



COMMON BUSINESS LAW IN THE PUBLIC SCHOOLS

Author(s): AUGUSTINE SIMMONS

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through pictures, the English primrose and the cyclamen offer delightful studies, while the frail *Trientalis*, little star flower, woos us to gather it in the woods. But it must be examined on the spot, for it is very likely to wither before we have reached our homes. It will be a keen eye that will at once detect the relationship between this and the shooting star. Here is a stem with a circle of slender, tapering leaves, and two or three white flowers, each with its circle of delicate, pointed petals—stars they are, in truth. These little flowers have also an increased number of parts, from six to eight divisions of the calyx, and just as many stamens and petals. But they are true to their type in essentials, nevertheless, retaining the united sepals and petals, the opposite stamens, and the free central placenta, all of which characterize the family.

If spring has gone, and we have not been able to study the star flower, summer brings us in the humble loosestrifes members of the family, less attractive indeed, but well worthy of our study. Little pimpernel, too, looks up from most unpromising sands with its eyes wide open to the full glare of summer's hottest sunshine, and invites us to pick and examine.

What a strong individuality these flowers have. Structural points are alike, they all bear the internal marks of the same type, but how they differ in outward expression. From plain loosestrife with its homely, everyday cheerfulness lighting up the marshy spots where it makes its home, bright little scarlet pimpernel, the "poor man's weather glass," and hardy English primrose defying cold winds in its determination to welcome the spring with its golden blossoms, through lively, adventurous shooting star, poised for an instant on quivering wings but impatient to be off, and queenly cyclamen, worthy to adorn kings' gardens, to the ethereal star flower pointing upward in its purity to those stars from which it takes its name, what marvellous variety of expression, while underneath is the beautiful simplicity of Nature's plan. All are true to the colors of their family, all sweet, loyal, and lovable in their own way, and all sure to repay us for any amount of study we may give to them.

COMMON BUSINESS LAW IN THE PUBLIC SCHOOLS.

BY AUGUSTINE SIMMONS.

Among all the schemes and devices of educators for the benefit of children, elementary business law ought to have a chance.

To the ordinary mind it would seem as if a knowledge of the form of a promissory note and of the common legal principles that govern it is as likely to fit a child for the activities of life as a knowledge of the form of a plant life.

Some commercial forms are now taught incidentally in the grammar schools, in connection with arithmetic and bookkeeping; but the law that goes with them seldom, if ever, receives proper attention. So far as I know, a book on common business law and forms fit for grammar school use is yet unwritten.

If no suitable text-book can be found, teachers may give oral instruction in such topics as requisites of a binding contract; illegal contracts; who cannot make a binding contract; what constitutes a sale; what an agent can or cannot legally do; what a partnership is, and what a partner can or cannot legally do, etc.

But much of common commercial law may be studied with forms; for example, let the oral instruction begin with the date of a note and end with the signature, and then pass to the indorsers. In this way a teacher can give his pupils the common rules of law about receipts, promissory notes, due bills, orders, checks, Holmes' notes, chattel mortgages (or mortgage bills of sale), and absolute bills by sale.

This legal instruction is what common people need in their daily contact with the bustling world. It is the instruction that they should have had in their school days, but which they must learn in worriment over lawsuits and in tears for their losses. The great mass of children never become bookkeepers, or merchants, or bankers, but their lines of life will lead them among the business transactions of this busy world.

A special commercial education is found in the commercial schools, but a knowledge of the legal rules of business ought to be found in the common schools.

THOSE ARBOR DAY TREES.

If not fenced, they ought to be boxed, and if neither fenced nor boxed, they will be pulled and peeled. If neither pigs nor plants can live on the schoolhouse grounds, certainly a bruised shrub cannot be risked. If the tender tree is left alone, the boys will "take a lean" on it, the hogs will scratch themselves against it, the calves will horn it, and the cows will top it. It is well to plant the tree, but still better to protect it. A tender tree, unboxed, has about as much chance to live in an unfenced schoolyard as a drop of water would have had to become a snowflake in the Hebrew children's "fiery furnace."

QUESTIONS IN ENGLISH HISTORY.

[Answers next week.]

1. Why was Queenstown so called?
2. By what name was Queen Victoria's first child, Victoria Adelaide Mary Louise, Princess Royal designated by the royal household in their correspondence, diaries, etc.?
3. When was the last great English jubilee?
4. What other English sovereigns had actually reigned fifty years at the time of their jubilee?
5. What other English sovereigns have had jubilees?
6. What English sovereign was crowned elsewhere than at Westminster Abbey since the days of Edward the Confessor?
7. Which English sovereign really had the greatest jubilee?
8. Who is the only English sovereign who has been both queen and mother at the same time?
9. How old is Gladstone?
10. How long has he been in active political life?
11. Who was Gladstone's great and successful rival?

A FLAG ON EVERY SCHOOLHOUSE.

BY T. J. CROWE.

[For a Flag-Raising.]

Raise the flag on every schoolhouse; let it float upon the breeze;
Sing aloud the "Spangled Banner" as it rises o'er the trees.
Tell the children all its story on the land and on the sea—
That its pet names are "Old Glory" and "The Banner of the Free";
That its red should e'er remind us of the blood of martyrs shed
That we might live in freedom's land after they were with the dead.
That its white our faith should strengthen that the people's cause is just,
And no monarch e'er shall rule us but the God in whom we trust;
That its blue for truth eternal, like the azure sky above,
E'er should keep us true and loyal, and our nation's honor love;
Its stars shall lighten all the world, and must prove to all who see
That the people can be trusted with the boon of liberty;
Its stripes mean justice, sure to fall on all assailing foes,
It waves proudly and defiantly against all who it oppose.
Raise the flag on ev'ry schoolhouse, let it float upon the breeze,
Tell the children of its triumphs on the land and on the seas;
Many thousand noble freeman gave their lives to prove its worth;
The only flag that despots fear—freedom's hope through all the earth.
It knows no sect, no race, no clan; schemes and plots it doth defy;
To freedom's storm-tossed, struggling ship 'tis a rainbow in the sky.
Raise it high, 'mid spire and steeple, let it glisten in the sun;
It has no spot of shame to hide in all its victories won.
Tell the children that its symbol is a state for every star;
Tell them its victorious record in days of peace and cruel war;
Tell them it is theirs to cherish, that its stars must never set,
And in future they'll defend it, if need be with the bayonet.
Keep the flag on ev'ry schoolhouse, with your ballot it defend;
Learning and freedom firmly join, then our union ne'er shall end.
Raise the school flag 'mid Maine's pine trees, raise it 'mid magnolia bloom;
'Mid prairies broad and "Rockies" wild—the schoolhouse means the outlaw's doom.
Keep the flag and school united, far North and West, 'mid wealth unfold;
Up and down the grand Pacific, raise it high in "land of gold";
Farther yet in isles of ocean, send the news o'er hill and crag.
Teach them worth alone is royal, all are free beneath our flag;
Take them, our flag and school together, tell them these have freed the slaves;
Tell them fame and honor open to the faithful and the brave;
Cheer them, our beautiful banner, our countries and victories won,
Our schools, our heroes, our eagle, cheer for our "many in one."

FOR READERS OF CURRENT WRITINGS.—III.

BY WINIFRED P. STONE.

22. Give the name of a popular Norwegian American.
23. What American is now collecting material for a series of articles on Japan?
24. Name three living American poets.
25. What mother and son are well-known American writers?

[Answers to questions in Journal of May 16 and this number.]

16. A. Conan Doyle.
17. (a) Charles Dudley Warner; (b) The ennobling influence of a loving and high-souled woman.
18. Mrs. Burton Harrison—"The Bachelor Maid."
19. "Pomona's Travels."
20. Charles Egbert Craddock.
21. Mary E. Wilkins.
22. Boyesen.
23. Hall Caine.
24. T. B. Aldrich, Riley, Eugene Field.
25. Rebecca Harding Davis and Richard Harding Davis.

TREE FACTS.

There are 4,510 fruit-tree nurseries in the United States.
There are 518,016,612 young fruit-trees in nurseries.

There are in nurseries:—

240,570,666 apple trees.	328,066 olive trees.
38,236,254 cherry trees.	4,366,322 orange trees.
742,200 fig trees.	49,887,894 peach.
3,144,466 apricot trees.	77,223,402 pear.
552,841 lemon trees.	88,496,367 plum.
64,125 lime trees.	7,623,000 prune.
652,679 nectarines.	

There are 39,491 acres of nursery trees in the North Atlantic states.

8,027 in the South Atlantic.	7,826 in plum trees.
101,442 in the North Central.	6,354 in pear trees.
9,455 in the South Central.	3,690 in cherry trees.
14,391 in the Western.	607 in orange trees.
20,232 acres in apple trees.	1,370 in nut trees.

CLOSING DAY EXERCISE.

BY MRS. CAROLINE H. STANLEY.

A TEMPERANCE DAY.

[Fill the children with the spirit of the day. Enlist the parents by getting them to select temperance quotations, or incidents, or facts for their own children to give in response to roll-call. Give them a cordial invitation to be present.

Decorate the boards with temperance sentiments, rolls of honor bearing the names of noted temperance leaders, and the various temperance organizations. Have a picture of Frances Willard, and all the temperance banners you can beg from your local societies. A calendar, borrowed from some W. C. T. U. worker, will supply many good quotations.]

PROGRAMME.

1. Song: ON, ON, ON, THE BOYS COME MARCHING.

Oh! the day has come at last,
When the glorious tramp is heard,
And the boys come marching fifty thousand strong;
And we grasp each other's hand,
While our hearts are full of joy,
As the glorious song of temperance rolls along.

Chorus.—

On, on, on, the boys come marching,
Like a grand majestic sea;
And we'll dash away the rum
From the homes we love so well,
And we'll stand beneath the temperance banner free.

Oh! the feeblest heart grows strong,
And the most despondent sure,
When we hear the thrilling songs we love so well;
For we know that want and woe
We no longer shall endure,
When the curse of rum is driven from our land.—Chorus.

Oh! the war has just begun,
And we never mean to rest
Till the demon rum is driven from our shore;
But we'll fight with all our might,
And we'll win the day at last,
And we'll shout the cry of victory o'er and o'er.—Chorus.

2. Roll-call.

[To be responded to by voluntary quotations, facts, incidents, or anecdotes bearing upon temperance. If all are not provided, it may be better to have them given voluntarily, without calling the roll.]