Editorial.

Referring to an editorial in the Weekly of August 2, an esteemed correspondent, in a private note, remarks: "You are sound to the core. I hope you will pursue the subject. These boards of education need a little wholesome advice from somebody. Their arrogance is beyond endurance. Now and then a superintendent might also be overhauled with advantage. School boards in many cases have carefully surveyed the situation, that no very substantial advance can be made in the momentous work of educating the whole people until persons who are both mentally and morally competent can be secured in every department of that work, from the primary teacher and the district director to the metropolitan school board and the state superintendent of education.

The whole country has recently been trembling at the spectacle of law-defying mobs burning cities, destroying railway stations, arresting the progress of commercial intercourse, and murdering the defenders of the public peace. If these disturbances teach any lesson whatever, the most vital one of all is that obedience to rightful authority, and subordination to law, should be taught, illustrated, and enforced in the family, in the school, and everywhere else, not only as a cardinal duty, but as an inexorable necessity to the good order, peace, and safety of society. And yet we find corrupt and pusillanimous school boards aiding, abetting, and encouraging the opposite tendency in their public action. We have heard governors call rampant rioters, red with the blood of innocent citizens, 'dear friends.' We have heard of mayors directing that blank cartridges should be fired at mobs engaged in dealing death and destruction to the persons and property of peaceful and innocent citizens. Is this the spirit, and are these the methods by which the experiment of self-government by the people is to be made a success? Shall we preach obedience and subordination to children, and then encourage, applaud, and reward their opposites in the practical administration of affairs among their elders, who should also be their betters? These questions demand consideration, for they are vitally related to education and to the all important subject of school administration.

A large class of persons in 'this free and enlightened land' seem to be laboring under the sublime delusion that an American citizen is, per se, and necessarily, fit for all possible "spots and crises," and especially for all offices of honor, trust, or emolument, from that of roadmaster, or town constable, to a major-generalship in the army, the presidency of the United States, and even the superintendency of a state "educational department!" The question of adaptation, honesty, worthiness, or fitness, is one of altogether secondary importance. Indeed, in practice it is frequently one of no importance at all. We demand skilled labor in the work shops. We endow costly colleges of agriculture and the mechanic arts. We multiply and expand our technical schools. We enter, and wisely so, upon an earnest crusade in behalf of industrial education for the masses of the people, insisting that an elaborate special preparation is demanded for the successful manipulation of the grosser material forms of existence, and yet we tolerate the most villainous civil service, and the most absurd educational service known to any civilized nation. In respect to the civil service we have much to learn even from China and Japan.

In the organization and management of educational forces it is notorious that in several most important respects we are far behind many of the European and other nations that have had the sagacity to borrow from us the grand conception of universal education, and the wisdom vastly to improve upon many of our methods of administration and detail in the working of the system. In England, for example, the educational movement is directed by many of the ablest and most eminent personages in the realm, and as a consequence England is making far more rapid progress in popular education to-day than the United States. In no branch of the public service is there greater need of both heart and brain than in this. Honesty, capacity, fidelity to the public interests, a clear conception of the ends of educa-
tion, and of the means by which these ends are to be secured, are the need of the hour.

From this service, the aims, ambitions, and methods of the self-seeker, the ward politician, and the demagogue should be rigorously excluded. Those who would make an educational office a temporary shift, a stepping-stone to something else, should be forever barred from holding it. Merit, experience, a perfect familiarity with all grades of the work, a nice perception of its true motives and methods, and of its bearings upon life, character, and the interests of society at large, should be the sole passport to its positions of trust and responsibility. When school boards are thus constituted, when superintendents are made of the stern stuff of sterling manhood, when the rights of true teachers are properly respected, and their services are adequately compensated, when educational tramps are quietly laid upon their appropriate shelves, and when permanence is assured to the men and women of brains who are willing to consecrate themselves to the service of education, we shall hear less complaint of its cost, and witness results more nearly commensurate with the public needs, and not before. The sooner this lesson shall be learned and acted upon the better for the schools, for the people, and for the interests of the country as a whole.

Let us not be understood as indulging in an indiscriminate condemnation of school boards or other school officers. It is freely conceded that there are many and noble exceptions to the style of conduct here referred to. But it is also patent that these strictures are of much more general application than, for the good of the schools and the country, they ought to be. It is undeniable that merit and fitness have little to do with their selection, or, on the other hand, with their own action in the choice of teachers. When such facts become the occasion for nearly universal complaint, they indicate the prevalence of an almost universal abuse. Such abuses must be exposed. Let the light shine upon them. Let them be subjected to the searching scrutiny of that intelligent public opinion which, in a country like ours, must be the ultimate corrective of all errors in public affairs. We freely tender the columns of the \textit{Weekly} to all who have facts to communicate touching this vital matter, and we hope our correspondents will not be backward in availing themselves of the opportunity.

Let us have the facts.

The most comprehensive and valuable contribution to educational literature that has yet grown out of our Centennial Exhibit, so far as our observation extends, is the special report of Deputy Minister Hodgins, of Ontario, for a copy of which we are indebted to that gentleman. The report is not only a clear statement of the work done for the great Exhibition by the school department of Ontario, but it contains a concise survey of all of the educational exhibits of the various countries and states represented at Philadelphia, nearly forty in all. It also presents an account of the existing state of education, together with the illustrative statistics, not only of these countries, but of those which had no educational exhibits at the Centennial. To these facts is added an analysis of the systems of education in operation in the principal countries. The report may be very properly characterized, therefore, as something more than an epitome of the educational condition of the world at the close of our first century, and as such, it possesses great and permanent value. It gives information more or less complete respecting the systems of education now in operation in Russia, Prussia, Sweden, Belgium, The Netherlands, Portugal, the United States, Brazil, the Argentine Republic, Chili, Japan, and Egypt, from the most authentic sources, while it comprises, also, a trustworthy sketch of the administration of the parliamentary grants for elementary education in England, from 1839 to 1876, with a full analysis of the education code now in force. The whole of this information has been elaborated with conscientious care, and will enable the student of education to obtain a bird's eye view, from the standpoint of the Centennial Exposition, of the condition of national education, not only of the forty states and countries that were represented there educationally, but of the nearly equal number that were entirely unrepresented in this particular.

Not the least of the valuable features of this admirable report is an interesting sketch by P. C. Owen, Secretary of the British Commission of the Paris Exhibition, under the presidency of the Prince of Wales, of the South Kensington Museum, and of all subsequent educational museums. There is also a brief account of the educational museums and depositories recently established at St. Petersburg, Paris, London, and other places. It is devoutly to be wished that the presentation of the subject here afforded, with the discussion that must grow out of it, will lead to a proper appreciation of the importance of educational museums in our own country. That we have much to learn in this respect, as well as in various other departments of educational administration, will be made fully evident by an examination of this report.

The illustrations, twenty-five in number, comprise all of the more salient features of the great Exhibition, particularly those possessing a direct as well as indirect educational bearing, together with a grand view of the Paris and Vienna International Exhibitions of 1867 and 1873. The work comprises more than 300 pages, on heavy tinted paper, including a copious index, referring directly to every topic presented. On the whole, this report is a monument to the intelligence, liberality, conscientious fidelity, and public spirit which characterize the administration of the educational department of our neighbor, and which are in striking contrast with too many of the communities on this side of the line, subject, as Mr. Hodgins too truly observes, to "the fluctuations of executive authority," as they are. We could wish that the report might be more generally circulated in this country than for obvious reasons it is likely to be. But those who are so fortunate as to be the recipients of a copy owe it to the cause of education among us to disseminate in all practicable ways the abundant light and knowledge that beam from its compactly printed pages.

Contributions.

SPELLING REFORM. 1.\footnote{Paper read before the \textit{Ohio State Teachers' Association}, July 4, 1877.}

The question of amending and simplifying English spelling can no longer be classed among the extravagant and abominable propositions of lunatics. I call your attention in the first place to some of the champions of the cause of Spelling Reform.

At the head of the list stands the most distinguished philologist of his age, Max Müller, Prof. of Sanskrit and Comparative Philology, Oxford, England. His essay upon the subject in the \textit{Fortnightly Review} of April 1, 1876, is the most weighty argument that has yet appeared. You will find that very free use has been made, in this paper, of his essay; as also of Prof. Whitney's
do I ask you to waste time in discussion upon any particular scheme or systems of phonetic spelling. The field of battle is, not to-day whether Pit-man's, or Ellis's, or Jones's, or Dr. Hill's, or some other plan shall be adopted.

It is now admitted that the reform cannot come into existence in a complete form. It must have a beginning and grow by moderate steps. The men who now are foremost comprehend the difficulties, the importance, and the magnitude of the problem they are about to attack. There are many things to be looked at; and it is an encouraging fact that the spirit of the fanatic and the bigot, so far as it ever existed in this discussion, is gone, or at least is out of sight.

This is a practical question concerning millions of writers and speakers, and it should be settled by strictly practical considerations. Mere theory and sentiment should be banished from the discussion. Men do well to submit their propositions for reform with modesty, and the greatest promise for the future lies in the general conviction that the best way will open before us if we but make an actual beginning. The beginning is half the battle. Already one disputed point seems established. It seems rather generally agreed that the reformed spelling must use the old letters. At least Mr. Pitman, in his Phonetie Journal, admits in substance that it is now apparent that our common letters, either singly or in combination, must be used as the symbols of the new spelling.

Dismissing all matters of detail, and leaving to future discussion the solution of the many practical difficulties which suggest themselves, let me ask your attention now to the arguments, and they are all old ones—both for and against the proposed reform.

"What," says our conservative friend, "is our national literature to be thrown away? Are our libraries burning with books and newspapers to be counted as so much rubbish? Are the millions of dollars now represented in type and plates to shrink to the few thousands which would pay for these type and plates as mere metal? Are we to unlearn what we have learned with so much trouble? Is business to be obstructed and science put under arrest, while we are learning the new language? Are we to surrender all the associations, and to sacrifice all that is historical in the great old structure—our national literature? Are we to deny coming generations the privilege of reading our English classics in their original form? Will you force the boys and girls of the future in England and America to have to learn Shakespeare, Milton, and Burns and Irving, and Longfellow, as when they now read Horace, and Virgil, and Cicero? Shall the future lose sight of its kinship with the glorious past of English literature?

No! No! These arguments come from the imagination, or are very extravagant statements of the difficulties. Such consequences are not to be encountered.

It is certain that no reform can succeed that is not more or less moderate and gradual. The new spelling must be such that it can be read easily by all who have learned the old; and on the other hand it must be such that children, when taught the new, can master, if desirable, the old without too much labor. Children must not be required to write in the old method, and adults need not be expected to write in the new. Whatever may be the character of the new system, the old and the new must remain in use side by side for a time.

Of course there will be some inconvenience attending such a transition. But it can not be very great. The new spelling will look odd, indeed, and in this would be the greatest cause of our hesitation, rather than in the actual inconvenience. But suppose our ladies should suddenly appear before us in the style of bonnet which they are to wear five years from now. Would we not exclaim ridiculous, and almost give them the cut direct? Oddly is never an argument of force against the use of anything.

How about the matter of expense? It is true that a few generations all that is valuable in English literature would appear in new editions, and in the revised spelling. That vast stock of books which are worthless, or at least not worth the expense of the new dress, would be embalmed upon the upper shelves, opening only at the bidding of the antiquary or the etymologist. This change would not all take place in one year, nor in twenty years. And do you suppose capital would suffer from the change? Look at the number of new inventions which go into use every year supplanting old ones and rendering them useless. Consider how many machinists and utensils are becoming dead stock every month simply because something better is put into the market. Does capital suffer? Certainly it does. But who pre-
sents that as an argument against the selling of improved sewing machines, reapers, and stoves? The community is benefited by the new invention, and that is sufficient answer. Now in these various departments of manufacture, the simple march of progress renders as much capital worthless as will be damaged by the reform in spelling. Nothing would become valueless except the plates, and they only by degrees. But as a compensation for this, the saving in production would in a few years more than make good the loss of plates.

Now comes the objection that we shall forfeit our birth-right in the glory of English classics. Ask yourselves, wherein consists this glory of our mother tongue, of which we say so much? Does it lie merely in the appearance of the page? or does it lie in "the thoughts that breathe and words that burn?"

What is the English language? Is it that which we see? or that which we hear? Our language is that which we utter; it is speech, not spelling. The sacred majesty which we revere lies not in the written word, but in the spoken sound. Writing is but the hand-maid of speech. Now it is not speech, but the plates, and they only by degrees. But as a compensation for this, the spelling reform proposes to touch nothing that is sacred in the English language or in the English literature.

Probably no argument did so much twenty years ago to check the progress of reform as the argument that phonetic spelling would destroy the historical and etymological character of the language. The answer to this is just beginning to work its way.

"Suppose phonetic spelling should destroy the historic character of our language. What of it? Did not the Reformation destroy the historic character of the English church? Did not the American Revolution destroy the historic character of the American colonies? Can any such sentimental grievance outweigh the practical advantages of these revolutions? If there is any value in the aristocratic element, it lies only in its power to call up pleasing associations in the mind of the learned, of those who are already more or less familiar with the sources from which our words come. The relative number of these persons is very small. These associations are an aristocratic luxury, and by no means a popular benefit. Such a satisfaction is a supremely selfish one, and most unjustly obtained at the expense of the convenience and advantage of the great public of writers and speakers."

"Language is not made for scholars and etymologists; and if the whole race of English etymologists were really to be swept away by the introduction of spelling reform, I hope," says Max Müller, "they would be the first to rejoice in sacrificing themselves in so good a cause."

But is it true that the historical continuity of the language, so far as that continuity goes, must be broken by the adoption of phonetic spelling? Would the trade of the etymologist be gone forever? The best philologists say "No!" emphatically and unanimously.

If the etymological connection is seen between gentlemanly and gentleman-like, why should not the connection just as plainly appear if the last syllable were written it instead of ly? If we feel that think and thoughts, bring and brought, buy and bought, belong together, why should we feel it less, if we wrote that, and not, and by? Because the Italians write filosofo, are they less aware than the English that they have before them the Latin philosophe, and the Greek φιλόσοφος? If we write fit in fancy, why not phantom, both coming from the same root? If we can endure f in frantic and frantic, why can we not in phrenology? A language which tolerates tial for tial, need not shiver at filosof (Müller). What has been lost in leaving out the s in such words as honor, doctor, and error? Does not the educated person know as well that they came to us through the French from the Latin, as if the s were retained to tell the tale? In our word drafts, phonetic spelling has almost supplanted the so-called historical spelling draught; and is the etymologist any the worse for it?

ASTRONOMICAL GEOGRAPHY—III.

PROF. EASTREDAY, Carthage College, Ill.

PHENOMENA RESULTING FROM THE EARTH'S ROTATION.

THAT a body existing alone and being at rest in space would assume and retain the form of a perfect sphere has previously been shown. That this form is modified by a rotary motion of the body upon an axis is easily appreciated. Let a represent the center of a spherical body in space, to which is imparted a rotary motion. Let a represent any particle of matter upon the surface of the body between the equator and the pole. As was shown in the second paper of this series, so long as the body remains at rest—so long as a tangent to the surface at a is perpendicular to the direction of the single force acting upon it, which direction is now precisely toward the center of the body, there is no tendency on the part of the particle to change its position latterly, and the body continues to be a perfect sphere. When, however, the body revolves, in addition to the attraction of the centrifugal force, and it urges the particle directly from the axis. Now, representing the attraction of the whole mass upon the particle by a short line 

\[ \vec{a} \]

directed toward the center, and representing correspondingly the centrifugal force by \[ \vec{b} \], directed from, and at right angles to the axis of revolution, and completing the parallelogram, we have in the diagonal the exact resultant of the two forces, both in direction and in intensity. We may, then, consider the particle a completely and exclusively under the control of the force represented by this diagonal which may be designated by \[ \vec{e} \]. The force \[ \vec{b} \] now taking the place of \[ \vec{a} \] in the first of these articles, it is easily seen that the particle a is urged toward the equator. The result is the increasing, to a limited extent, of the equatorial diameter, and the decreasing of the polar diameter, or the flattening of the surface in the region of the poles. So, precisely, it is with our own terrestrial home. Such a revolving body is necessarily a prolate spheroid as the one at rest is a perfect sphere. The difference in the lengths of the equatorial and polar diameters of the earth is about 26 miles. A change in this difference would promptly be brought about should there be the slightest change in the length of our day. A tangent to the general surface of the earth at any point is, and ever must be, precisely perpendicular to the resultant of the two forces above considered.

It may be noticed, from the above discussion, that a vertical line, which necessarily coincides in direction with the diagonal of the parallelogram, would not, ordinarily, if produced, pass through the center of the earth. At the equator, where the centrifugal force \[ \vec{b} \] is directly opposite to the attractive force \[ \vec{a} \], the diagonal coincides in direction with \[ \vec{b} \]. The same is true at the poles, where the centrifugal force \[ \vec{b} \] is nothing. A perpendicular, then, to the general surface of the earth at any point within either the northern or the southern hemisphere, except at the poles themselves, is directed toward a point in the axis of the earth a short distance to the opposite side of the plane of the equator.

It is also of some interest to notice the change which the parts of the parallelogram undergo as it is conceived to be gradually transferred from the pole to the equator. The intensity of the centrifugal force \[ \vec{b} \] begins at the pole with nothing, and constantly increases. The earth now having its spheroidal shape, the intensity of the attractive force \[ \vec{a} \] is somewhat greatest at the pole, and slightly and constantly decreases as we approach the equator. The resultant force \[ \vec{e} \] coincides at the pole with \[ \vec{a} \], and also constantly decreases, but more rapidly, being at the equator less than \[ \vec{a} \] by the significant value of \[ \vec{b} \]. This variation of \[ \vec{e} \] represents perfectly the present variation in weight of a given body upon the different latitudes. The variation of \[ \vec{e} \] represents what would be the variation in weight of a given body upon the different latitudes were the earth to retain its present shape and cease to revolve upon its axis.

As was noticed in the third argument to show that the earth revolves upon its axis, in the second paper, the variation of \[ \vec{a} \] is not sufficient to account for the variation in weight, but it requires precisely the more rapid variation presented in \[ \vec{e} \].

The inequality in the distances between the different parallels of latitude is not always appreciated. When the question is raised, it is more frequently answered incorrectly than correctly. It is often, and most naturally, supposed that, because the polar radius of the earth is shorter than is the equatorial radius, the distance necessary to be passed over on a meridian in order to change the latitude one degree is less near the pole than near the equator. This is incorrect.Whilst it is customary and possibly legitimate, roughly to speak of the angles of latitude and of longitude as all having a common vertex at the center of the earth, it is not strictly true in case of the angles of latitude. In reality the center of curvature of no part of a meridian is coincident with the center of the earth. The radius of curvature of a part of the meridian at the pole is longer than the radius of curvature of a part of the same meridian at the equator, the former extending a considerable distance past the center of the earth, and the latter not reaching by a considerable distance to the center. Therefore, the parallels of latitude are nearest each other in the region of the equator, and are perceptibly further from each other as we pass toward the region of the poles. To make this clearer, we may suppose that two vertical lines one mile...
apart be conceived to exist upon the same meridian and, first, equally distant from the equator. It is easily seen that these lines produced will meet in the plane of the equator forming a small angle the vertex of which is not so remote as the center of the earth. Now, let the same experiment be conceived of with the pole midway between the lines. The vertex is now upon the axis beyond the center, and the angle is smaller. Let an indefinite number of these experiments be conceived of as being performed upon the same meridian from the pole to the equator, the vertical lines being constantly one mile apart at the surface of the earth. The vertices are found to form a curved line running from the position of the second vertex mentioned to the position of the first, the curve being convex toward the center of the earth, and the angles formed getting larger as we proceed from the pole to the equator. We conclude, then, as before, that, if the angles are made the same, the vertical lines will need to be more distant from each other as we pass from the equator to the pole. The curved line mentioned lies in the plane of the meridian on which the verticals were supposed to be, and one extremity is on the equatorial diameter of the meridian and the other extremity is on the polar diameter.

THE METRIC SYSTEM.

A recent meeting of the New England school superintendents, a committee appointed at a previous meeting to consider "what should be done in our public schools in respect to instruction in the metric system," made a report through Supt. Philbrick, embodying the following recommendations:

1. That all State Legislatures should render instruction in the system in our public schools obligatory.

2. That without waiting for such legislative action, all school authorities should at once provide, as far as practicable, for instruction in the system in the schools under their charge.

3. That all school superintendents should, within their respective spheres of activity and influence, recommend and promote instruction in the metric system in all schools, both public and private.

4. That all teachers should make themselves acquainted with the system, and that they should, so far as practicable, give their pupils instruction in it whenever required or permitted so to do.

5. That a knowledge of the system should be made a condition of admission to high schools, colleges, and technical schools.

6. That the system should be taught in all normal schools for training teachers.

7. That at all teachers' institutes the importance of the best method of teaching the system should be presented.

8. That a knowledge of the system should be required of all teachers as a condition of their receiving a certificate of qualifications for teaching.

THE TEACHER'S PROSPECT.

The following is taken from a memorial read before the Common Council of Buffalo by one of the school principals, while that body was considering the propriety of reducing teachers' salaries.

"The term of service is in most cases only for a limited period of years. Many of our best teachers soon find that they must abandon the schoolroom on account of impaired health. They must therefore remain without remunerative employment, and soon live up their scanty savings, or else embark in some business for which they have neither taste nor the requisite training. The inevitable result is too often financial ruin. The case is different with other professions. At an age when the teacher is most likely compelled to retire, the successful lawyer is just entering upon his most lucrative practice; finally he reaches the bench loaded with honors and riches, while his classmate that outstripped him at college lives in poverty and obscurity because he became a teacher. The business of the merchant grows and expands from year to year until it gathers such volume and impetus that only his sons and successors will finally reap the full harvest. You can read dead men's names on the signs of prominent business houses, but when the teacher dies his business and his capital sink with him to the grave. But aside from these great drawbacks the vocation of teaching tends materially to shorten human life. The combined average duration of life of the farmer, mechanic, merchant, lawyer, physician, and clergyman, is fifty-three years; that of the teacher is only thirty-four years."

FROM THE GERMAN.

SON, receive from me this spear,
Heavier than my arm can bear:
All my armor take indeed;
Manage thou henceforth my steed.
Fifty years have shed their snows
On these helmet-covered brows;
Every year has blood been poured,
Dulled been battle-ax and sword.
Sword and ax and club—all three
Duke Rudolphus gave to me.
True to him I was alway,
Scorning Henry's proffered pay.
Of his right hand when bereft,
For our freedom with his left
Still against the Franks he made
Stout resistance, undismayed.
Take the weapons! Arm thee, son!
Thus has emperor Conrad done.
Ah, my weakness gives me grief;
Let thy strength be my relief.
For free hearths, our fathers' gift,
Ne'er in vain this sword uplift.
Wakeful be on watch at night;
Be a tempest in the night!
Ready be both night and day;
Ever seek the hottest fray.
Spare th' unarm'd for life who pray,
Through the opposing hew thy way.
If thy troop begin to quail
And the flag to rally fail,
Then defy,—a sol'dier, too,—
All thy foes' united power!
All thy brothers,—patriots seven—
All unto the sword were given,
Then,—thy mother's mental night
Till she faded from our sight.
Lonely am I, frail and old;
Bitter a thousand fold.
Than the loss of all my race
Were the news of thy disgrace.
Then from death ne'er basely fly;
Ever on thy God rely.
If thou act a knightly part,
Joy will fill this aged heart.

FRIEDRICH LEOPOLD VON STOLEN.

HOW TO WRITE A COMPOSITION.

FIRST—Select some simple subject, it matters very little what, provided it be within the range of your intelligence and attainments.

Second—Ask every appropriate question concerning the subject selected, which your ingenuity and inquisitiveness can suggest, taking care to write each question down upon paper, and that their form shall be such that they cannot be answered by "yes" or "no."

Third—Carefully examine the list of questions which you have written down, and determine which, in your judgment, should be answered first, which second, which third, and so on through the list.

Fourth—Write an answer to question number one, then to question number two, and so on through the list, embellishing and strengthening each answer with illustrations, quotations, syllogisms, figures of rhetoric, etc., to suit your taste or fancy.

Finally read all your answers in succession, and you will be thoroughly surprised and pleased with the success you have met with in writing. The best essay or composition upon any subject is one which answers all of the questions in their natural, and therefore logical order, which an inquisitive person, unimpressed upon the subject, may choose to ask.—Fisher Ames.

Education is a better safeguard of liberty than a standing army. If we reignish the wages of a schoolmaster, we must raise those of the recruiting sergeant.
The East.

\[\textit{In order that the \textbf{Weekly} may truly represent the educational interests of the \textbf{East} as well as the \textbf{West,} an office has been opened at Oxford Street, London, \textit{W. M}, to be conducted by Prof. Edward Johnson, to whom all correspondence from the Eastern States should be addressed.}\]

AMONG THE BOOK PUBLISHERS.

BOSTON has a good many enterprising publishing houses, both of miscellaneous and of school books. Leo & Shepard, Roberts Brothers, J. R. Osgood & Co., D. Lothrop & Co., L. Prang & Co., Lockwood & Brooks, H. O. Houghton, Little & Brown, Estes & Lauriat, Nichols & Hall, A. K. Loring, R. S. Davis & Co., J. L. Shorey, Thompson & Brown, Ginn & Heath, and Wm. Ware & Co. are the most prominent of these. The last five publish school books almost exclusively; none, with the exception of Ginn & Heath, presenting a very large list. It is noteworthy that enterprising Boston, which is so great a center of learning, and which sends so many instructors all over the land, and whose brain-power vitals so much of our literature, should not have asserted its claim to a larger part of the trade in school books. New York and Philadelphia have coined their millions out of the talent of New England. If Boston published one-half the books written by New England men, and now actually used in educating the nation, it would possess only of arithmeticians, old Benjamin Greenleaf, also Eaton and Walton's, all of great value. Sargent's arid 'Hillard's Readers' it sends to every state in the Union, although our own Monroe, of the School of Oratory, sustained by the enterprise of Copwerthwait, is giving the service that Kidd's Elocution is not excelled by anything in that line, east or west.

Boston is also sending forth now some excellent linguistic works. It does one good to talk with our friend Ginn about his handsome list of books. He builds a Bible-faith on every one of them, and evidently would suffer Christian martyrdom to witness their infallibility. Goodwin's Greek books are excellent, all that classical teachers can desire. Allen & Greenough we do not like so well as Harkness. Their Latin Prose is good, but we prefer the one in the Bingham Series, published by J. H. Butler & Co., and advertised in The Educational Weekly. Whitney's Essentials of English Grammar we like very much, and not less because of the sound exposition of principle, and whole some criticism. Henry Holt & Co., New York—a firm that has done much to advance the interest of art—publish a very entertaining volume entitled "Recent Music and Musicians" by Moscheles, also, "The Art-Life and Theories of Wagner." We have heard so much of Richard Wagner, and the "music of the future," from the numerous would-be critics and scribblers that, wearied with conflicting statements, this account of his art life and theories, written by himself, is a most opportune publication.

Musical Department.

Editor, W. L. Smith, East Saginaw, Michigan.

MUSICAL LITERATURE.

The manner in which a love of musical art is increasing among us, and a knowledge of it rapidly spreading throughout this vast country, is surely very gratifying to all lovers of aesthetic culture. But while such is the case, it remains a matter of sincere regret that one of its greatest aids has been quite generally disregarded. We refer to the department of musical literature, which furnishes one of the most entertaining and instructive fields for general reading; and while many volumes of less elevating character are being placed upon the shelves of both public and private libraries, we would call attention of those in charge of such libraries to this class of literature, and claim for it a share of honest recognition. No other art enters into every-day life in the same proportion, or exercises greater aesthetical influence on modern society than music; and yet it is deplorable that, beyond a mere maj ority for superficial, sentimental gossip, very little thorough enlightenment on art matters exists among the people. If an opportunity to read many excellent works on the subject, that have been published, were given, much of the ignorance that now prevails would undoubtedly be removed, and the beauties of musical art that, owing to this ignorance, were never before unfolded, could be in a measure realized. In order that those desiring improvement may know more of this particular department of literature, we have been to some labor and expense in preparing a list of the most meritorious American publications on the subject. The field of foreign musical works is quite full, but, as the prices for such are beyond the reach of the greater number of persons, we have thought best to omit them from the list, leaving those who desire further information to obtain it from our importing houses.

In our list of standard publications we would name Ritter's "History of Music," published by O. Ditson & Co., Boston, who also publish a number of volumes containing the biographies and letters of nearly all the great masters. The Harpers of New York publish "Life of Mozart," by Holmes, which is a very reliable and complete work. From their house is issued also, Hawes's "Music and Morals," a book full of interest, because of its sound exposition of principle, and wholesome criticism. Henry Holt & Co., New York—a firm that has done much to advance the interest of art—publish a very entertaining volume entitled "Recent Music and Musicians" by Moscheles, also, "The Art-Life and Theories of Wagner." We have heard so much of Richard Wagner, and the "music of the future," from the numerous would-be critics and scribblers that, wearied with conflicting statements, this account of his art life and theories, written by himself, is a most opportune publication.

While speaking of Wagner, we are reminded that his philosophical essay on "Beethoven" (translated by Albert R. Parsons and published by H. L. Benham, Indianapolis), is another one of those books that should find a place in every library. In this book Wagner has not only presented his ideas of the significance of the music of his great predecessor but has also given us in it an open confession of faith concerning the origin, nature, and aim of music, and at the same time the philosophical foundation for a science of music." Next, among D. Appleton & Co.'s (New York) publications we find "Tyn dall on Sound," a book which, although not directly pertaining to the science for she was like him in mind and heart; and not to the indifferent Jack whose cheap merits seem to have been his youth, his beauty, and the bosom friendship of the foolish Charlie.

Nimport, lately issued from the press of Lockwood & Brooks, is one of the best stories we have lately read. It has had a large sale, and will take a permanent place, we think, among American classics. Its authorship is still a subject of perplexing interest. But where Nimport is, or who the concealed author is would be of no consequence, if the book were not a superior one.

Our friend, Mr. Lothrop, told us lately that his firm had averaged the publication of one book per week for the last nine years. His latest issues are "Nan, the New Fashioned Girl," and "Good for Nothing Polly," handsome duodecimos of about two hundred pages each. Both are well written, and possess the purity and strong moral purpose characteristic of whatever emanates from this house. The latter of these two books is a remarkable study of boy life; the picture of a sad interesting, splendid boy.

A new book is promised by this house to be ready Aug. 15,—"The Chautauqua Girls at Home." Advanced orders for more than two thousand copies have been received by the publishers.
of music, is so closely allied to it in its instructive presentation of the philosophy of sound, that we name it here; Sedley Taylor's handy little volume, entitled, "The Science of Music"—from the pages of which we have already quoted in these columns,—and last, a little work of Isaac L. Rice, entitled, "What is Music?" that will assist the explorer in the "world of sound," who as yet has not received the attention and aid that has been so freely accorded the "world of light." G. F. Putnam’s Sons (New York) have contributed to this department a publication on "The Influence of Music on Health and Life," by Dr. H. Chomet, which is quite a pleasant little treatise; the first part of which is devoted to a very rapid history of music written in a popular style and sure to interest. The second part is given to the discussion of the author's theory in regard to the medicinal influences of music on health—a theory with which we cannot agree, although we have been much interested in the manner of its presentation. D. Lothrop & Co. (Boston), publish an entertaining little volume by Rev. W. F. Crafts, entitled "Trophies of Song," in which articles and incidents illustrative of the power of sacred music are presented. From the press of J. B. Lippincott & Co. (Philadelphia), are issued two works by Emma Seiler, "The Voice in Singing," and "The Voice in Speaking." These are philosophical treatises on the voice that should be in the library of every teacher and student in the country. In the way of books of reference, quite a number have been issued by various houses, but, probably, Moore’s "Encyclopedia of Music" and Stainer & Barrett’s "Dictionary of Musical Terms," (both of which are published by O. Ditson & Co., Boston), may be considered as complete and reliable as any. Of the latter work we recently gave a more extended notice in these columns.

Leaving the more solid class of works, we next will take a glance at several books of fiction on musical subjects; first of which to claim our attention are three from the press of Estes & Lauriat (Boston), named “Charles Achester,” “Counterparts,” and “Rumors,” each of which is from the pen of the lamented Elizabeth Sheppard. A writer in the Atlantic Monthly, reviewing Miss Sheppard’s works, says, "there are not elsewhere to be found pages so drenched with beauty as hers," and further on the same writer speaks of "Counterparts" as "a novel which it is not too much to say, it is impossible for human hand to excel." Then we have "Alcestis," one of the Leisure Hour Series, published by Henry Holt & Co. (New York), which is one of those books that, after having commenced to read, we are loth to lay down until completed. "Camilla, A Tale of a Violin," from the pen of Charles Barnard, and published by J. K. Loring, Boston, although assuming somewhat the character of a romance, presents the artist-life of Camilla Uno, the female violinist, and vividly portrays the trials through which this lady passed in order to attain success as an artist. Truly, her life is a realization of "per aspera ad astra." And last that we shall notice at this time, but by no means least, is "The Soprano," a slyly written story by Charles Barnard, and published by Loring, Boston, which cannot fail to inspire in the mind of the reader higher appreciation of that greatest of all musical compositions—the oratorio.

Other books than those herein mentioned have been published, some of which we shall take occasion to notice hereafter. In the meantime we believe all who will investigate this department of literature will never regret it, and if we have been the means of arousing their interest, will thank us for our efforts.

We are pleased to learn that our "Suggestions to Superintendents," in a recent number of the Weekly, will be acted upon by a number of superintendents and principals during the ensuing school year. As an aid to all such, together with other teachers, we shall present a number of articles on courses of study, methods of instruction, and other matters pertaining to teaching music successfully in schools; in the preparation of which we shall be assisted by several of the best specialists in the country.

Practical Hints and Exercises.

Editor, MRS. KATE B. FORD, Kalamazoo, Mich.

A WOMAN'S INGENUITY.

A DUBLIN chambermaid is said to have got twelve commercial travelers into eleven bedrooms, and yet to have given each a separate room. Here is a plan of the eleven separate bedrooms:

<table>
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<tr>
<th>1</th>
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<th>5</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
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</table>

"Now," says she, "if two of you gentlemen will go into No. 1 bedroom and wait a few minutes, I'll find a spare room for you as soon as I have shown the others to their rooms. Well, now, having thus bestowed two gentlemen in No. 1, she puts the third in No. 2, the fourth in No. 3, the fifth in No. 4, the sixth in No. 5, the seventh in No. 6, the eighth in No. 7, the ninth in No. 8, the tenth in No. 9, the eleventh in No. 10. She then came back to No. 1, where you will remember she had left the twelfth gentleman with the first, and said, "I’ve accommodated all the rest and still have a room to spare, so if one of you will step into No. 11, you will find it empty." Thus the twelfth man got his bedroom.

Of course there is a book somewhere, but we leave the reader to determine exactly where the fallacy is; but don’t decide too quickly as to which traveler it is, if any, which is left out in the cold.

M. F. C.

PRECEPT VERSUS DRILL.

WHILE visiting schools recently, in the course of a geography lesson we heard a pupil pronounce the word arctic, artie. The teacher said, "Who can pronounce that word correctly for John?" Several hands went up, and the word was given correctly; but the teacher, instead of requiring John to correct his mistake by pronouncing the word properly, simply said, "Don’t forget, John." In a reading class, after Mary had read a paragraph, hands were raised for mistakes. One said she read too rapidly; another said she should have let her voice fall at the semicolon. The teacher simply said, "Yes, that’s right; you may try it, Sally." These are simple specimens of what is occurring daily in many of our best schools, and we wish to enter our protest. We wish to say that in all such cases the pupil making the mistake should be required to correct it. If a child is simply told of his mistake, it amounts to but little. The precept is right but the drill is wrong. If a word is mispronounced, it should be corrected and given properly, not once but several times, by the one making the mistake. By this course both precept and drill are in the right direction. In general, it is a waste of time to point out mistakes without having them corrected by the pupil who makes them.—Indiana School Journal.

ADDITION OF NUMBERS.

IN THE Weekly of May 24, "I" makes a plea for "rapid and accurate addition." Evidently the time consumed in the schools upon drill in addition and the other operations of arithmetic is ample; but the results are not proportioned to the time consumed. What is to be done? The first step in the successful doing of anything is the recognition of what ought to be done. The proposed end of our drill exercises in addition is rapid and accurate work; but, practically, this means that children in order to add rapidly and correctly must get and hold in mind the possible results of addition, so that when a combination of numbers to be added is given to them, [53, 7 + 4] the result [11] will instantly suggest itself. Evidently then the drill work in addition is to stamp upon the memory the possible combinations to be met in adding; these combinations are easily known, and number, [for addition of one column,] forty-five: example, 1 added to each of the nine digits, gives nine results; two added to each of the remaining eight digits makes eight more results; and so on.

Let the teacher drill persistently and consecutively upon these forty-five facts until they are thoroughly memorized, and the result will be quick and accurate work, but let him give necessary variety to the method of conducting the drill exercises.

M. F. HALL.

"Boys may go out," and thereupon occurs a rush for the door, on the very simple principle that to stay in one second after this permission would be a sign of cowardice, and that to be the last one out would be a confession of weakness. When the signal is given to "come in," the reverse process takes place. Only those who are afraid—with the exception of the few who mean to be "good" at all times—may escape, while to come in the last is a point of both independence and honor. But boys are very sensitive about doing anything which school opinion brands as mean.

"Ready for recess." At once books are put aside and desks made orderly. At a signal all stand, and in that order pass quietly to the door, each takes his cap from the peg and all pass quietly into the yard or street without pushing or shouting. The signal for returning is given. At once all form a file in front of the door or hall, pass quietly into their seats, the one whose seat is nearest the door passing in last. All enjoy the recess better and come to think more of themselves and of their teacher because they have behaved like human beings.—School Bulletin.
Notes.

The institutes in Iowa are very largely attended, and the interest is good. An efficient corps of conductors is at work, and many moves along grandly under the skilful agency of State Supt. von Collin. All honor to Wisconsin and Iowa for their grand system of state institutes. Michigan will soon fall into line; Minnesota is already pretty well started, and Illinois can boast of nearly as good a system of county institutes.—At the late meeting of the State Teachers' Association of Texas, the following resolution was adopted and its provisions carried out: Resolved, That a committee of five be appointed to study thoroughly, and prepare a memorial to be addressed to our next legislature, praying the enactment of a more efficient law for public free schools.—Prof. Dutcher, formerly of the Kirkville Normal School, has been elected President of the Normal School at Cape Girardeau, Mo.—The Analytical Grammatical Chart advertised by Judge Derham two weeks ago is one of those valuable aids to class instruction which are afforded by any device for presenting in one view the outlines of a subject by means of blackboard or map. By this chart the English language is pictured, not only in its syntactical construction, but also in many points in orthoephy, orthography, etymology, and prosody are shown; and on the reverse side of the chart is an outline of the science of elocution, and also of logic. The whole is designed to assist in the study of the English language, and may accompany any work on that subject. Those interested can address Judge Durham, A. M., Christian College, Santa Rosa, California.—George Wedgwood, of Atlantic, Iowa, has published a convenient little pamphlet for use in common schools, called a "Topical Analysis of Descriptive Geography, United States History, and Physiology and Hygiene." Mr. Wedgwood's experience in conducting teachers' institutes fits him peculiarly for the preparation of any such aid to the common school teacher. Those who are asking for something that will enable these subjects to be taught as effectively as they, will value this pamphlet.—A writer in the Canada School Journal says that on an examination of the miscellaneous autograph on hotel registers, and other business writing that came under his observation while on a tour through the United States, convinced him that the Americans are a nation, far better writers than the Canadians. It is harvest time for the educational journals. We hope all are reaping as large and as valuable a crop as the Weekly. Each day brings us a score or more of new subscribers, chiefly from the numerous institutes in the Northwest. Every teacher should subscribe for a good educational journal, and every good teacher will do so.—Students of popular education should read President Magoun's paper on "The Source of American Education." It is a clear, strong, and timely argument for higher educational institutions.—Dr. Alexander Winchell read an important paper on "University Control" at the late University Convocation of New York, which has excited a good deal of discussion in educational quarters. We shall publish an outline of this paper in an early number of the Weekly.—Prof. W. N. Hallinan was elected president of the National Convention of German American teachers in Milwaukee July 31.—The list of teachers' aids found in the Educational Catalogue for 1877 is worth more than its cost to every teacher. Published by F. Leybold, N. Y.—A normal department is to be organized in connection with Cambridge University, England.—Good Times is the name of a new monthly publication containing original pieces for declamation and recitation. Published by T. W. Bicknell, Boston, Mass.—We welcome a new exchange in the Woman's Journal. It is rightly named, and contains nothing but good reading for those who are interested in seeing the interests of women promoted, whether in education, industry, law, politics, or society. Published weekly in Boston at 25 cents a year.

REVIEWS.

Thought and Expression, or The Child's First Book in Written Language, By Samuel S. Greene, LL. D., Author of Greene's Analysis and English Grammar. (Philadelphia: Cowperthwait & Co., Chicago; F. S. Belden, Agent. pp. 111. Introduction price, 20 cents. 1877.)—This is the first of three new books by the veteran grammarian who gave a large portion of the present generation of teachers their notions of English grammar. These books are devoted more largely than his former series to the later method of teaching synthesis and composition in connection with the first principles of grammar. But an entirely new feature, and one which individualizes this little book in America, is the treatment of written speech from the outset as the expression of thought. Instead of leaving the child to learn simply the art of writing—making letters and putting them together as the teacher or the rules of the art may determine—Prof. Greene would have the child acquire a familiarity with written speech as he acquires the ability to talk.

"So far as appears to the child, in learning to speak he begins with expressions of thought and knows nothing more elementary. Fortunately he is not aware that he really begins with unmeaning letter-sounds, and actually constructs his expressions of thought by combining these."

"The method here proposed follows the plan of nature. It teaches the child to write as well as to read, to combine elements into expressions of thought in writing as in speaking, and with as little regard to the elements themselves as to receive thought from combined elements in reading as in hearing, and with a like freedom from any distracting analysis or hindrance from the direct teaching of the elements. In short, to teach reading and writing what are, in reality, only correlative and auxiliary processes—the one to draw thought from written language, the other to put thought into it. It is adapted to the child as soon as he can make and interpret forms or groups of marks as he makes and interpreted groups of sounds. He should know as little of letters now as he knew of letter-sounds then, that he may combine the former as unwittingly as he did the latter then."

"The child learns unwittingly to speak (spell) the elements into the words and think the meaning of these without stopping to think of the elements themselves or of what he does with them. Let him take graphic instead of phonetic elements—that is, letters instead of letter sounds. Let him write (spell) these, unwittingly (as letters) into the words—simply make and set them together, without stopping to think of anything significant, without stopping to wonder how he uses them; let him give attention to the meaning of words—at present to nothing more elementary—and he is in the true way of learning the written as he learned the spoken language. He simply learns to put forth his own thoughts by means of combined marks as he did by combined sounds when learning to speak, and thus begins with the best spelling he will ever learn—just such as he will need in all the affairs of life, just such as the best writers employ, all over the world, in fact, that he will need for the present in learning to read and write.

The above quotations from the Introduction show the aim of the author in preparing this little book for the youngest child to be found at school. The task he assigns to the teacher is a difficult one—one which only a few are prepared to execute in the right spirit. The method here represented is the true kindergarten method. The mind of the child is the object to be acted upon, and the teacher is to keep her attention constantly fixed upon the activities of that mind. Thought is the thing to be dealt with, not the act of expression. The exercises are well graded, and nearly—not profusely—illustrated. If the directions are carefully followed by the teacher, the results cannot fail to be excellent. There can be no question as to the correctness of Prof. Greene's method—though it is hardly proper to credit him with the method of primary instruction which he has here so carefully developed. It is the same as has for years been followed by many eminent teachers in Germany, and is known there as the normal method. Combined with the other good methods—the phonetic (though this is especially avoided by Prof. Greene in the earlier stages), the object, word, and sentence method, the intelligent teacher will be able to astonish such parents as have never known any but the alphabet method; and if all primary teachers were intelligent and should use this method, it would not be long before a complete revolution in primary teaching would be effected.

Elements of Chemistry. By W. J. Rolfe and J. A. Gillet. Ninth edition, revised and enlarged. (New York and Chicago: Potter, Alsworth & Co. Pp. 439. Introduction price, $1.35.)—This book, before its revision, was the first of the celebrated "Cambridge Course of Physics." In its revised form appear new chapters on Crystallography and Organic Chemistry, while the chapter on Electricity is replaced by a more detailed discussion of those subjects which properly fall under the head of Chemistry. The chapters on the elements and their compounds are very full, and would have to be abridged materially for high school use, which is rendered quite practicable by the excellent summaries of the metals and the non-metals. In these days of sharp rivalry among authors and publishers of school-books, it is difficult for any teacher to find a book in the schools, let alone finding it, to hold it; but a book such as this is certainly not likely to be discarded for one of later origin, though the latter be immoderately praised and advertised. For this reason we observe that Rolfe and Gillet's books are yet in good demand among the schools, though several strong rival publications have appeared since their first announcement. A moderate amount of advertising, and a plea that the books should stand on their merits, has not prevented these works from assuming and retaining an enviable place among the higher schools.
**Vickroy's Phonetic Alphabet.**

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
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<th>u</th>
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<tbody>
<tr>
<td>a a in fare</td>
<td>e e in me</td>
<td>o o in ge</td>
<td>u u in rule</td>
<td></td>
</tr>
<tr>
<td>a a in fat</td>
<td>e e in met</td>
<td>o o in obey</td>
<td>u u in pull</td>
<td></td>
</tr>
<tr>
<td>a a in arm</td>
<td>e e in bitter</td>
<td>o o in nor</td>
<td>u u in burn</td>
<td></td>
</tr>
<tr>
<td>a a in odo</td>
<td>i i in pin</td>
<td>o o in not</td>
<td>o o in on</td>
<td></td>
</tr>
<tr>
<td>a a in fate</td>
<td>i i in pine</td>
<td>o o in oil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above is the new alphabet invented by T. R. Vickroy, of St. Louis, slightly modified.

The peculiarity of this alphabet is, that it preserves, as far as possible, the the Roman form of the letters. Hence the vowels a, e, i, o, and u are taken at their Roman values, and these forms are slightly changed to distinguish long and short vowels, and to show the fonetic change which the vowels have undergone. The quantity mark is simply an incorporation of the macron for the long vowels and the breve for the short vowels.

The five a's are familiar, being formed from the two typical forms of a, the Roman and the italic. The combination of the macron and the breve with these two forms gives four distinct forms, while the form for long, or diphthongal a, is a combination of a and e, the small dot in the letter expressing the i-vanish which long a is said to contain. As this sound is generally noted by ai, ay, or ei, the substitution of this vowel for these digraphs cannot produce a violent change. Thus we have five marked and distinct a's.

The e's are also alike and different. English long e is generally the e in vein changed into the i in machine. Since it is e gone into i, it is properly represented by a character partaking of the nature of both. The i should be in the e, so that the form of a large class of words in which this sound is noted by ie may be preserved. The modification of e at the left lower corner, is all that is left of the form of the i. The form for the e in the bitter, as the sound is akin to the sound noted by u in burn, is a combination of e and u. I use this e to note the protein vowel in unaccented syllables. The fact is, all the vowels are changed into this sound, as a in liar, e in briar, i in elicter, o in actor, and u in sulphur. The sound is not quite so open as that of short Italian a at the end of unaccented syllables.

The e in not and nor is a changed sound, which I note by attaching to o the quantity marks. As this sound is also noted by e in such words as full, want, the new letter should partake of the form of both, so that the change of form is not too violent. I think the form I have used is to be preferred from the fact that it can be made from a d, with a penknife, as I have done in the heading, and from the further consideration that its affinity to e is shown in this form.

The forms for the three distinct u's are easily made. By combining the macron and the breve with the common u, we get the two distinct vowels heard in root and pull, and by using a form corresponding to small capital r slightly modified, we get the u in burn. This is what Mr. Blackmer proposes, and I like it so well that I shall use it for the sound of palatal u in all accented syllables. The sound is not long, but short and oblique, and hence a neutral form of u is a very proper character. We may thus avoid the use of ou, and easily show the difference between pull and pool, full and fool, cot and caught, and yet spell them phonetically.

I have already described the diphthongal a in fate. The four remaining diphthongs, viz: i in pine, consisting of a in arm and i in pin; o in note, consisting of e and the oo-vanish, expressed by the small u in the letter; o in oil, consisting of o in nor and i in pin; and ou in out, consisting of a in arm and u in pull, are obvious forms. Now, I am not favorable to the plan of using digraphs for the diphthongs. As a syllable is that part of a word which is uttered by one concrete movement of voice, and no syllable can have more than one vowel sound, I think the ends for which written language is invented can be attained only when we have so completed our signs that there will be no ambiguity in regard to their use. Accent and syllabification may be easily taught when we have a distinct sign for each clearly marked sound. Besides, during the transition stage, it may be necessary, for the most part, to note silent letters by a differently faced type. Here is an illustration of the transition:

- day = dy = daw = dawn. pine = pain. boil = bail = bawl = bail. house = hauss = haus.

I should like to illustrate the consonants, but will do this at some other time. Let me say that if j, ch, sh, zh, note sounds which result from assimilation, that is, these consonants are changed by or e. Hence the characters for ch, sh, zh, are modified j.

If we can agree on the forms of the letters to be used, (and why should we not agree?) and the newspapers will simply substitute the new letters for the old ones or for the present conventionalities, spelling reform can be brought about very soon.

T. R. Vickroy.

**ROGERS'S GROUPS OF STATUARY.**

One of those people who, though not usually counted in the lists of pedagogues, yet ought to be included in every estimate of the number of real educators in this country, is Mr. John Rogers, of 1155 Broadway, New York. His works of art have inspired many a noble impulse in the breast of youth, and tempered many a passion in older breasts. Rogers Groups have become familiar objects in the libraries and drawing rooms of people of culture and taste in all parts of the country. His varied character and the imitable skill with which they are designed and executed render them appropriate to all places where the eye is to be cultivated, the intellect trained, or the heart cultured. Quite a number of his designs are particularly adapted to the school room—such as "The Favored Scholar," "The School Examination," "Uncle Ned's School," and his forthcoming "School Days," as also several others of literary or historical character. Every one is familiar with those groups which appeared during the war, and which, in spite of the times, are written in the truest conventionalities. Thus, in groups of historic interest, and will probably always be found in the houses of American citizens. Three designs taken from Washington Irving's "Rip Van Winkle" represent Rip "at home," "on the mountain," and "returned." Numerous other designs, several of an amusing character, others sentimental, afford a wide variety for the choice of a purchaser.

One of these groups is named "The Boys." It consists of a horse, two boys, and a stump. The boys have brought the horse to the brook, and while he has been drinking, the boy who rode in front, has got away, and is trying to regain him with his switch. The horse turns his head in a threatening way to one side, which alarms the boy, though the irritation of the horse is caused by the other boy who is trying to climb on his back from the stump, by pulling himself up by the horse-blanket. "The Favored Scholar" represents a teacher who is evidently partial to a young girl whom he is helping with her work on her slate, while a smaller boy is making fun of her round the corner of the teacher's desk, by putting curls, torn from the leaves of his book, over a bunch of lilacs, which was probably brought by the "favored scholar," ornaments the desk.

A striking feature of these groups of statuary is their perfect resemblance to life. The expression of the face, the proportions of the body, the parts of the dress are as true as nature can make them. It would be a good investment for any school to purchase one or more for each room in the building.

The groups vary in size and in price, those for the parlor are made in composition, without injury, and easily repaired. Numerous other designs, suitable to all places where the eye is to be cultivated, the intellect trained, are appropriate to all places where the eye is to be cultivated, the intellect trained.

**QUERIES AND ANSWERS.**

**QUERIES.**

20. What causes combined determine the boundaries of nations?

26. Give in full the causes of the Turco-Russian war.

31. At $2.00 per rod, what will it cost to fence a rectangular piece of 100 acres, whose length is to its breadth as 2 to 1?

32. Parse the italicized words in the following sentence: "Let him be a soldier."

33. Do the degrees of longitude decrease in length? If so, why?

**ANSWERS.**

1. Two hundred years ago, no one in England knew what a yard was.

2. "The hour and the minute hand have each its particular use."
The Twenty-fifth Annual Meeting of the Wisconsin Teachers' Association was held at the Turner's Hall, at Green Bay, commencing Tuesday evening, July 17, 1877. Pres. Park introduced to the Association Rev. H. M. Simmons, of Kenosha, who delivered a lecture on "Man's Place in the Universe." Mr. Briggs, of Green Bay, in behalf of Mesters, Elmore and Kelley, invited the members of the Association to participate in a steamboat excursion up the Bay, on the afternoon of the 18th, on which occasion the propeller Canis would be placed at the service of the Association. It was voted to accept the invitation, and to request Pres. Park to convey to the gentlemen making the offer the acknowledgments of the Association. Misses L. E. Clair and the Misses Le Clair were appointed a committee to arrange for this excursion.

The following named gentlemen were appointed as Chairman, who shall prepare a Report, to be read at the adjourned meeting of the Association:

Mr. W. S. Mathers, of Green Bay High School, followed by prayer by Rev. Dr. Henschel, and the President's Address was then presented. The following report was read:

"God Speed the Work." A report of the President, the Treasurer, and the Executive Committee, for the year ending June 30, 1877.

The report was read and approved. It was voted to engage the services of a stenographer to transcribe the proceedings of the Association.

The topic of the day was "Kindergarten Culture." Miss Hattie Clark, of the La Crosse High School, read a paper on "Daily Preparation of the Teacher." The committee on the President's Address then presented the following report:

"Your committee to whom was referred the President's Address for distribution of the following report:

1. That the work of the Association is of great importance, and that the quality of the work is largely dependent on the success of the Association.
2. That the education of the teacher is largely determined by the quality of the teachers.
3. That the education of the child will be largely dependent on the success of the Association.
4. That the education of the child will be largely dependent on the quality of the teachers. The Association should be engaged in the education of the child.
5. That the Association should be engaged in the education of the child.
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Mr. MacAlister asked whether these extremes of society do not take the place of the kindergartens. They see something there which they understand, and they carry back to their homes something which will be of great value to their children. They will doubtless cost a trifle more than the formation of kindergartens. Normal schools should take up this matter. The trouble in the establishment of kindergartens in Milwaukee is more often with the teacher than with the people. It is not possible to put the best kind of kindergarten in connection with the public schools of the state, and it thought would be well to have a kindergarten connected with one of the Normal schools. Mr. Phelps expressed a hope that the work of the normal schools would be continued in a more active spirit than the formation of kindergartens. Normal schools should take up the matter.

The Normal Schools. When a large number of the leading educators in the state demand these kindergartens the way will be made clear for their incorporation into the Normal Schools. On motion it was voted to continue the discussion of the matter. Mr. Phelps introduced the following resolution, which was adopted: "Resolved, That in making up the programmes for the future annual meetings of this Association, the President and Executive Committee be and they hereby are instructed to provide for the purpose of giving an example, that shall extend during each half daily session, and for one lecture during each evening, to occupy not more than one hour, and that ample provision be made for the discussion of said papers and lectures immediately subsequent to their presentation or discussion."

That in the publications there paper and lectures it shall be the duty of the officers aforesaid to communicate to them the purport of the foregoing resolution." The report of the committee on nominations was then called for, but the report was not ready.

Mr. Searing favored the system as a part of our State system of education. He thought that it might soon be tried in at least one of our Normal Schools. Mr. Chandler stated that it is a question as to whether the Normal Regents have the legal authority to establish these kindergartens in connection with the Normal Schools.

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Illinois.

W. J. BERKSTRESSER, of the last Normal class, takes a position with H. B. Bryant, Chicago.—An institute is in session at Sheldon, Iroquois County, and the McCullough Institute begins Aug. 6. The Kincaid Institute begins Aug. 20. It will continue two weeks. The St. Clair and Jo Daviess Institutes will be held the last of August. The Randolph County Teachers' Institute will be held at Sparta, commencing Aug. 20 and continuing two weeks. State Superintendent S. M. Storer and President of the Illinois Normal University will be present. J. M. Boardy, of Murphy, will conduct Grammar; Theo. Adelmann, of Red Bud; Reading; J. C. Lynn, of Sparta, Penmanship; S. B. Hood, of Sparta, Drawing; Mrs. L. A. Lakin, of the late lamented pastor of the Christian church of Normal, has been appointed teacher of English and History. Miss Lamb, of New Salem, and Mr. Traut, of Athens, are to be present to give instruction in the exercises. The Moultrie County Institute is in session at Sullivan, under the charge of Messrs. Wilkinson and Stocks. Superintendent Eiter decides in a case brought before him that, under the school law, a school treasurer cannot legally pay a teacher, when the teacher's certificate has been revoked and notice thereof given him.—The County Fair offers premiums for best industrial drawing, best penmanship, and best prize in the management of the institute. The Livingston County Institute, under the management of the late lamented pastor of the Christian church of Normal, has been appointed by the board of education for the superintendent of the county, the work will not be so rare among teachers as to occasion much complaint. "State Normal closed Aug. 1. It was conducted by Capt. Lamb, who was assisted by Mr. Carter, of Normal; Mr. Smith, of Michigan, and Mr. Evans, of Metamora. Miss Lottie Blake, of Normal, conducted a series of classes in the institute. The institute had the largest attendance of any ever held in the county, and the work was of a high grade.—The Gazette

Indiana.

Butler University Summer Scientific School. This expedition returned home during the first week of August, after an absence of about six weeks. The following is a brief summary of the make-up and results of the expedition and a report of the up and results of the expedition has been kindly furnished by Prof. Jordan.

Prof. Roberts, Dear Sir,—At your request I give you a short account of the results of the "Revue of the Cotton States," and the "Butler Summer Scientific School." The purpose of the expedition was three-fold: 1. To collect new or little known animals and plants—especially the fishes of the "Cotton States." 2. To pass through the picturesque regions of the South with a view to secure the instruction in zoology, botany and geology, from the standpoint of field work.

The party consisted of the following instructors besides several students: D. J. Jordan, Prof. Natural History, Butler University, general zoology and geology; A. T. Brayton, of the Natural History, Institute of North Carolina, zoology; Wm. R. Dudley, Prof. of Botany, Cornell University, botany; Chas. H. Gilbert, Instructor in Zoology, Butler University, ichthyology. The party went by rail from Indianapolis to Livingston, Ky., thence on foot 300 miles, via Cumberland Gap, French Broad River, Black Mountain, Saluda Gap, etc., to South Carolina, thence by rail southwestward through South Carolina and Georgia, via Tallulah and Toocoa Falls to Atlanta; thence northward along the line of Sherman's march, to Lookout Mountain and northward, a distance of almost 1300 miles, 300 of which was made on foot, the rest by rail. In South Carolina and Georgia the plan was to move from river to river seining each until a full series was secured, remaining from two days to a week at each point. The scientific results have been far beyond expectations. Prof. Jordan estimates 23 species as resulting from this scientific expedition, as well as one entirely new genus. In an educational point of view, the value of such direct contact with nature is very great. The cost of the expedition to each student for the seven weeks was, including tuition, outfit, etc., about $80. The party boarded at the best hotels to be found in the various towns, at the uniform rate of $1.00 per day for a very thrifty diet.

Michigan.

Mr. Jerome Travis has been chosen principal of the Hudson (East Side) Union School. Mr. R. C. Williams, who has had charge of the Hudson school for the past year, will occupy the principalship of the Battle Creek schools remains at $1,800, the same as last year. Mr. L. C. Hull, a graduate of the University of the last class, becomes principal of the High School at a salary of $800.—Mr. James Kershaw, for some time past principal of the school at Harrisville, has been chosen principal of the Manton Union School. He has been a student of the University for a number of years, while he has been in the high school. On the 2nd of August, at Charlotte, Mrs. C. K. Latham, wife of Prof. C. K. Latham, formerly superintendent of schools in that city, and daughter of W. C. Bodine, of Vermontville, died at the home of her parents. Mrs. Latham was principal of the Manton Union School. She has many friends. Mrs. Latham, as Mary E. Bodine, graduated from the State Normal School in 1870. Out of a class of seventeen, five are now deceased—a very unusual majority.—The annual apportionment of the primary-school fund has been completed by the Superintendent of Public Instruction. The whole number of children in the state of school age (5 to 20 years, inclusive), is 435,536. The total amount appropriated was $211,555.62, or 46 cents to each child. Last year the number of children was 447,938, and the amount apportioned $223,969.