

How K O Battle

THE WEEKLY LEDGER. OFFICE ON FRANKLIN STREET, OPPOSITE THE STORE OF J. W. CARR, Esq.

RATES OF ADVERTISING: One square, one insertion, one dollar. One square, each subsequent insertion, fifty cents.

THE UNIVERSITY NORMAL SCHOOL.

THIRD TERM. Wednesday, June 25. NINTH DAY.

The LEDGER reports have been confined almost exclusively to the lectures, &c., delivered in the college chapel. It being found impossible, even at a Normal School, to be in two places at once, we have had to let those exercises go, which are conducted simultaneously in the various halls outside the chapel.

Prayer and reading as usual. Prof. Ladd again complimented the school upon its punctuality. Mr. Eugene L. Harris of the University, our friend of the Crayon portraits, who has been intending to spend his vacation in Raleigh, but so far has been unable to tear himself from the Normal School lectures, presented each of the scholars this morning with a copy of "The Old North State" and of "Ho! for Carolina."

Prof. Ladd wants everybody to commit them both to memory till we can sing them whenever we choose, and till we all feel like throwing our hats over the South Building.

PROF. M'IVER.

How to develop the faculties of the child's mind? is the question that lies behind the inquiry How shall I teach? In all your experiments apply this test: "Does this develop the faculties?" The bodily senses are the avenues of approach for all knowledge. Cultivate them first.—Cultivate the faculty of attention.—In arithmetic we cultivate the perceptive faculties.—You cannot teach about color by talking. The sense of sight is needed. In geography you teach through the eye. Also in arithmetic, as I have been trying to impress on you.—You cannot attach too much importance to drawing. All our teaching is accomplished by its aid.—It is violating nature to teach a child to reason. It is the thing before his eyes, that develops the idea in the child's mind.—Test your success in teaching by its conformity to nature. Kindergarten work.—Every large school should have a teacher who understands and can teach it. But no school should depend on it to any great extent. Its time is necessarily short.—After the child has learned 10, arithmetic work with him is easy. Arrange numbers, so to speak, in bundles of ten. Take two tens = twenty. Measure the numbers in every possible way—synthetic process.—Then take them apart in every way—analytic.—Develop thought by exhibiting fact. Thought is exhibited in thought and action. When you get to 100 you have ten bundles of tens. Easy to go on to 200, 300, 1,000. By this time you will have taught as much (and much better) as in the old method by the four great rules and the multiplication table.—Teachers in our primary schools ought to be thoroughly well educated.

PROF. TOMLINSON.

on Grammar. Verb has three moods, as said yesterday: Indicative, Subjunctive, Imperative. Two tenses: Present, Pret. Those tenses have three forms, Emphatic, Progressive, and Simple.—Take up the Passive. (This is what may be called Philosophy of the English Language.)

PROF. BLAIR.

on Reading. Thanatopsis read and analysis.

PROF. HOLT.

Lesson in writing. Lesson in drawing.—Free hand.—

PROF. M'IVER.

on Reading. Teacher must read well himself. Make children read their own compositions. Read slowly. (Calls up ladies to read.) Prof. Blair read Barefoot Boy. Discuss on on pronunciation of squirrel. Capt. Dugger read extract from Lady of the Lake. Prof. McIver read Hamlet's Soliloquy. Prof. English read Death of the flowers. Miss Johnson read—also Mr. Corriher, Mr. Bridgers, &c., &c.

PROF. HOTCHKISS.

The United States. Teach people to think on their feet. Make children go to blackboard and give a synopsis of the whole lesson. (Prof. H. uses blackboard and

The Weekly Ledger.

VOLUME 3. FOR THE PUBLIC GOOD. NUMBER 12.

CHAPEL HILL, N. C., SATURDAY, JULY 5, 1879.

THE WEEKLY LEDGER.

SUBSCRIPTION RATES: The WEEKLY LEDGER is furnished to subscribers at one dollar and fifty cents per copy per annum, in advance.

Six months, one dollar. Eleven copies, one year, fifteen dollars. Twenty-two copies, one year, thirty dollars.

Address all orders to "THE WEEKLY LEDGER," Chapel Hill, N. C.

map so constantly, handles his colored chalks in such a masterly way—draws and illustrates and defines with such ease, beauty and clearness that to report his talks is to feel an ignominious sense of having done him injustice.)

Habitable part of North America is from latitude 15 to 50. Man is the creature of the country he lives in. They say the Devonshire cows of England are red because they eat grass grown on a red sandstone. Great mountain masses of North America in the West. Narrow, open to winds, and influences of the Pacific. The two Americas have some likeness. Both extend North and South. Both have great mountain ranges on West, and small ones on East, &c. But the likeness ceases when we look at the water distribution.

Altitude should mean only elevation above sea. Consideration now of face of the continent. Tide-water country, midland—piedmont, &c., &c. The piedmont most beautiful—as lovely as the lovely land of Northern Italy. Blue Ridge, Appalachian—Mississippi valley, &c., &c. Why has the Mackenzie valley so many lakes? The stream is sluggish—the land slopes very little—hardly six inches to the mile. Hence the water stops and spreads out in lakes.

Why does the St. Lawrence run N. E.? To avoid the Atlantic highlands. Beginning in North Carolina and Georgia, these highlands decline to the North, and so afford a place for the Erie canal, and the course of Mississippi river commerce is turned North. * * * Rocks next. Do rocks and continents grow? Description of Rocky Mountains. Limestone first. Next Silurian age. Chapel of Washington—Lee University built of the bones of corals, Devonian sand-rocks. Carboniferous era—vegetation, &c. * * * Every school-room should have samples of all the rocks of the country, brought in and labelled by the scholars.

ON NORTH CAROLINA. The basis of geographical knowledge is that which is around us. North Carolina is the world to the larger portion of its people. The more they learn about it the better citizens they become. * * * Two-thirds of the time given to Geography should be given to your own State. Next to that England. Next to that the Holy Land. Next the rest of Europe, and in the dim distance Asia and Africa.

Takes Orange county—(draws its outlines on board.) This is the way. How good for the pupil to see. Whatever they do, make them do it with all their might—and rapidly. Ought to be able to give map of neighborhood in five minutes. North Carolina as large as England. But London has three times as many inhabitants as all North Carolina. Find out what your State is in order to know what it ought to be. (Draws outline of N. C.) This is the framework. * * * Considers the Gulf Stream and its influences. Fish caught on N. C. coast do not live in that warm water—but in the polar stream; shallow waters inside the Gulf Stream. (Outlines the relief of the State.)

Lines of animal life—vegetable growth, &c. Climatic conditions. Mountain growths, &c. Allendale sound, fresh water—oysters don't like it. Filling up to the Eastward with sand. Fine market gardens there some day as in Eastern Virginia. Dismal swamp described. Great mass of ooze. Ninety per cent vegetable matter. A tremendous mass of vegetation. In rainy seasons it spreads out like a thing of life—above surrounding country, &c.

MISS COE.

The Kindergarten is going on in the same track as last year. The scholars are largely a new set, and to most of them the system is entirely new. Miss Coe herself is as indefatigable and hard-working as ever. Her instructions turn on the same pivot and are often identical with those of the Professors in all the departments. Follow nature. Go slowly. Insist on development of faculties; observation, thought, memory; and let your teaching be objective. Cultivate the five senses.

Thursday, June 26.

TENTH DAY.

School opened with prayer by Rev. Mr. Cheshire. Remarks by Capt. Dugger—by Prof. Hotchkiss. Recommends Scribner's maps, &c.

PROF. M'IVER.

continues on Arithmetic and the way to teach it. (Recapitulation.)

Hasten slowly. Notation and Numeration—spoken word, written word. Arabic method—Roman. How is it than by means of 10 characters we can express all numbers. Roman has 7.—

PROF. TOMLINSON.

In language there must be growth and change. They are the condition of life. If our language did not grow it would be a dead language. Instances given of changes in a living language. Growth of verbs illustrated.

PROF. M'IVER.

Lesson on Reading. Proper pronunciation of letters of the alphabet—phonetically. Labials, dentals, palatals, aspirates, &c. Distinct articulation insisted on. (Discussion followed on pronunciation of common words.)

PROF. HOTCHKISS.

On Europe. (Fine maps accompany every subject.) Why does Tennyson say "Better fifty years of Europe than a cycle of Cathay." He has reason on his side. Life, according to Daniel Webster, is to be measured not by years, but by the passing of ideas, thought, emotion through the mind. Europe is the centre of civilization.—Note its position.—Distribution of waters.—Coast line which is its distinctive feature. All lands deeply penetrated by the arms of the sea have an equable climate. No water comes to it from the East. Moisture from clouds, mists, &c., on the West. Of England it may be said that it is always wet and never wet; always dry and never dry. In a happy state of equilibrium. Middle of Europe low country—bed of receding sea. North Sea covers what once was land. It is a very shallow sea. Relief of Europe. (Blackboard drawing.) Italy, Greece. Many different nationalities in these European "fingers." Flanders the great battle-field of Europe. Spain—cool climate—merino sheep, creature of the highlands.—Mediterranean not a tidal sea. Shallow. Action of hot winds from Africa described. Animal life not so exuberant as with us, &c. Productions. World's great wheat field in the South. Greatest wheat market on earth in Odessa. Its prices regulate the price of wheat in North Carolina. Rich alluvial plain—black earth. Sends wheat to England, the great bread-eating land which raises vast crops and yet imports 100,000,000 bushels. Indian corn a crop unknown. Not warm enough. Season too short. Common people live on rye, oats.—Birds considered. Trees. Interesting to note how human influence has modified nature on shores of the Mediterranean.

PROF. M'IVER.

Europe is the historic continent. Conflict between nations produced that higher intellectual life which is characteristic of Europe. Arabs have been school-masters of the world.—Norsemen adventurous, seafaring.—Great advantage in the mingling of races. Happy now to answer questions. (A number of gentlemen accordingly propounded queries, &c.) ENGLAND—(at night.) Interesting to us all. Worthy our best attention, admiration, imitation. Position. Relief. Climate. (Draws the map as he proceeds. Rocks, rivers, coal fields, iron.—English language progressive. Never hitherto been the language of courts and diplomacy, but a significant fact that at the late Berlin council Lord Beaconsfield opened with a speech in English.—

South of Thames the country is known as the Downs. You pass from tunnel to valley—from tunnel to valley. Ireland mostly level—land of bogs. Snow is rare though it lies between 50 and 55 N. L. English climate moist and genial—causes.—

Rain fall near London only about 19 inches. You always take your umbrella out, but it seldom rains to wet you. A fine mizzle that keeps everything green and growing. Hedger in Devon green all winter, daisies in bloom, &c.—London; know London and you know the world. Thames;—great tides. City proper has 30,000 inhabitants by night, over a million by day. Here centres the world's commerce and wealth. Causes. Farms of Norfolk and Suffolk. Rent of one acre often twenty pounds sterling or \$100. Scenery of Yorkshire. Lake country.—In London at this hour of night, you could read a book standing at a window. In Edinburgh it would yet be broad day.

At "John O'Groats" house," the

extreme north end of the island, they can rear shrubs only by building high stone walls to protect them from the cold winds of the Atlantic.

Scenery—Salisbury crags—Edinburg. Ingenuity how stimulated Larch seed planted thick and the plants pulled up at different periods of their growth to be used in different industries—at one height for pea sticks—at a subsequent growth for hop-poles. Later on for use in the coal mines and for railroad ties. Finally a few left to grow for shade and beauty.—Mother wit in great exercise over there. London founded so long ago the date uncertain. Kensington museum. British.—Speaks of the great china manufactories. Of a set ordered by Empress of Russia, each piece costing \$300; the paintings done by hand. So with every industry—of the best kind. England is a great object school-room, illustrating England's greatness.

Friday, June 27.

ELEVENTH DAY.

Prayer by Prof. Ladd. He compliments the school again on its uniform punctuality. Seldom seen the like anywhere. Great good done themselves by this. Twenty-third psalm recited. Old North State to be learned. Makes the school promise to do it. Knows that when North Carolinians promise to do a thing they'll do it, though they're mighty slow about promising some times.

PROF. HOTCHKISS.

gave a charming lecture upon Arithmetic. Surfeit of text books—mental dyspepsia prevails on the subject. "Adams' Arithmetic" the best.

What is this study for? To train the mind to think. That is of first importance. Second, to give facility in use of numbers. * * * How many of you can read numbers? How many can look round this Chapel and tell at one glance how many pillars are in it? Or the panes of glass are in the windows. None of you can. You can't read numbers. It is just as easy to see how many at one glance as to see what. Teach children to read at sight. How is it to be done? By doing it. Two hours a day should be given to numbers. Not all at one time of course—not even forty minutes at once. Be on your feet at the black-board. Teach them one thing—the figure 1, the word one, and nothing else till they are thoroughly ones. They will soon be hungry for two. Tell them what is to come next day, and they won't want to miss it. * * * We must go from the known to the unknown, from the simple to the complex, from the whole to its parts. Some man will testify in court that he saw only one bear, another that he saw a thousand. They have no idea of number.

Responses should be required the minute you place a thing in sight. The closest wide awake attention. The primary course is teaching ideas. Intermediate course comes next. Let a teacher look at himself, and judge his own work. "What have I done?" All arithmetics in America teach nonsense about Decimals. Take thread and needle and sew up the pages in your books about "Decimals."

Highest stage is solution of problems. Read the problems to them. The boy who doesn't hear it—well, beat him! Take your watch and time them! The time will come when the rapidity with which they will get that problem will astonish you.

PROF. W. B. PHILLIPS.

Chemistry. Combustion continued. Two kinds of it, quick and slow. Slow oxidation of Phosphorus gives a different acid from what we obtain if it is quick. More heat evolved in formation of Phosphoric acid (P2 O5) than in formation of Phosphorous acid (P2 O3). Greatest degree of heat—how generated. (Fine illustrations on blackboard and experiments.) Rate of combustion dependent on rate of oxidation. All combustion is oxidation. * * * Man's lungs are his machine for oxidation. Quick combustion produces Heat and Light. Slow has no Light. (Examples given of difference.) Economy of fuel considered. Slow combustion. Turtles, serpents, crocodiles. In cold-blooded animals Temperature is greatly dependent on and regulated by temperature of medium, but they have also an individual heat producing power. Warm-blooded animals' temperature is high and constant, and in certain limits independent of externals. Birds

have highest temperature of any animals, though of lower rank than the mammalia. (Examples given of animal temperature.) Effect of activity in promoting higher temperature. Change in day and night—sleep, &c. (Examples on black-board.)

PROF. HOTCHKISS.

on Asia and Africa. Asia is the great continent. Sixteen and a half million square miles. More than half the world's population. All its features gigantic. (Illustrations on blackboard showing difference in the disposition of Asiatic and European highlands.) All the features of Asia in grand proportions. Rich in relief—rich in outline. Africa has relief, but no outline. China the oldest civilization, &c.—Asia home of the nations—cradle of the race. Whatever other continents have, put it in the superlative degree and you have the Asiatic features of it. A self-contained continent. "Wealth of the Indies" a proverb which stimulated the discovery of America. (Splendid map to show reliefs, &c.)

Unique in its table-lands. Many nations, many languages. Mountain-passes of Himalayas are above the snow line—impassable in winter. Mt. Everest 29,000 feet.—Animal life considered. No where such poisonous animals—no where such immense forms of life. Twenty thousand deaths in one year from poisonous serpents. Vegetable eating people. Ten times as many can be supported on vegetable food as on animal.—At Mt. Sinai the great pass opens through what was once undoubtedly the bed of the Jordan. Vast plains of Arabia make it an unconquered country; no water, no great river to be the artery of the nation. 'Tis variety that gives life. India owes its importance to its great contrasts.

The great mountain passes between India and Persia have seldom been crossed. Never further than the mouth of the Ganges and laid her hand on the heart of India. It has immense trade, wealth, &c. India house in London gives you an idea. Sofa there covered with precious stones, diamonds, sapphires, emeralds. Not so comfortable as splendid. Precious stones adorn everything. One diamond worth \$300,000 forming the eye of an idol gives us still a small idea of the wealth of India. People not illiterate. Country of the Sanscrit—of a literature as ancient and respectable as of any country. * * * Japan, &c.—smart people. Good mathematicians. Good scholars at Hartford. Shrewd. Trained at home to observe and see. Spice lands. Pepper must have a fiery sun enclosed in its rinds. Our saffras is cousin to the cinnamon and camphor, but sun and rain make the difference. Japan and China land of toys. Invention always at work.

Sight is a faculty. Seeing is an art. Reads extracts from a favorite author. Time now to close these lectures. Thanks for earnest attention in audience. (The whole school rises to express its sense of value received.) AT NIGHT, JUNE 27TH. JACKSON'S VALLEY CAMPAIGN BY MAJ. JED. HOTCHKISS.

Two objects in view by the lecturer. One is to illustrate the connection between topography and history. The other to describe a stern campaign. Heroic virtues are brought out by battle. It is well we should recount these noble deeds and remit them to our children and children's children. The name of Stonewall Jackson should never be allowed to grow dim. Time must only add to the lustre of his fame. Twenty years ago the valley of the Shenandoah was only known as one of the fairest portions of our fair country. The Shenandoah—"Lovely River," is the meaning of the word in Indian tongue. Its only claim to historic notice was that George Washington had surveyed some county lines there. It is only when the genius of history seats herself by the bright waters and fair-fields of a land that it becomes a land to talk of and remember. (Sketches the Valley, towns, rivers, &c., as he proceeds.) This country is the scene of the 3 months campaign of the year 1862. Spring had come. The Confederate army was ready for its onward move. (Draws range of Blue Ridge, unbroken with a water gap for 160 miles.) The intention of the Federal army was to push McClellan to Richmond. McClellan,

lan, always uncertain, wished to outflank the Confederate army. Lincoln, undoubtedly one of the ablest of men, wished him to go straight to Richmond. Jackson with 5,000 men at Winchester. Joe Johnston at Manassas. Banks refused Jackson battle, so he fell back. Ashby, a man of genius, held the rear. Jackson halted at Mt. Jackson.

All the streams run across the valley at right angles to it. Great stone road run through Winchester and Harper's Ferry to Baltimore. Many brave especially of the 21st N. C., have left their bloody track on this road—"Stonewall" Jackson,—origin of the nickname. A man who knew not fear. He had had no advantages of education till he worked his way to West Point—but never could spell;—never wrote a mis-spelled letter. Always kept a dictionary by him;—that, and the Bible, and Napoleon's Maxims of War.—His bravery in the Mexican war. Twice promoted.—His visit to the battlefields of Europe. His religious principles. Observance of the Sabbath, &c.

(Here followed the spirited and thrilling narration of Jackson's campaign, which the LEDGER reporter confesses an utter inability to do justice to and therefore declines the attempt. Perhaps it would be an even greater injustice to report it verbatim, since it is to be often repeated. Its object is, as the speaker states in the beginning, to show the value of topographical knowledge and to describe what by its aid and an indefatigable energy and activity the fiery valor of a great military genius accomplished in one season. The story cannot be told too often nor become too familiar to Southern ears.)

Saturday, June 28.

TWELFTH DAY.

After the usual opening exercises in the Chapel, and some remarks and notices given out by Prof. Ladd, the Normal School Debating Club was in order. Subject: "Shall a special rather than a general course of Education be pursued?" Affirmative, Messrs. Mauney and Johnson. Negative, Messrs. Alderman and Patton. Quite an animated discussion. Negative carried it. Mr. A. L. Phillips joined the general debate in favor of the affirmative, and made a good speech quoting many characters in history who had been successful "specialists."

Sunday, June 29th.

THIRTEENTH DAY.

After divine service, in all the churches in town in the morning, President Battle gave a very interesting and instructive lecture in the Chapel at 4 p. m., on Palestine.

Necessary to understand the political condition of the Jews. Sketch of Roman power—its centralization. Public roads, &c. The Jews considered under Persian rule. Under Grecian, under Egyptian. Jews in Egypt. Syrian rule. The Maccabees. Roman sway. Herod of the Herodian family. (Pedigree stated on the blackboard and the school entreated to understand the three Herods of the New Testament.) The turbulence of the Jews—their internal discussions,—revolts. How Augustus got charge of Palestine. Pilate. John Baptist and Herodias, &c.

Mr. Battle held us all fixed in delighted attention. These are points on which few could stand an examination, though we have been familiar with the names since our Sunday School days. (Continued on Second Page.)

GOODS AT COST!

IN CONSEQUENCE OF CONTINUED bad health the undersigned are compelled to close their business. On and after Monday the 28th of April, we shall offer our entire stock of goods at COST FOR CASH.

No accounts will be made. We beg to call the attention of our customers and the public generally to the fact, that these goods were purchased the past season at very low prices. Any article not of recent purchase will be sold at present value without regard to cost. This is a fine opportunity to buy cheap, and all are respectfully invited to examine. Those who owe us by note or account are earnestly requested to come forward and settle, as we must have money to settle our debts and close our business. Very respectfully,

LONG & NORWOOD. Chapel Hill, N. C., April 23, 1879.