligencer* figures as plaintiff, while its contributors are put upon their defense. The plaintiff claims a question.

The judgment, following numerous precedents, is novel only for its frankness. The learned justice says: "Being pressed for time, I can't consider long the weighty questions in this case pro and con. Whether the carrier's right or wrong, I do not say; exactly on this I am left. The plaintiff's claim, but then, I cannot see how judgment will avail him, for he has secured no contract, nor a damage done. And a case of a carrier's right—main well known.—Should rule this case. But, as was early said in *Blackburn* and *Smith*, by one long ago. Although his words still live: 'On principle, I clear.' The case is with defendant; but her principle, judgment's for plaintiff.—*EE*

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