A pleasant half-hour was occupied by Assistant Superintendent Doty, Chicago, at the last institute in a didactic address to the teachers upon the aim and spirit of their work. The following is an imperfect summary: Life is a struggle. This struggle is more intense in cities than in the country. The tendency of the day is toward condensation of population in cities. This is shown by statistics. The rapid and intense activity of modern city life imposes the necessity on city men of doing two days' work in one, so to speak. This imposes, notwithstanding her numerous limitations, peculiar and grave duties and responsibilities upon the teacher. The tendency is to give too much attention to the matter taught, and not enough to the manner. Examinations, and especially the habit of regarding them as ends instead of means, had some bad effects. Useful lessons could be learned by an examination and study of the principles, practices, and modes of motion, which prevail and are required in large and well-ordered mercantile and manufacturing institutions. The promptness, obedience, and celerity of their employees are noticeable and suggestive. The complicated methods and slow processes of the past will not answer for the present, and will place pupils subjected to them at a great disadvantage in a future which is to be characterized by an exaggeration of all the peculiarities which distinguish the present from the past. Teachers contemplating the methods, the traditions, and the accomplishments of the past, should recognize their insufficiency for the present, and should strive earnestly to realize the importance of educating for now. There was no danger of over-education. Editorial, gubernatorial, and other fears and solicitude, as expressed in many recent deliverances, lest the great army of dunces, dolts, and incompetents should become extinct through the operation of the schools, were not so well founded as to occasion any serious alarm. The national necessities must be provided for in the schools. More individual or class necessities or absence of necessities cannot govern, and must be ignored.

Mr. Doty spoke briefly in reference to matters of instruction, referring more particularly to the subject of composition. He urged under this head the importance of doing something, no matter how little, every day. The only way to secure a mastery of language was to use it. Reproduction of the substance of matter read, on the day following the reading, was recommended for the lower grades, and the assignment of subjects for study, investigation, and reports for the upper. Frequent and judicious discussion of these reports thus prepared would unconsciously betray pupils into the habit of public speaking. By cultivating and requiring promptness in these and all other exercises, valuable moral instruction would be conveyed, and pupils come under a very effective moral influence. Mr. Doty closed by urging upon teachers that "what the pupil grows to be is of more consequence than what he lives to know."
It is an encouraging feature of modern education that there is less conformity to the old text-book style of instruction, and more of the real object teaching in the schools; that although the board of education may specify just the text-books, and exactly the pages of the text-books which are to be studied each term, yet the live teacher weaves into his daily instruction many useful lessons on the thousand of subjects, or objects, which are afforded by nature and society. It is not enough that a child is taught how to call the letters of the alphabet—to read, write, and cipher. These are desirable and necessary qualifications for entrance upon a successful career in life. But after these comes a knowledge of the things about us, if we would not stumble and self, individual rights. Action is sought to be justified and ill-gotten gains, with which they seek to corrupt legislators and school officers is entirely gratuitous and utterly slanderous. Fair play is a jewel.

The Wisconsin Superintendent of Public Instruction has presented to the country a valuable and very suggestive account of the recent abortive "text-book conspiracy" of that state in the current issue of the Wisconsin Journal of Education. As elucidating and explaining the tactics and inspiration of a very numerous class of "statesmen" of this day and generation, it is commended as a very instructive piece of reading. While, perhaps, the mingling of educational men in the ordinary partisan political discussions of the day is to be deprecated, Wisconsin is to be congratulated that in an emergency so momentous as that of last winter her Superintendent did stand as "a dumb dog on the watch towers of Israel."

One of the conspiring Madison newspapers treats Superintendent Searing's article on the defunct plot quite cavalierly. The enterprising triumvirate of Madison editors who were so solicitous that the "people" should not be "robbed" (by legitimate booksellers) will all agree that the article in question is "in bad taste," that its list of "alleged facts" is not "entirely such," and that Edward Searing is "unfortunately Superintendent of Public Instruction."

READING IN GRADED SCHOOLS.

The art of reading readily and intelligently the current literature of the day may be acquired by the average pupil before the age of ten years, and should be acquired by all before the age of twelve. Any result short of this is a comparative failure. This art can be quickly acquired only by daily practice upon new matter. While it is necessary to spend a portion of the time allotted to reading in our schools in teaching the elocutionary part, this finishing process is unimportant, until the art of calling words at sight has been, in a great measure, mastered.

In music, many a fond mother rests satisfied if her darling Anna Maria can perform a few pieces of plain composition for the entertainment of those of equal acquirements; but in reading we cannot learn the newspaper of to-day to repeat to-morrow or next week, without running a risk of being considered "behind the times." We must be able to read understandingly, at sight, the new monthly, weekly, daily, and we might say hourly publications. As well learn swimming without water as depend upon any theory of learning to read without daily practice. This practice should commence at an early age, and continue until the eye takes in at a glance a line or a sentence before a word is spoken.

The great work of learning to read, or rather the great amount of time necessary to acquire this art, is not fully comprehended by many teachers. Consequently we find pupils ten and twelve years of age spelling out many of the words in an ordinary reading lesson.

One reason why this matter of learning to read in childhood is of such vast importance is, that those who cannot read well in early life rarely, if ever, learn the art. A poor reader at twenty-five years of age is a poor reader at fifty, although reading hours daily during the whole time. Elocution, when not a natural gift, may be acquired after the usual school years, but not the faculty of calling words at sight, at least as a general rule. This is as much a matter for childhood as learning to talk.

In our graded schools of large towns and cities, where there are several wards or school districts, let the reading books for the primary grades be owned by the boards of education; let each ward or school district have a different reading book, and as soon as one book is finished, let the classes change with others of the same grade. In this way a class has the advantage of a half dozen (more or less) reading books each term, and it will be found that a renewed interest will be manifested with the advent
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of each now reader, and the progress will be proportioned to the amount of new reading matter furnished. Also additional reading matter like the St. Nicholas, or Youth's Companion, or better still, books prepared especially for the purpose of supplementing the regular readers, can be furnished by the boards at trifling expense, and changed from class to class. For every penny expended in this way pounds' value in time will be saved to the children, and an interest aroused and maintained that will not stop with reading, but extend to other branches.

Results are demanded corresponding in some degree with the enormous outlay for gratuitous education. Everything which promotes the efficiency of our schools, and every dollar expended in that direction, is a guarantee of the permanence not only of our free school system, but of our system of free government. W.

THE STUDY OF THE FRENCH LANGUAGE.

III.-THE VERBS.

Prof. ALFRED HENNEQUIN, University of Michigan.

In a former number of THE EDUCATIONAL WEEKLY I endeavored to point out one of the most neglected features in the "French Courses" published in this country. I now propose to show that, owing to a great lack of system, the most important portion of the French grammar has wrongly been called the most difficult. It is almost needless to say that I refer to the verbs of the language.

If we consult the "Dictionnaire de l'Aca démie," we find that the French language contains 4,000 simple verbs, i.e., verbs formed without the help of certain Latin and French prefixes. For instance, the verb faire, to do, is a simple verb; but those belonging to the same class, i.e., courir, raffer, ressortir, suffire, suffire, satisfaire, suf faire, are composed verbs.

In the same manner as certain verbs are formed from substantives in Latin (e.g., from quod, the French language forms new verbs from French substantives, adjectives, or verbs already existing. Examples: chemin, path; chevalier, to advance; grand, large; grandir, to become large; chanter, to sing; chantonner, to hum.

If we now add to the above 4,000 verbs, those that can be formed from nouns, adjectives, and verbs, and those formed by the help of Latin and French prefixes, we find that the language may be said to have over 10,000 verbs, which can be classified as follows: 6,000 composed verbs on the one hand, belonging mostly to the first and second conjugations; and 3,600 simple verbs belonging to the first conjugation; 356 belonging to the second conjugation; 10 belonging to the third conjugation; 50 belonging to the fourth conjugation. Thus making on the other hand the 4,000 simple verbs.

Two verbs of the language are called auxiliaries, and are used to form some of the tenses of all the others. The remainder are called regular, irregular, and defective verbs. The auxiliaries, though irregular, should be considered as forming a separate class, and should be treated differently from the other irregular verbs.

The study of the verbs should be undertaken as soon as the pronunciation has been mastered. The student should first learn the Present Indicative, the Imperative, and the Present Subjunctive of both avoir and être. This portion of the grammar should be recited in connection with the "Lesson" at the beginning of the "Course." As soon as the above five tenses of avoir and être are known, the remainder of the above verbs should be acquired for the following lesson. The student, however, should not be expected to commit to memory the twenty-four tenses needed to complete the two auxiliary verbs. His attention should be drawn to the points common to both of them, and the teacher should rather expect the terminaison-analysis of these twenty-four tenses than their oral conjugation. The following table will explain what I mean by "terminaison-analysis":

Avoir, to have; être, to be.

Tenses to learn: Present Indicative; Imperfect; Present Subjunctive.

Analysis of the Remainder of both Verbs:

<table>
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<tr>
<th>Imp. Ind.</th>
<th>Avoir. Au</th>
<th>Etre. Et</th>
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These endings are common to every verb of the

Avoir. Au

language for the imperfect indicative and conditional

Etre. Et

language for the perfect indicative.

Future.

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<th>Avoir. Au</th>
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These endings are common to every verb of the

Avoir. Au

language for the future present.

Conditional.

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These endings are common to every verb of the

Avoir. Au

language for the conditional present. (See the

Etre. Se

imperfect.)

Imp. Subj.

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These endings are common to every verb of the

Avoir. Au

language for the imperfect subjunctive.

Etre. Fu

language for the imperfect subjunctive.

The compound tenses are learned by means of the above simple tenses. Both verbs having been thus studied, the teacher should require the student to conjugate them the next day, according to the usual order of the moods and tenses. These verbs are always given in full in "French Courses." The student, having been told how verbs are used interrogatively, negatively, and negatively and interrogatively, the teacher should require the conjugation, oral and written, of avoir and être, in their different forms, until he is satisfied that the class knows them well.

If we now pass on to the regular verbs of the language, we find that they can all be acquired by means of their terminaison and a certain formation of tenses. The task of mechanically memorizing a verb of each of the four conjugations is very tedious, and, in my opinion, of no use. Let the student learn the terminaison of the simple tenses of each conjugation, and then form his own verbs. This can better be illustrated than explained. The following table is a short specimen of what I mean, illustrating the learning of the present indicative of the four regular conjugations:

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The teacher should give certain roots each day, and require the student to conjugate and write certain tenses of the regular verbs. By this method, the memorizing of the regular verbs becomes easy, and it has one great advantage over the learning of four verbs, namely, that of enabling the student to conjugate any given tense of any given verb without being obliged to think of some other verb.

The next thing to learn is the formation of tenses. As it would take too long to explain the process by which five given words form all the remainder of a verb, I will merely say that the formation of tenses is to be found in every French Course. The student's attention should be drawn to it, and, after having learned it, he should be required to apply it to a certain number of regular verbs. If ten minutes each day is given to the verbs in connection with the usual "lesson" in the grammar, the student will know all the regular verbs of the language, and (the teacher giving him five words) one hundred and seventy-four out of the three hundred irregular verbs of the language, by the time he has reached the 25th lesson in the grammar.

The so-called irregular verbs of the language can be divided into two important classes: the irregular-regular verbs and the irregular verbs. The irregular-regular are those that have some of their primitive tenses irregular, but form all their derived tenses regularly. To explain this in full, it is necessary to again refer the reader to the formation of tenses in his grammar. As an illustration of what precedes, I will therefore merely show how être, to read, is not an irregular verb, though so called in every French Grammar. The primitive tenses are: Infinitive, être; present participle, étant; past participle, éé; present indicative, 1st person, je lis; past definite, 1st person, lis.
ie Ius. for the five tenses above (less the infinitive) regular verb. The future of the conditional will be.

subjunctive will be formed regularly from the past definite. To explain how classes-one of the verbs for each of the classes- is so easy and simple that a child can understand and apply it.

The French language does, however, contain a certain number of verbs, having irregular primitive and derived tenses. These alone should be called the irregular verbs. There are 84 such verbs, which can be divided into 20 classes—one of the verbs for each of the 20 classes being known, all the irregular verbs can be conjugated and written with no difficulty whatever. Of these 20 model verbs, 14 can be learned almost as easily as the irregular-regular verbs, by means of the primitive tenses and three additional rules. We will take, for instance, to give and illustrate the first rule, the verb courir, to run. The primitive tenses of this verb are courir, courant, couru, cours, je cours. All the derived tenses are regularly formed, from their primitive tenses, excepting the future and the conditional. These tenses, being formed from the infinitive present, should be je courirais-ais. The rule applying to this kind of irregularity is the following: Irregular verbs having the future and conditional are, of course, irregular—the infinitive ending

of the language. I have omitted to say that, if we now take the verb mourir, to die, we find that the future and conditional are of course, irregular, the infinitive ending in rir; these tenses can, however, be conjugated, if the rule applied to courir is known. The verb mourir is also irregular in the 3d person plural of the present indicative and in the present subjunctive. We find that this 3d person plural is ils meurent, instead of ils meurent. This 3d person plural must be learned, making in all six words to know the whole verb, seeing that the present subjunctive, also irregular, assumes the same form as the irregular 3d person plural of the present indicative—i.e., que je meure instead of que je meure—the 1st and 2d persons plural of an irregular present subjunctive being regular.

If we now take the verb boire, to drink, we find that the 3d person singular only of the present indicative is, i.e., ils boivent, instead of ils buvent (p.p. buvent); the present subjunctive will therefore be que je boive, etc. (1st and 2d persons plural regular).

From all that precedes we may say that 14 out of the 20 model irregular verbs follow the rules given and explained for courir, mourir and boire. These 14 classes comprise 67 irregular verbs out of the 84 that we have called irregular. There remain, therefore, 16 verbs, reduced to 7 classes or models, to be learned in order to know all the verbs of the language, excepting a few defective verbs, most of which are no longer in use. The 7 classes remaining can also be obtained, partly through the formation of tenses, and seldom more than two additional irregular tenses to be learned. It would take too long to explain how many of these verbs are as simple as the irregular-regular verbs. We might add many more observations on this subject; but we fear that, by trying to show how very simple the French irregular verbs are, and how one can learn them with but very little mental effort, the explanation would embarrass the student instead of helping him. We take, however, the liberty to state that the whole subject of the French verbs has been treated by us in a small work, intended to be used with all grammars, from the very first "A New Treatise on the French Verbs." Ithaca, Blakeman Taylor & Co., New York.

son" of the "course." We trust that this too lengthy paper has given a general insight into the method we propose, both for the classification and the learning of what is so commonly called the most difficult portion of the French grammar.

CUBE ROOT.

A STRICTLY ARITHMETICAL METHOD.

Prof. S. S. Rockwood, State Normal School, Whitewater, Wisconsin.

To master the rule for the extraction of cube root as a mere process of operation, is not at all difficult compared with its mastery as a process of thought.

The first may be achieved by quite immature pupils, but the latter should never be attempted until the student has attained a respectable degree of discipline.

I am persuaded that the usual demonstrations by means of diagrams or blocks are the result of attempting to simplify the matter so as to bring it within the reach of too immature minds, and the appeal to the forms of a binomial cube, on the other hand, is as ill-advised as it is unnecessary.

Fundamentally I conceive the whole matter as a pure abstraction and think it ought to be discussed from that view-point. When one raises a number to the third power by actual multiplication, he has no necessity of thought the second power being a square or of the final result being a cube in a geometrical sense; those ideas are after-thoughts, mere applications or illustrations when the unit of the given number is linear, which is not a necessary circumstance at all. So I maintain that the study of the theory of extracting the cube root (or any other) ought to wholly avoid the limitation implied in the diagram or block method.

Let us then make a study of the problem: To extract the cube root of a given number.

I assume the given number to be simple and abstract, and that the number sought is one of its three identical factors. Since I seek factors I must proceed by division, and so my process is the reverse of the one by which the number was produced. One cannot reverse a process whose steps he has not observed, and therefore I must commence by a preliminary study of involution.

Take the number 56 and find its third power in the following manner:

Here is a perfectly legitimate form of multiplication and carries in its face the necessary information concerning the power.

\[ 56 \]...
\[ 56 \]...
\[ 56 \]...

If we were to add ciphers to it every one added to 56, and from this fact we can see the relation between the number of places in the root and power. Now if we point off the power in the usual way, it will be obvious that the cube of the highest figure of the root is wholly contained in the left-hand period of the power, also the cube of the highest two figures in the first two left-hand periods and so on to the lowest. We are now ready to commence this peculiar division to separate the power into the three required factors. By inspection we obtain the greatest cube in the left-hand period and the square of its cube root is really our first divisor and the left-hand period is the dividend: thus: 25 \( \sqrt[3]{175616} \).

Now it is necessary to observe that the 5 in the quotient is tens when referred to both periods, that is, when referred to the undivided part of the dividend, and that the process is one by which we create our divisor piece-meal, as we use our dividend up in the same way. In this particular example the remainder, 50,616, is very largely (about nine-tenths) made up of 3 times the square of the 5 tens into the units, and this fact furnishes us our clue to the new divisor. It is obvious that if we divide the number which is thus constituted by the product of two of the factors, we have reason to expect to find the third factor (making the necessary allowance for the overplus) which is the (tentation) second figure of the root. Perhaps the most absolutely simple process now would be to square the root found, and divide both periods by the result as we did when we found by inspection the first figure of the root, and divided the first period. By doing so we could always obtain for a divisor the greatest square in the periods considered, and of course the quotient would be the root we desire, but the inspection of the formation of the power will enable us to devise a correction for the trial divisor, which
added to it will give us a divisor which only lacks the final figure as a factor
to equal the unsubtracted part of the cube contained in the first two periods
(the whole dividend in this case). Every remainder with the next period is
a new dividend to which the quotient already found bears a constant relation.
This is the core of the whole matter, and all beyond it in the rules is ma-
chinery to save hand labor when the given power is very large. After this,
what question is not easily answered by an appeal to the law of the notation?
For Instance—"Why commence at the decimal point, and point off in three-
figure periods in both directions when the (hypothetical) power contains
decimals?"

Because the root precedes the power, and to suppose one decimal place
in the root would be to grant three in the power, and so the number of deci-
mal places in the power must be divisible by three, and when it is not it must
be made so by annexing ciphers, and so beginning at the decimal point is
only a convenient way of ascertaining how many ciphers must be added to
make the necessary number of places in the full form of the power, and if
that matter were adjusted beforehand, the rule for pointing off would be to
begin on the right in both decimals and whole numbers.

It is advantageous to observe that each subtraction after the first takes from
the dividend the remaining part of the cube of the root already found, and
that the root found is always so many tens of the order of the next figure
sought. A valuable exercise is to extract the root of some mixed decimal,
and preserve the decimal point in every part of the work so that the pupil
can see how the whole operation conforms to the laws governing the funda-
mental combinations of numbers.

This method of discussion applied to the extraction of square root works
equally well, and the details will suggest themselves to any one who has fol-
lowed me thus far. I have only attempted to give the outlines of what I
have found a very simple and satisfactory method of dealing with what is
usually a very difficult subject. Any one who does not see the available
points in it would hardly be converted by the formal statement of all the de-
tails in a model discussion for class use.

THE ACQUISITION OF FOREIGN LANGUAGES.

O. S. Westcott, Chicago High School.

It is a matter of some satisfaction to the author of some short articles un-
der the above caption to find that they have induced at least one to take
up the cudgel in opposition. Your correspondent in Number 17 of the
Weekly takes some positions with reference to which it is hoped that a
word or two will not be taken amiss. He claims that it is unnatural to ex-
clude the vernacular from the class-room, in the process of acquiring a new
language. While his statement of the case is exceedingly plausible, if it is
found that by the exclusion of the vernacular three or four times the progress
made that can be made by its assistance, will it not be apparent that he has
mistaken the unnatural for the unnatural?

He admits that by the colloquial method more confidence may be acquired,
but assumes that correctness cannot thus be obtained. Now, his first admis-
sion is the strong point of the new method. It is also in evidence, and sub-
stantiated by the most abundant and undoubted proofs, that both the confi-
dence and the correctness may be acquired by the new method in the same
time as by the old method; the partial correctness may have been acquired
with no confidence, and consequently with no further practical advantage
than what accrues from a passable reading knowledge of the language
studied. He prefers correctness to confidence. I prefer confidence with
correctness. To acquire confidence with correctness, the confidence must
first be acquired. This is surely so in all instruction. Too often does the
teacher fail in obtaining results precisely because he is too rigidly exact in
the matter of form, creating thereby dislike for the underlying and more im-
portant thought without which the word is lifeless, useless. Hence, our too
numerous mechanical and thoughtless experts in schools. The method does
not by any means lead to the continued exclusion of grammatical infor-
mation, but only requires that it shall be left until the pupil is so far ad-
vanced as to be able to appreciate the syntactical and etymological peculiar-
ities of the language.

Would Mr. Lodeman, e. g., incessantly ring the changes on the German
article until the forms and proper use of the same were both perfectly fam-
iliar to the pupil before tolerating his attempts to employ them in sentences?
If so, he would ipso facto condemn the language of many reputed German
scholars, both native and foreign. Well educated Germans themselves admit
their frequent conversational obliquities in so elementary a grammatical mat-
ter as the proper form of the article in various circumstances. Indeed, who of
us invariably uses correct English, whether he is in off-hand conversation
or in our more studied efforts? Shall we then cease to talk and write because
we are aware of not attaining perfect accuracy?

But, further. The writer suggests whether talking a language is the main
object in its acquisition. With the ancient languages doubtless a reading fa-
miliarity shall that is desirable. But with the living languages of the mod-
erns, the case seem to present itself thus: Shall we, on the one hand, study
the grammar and the dictionary, and with the assistance of the vernacular ob-
tain a passably good knowledge of the new language in four years' study, or
shall we, on the other hand, learn to speak the new language with such
fluency as to transact business by its use, and have at the same time an excel-
 lent reading knowledge of the language by having put the same number of
hours per week upon the matter for two years? I say an excellent reading
knowledge, for the reason that by the new plan double and triple the amount
of reading material may be gone over in one half the time.

The author says that Mr. Heness is "honest enough to say," etc. Now I
trust that this was not intended, even in the most remote way, to hint at any
dishonesty on the part of the subscriber. I plead guilty only to the charge of
enthusiasm in the matter. As the question of honesty seemed to be held
in reference to the actual amount of time employed, I will say that I have seen
a case in eleven weeks, having but two hours a week, so advanced in German
by the new method as to be far ahead of classes having five hours a week for
twice the time, the latter under the direction of an American, himself but an
indifferent scholar in German, the latter under the direction of a native Ger-
man, himself a good English scholar.

Mr. Lodeman says that in ignoring the fact that nearly all those who study a
foreign language have already studied English grammar, one fails to recog-
nize the important educational principle of applying the known in teaching the
unknown. Must, then, the whole circle of known science be employed in the
acquisition of any particular fact? In teaching elementary botany must one
use the fundamental axioms of geometry or any smattering of Sanskrit that
he may chance to possess? I do not believe that a knowledge of English gram-
mar is an assistance, but, on the contrary, rather a detriment to the beginner
in the pursuit of a modern language. Indeed, the great advantage of ex-
cluding the vernacular from the class-room consists in the fact that the student
is accustomed soon to think in the new language. While he is pondering
over the comparative grammars and the varied idioms, translating from the
old language to the new, he is creeping when he might walk, run, fly. Though
his gait may be staggering, his flight unsteady, his progress is surely more
rapid and the spirit more true, and I hope more lasting, than the method of
Speech is habit, grammar an art. After the habit is acquired, then let the art
called upon to make the habit a graceful one.

In a case where a teacher punished a boy for throwing stones at a team-
ster, while on his way home from school, the Supreme Court of Maine have
decided that either a teacher or a parent may correct a child for misconduct
on the way between home and school. In school the teacher's authority is absolute; at home, the parent's; and from school the jurisdiction is concurrent. Both teacher and parent must keep punishment within humane limits as to severity.

A Wisconsin teacher uses a conversational method in teaching. The sub-
ject matter of each study and lesson is made clear to the pupil by a full
and familiar conversation upon it, so that before he goes to the printed page
he has a perfect understanding of what he is expected to find there. The
thing or idea is given before the words. The technical and critical language
of the book is then memorized and serves to fix what is already in the
mind.

In the comparison of notes by popular educators gathered in attendance at
the great Exhibition, it was found that in foreign countries written exercises
are demanded of pupils much more generally than among us. The value to
a pupil of subjecting his knowledge to writing is becoming evident.

We must not forget that the schools are the people's, not ours, and that the
ultimate directive force lies in and with the people, so that do we wish for
reform or change, the expressed opinion of the community should precede
action.

AARON GOWE.

If a pupil leaves school with a love for study, and a hearty appetite for
reading, it matters little whether his school-work has been Latin, or Analyti-
C. A. Morey.

Chemistry.

Time is infinitely long, and each day is a vessel into which a great deal
may be poured, if one will actually fill it up.
MUSICAL DEPARTMENT.

EDITOR, W. L. SMITH, EAST SAGINAW, MICHIGAN.

[Musical exchanges, books for notice, correspondence, queries, etc., touching upon musical topics, should be sent to the editor of this department.]

SHOULD GIRLS SING ALTO?

TO THE MUSICAL EDITOR:

I WRITE to ask a question. After I have separated my classes for part-singing, and assigned some of the girls, as the compass of their voices seems to demand, to the alto, or second soprano, I am occasionally informed by some mother that Miss — , a piano teacher, (who, probably, has never taken a lesson in vocal culture in her life), has told her that "her child must not sing alto in school, because it will ruin her voice, and that she can never sing soprano, if it is continued. Please give me your opinion.

Yours, etc.,
F.

REPLY.

No child,—girl or boy,—should be permitted to sing outside the range of voice that is perfectly easy and natural to it. If God intended that a voice should sing soprano, or alto, or second soprano, it is a general opinion, if the alto register is the easiest one to the singer, then, by no means, let any pretender undertake to force the voice upward, in order that the popular piano songs of the day may be performed. In speaking of the female voice, before and during mutation, Julius Eichberg says: "One of the most fruitful causes of injury proceeds from the desire of many female pupils always to sing the highest part,—the soprano. It is with them "au César, au milites." When teachers are better acquainted with the physiology of the voice, they will understand the necessity of not sacrificing young voices to the desire of exhibiting and showing off their pupils. We have already called attention to the very important matter of having each and every pupil become accustomed to sing alone, in the same manner as they are required to recite other lessons. In addition to bringing out the individuality of the pupil, this course becomes an invaluable aid to the teacher in arranging classes for part-singing, for the natural compass of each child's voice will gradually be discovered, and when parts are assigned, no one, by accident or through ignorance, will be required to sing that which is not within the easy compass of the voice. Among pupils of the average age of nine or ten years, where two-part singing should be first introduced, the exercises and songs should be so arranged as to have both parts within the range of all the voices, and all pupils should be taught, and become accustomed, to read and sing either part with equal ease.

—Our thanks are due Glenn & Heath, 46 Madison Street, Chicago, for a set of the "National Music Readers," consisting of four books for pupils' use, and a manual for the guidance of teachers. This is a carefully graded course, prepared by the music teachers in the Boston, Mass., public schools. From an intimate acquaintance with these books, we are prepared to recommend them to teachers in graded schools as such as will hear, because the music has that intrinsic worth which causes it to grow brighter and better as long as it is needed to be well. The adoption in schools of such text-books as these will obviate the necessity of soon changing; as is too often the case where music books are used that are filled with jingling, trashy songs, which, although sometimes attractive at first, become nearly worn out in the learning.

—The following beautiful illustration is by Dr. C. H. Payne, President of the Ohio Wesleyan University: "If we take a few grains of sand and put them on a glass plate, and bring music in close contact with the glass, the sand grains will arrange themselves in beautiful order; so, through the marvelous power of music are the elements of confusion and chaos on the earth to be brought into harmony, beauty, heaven."

A LITTLE LESSON IN MUSIC.

EXPRESSION is everything, always, and in the fundamental teaching of music attention enough is not paid to this fact. So much earnestness and enthusiasm are expended in getting the "do, re, mi" part of it right that comparatively little instruction finds its way into the manner of rendering it.

And then, again, the time always suffers from youth up, as applied to soft or loud passages. It is universally the fact that the child, and grown person as well, retards uncomromisingly in singing passages which grow soft or low. I wonder if one reason may not be this defect in early training, for true it is that everything depends upon what kind of a foundation it has, from the building of a palace down to the teaching of a little child! Should any one demur at the above style of putting things, let him remember that, in too many instances, this is but the way of the world.

One may be forgiven any legitimate expedient which tends to improve any method; so, having found in an obscure corner a little sequence of notes suited to my purpose, I commenced practicing on it with my pupils. It runs thus:

"Cherries ripe! cherries ripe! Who will buy my cherries ripe?"

Here is my first day's plan:

"Children, I have found a very nice song for you to-day. Did you ever hear the cherry-man sing any such song in the summer?" And then I give it to them.

"Oh, yes, indeed! they all had, something like it.

"Do you like cherries, and do you like to hear the man?"

Yes, yes, all mouths are watering, if they are as fond of the bright, cherry globes as I am!

"Now we'll try to sing this exactly as the man does. Do you think he is sleepy?" No, indeed; and if our ideal man is as wide-awake as they are now, at this point, he will sell all his luscious load in a trice.

"Listen! Here is the man right in our room! How does he sing his cherries?"

And in a ringing, off-hand manner, they meet my requirements.

"But suppose the man is out in the hall, and the door is shut; how does he sing now?"

They see the drift and, give me the words of the pretty refrain with lighter voice.

"He has gone out to the gate; now, how does he sing?" And softer still they give me the chords.

When "across the way," the melody is still more subdued,—and now, I send him "down the street," till, naturally, his voice is scarcely heard, and the little willing lips, more rosy than even the cherries, bear so lightly upon the harmony, that I am quite satisfied they appreciate my full meaning and intention.

Here comes my point.

Insensibly the time has been suffered to lag as the tones became more and more subdued; and I ask them if they suppose the man speaks slower and slower, as he goes further and further off?

Why, no, they hadn't thought of that, and now they come to think of it, of course he doesn't, if he wants to sell his cherries!

So then I bring him, in their imaginations, back again; nearer and nearer, from point to point on the way, familiar to them,—insisting upon a finer rendering, as he is supposed to be nearing our presence; till mentally, he stands before us,—then the voices fairly ring out.

Thus I place him at different points of distance,—near and far,—and claim from them the same time in giving the different degrees of loudness.

Our "cherry-man" is a daily visitor, and I have never found so valuable an assistant in this particular line of instruction.

He can travel, too, and carry hints as messages into many another duty. It is quite as necessary, for example, for the child to meet the demands upon him as vigorously when out from our immediate supervision, as when under our eye; so the principle is applied to such occasions.

Mary P. Colburn.

Practical Hints and Exercises.

EDITOR, MRS. KATE B. FORD, KALAMAZOO, MICH.

ESSAY WRITING.

At the present time, children are taught to write at an early age. They put into script the printed words of their spelling-lesson, and are often set to copying paragraphs from their readers. In this way they learn the use of capital letters. They find out too, that marks of punctuation belong as well to the written as the printed page. They come to know how matter is divided into paragraphs, before they are required to arrange a subject for themselves.

But independent thought, and the best expression of it, are too frequently left for the higher grade schools, when the pupil is set to doing what he is supposed to understand. It takes them a very short time for the teacher and pupil to learn that the a b c of composition must be mastered at this late day or nothing satisfactory will be accomplished.

Let the little people copy stanzas of poetry and paragraphs of prose. Let them write the answers to questions in geography, when they are unanswered.
in the book. Encourage them in writing occasional letters, and help in selecting what they shall say. Sometimes a teacher sends to the parents notes of invitation to visit the school. At such times there would be excellent opportunity for the pupils to serve as scribes while the teacher dictates. With all these plans, however, we know of nothing so important as conversations, familiar talks on various subjects as they come up in the class—with the entire school—anywhere. We can talk when we are full of a subject. We can write when we have much to say.

Perhaps the school-yard has just been smoothed and sown with grass-seed, and all the pupils think of the matter is that for a time they are prohibited from going "across lots," are not allowed to step from the walks,—in short, have their liberty taken from them in the most unrelenting manner. They forget, till reminded of it, that the price of a beautiful green lawn by and by is care.

And now is the time of all times when they will listen to anything pleasant that can be said on so unpleasant a subject. They do not know how many countries have no green carpets of sodded grass. They have never thought what an endless variety of grasses there are. Be sure to mention it. It is care.

The answer will bring to you all the printed matter of the board pertaining to the schools, the statement as to vacancies, the salary—in short, all that is necessary to give you the information that will determine your future action. And whether or not you succeed, you have the satisfaction of making a pleasant impression upon the reader, that may be of service in the future.

EXAMINATION QUESTIONS.

A READING-CLASS in Princeton High School, Illinois, has used Longfellow's poems for seven months, reading on alternate days. In connection with the reading, grammatical and rhetorical questions are studied, and all historical, biographical and mythological allusions are discussed. The following questions were given for a final examination, based mostly upon "The Belfry of Bruges," and "Tales of a Wayside Inn:

1. Sketch of Longfellow's life and principal works.
2. Where is Bruges? Nuremburg?
3. Explain: "I saw great Arcturus victorious scale the Golden Dragon's neck." (Define or explain particularly all italicized words).
5. Who was the "Gentle Mary" hunting with her hawk and hound?
7. Define pyx, cherries.
8. "As great Pythagoras of yore Standing beside the blacksmith's door, And hearing the hammers as they smote, etc." Explain the above.
9. Who was Silenus?
10. "Above them all, and strangest of all, Towered the Great Harry!" Explain.
11. "Washes the feet of the swarthy Lazar." Explain:
12. "Like the great giant Christopher it stands." Explain.
14. "I remember the sea-fight far away, How it thundered over the tide, And the dead captains as they lay." Explain.
15. "Well versed was he in Hebrew books, Talmud and Targum, and the lore Of Kabala." Explain.
16. He did not "rushing hear in every breeze The laurels of Militides." Explain.
17. Who was the musician in the "Tales of a Wayside Inn"? Where was his violin made, and who made it?
18. What is the Decameron?
19. What is the Heimbringen?
20. "Didst thou ever read Reynard the Fox?" Explain.

Will any one explain for me the passage in Wordsworth's "Intimations of Immortality," when he says:

"But there's a tree, of many one, A single field that I have looked upon, Both of them speak of something that is gone."

Why does a tree, or a single field, speak to him more than any other? Does of many one mean one of many? H. L. B.

A little girl at school was once reading, in the presence of a visitor, a passage in which the word dice occurred, and was asked what it meant. To the surprise of the questioner, she replied, "Little cubes at play;" and on inquiry it was found that she had been crammed with columns of meanings, as they are called, and among them this, "Dice, little cubes used in gaming."
Notes.

LITERARY.—The American is the name of a new sixteen-page weekly, published by the American News Company, New York, at four dollars a year. It contains a large amount of miscellaneous reading, and is tolerably well illustrated. It is printed on heavy, tinted paper, and evinces good management. Its editor is John C. Freund.—E. Steiger, of New York, has become a very prominent publisher of kindergarten literature, and is fast becoming prominent as a publisher of general educational works, and an enthusiastic promoter of every interest which serves in any way to promote the cause of education. In addition to the numerous "Kindergarten Tracts," which are becoming indispensable to primary teachers, he has now entered upon the publication of a series of "Papers on Education," which comprise the best papers announces, etc., which are printed in educational and other periodicals, books, reports, etc., and which do not generally find their way to the common reader on account of the difficulty of obtaining the volume which contains them. As an evidence of the liberality and enterprising spirit of Mr. Steiger, we may mention the fact that these papers are furnished at the bare cost of production and postage. Every teacher should send for them. The prices vary according to the number of pages, from one cent to six cents a copy for single numbers. The "Papers" contain from four to fifty-two pages, those containing twelve or more pages being bound in a neat cover, and all well printed. In order to secure them regularly, send fifty cents to E. Steiger, 22 Franklin street, New York. This will secure pamphlets aggregating not less than 600 pages. We believe that we are serving the cause of education in urging teachers to secure these "Papers."—Macmillan & Co. are publishing a new book by Prof. Toulmin—a work on natural philosophy for beginners. It is a promising sign for the school interests when the most eminent scholars consent to prepare text-books for the elementary schools. Macmillan & Co. are English publishers, and have just opened their new store at 22 Bond street, New York. Standard English works can always be obtained through them without delay.

The third number of the International Review for 1877 contains, as its leading article, a discriminating and impartial review of the new Federal Administration, and a brief exposition of the principles of the new President. Charles T. Lewis presents a sketch of the present status of the Life-Insurance Question from the stand-point of the insurance companies. A very interesting paper is given by Dr. James H. Rigg on the "Disestablishment of the Church of England," which will be found especially valuable to American readers, as the position of the English Church is so little understood in this country. Francis A. Walker contributes the first paper on the Philadelphia Exhibition, treating particularly of its mechanism and administration. One of the most attractive literary articles in the magazine this month is Bayard Taylor's discussion of the intellectual biography of Tennyson in this number of the Review. The discussion deals particularly with the characteristics of Tennyson's poetical growth and development, and evinces throughout, in its author, the scholar and the poet. "The American Foreign Service" is discussed by Hon. John Jay, in a popular and interesting vein which makes the article readable for all. It strongly commends the policy of President Hayes' Administration. Philip Gilbert Hamerton writes another "Art Letter," and the number is closed by some notices of recent American and European works. The International Review is a publication in which the educated American should feel a special pride.—The May number of Scribner's Monthly greets us with the usual quota of good things. "Bells and Tables etc." is continued, and gives useful hints to the ingenious even if the purse is not long enough to follow very minutely its suggestions. "That Lass o' Lowrie's" is completed, and has fulfilled all that the earlier chapters promised. Mrs. Francis H. Bennett has proved that she can wield the novelist's pen with great power, and we shall expect yet other good things from her. "Nicholas Minton" is also continued. We confess a leaning towards most of Holland's stories. The shorter articles are interesting, especially "Smith College" and "Sea Front Fishing." The illustrations are very fine.

The Art of Projecting. A manual of experimentation in Physics, Chemistry, and Natural History, with the Porte Lumière and Magic Lantern. By Prof. A. E. Dolbear, Tufts College. Illustrated. (Boston: Lee & Shepard, pp. 158, Svo., $1.50, 1877. For sale by Haldy Brothers & Co., Chicago.)—Those who are interested in the teaching of physics, and who desire to avail themselves of more complete apparatus for means of experimentation, will find Prof Dolbear's manual of great service, as it is possible to perform a large number of experiments in nearly every department of physics by the aid of the porte lumière and the magic lantern. The work does not attempt to discuss phenomena, or explain them, but is very full in its description of apparatus and direction for its use. Seven pages are given to "Projections for the School-room," seven to "Artificial Lights," five to "Lanterns," five to "Lenses," twenty to "Projections," fourteen to "Physical Experiments" twenty-three to "Acoustics," sixty-three to "Light," six to "Heat," three to "Magnetism," four to "Electricity," and three to "Chemistry."

A Dictionary of the English Language. By Noah Webster, LL. D. (Springfield, Mass.: G. & C. Merriam.)—This work, so well known and highly appreciated wherever the English language is spoken, scarcely needs more than an announcement by its title to command the attention of every person desiring a "well of English pure and undefiled." A book whose sale has gone far up among the hundred thousands; a book which has been before the world for more than a generation; which is without a peer in all the essentials of a complete repository of a living language, requires no commendation at our hands. No household can dispense with it. No library, either private or public, is well furnished without it. No school, of what er grade, can lay claim to being properly equipped where the "Unabridged" is wanting. With a good cyclopedia, a good atlas, and a copy of Webster's Dictionary, no private library can be said to be poor, while a public collection may be deemed to have made a good beginning. We say what the whole world has been saying for years: Get the best. Get Webster.

Wood's Illustrated Plant Record and Guide to Analysis. Adapted to any American botany. (New York and Chicago: A. S. Barnes & Company.)—Among the real improvements embodied in modern methods of teaching, the plan of requiring systematized written statements, syllabi, and tabular views, holds a prominent place. The best test of a student's knowledge is his ability to express what he knows or claims to know. The only way to impart order and system to mental labor is to furnish the mind with occasions for systematic exercise. To give expression to a truth is the best method of fixing that truth in the memory of the pupil. In accordance with these principles this plant record has been produced to aid pupils in the acquisition of the beautiful science of botany, and in securing that peculiar form of mental discipline which botany is so well adapted to give. Its utility no true educator can question. The work before us is a true labor-saver and a systematizer, so to speak. The synopsis of botanical terms has been greatly extended in this work over any other we have seen. It is in fact a classified glossary. Full explanations of the terms are given, and the directions for use are ample. Five different forms of tablets are presented for the analysis of plants. We commend the book to the attention of teachers and botanical students everywhere.

Pamphlets received.


First Annual Report of the Secretary of the State Board of Health of the State of Colorado, for the fiscal year ending September 30, 1876.


The Polytechnic School of Washington University. Extracts from the Catalogue for 1876-77. Worthy the notice of educators.

Course of Study of the Aurora Public School. With Manual of Illustration. W. B. Powell, Superintendent. This is a volume of 303 pages, giving a very full exposition of the course of study pursued in the public schools of Aurora, III. It is a great aid to teachers, but the query arises, how can such expense be afforded in these times? It would serve as an excellent aid to any teacher, in guiding his class instruction.

Annual Report of the Board of Education of the City of Auburn, N. Y., for the year ending July 31, 1876. E. B. Snow, Superintendent.

Report of the School Committee of the Town of Quincy, Mass., for the year 1876-7. Francis W. Parker, Superintendent.

The Sixteenth Annual Report of the Superintendent of Public Instruction of the State of Kansas for the year 1876. Hon. John Fraser, Superintendent.

The Swedish Catalogue of the International Exhibition of 1876, by Dr. Elias Sidenbladh, Secretary of the Royal Swedish Statistical Central Bureau. The Swedish catalogue, including the statistics of agriculture, commerce, manufactures, education, etc., by the same.
A LETTER from an interested subscriber in Alabama contains some suggestions to those who are engaged in the management of girls' schools, or ladies' seminaries, which follows:
1. The circulars should be brief and explicit; the advantages of the institution should be presented without exaggeration, in order to avoid the suspicion of humbuggery.
2. Disciplinary regulations should be few; a long list of regulations is apt to bring a short list of pupils.
3. The promise of a home or family life should be strictly observed in all points—such as good, substantial, and wholesome food; as much kindness and consideration as the proper management of the school would allow, which is in perfect harmony with good behavior, good manners, and ladylike deportment. It should be borne in mind that the girls make the school, and the school should be, as much as possible for the girls, without unnecessary restraint.

FOR PRIVATE SCHOOLS.

WILL COMPULSORY EDUCATION PAY?

TO THE EDITOR OF THE WEEKLY:

WHILE our school law is “going through thestreet,” to use an agricultural phrase, anything having a bearing on the question of compulsory education may not be amiss. From a report of an English board of education I extract the following, which appears to be a fair test, as it relates only to adults of a marriageable age.

In 1873 the number of bridegrooms in England who could not write even their names in the marriage registers amounted to eighteen per cent. The following year, after a central union was formed, and the girls had been taught to read and write, the number of such men fell to ten per cent. Will our legislators take the hint?

JOHN RILEY.

THE ADORNMENT OF COUNTRY SCHOOLROOMS.

TO THE EDITOR OF THE WEEKLY:

READING the article, “The Adornment of Country Schoolrooms,” in the WEEKLY, led to the wish to write of one, as it was last summer.

The teacher procured slips of house plants from some friends; the fragrant ones among them were the rose geranium, heliotrope, and bergamot. Being placed in dishes which would not break even if roughly handled, they made a pleasant collection for the schoolroom. These interested the children, and in a short time after the commencement of the summer term two round beds or mounds were made in front of the door, at a suitable distance from the steps.

The “chubs” which were lying around and were too large to burn, were placed in piles, one on each side of the schoolroom. Around these and under the windows, morning-glory seeds were sown, and the hangingsilk with its drooping vines in the sunniest window, with the other plants near it. Out of doors the portulaca, cypress vine, zinnias, balsams, petunias, and others, were blossoming.

Contrary to all the expectations of others, the children never troubled the flowers.

Who can tell the names of the states that require twenty-two days for a school month?
Kentucky.

Teachers, and especially principals of schools and superintendents, should be very careful not to give recommendations of anything that is not really valuable. They are apt to mislead other parties who do not know how much was paid for the recommendation. It would be well just above the signature to say: "I am not responsible for tickets for myself and company," or "I have received a copy of the above mentioned book for my signature."—The intellect is perfected not by knowledge, but by activity.—Aristotle.

It might also be added that it is not the amount studied in the text-books into the public schools of that city. The fine building in the fifth ward, we have for a long time been compelled to bring up. The living and the dead! The Crawford boys, the little boys, the school law regulating the age of applicants for schools a drayman, as simple as daylight, as indefatigable as the state, and most prominent in the state; and I, the superintendent of schools of Sparta, under the principalship of Prof. O. R. Smith, says: "In the excellence of its school system, skill and thoroughness of its teachers, and the satisfactory character of the work actually done, we believe no other city in the state, and most part to every man and woman in the state, and most especially do we commit its careful study to every teacher of the state, for no teacher can work wisely and intelligently unless he fully comprehends the general progress of education, so that he may therefore rise in his position in the profession."—The eight weeks' institute of public instruction in the public schools of that city. The Board of Education has accordingly adopted rules and regulations for procuring and distributing the books. We will clip the following from the recent inaugural address of Mayor Norcross of Janesville: "The city has reason to be proud of its schools. We have 3,700 resident school children, and, since the erection of the fine building in the fifth ward, we have accommodation for the 1,650 under the same school. For securing and patronizing our public schools, children should take advantage of our public means of education. We are really indebted to our school board and superintendent for an economical and successful management of this very important branch of municipal duty."

THE following letter from Edward Eggleston to W. P. Hendricks, of Madison, explains itself. 314 Adelphi Street, Brooklyn, April 6.

Dear Mr. Hendricks—I have been much interested in the reminiscence of Mr. Green's old school, lately published, and I should be very glad indeed to be among the boys at that time, to speak to the truth I was in the habit of attending these schools. To this day I love them. I am a little yet if he were to speak sharply to me. I cannot come—I am too much of a draghorse, and June is the last of my summer's work. He took a vacation in the hills or New England, or took a steamer for Europe. Think of a man overworked as I am bringing his head in the sun of Southern Indiana at the summer solstice. None the less I wish I could be there. What a rush of memory that published list of names brought up. The living and the dead! The Crawford boys, the Little boys,
The Educational Weekly.

May 10, 1877

The following characteristic article appears in a recent number of the Fort Smith (Ark.) Herald:—"To the Citizens of Fort Smith: We desire every parent of a pupil in the schools; every tax-payer and his wife; every friend to the public schools; and every true citizen of this city to read the following statement, and to let it be known to the Board of Education in Fort Smith, to know that from this time to June 6th examination will be in progress 3½ hours every day except Sunday and Saturday. The teachers and the Board of Education most earnestly request that the citizens visit the schools on such a day. You cannot see all in one day. There will be no grand featured, mis-calculated exercises, called school meetings. You will have to see for yourselves just what the teachers and pupils are doing. We shall be glad to welcome you at any time. Drop in whenever you have a half hour or a half day to spare. Any member of the board, any teacher or myself will be glad to receive suggestions which are to our work done in the schools. Come soon, and if errors are pointed out, it is not too late to correct them. Your visits will encourage and stimulate both teachers and pupils. B. G. Root, Principal," etc.
the requisite number of schools, finds the year scarcely long enough for his
migrations from San Diego in winter to the summer institute at Siskiyou.
This time necessarily consumed in travel between their remote points is
much greater than is required on a journey from Maine to Florida. From the per-
 perpetual snows of Shasta to the perpetual summer of Southern California, all,
along the scattered line of country-school-houses he finds the tramplasted
eastern with a process of adaptation to the educational wants of a mixed and mobile New America. The spring institutes are held with
regard to the convenience of teachers' travel, and of the normal school pro-
 fessors and the State Superintendent or Deputy who invariably participate in
them. President Allen, the much respected man of the California State Nor-
 mal School, is ably seconded by Prof. B. H. Norton, a natural born teacher
of teachers and loving student of nature. Their four months' vacation per-
 mits a liberal sprinkling of rambles with rod and gun from point to point where they are held. Their roving school visitations among the great Redwoods of the Coast Range, curves round among the
whitest spires of the Sierra Nevada nearly to the Oregon line; thence down
through mining districts, the "big trees of Calaveras, through twenty of
our fifty-two counties, each with its special character and its peculiarity.
They ride to the institutes on horseback, a distance of fifty miles! Each
county pays $100 towards the expenses (and as much more as they choose);
the pay of teachers goes on during attendance. There
must be an annual in-
spection lasting from three to five days in every county containing twenty
school districts, and there
may be more than one, or one of longer duration when the
the pay of teachers goes on during attendance. There
must be an annual in-
spection lasting from three to five days in every county containing twenty
school districts, and there
may be more than one, or one of longer duration when the
demand is greater. The Santa Cruz and Napa county institutes have
just closed, and have been conducted with unusual spirit. Twelve more,
in the northern counties, will be held during the months of April and May,
of which notes will be sent to the WEEKLY.

Michigan.

THE Board of Regents of the University hold a special meeting May first.
Legislature and Laboratory trouble. Prof. Langley has secured for the
department of chemistry and physics one of the most powerful machines for
producing the electric light that is to be found in the country. Two of the
seniors appointed to take part in the literary exercises of commencement
day, Miss Mary O. Marston and Mr. Geo. C. Constable, have declined the honor.
A committee of the senior class has issued letters to the clergy of the state, who
are told, asking their opinion about the propriety of the Regents granting the
class the use of University Hall for a commencement. They protest strongly
against this demand, and request that they be unable to entertain their friends at commencement time unless they
dance them.—The Legislature of this state does not seem to be very
successful in its educational law-making. It has passed, or will likely pass,
the amendments for current expenses of the schools about as they have been
asked by the several boards; but very little of general legislation upon educa-
tional matters is likely to be made. Prof. Tarbell's bill to provide for the
better support of teachers' institutes, at this writing, seems most likely to pass
without being so modified as to lose its identity. As reported by the Com-
mittee on Education, it provides that all officers who examine and license
teachers shall collect a fee of one dollar of each male, and fifty cents of each
female teacher examined; these fees go into the county treasury and constitute
a county institute fund. The State Normal Instruction is required to hold,
by himself or by some one appointed by him, an institute each year in every county having one thousand children within the school ages.
In smaller counties the holding of the institute is optional with the
Superintendent, unless requested by fifteen teachers of the county; or if there
are not fifteen teachers in a county, the institute may be called by a sufficient
number of teachers of adjoining counties. All registered attendants upon the
exercises of an institute must pay a fee of fifty cents, provided they have not
within the year paid the examination fee before mentioned. In case this
county fund is not sufficient to support the annual institute the Superintendent
can draw from the state treasury sixty dollars for each institute provided he
does not draw in any year for this purpose more than the educational dol-
lars. The Superintendent is also authorized to hold, each year, one Central
State Institute, at a cost to the State not exceeding four hundred dollars. If
this bill becomes a law it will be of immense advantage to our schools. All
attempts to secure any improvement or even change in the worthless system of
township supervision. Both district and county systems of supervision have had able and earnest advocates in the Legislature, but their efforts have not met with success. Mr. S. Johnson, of Cass county, presented an ex-
cellent bill for a change of system, but was most unadvisedly killed.
The bill, prepared by the Superintendent in conjunction with a com-
mittee of the State 'Teachers' Association, and providing for a district plan,
met with a similar fate.

Minnesota.

THE plans for a high school building in Minneapolis have been completed,
and the contracts awarded. It is designed to have the structure enclosed,
and the roof raised. The main building will be the first day of September.
--Superintendent Burt has issued a circular letter referring to the new
contract for furnishing text-books, in which letter the following statement is
made: "The spirit and design of section 4 of the text-book law will be met,
if clerks and county superintendents of schools make their requisitions for
books wanted, when the commission should have announced the authors and
publishers of the books that the contractor is to furnish." —Superintendent
Borius, of Stillwater, the President of the State Teachers' Association, must
be anxious to get the pins set for his next head of this body. We venture the prediction that it will be found much easier to dis-
cover holes than to secure the pins which will fit them. The themes
which demand discussion at this hour are numerous and pressing. The
next great question is, who are we to call upon to shoulder any responsibility connected with this forth-
coming convention; and let us be determined to have an educational revival.

Chicago Notes.

Prof. JAMES HANNAH, Chicago.

At the last institute of the grammar school teachers, Superintendent Pick-
ard advised that, in view of present complications in Europe, and the
probable frequent reference to the matter directly and indirectly from the
seat of war, some conversational lessons should be given on the met-
ric system. Mr. Pickard thought that attention should be called to at least
two units of the system—the metre, the litre, and the gramme—that the
deviation of each, so to speak, from the metre should be explained: that
the four Greek prefixes—deka, hecto, kilo, and myrium—with their signification
and peculiar use indicating multiples should be taught; that three Latin pre-
fixes—dec, centi, and milli—with their peculiar use as sub-multiples, should
also be similarly taught. If, in addition to this, the peculiarities of abbrevi-
ation, and a few of the equivalents of the metric terms in distance, weight,
etc., were noticed, such terms occurring in accounts of battles and campaigns
could be readily translated.—His friends will regret to learn that Mr. Mer-
rimo would make the principal of the school in Chicago the most
impressive feature of the city, has become seriously embarrassed, financially. His
supposed success in worldly affairs has long caused him to be regarded, and furtively pointed out
as a standing proof and a living monument of the falsity of the popular
notion that education is impossible for a sc and utterly to be anything else than a poor
man. His eligible situated and handsome city property, and his interesting
and valuable farm fruit in Michigan were such possessions as are never asso-
ciated with the average schoolmaster, whether historical or actual. Mr. Mer-
rimo's embarrassment is the result of an attempt on his part to improve hi s
position on every hand and to have an
extent that his present income would not warrant, and may, to a considerable extent, be attributed to the severe
and unexpected reduction of salaries to which all Chicago teachers have been
subjected. While it is said that Mr. Merrimo is the first man of his standing in faith in Chicago. He
is entitled to, and, with his excellent wife and family, will receive the sympa-
thy which a veteran, faithful, and successful teacher deserves in a misfor-
nate position. The Chicago Schools, as managed by the Board of Education since the
price of school books for the ensuing year by the unanimous adoption of
a resolution to the effect that only sixty-five per cent of last year's published
retail prices shall be paid.

Publishers' Notes.

ALL letters relating to advertising or subscription should be addressed to
S. R. Winchell & Co., 170 Clark Street, Chicago. Letters designed for
the individual editors should be addressed to them as their names are pub-
lished in the WEEKLY.

JOHNSON'S CYCLOPEDIA.

This work continues to gain in popular favor, and is now the standard
whatever known. The following are only a sample of the opinions of scholars
concerning it.

William J. Wells, formerly Superintendent of Chicago Schools, says:
"I have made a pretty careful examination of a large number of articles in
Johnson's Universal Cyclopaedia, and find everywhere the marks of the most
careful research and remarkable fulness and completeness of information in
the smallest compass of language. There is not a family of any cultivation
who are solution to the effect that only sixty-five per cent of last year's published
introduced, as is evidenced by the following facts: In Beloit, Wis.
... have been ordered; in Whiteside county, Ill., over
... is evidenced by the following facts: In Beloit, Wis.
... have been ordered; in Whiteside county, Ill., over
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