The question of direct national aid to education and of a more active participation by the general government in the work, is one that challenges the most thoughtful attention. It is a question that grows in importance with each passing year; it is a question that no true statesman, patriot, or citizen, can afford to ignore. The common school is almost universally conceded to be the foundation and corner-stone of a free government. That the governing power in a nation should be intelligent, honest, and upright, no rational being will venture to deny. The right exercise of this power is one of the highest functions of the human intelligence. If personal government be the order in any given case, then the individual representing and executing it must be carefully and comprehensively educated and prepared for his high duties. This truth is recognized by all the "great powers" of the world, and hence, the "heirs apparent" to the thrones of empires and kingdoms everywhere receive all the care and culture that wealth, intelligence, and eminent skill can bestow. They are entitled to and are the recipients of a training and preparation befitting the places and the responsibilities they are expected to assume. The soundness and wisdom of this policy are unquestionable. That those who are to be entrusted with the destinies of millions and of generations should be fitted for their vast responsibilities, none but an idiot or a knave will deny.

Is such a policy, or, if you please, such a principle any the less questionable in its application to self-government? Whether the governing power be one person or forty millions of persons, can there be any difference as to the necessity of intelligence, integrity, and wisdom in the exercise of that power? Can ignorance, incapacity, and corruption be relied upon to guide public affairs with wisdom and discretion in the one case more than in the other? Whether vox populi be vox Dei or not, depends altogether upon the character of vox populi! Vox Dei rarely, if ever, expresses itself through an illiterate, fanatical rabble, or an insane mob. Human wisdom is the highest and best expression of human intelligence, integrity, and goodness. It is that in man which the most closely allies him to the "Divinity that shapes our ends." It is, in fact, the Divinity itself, speaking in and through man. There is wisdom in a multitude of counselors only when there is wisdom in the individuals that compose that multitude. Some of the most stupendous follies and crimes that have ever cursed the earth have been the work of multitudes. So whether it be a blessing or a curse, whether it be wisdom or folly that issues either from individuals or masses depends altogether upon the character of the actors, and this again upon the quality of the education they have received. This conclusion is irresistible. The law of cause and effect is no less inexorable in the moral than in the material universe. There are no accidents in either. Accidents are the sole product of man's perversity and stupidity. It is mockery to say that they are "dispensations of Providence."

To this complexion, then, it must come at last, that since in this republic the governing power resides in the forty millions, the forty millions must be educated, and well educated, and since upon the wise exercise of this power depends the peace, happiness, and prosperity of the present and all coming generations, it is manifest that the nation through all its appropriate channels of action should address itself with liberality, earnestness, and vigor to the work of adequately preparing its popular sovereigns for the wise exercise of the governing power, and for the proper discharge of all the duties of a citizenship based upon unrestricted suffrage. It will not suffice to leave this work to state action alone, so long as state action fails to accomplish it. Creeds, however good, can save nobody. Faith without works is dead. A theory that does not expand into the full fruition of efficient action is a "stale, flat, and unprofitable" affair. The stubborn facts of the case are that we are a nation, and a republic; that the government derives its just powers from the consent of the governed; that a large portion of the governing class is composed of ignorant and incompetent persons; that universal education as represented in the free common school is the cornerstone of the republic; that this common school must be vastly improved and brought to the door of every citizen; that it must, indeed, be made thoroughly efficient in the accomplishment of its intended purpose; that this implies the most intelligent and comprehensive provisions, the most skillful guidance, and the most liberal expenditures; that state action, as experience has shown, needs to be stimulated and encouraged, and that it is a case in which the moral and the material resources of the nation may and of right ought to be invoked.

The important bill, introduced by Senator Hoar, of Massachusetts, on the 20th of November, seems to recognize these facts to a greater extent than any other measure that has hitherto been proposed. A synopsis of the bill appeared in a previous issue of the Weekly, and we hope it has arrested the attention of every reader. It is emphatically a movement in the interest of the masses of the people. It proposes the creation of a great national educational fund from the proceeds of the public land sales, from patents, from the principal and interest of the railway indebtedness, and from the bequests of private citizens. It provides that the income of this fund only shall be expended, and prescribe
its distribution in such a manner as greatly to stimulate state and local action for the extension and improvement of common school education in all the states and territories, requiring that for the first ten years the distribution shall be made according to the ratio of the illiteracy of their respective populations, as shown from time to time by the last preceding published census of the United States. It very properly excludes the higher institutions from a participation in the proceeds of the fund, and consecrates the income to the education of the masses of the people.

The bill enlarges the scope of the Bureau of Education, and very wisely imposes upon it important responsibilities and duties, well calculated to increase both its influence and usefulness. This, too, is a step in the right direction. It implies the necessity of a more direct recognition by the national government of its relations to the education of the people. A government which may make war, conclude peace, contract alliances, negotiate treaties, coin money, promote agriculture, regulate commerce, conduct coast surveys, establish a postal system, and do all else that a free and independent nation may of right do, except save itself, by "promoting as an object of primary importance institutions for the diffusion of useful knowledge" among the people, is a preposterous paradox. Such a government can have but one result as a political experiment. It must die by its own suicidal hand. But wiser views are beginning to prevail. The heresy of exclusive state rights in this direction is rapidly descending to the tomb of the Capulets. Our statesmen are no longer backward in recognizing that a government which has a right to exist has also a right to preserve, protect, and strengthen itself by renewing, broadening, and deepening its foundations. Whatever may be the fate of this bill, its introduction into Congress is a striking illustration of the growth of ideas in the direction of national aid to education, and taken in connection with the noble utterances of the President in his late message, is full of encouragement to all who would hope to see our country rise to the level of other enlightened nations, in its efforts to purify its civil service and improve its administration on the basis of a broader intelligence and a more incorruptible integrity in the great governing power itself.

We are far from being opposed to higher education or to the higher institutions. We recognize that they are indispensable. But they are far less in need of the fostering care of the government than are those common schools designed to give to all the rudiments of education. The chief difficulties that obstruct the progress of education lie near the beginnings. The weaknesses are in the foundations. The elementary schools are made up of those who are least able to help themselves. Hence these schools must be placed in the best possible position for helping those who need help. That help lies in the direction principally of supplying skilled teachers. Senator Hoar’s bill provides that the income of the proposed national fund shall be devoted to the payment of teachers’ wages, thus offering additional inducements for a better preparation for the work. The agricultural colleges and state universities have already received liberal grants from the general government. The surest and best way to build them up however is not by further government grants, but by building up, strengthening, and improving the common schools. The best way to advance higher education is to increase the demand for it by improving the quality of the lower schools and extending their blessings to the millions now practically excluded from them. A general desire for advanced learning once created by a wise and thorough system of elementary teaching, the ways and means for gratifying it will not be wanting. Where there is a will there is a way. Make the foundations secure, and there need be no fear of the superstructure. Let there be a universal and hearty response in favor of the presidential utterances and of Senator Hoar’s bill.

The meeting of the Department of Superintendence of the National Educational Association held in Washington during the second week of the present month was one of the most interesting and effective hitherto convened. The attendance was good, the spirit excellent, and the work in hand harmoniously and thoroughly performed. The Committee on Legislation by previous arrangement met in conference on Thursday the 13th; first, the Committee on Education and Labor in behalf of the general subject for the whole country, and second, the Committee on the District of Columbia in behalf of proper aid to education in the District. On Friday the Committee of the Department met the House Committee on Appropriations, in behalf of the Bureau of Education. On motion of the Chairman of the Committee on Education and Labor in the House, the courtesy of the floor was extended to the members of the Department. The Committee on Legislation was also charged with the duty of memorializing Congress in behalf of the interests of the Bureau and other matters connected with national aid to education. This Committee will doubtless act in cooperation with that of the general Association appointed at Louisville, for the same purpose. From these several efforts we look for valuable results in the action of Congress, especially with reference to the better support of the Bureau, now an indispensable agency in the work of national education. If these measures could be reinforced by our leading educators throughout the country through petitions generally circulated, and personal correspondence with members of Congress, there can be no doubt that legislation of great and permanent value would be secured in the interests of this cause so near the hearts of all good citizens.

PECULIARITIES OF THE FRENCH WORDS “MONSIEUR,” “MADAME,” “MADEMOISELLE.”

ALFRED HENNEQUIN, Principal of the Michigan Military Academy.

Of course every student of the French language knows that monsieur, madame, and mademoiselle mean “mister,” “miss;” yet, if we closely analyze these words, and carefully study all their English translations, we cannot but be struck with certain peculiarities which characterize them, and which are not explained in grammars.

* In the first place, these expressions are compound-nouns, formed of substantives and adjectives, one qualifying the other.

** Monsieur** is compounded of mon, my, and sieur, which of itself means “mister” or “sir.” The word *sieur*, however, is now but very little used in the language, and has mostly become a term of law, usually rendered, in English, by “said,” “a certain person named,” etc. For instance, le sieur X, answers for “a certain person by the name of X,” or “said X,” or any similar expression. It is also used, in connection with an adjective, to convey an idea of sarcasm: c’est un triste sieur, he is a sad fellow, a good for nothing, etc.

Now, the expression *monsieur* is translated, in English, in at least six or seven different manners. It may mean *mister*, Mr.: j’ai vu Monsieur X, I have seen Mr. X. It may also mean genti-
man: j'ai vu ce monsieur, I have seen that gentleman. The third of the leading meanings of monsieur is sir; oui, Monsieur; yes, sir; Monsieur! Sir! In the first of these illustrations, monsieur is an adjective; in the second and third it becomes a substantive. As a noun it can be used in connection with other adjectives: mon cher Monsieur, my dear sir; meaning, when literally translated, "my dear, my sir."

When used as subject of a verb in the third person—which form of expression denotes, in French, great politeness,—its exact translation, in English, becomes impossible. The name of the person spoken to, or spoken of, has to be added in English, in order to convey about the same meaning that the French monsieur alone has. Que desire Monsieur? Literally, what desires Mister?—meaning, What do you desire, sir? or, What does Mr. X desire? In this sense, Monsieur stands as a title, and corresponds to the English expression "my lord," though not translating it. "What desires my lord?" is a similar form, illustrating the use of the French monsieur, subject of a verb in the third person.

Monsieur also means "my master." A servant saying "My master rings," would say in French, Monsieur sonne; and, very seldom, monsieur sonne,—the translation of the English.

To recapitulate, monsieur can, therefore, be rendered in English by:

1. Mister. 2. Sir. 3. Gentleman. 4. (sieur alone) "a certain person," etc. 5. "My master." 6. Mr.—followed by the name of a person. There are, however, many other ways of translating monsieur. Idiomatically, monsieur, translating "gentleman," becomes a word of sarcasm, when preceded by adjectives grand, petit, ou beau. C'est un grand monsieur, he is on his high-horse, he is such an important fellow. C'est un petit monsieur, he is a flop, a dandy. C'est un beau monsieur, he is a fine fellow (sarcastic).

Of course, monsieur, being compounded of the variable parts of speech, assumes the double plural form: messieurs, meaning sirs, gentlemen, masters, etc.

In conclusion, monsieur is used in connection with the definite article le, the, where, in English, mister, Mr., alone is used: Monsieur le président, Mr. President. It is also used in the same manner, with proper names of persons, when speaking to a superior, or when addressing a person to whom we wish to show great respect: Monsieur votre père, your father. This form of expression is never used, however, when speaking of one's own friends or relatives; Monsieur mon père would be exceedingly affected.

If we pass on to madame we find still greater peculiarities in the use and translation of this expression. Madame means madam, mistress, Mrs., etc. It is also a compounded noun, formed of ma, my, and dame, lady, dame. If we compare the uses and translations of madame with the same for monsieur, we find that, first, madame can be reduced to dame, and in the same way as sieur, and also in the same way that the English dame is used before proper names of persons, i.e., as a term of great familiarity: La dame X, the said lady X. Dame Vertu, dame Virtue.

Second, madame, rendered by Mrs. or Madam. J'ai vu Madame X, I saw Mrs., or Madam, X.

Third, used substantively: J'ai vu cette dame, I saw that lady. *

Fourth, used in connection with an adjective: Ma chère madame, my dear madam.

*J'ai vu cette madame is never used.

The word dame alone, however, is often used to express the same idea—mâchère dame. This second form denotes familiarity, and is better rendered, in English, by "my good lady."

Fifth, used in the sense of "my mistress."—a servant speaking: Où est Madame? Where is my mistress?

Finally, the word dame, preceded by certain adjectives, is used to convey an idea of sarcasm, or the whole expression then becomes idiomatic, and may convey several different meanings. Une grande dame, an affected lady, or a lady of high social rank. Une petite dame, a person of the middle class, affecting the manners of the nobility, or sometimes, a person of evil life. Une belle dame, a fine lady (sarcastic), or the real sense, a beautiful woman.

The use of mademoiselle, miss, is the same as that of madame, though having a few peculiarities of its own. I shall merely call the attention of the reader to one important use, or, I should say, non-use of mademoiselle, in French. This term applies mostly to an unmarried lady; yet it is considered an insult to say mademoiselle to a young lady, unless the person speaking is a friend—Madame, that is to say, "my lady," should be used instead. Madame and mademoiselle have regular plural forms, mesdames, mesdemoiselles.

Monsieur! Madame! Mademoiselle!—strange words indeed, when we realize that they also mean, "good morning, sir, madam, miss," or "good by, sir, madam, miss,"—that is to say, on entering or leaving a room. Much more might be said about these three words; but we stop here, for fear of annoying messieurs, mesdames, et mesdemoiselles, readers of the Weekly.

**SCHOOL LIBRARIES.**

Teachers, superintendents, have you connected with your schools, in the district, or in your town, a public or school library? If so, is it a live institution? Do you look up to it as one of the greatest helps you have in your work? In your intercourse with the families of your scholars and the prominent men of your place, do you impress upon them the necessity of its being a power in the community, and of extending to it a liberal support? Do you consult and discuss with its officers the best means of making it more popular and efficient? Do you especially get all the benefit possible from it for your dear children, and teach them to regard it as one of their greatest privileges? Is it used by you as a means of supplementing your teaching, the complement of your school? If you cannot answer these questions in the affirmative we implore you to reflect upon the subject, and realize what a powerful auxiliary you are neglecting, one whose hands are extended to uphold and strengthen yours if you will but accept their aid.

If you are a true teacher, one who regards his profession as one of the highest and most responsible that can be held by man, your daily aim is to elevate and educate to as high a degree as possible those in your charge. This must be done by dealing with each one individually, not collectively, and it is this power of interesting himself in the individual pupil which distinguishes the true teacher from the mechanical pedagogue. Your first step is to gain the confidence and affection of some one of your scholars who is a natural leader among his companions. Having accomplished this, he is in your hands to mold and fashion as you will, and as you lead him, so can you through him guide the whole school. Here you have need of all the help you can marshal to your aid, and it is the object of this article merely to call your attention to what a powerful help you have in the library, which has been forgotten perhaps, except as you may have desired a book to while away a leisure hour. Having taught a boy to read, are you content to see him reading only the daily papers, selecting with avidity the more sensational articles of crime and violence, as he naturally will if left to himself? If so, better far to have left him in ignorance. Stir up his ambition to make a more noble use of his newly acquired talent; stimulate him to search for those hidden springs of knowledge of which he sees you have been drinking. Give him books. But be careful. Remember he is a boy still, and he cannot digest those books which to you are so dear and rich in literary treasures. He needs something in sympathy with his boyish nature, something to appeal to his love for the
wonderful, something with a hero in it, something he can tell to others. He turns naturally to fiction. Do not be shocked at his taste. "From the cradle to the grave men and women love story-telling." Accept it as a good omen, and feed its cravings. But just here is where he needs your help more than at any other time. You must select for him. He knows not as yet what is wholesome; by and by, when his tastes are formed, he can be trusted to go alone, but not now. He is studying history. What a field this opens to you to supply him with historical novels—"The Scottish Chiefs," "Grenada," "The Spy," "The Green Mountain Boys," and a thousand others. The transition to an occasional book in poetry or biography is very easy, until Columbus, Julius Caesar, and Washington become friends, and the history class is no longer routine, but a reunion where deeds of the past are the topics of the day. Does he study geography? Let some book of travels fall into his hands. Mark Twain's "Innocents Abroad," "Dr. Livingston's Travels," or "Cook's Voyages," and see with what avidity he will devour its pages.

That little spot painted red on his atlas will have acquired a new interest. It is the scene of last night's adventure. He remembers its name, and knows how to get to it. Its people, animals, birds, and rivers are all known now, and he has a lively interest in all its affairs.

One or two more suggestions. Do not be afraid of novels as long as you can keep them reading those of a healthy character; a taste once formed for these and you need never fear they will seek poorer ones as steadily reading. Do not be discouraged by finding them with a copy of Mrs. Holmes or Mrs. Southworth; simply throw into their way something so much better and more interesting that they will notice the difference.

Allow him to become interested and amused. Do not be in too much of a hurry to get them into Gibbon, Hume, and Macaulay; it will come in good time, but first will come Prescott, Parkman, and Motley.

Teachers, ponder the subject, and each one who tries to educate his scholars, in the work of examining to see which books are dull, which are interesting, and especially adapted to this or that boy or girl, will find a pleasure unexpected to himself and will see the fruits of his labor multiplying beyond his most sanguine expectations.

THE GEOLOGY OF WISCONSIN.

The geological survey of the state, which has been going on since 1873, gives the public its first volume of natural results, under the direction of the Chief Geologist, Prof. T. C. Chamberlin, of Beloit. When this enterprise was revived by the Legislature in 1873, it was placed under the direction of the late Dr. I. A. Lapham. Prior to just his death, which occurred after he had performed two seasons of field-work, it was placed under the charge of Dr. O. W. Wight. But in the month of February, 1876, its administration was devolved on Prof. T. C. Chamberlin.

The volume consists of two reports of progress by Dr. Lapham, and one by Dr. Wight, which together constitute Part I.; The geology of Eastern Wisconsin, by Prof. Chamberlin, Part II.; The Geology of Central Wisconsin, by Prof. Irving, Part III.; The Geology and Topography of the Lead Region, by Moses Strong, Part IV. Besides these contributions there is an appendix to Prof. Irving's report, by Charles E. Wright, on Microscopic Lithology, a substantial addition to the geology of the Northwest, of permanent and reliable data.

The expectations of scientists, and of the whole people of Wisconsin, were raised to a high stage, on the revival of the geological survey of the state, and on its being placed under the charge of Dr. Lapham. There had been a widespread dissatisfaction with the results of the last survey. It was prematurely terminated by the breaking out of the war, and the Chief Geologist had entered into litigation with the state for the violation of its contract. Large areas of the state had not been visited, and were almost as unknown as in territorial times. Mining and agricultural interests were clamorous for the examination and description of their lands, and the intelligent scientists of the state were impatient at the gloom of inactivity which hid from them its natural history. These reasonable expectations, though somewhat dampened by the vicissitudes through which the survey has passed during the period of its progress, have now their first partial realization.

The most important section of this volume is the contribution of Part II. on the Geology of Eastern Wisconsin, by Prof. Chamberlin. This embraces at once the widest geographical area and the longest geological range. All of the formations found in the state come under examination. After making courteous and ample acknowledgments to Dr. Lapham and the enumeration of earlier publications on the geology of the district, the author devotes a chapter each to the Topography and the Hydrology of eastern Wisconsin. In the former he sketches boldly the main topographical features, and follows with a more detailed account of early and later causes. Among the forces that have brought about these features he enumerates, in the post-glacial class, the mythical northern depression which haunts the geologists of the United States even in its dying days, and has been the source of much difference of opinion ever since it was proposed by Prof. Dana. It would have been well if Prof. Chamberlin, instead of assuming a cause which no observations that he names confirm or deny, had recorded the wild, which repeated observations in the interior states have disproved, and which Prof. Dana himself has materially modified, and substantially abandoned, had simply detailed the facts, and left his general readers to suit themselves in assigning a cause. It would have been better still if the true cause, at least that which Prof. Dana has lately accepted, had been preferably advanced. Prof. Chamberlin accepts the glacier theory of Prof. L. Agassiz, and even confirms it by an able presentation of the general features of the drift in the eastern portion of the state. The "Kettle Range" he regards a great glacial moraine, and he also traces its confluence with the Lake Michigan moraine, along the west side of Fox River, to the Illinois state line. He gives valuable local statistics on elevations above Lake Michigan, which is taken at 576 feet above the sea, filling 21 pages, and a contour topographical map of Milwaukee county. The chapter on Hydrology comprises a general account of the drainage systems of the district, and a more special description of some of the basins and water-sheds. He directs attention to a southward current that almost insensibly sags on the west shore of Lake Michigan, and attributes to that, and the former higher stage of that lake, the peculiar and instructive phenomenon of the southward turn of the rivers and creeks that enter that lake from the Wisconsin side. He thus gives us a glimpse of the past history of Lake Michigan and of ancient meteorology. He groups some of the lakes of the Kettle Range in pairs, tracing their glacial origin. The water-supply of natural springs he separates under three genera heads, the lowest horizon being that between the LowerMagnesian and the Potdam Sandstone, and the uppermost the top of the Cincinnati Shales. Between these is a spring-bearing horizon produced by the junction of the St. Peters Sandstone with the Trenton limestone, the most remarkable horizon being that above the Cincinnati Shales. Springs of medicinal repute are classified with reference to their geological relations and their chemical characters. Artesian wells are referred to six rock-horizons, and their geological relations are illustrated by ideal perpendicular sections. Some of the more important ones are then described in detail. The water power of the district is described, and that of Fox river is estimated in the aggregate at over fifty thousand horse-power.

After chapters on the native vegetation, in which a novel feature is introduced in a mapped distribution of the prominent tree-types, and on the soils, in which they are classed under six general divisions, the author devotes a most interesting chapter to the Quaternary formations, or the drift, as they are more generally known. He explains the "Boulder Clay" by referring it to the great glacier-agency of Prof. L. Agassiz; minor moraines, such as that in Theresa, Dodge Co., by the local advance of the thinned glaciers, the "Kettle Range, or ice age" by the opinion of Dr. Newberry; the upper sands and gravels, again, by the advance of the lake, making a second "beach formation," with a thickness of 60 feet or more; the second, or "Upper Red Clay," which is nowhere considerable in thickness, to a second iceberg-epoch, or at least to a second advance of the waters of Lake Michigan. These formations are described exclusively of the present, visible sand beaches and terraces which abound along the lake, for which he offers no explanation. It is evident that the author is satisfied that there is yet a great deal to be done in the way of investigation before positive statements can be made concerning the relations of these drift formations to each other, or the causes that produced them. The whole description, however, is marked by an evident scrupulousness in the statement of facts, and hesitancy in assigning original explanations. Where there is much difference of opinion among geologists, he follows the


*See The American Journal of Science. 3rd Series. Vol. XII., p. 64.
weight of American authority if he does not of evidence, but he evidently has not seen, or does not approve, the latest theories of Geikie, Dana, and others, who would assign a greater and more varied influence to the glacier itself, and to the water which it afforded along its margin, and who (some of them) maintain the actuality of two or more successive glacial epochs. It is highly probable that his "beach formation A" is the equivalent of the "river gravel" of James Geikie, and of the gravel and sand that throughout the Northwest, and even in much of the Kettle Range itself, constitutes the upper part of the drift sheet, as it is seen to blend with the boulder clay and to mix with it promiscuously. Hence it could not be attributed to the action of lake water. It rather shows the effect of running water with a copious supply of material to act on. It is possible also that his "Lower Red Clay" is really another boulder clay, since in many parts of the Northwest there are proven to be two boulder clay deposits, often separated by a soil-bed, showing two glacial epochs separated by a long period suitable for forest vegetation; and that the red clay between beach formations C and D is the contemporay and horizontal, but modified equivalent of the same; and that the upper and lower red clays are not distinct deposits, not varying in composition or structure, the intervening sandy and gravelly layers being a component of the whole, as one glacier-till, just as such sandy and gravelly layers are sometimes embraced within the recognized till of the Kettle Range. The Lower Red Clay will be found, doubtless, to become more and more stony toward the north, passing into an admitttedly glacier-deposit, and more and more laminated toward the south, becoming in that direction more evidently a modified till. The loess-loam of the western portion of Iowa and Minnesota passes in the same way through changes, by the addition of gravel, and finally of stones and boulders, till it becomes the hardpan or "till" of the last glacial epoch. This is a fact of recent observation, and cannot be cited against the conclusions of the report which were written a year or more earlier.

The chapters of Prof. Chamberlin devoted to the boulders of the state evince the same close observation and carefulness of statement. His treatment of disputed questions of geology pertaining to them is frank and impartial. His facts are multitudinous, but they are grouped as by a skilled geologist and handled with the true canor of a scientific spirit. The limits of this notice will not permit a full sketch of these chapters. Suffice it to say that those who are studying the geology of Wisconsin, or of the Northwest, will find all the information on the subject that can be obtained by a careful and exhaustive survey, embraced in Prof. Chamberlin's report. The pages are illustrated by diagramatic sections, and enriched by palaeontological data under the authority of the Paleontologist of the survey, R. P. Whitefield of New York.

The contribution of Prof. Irving to the volume pertains to the geology of the central portions of the state, and has chapters on the Archean, the Lower Silurian and the Quaternary. A large portion is occupied with detailed descriptions of the surface features and local topography. Prof. Irving has summarized and presented in a creditable style the results of all earlier observations, besides giving a mass of new facts. His discussion of the Archean, and of the Quartzite ranges of Baraboo is very full and authentic. His treatment of the Archean shows the same close observation and carefulness of statement. His treatment of recent observation, and cannot be cited against the conclusions of the report which were written a year or more earlier.

CHRISTMAS HYMN.

(Tune, "SOMETHING FOR THEE," 1st vol. Gospel Songs.)

DOWN Judas's star-like sky angels were winging
With glory from on High glad tidings bringing.
Shepherds were in the field watching their flocks by night
They, sore affrighted, knew'd, dazed with the light.

CHORUS.
Peace, was the angels cry, good will to men is nigh,
Glory to God on High—Shiloh has come!

No room in Beth'lem's inn for Christ the Lord
Crad'led with horn-ed kine—rudely ignored,
Wrat'h in the swad'lning clothes lay the Messiah child—
Nor from the Mother's heart was faith beguiled.

CHORUS.

Wise men from out the East led by a star
Journeyed to worship Him bringing sweet Myrrh,
Gifts, the Herodian King sent as an offering
Wishing of Jesus' birth news they should bring.

CHORUS.

Warned by a dream from God, turned they aside,
For Herod sought the life of the young child.
Angels to Joseph said in a vision by night,
"Depart into Egypt—rise, take thy flight."

CHORUS.

Thus out of Galilee all undefiled
Came forth the Nazarene, holy and mild—
Yet Israel's King was he (as prophets did foretell,
The Lion of Judah—Christ, Emmanuel.

CHORUS.

O H I would build for me
A fair home far above the noisy street;
Flowers and birds to sweeten all the air;
With joyous tune and fragrance pouring free.
From loving breasts in motion swiftly sweet;
The melody recalling past days rare.

Then what if fortune might
Against me turn, and happy roses cease;
Within the lower courtyard forth to spring;
Striving in vain to shed a flattering light?
About my path, an everlasting peace
In offering these winter flowers should bring.

And time and tide would fail
Their well-known work to easily perform;
For dew of purple-velvet pansies meek
And purple-velvet pansies meek;
Gird on the robe and white mantle bright;
And white mantle bright;

Chicago... (Tune, "SOMETHING FOR THEE," 1st vol. Gospel Songs.)

FACETIAE.

THE Adrian (Mich.) Times prints the following as a genuine "excuse" brought to a teacher in that neighborhood: "Miss—please excuse minnie for She was helping me. She is a great help to me thou Small she may be I would miss her if the Lord should Call her at any time & oblige Mrs. B—"

THE GRAMMAR LESSON. "Well, son, you've got into grammar have you?" said a proud sire to his thickest chip the other night. "Let me hear you de-"cline some adjectives."

Chip. "All right. Little, least; big, bigger, biggest; many, most, most.

Proud Sire. "Hold on, sir, that's not right; you—"

Chip. "Toe, toe, toad; snow, snare, snort; go, gorge, gout; row, roar, tour."

Proud Sire. "Stop, I say; those adjectives—"

Chip. "Drink, drank, drunk; chink, chank, chunk, wink, wink, wunk, wank, thank, thank—"

Proud Sire. "You infernal little fool! What in thunder—"

Chip. "Good, better, best; wood, water, west; bad, wusser, worst; bile, biler, bust; sew, sewar, soup; pew, poor, pup. O-a-ch! oh, geminity, dad.

On-so!" The outraged parent had broken into the recitation with a bootjack.

—Democrat (Bainbridge, Ga.)
The East.

BOSTON LETTER—NO. V.

PRESUMPTIVELY this winter solstice is an unwelcome comer, assuming as it does the sovereignty of old Boreas, and, as one renders Virgil, putting "the Hibernian suns (sons?) on such a rampage to drown themselves in the ocean," actually this is a delicious season, incomparably so, considering the genial weather which thus far has made this grisly month as pleasant as May. Christmas Holidays! We once thought these terms incompatible. Sacred Christmas, the birthday of the blessed Savior, and holidays all of which are turned by so many into festivals of Pan and Silenus! We inherited the prejudice of our Puritan forefathers, looking too much at the evil side, and would have abolished a Christian occasion for Christless enjoyment. But somewhat different is our feeling now. We have traveled away from good New England since then, both materially and spiritually, and although we have never found quite so much that is admirable elsewhere, we have yet gained much that our early home sadly lacked. We have learned that Christianity is a universally pervasive force; that we are to look for its results not in churches only, and on holy-days, but everywhere among the people; that the comfort and joy of common life are more the product of this benign force than of any or of all the forces of material nature. Christmas is the verdict of our calmer moods. But it is a form of insanity we cultivate, and would have abolished a Christian occasion for Christless enjoyment. But some bright, generous lad or lassie may say, upon seeing this, "And what shall we give our teacher?" Yes, children, by all means remember your pedagogical benefactors, and if you cannot afford such a gift as "Christmas tide," you may select Campbell's "Story of Creation."

Notes.

LITERARY.—Among the announcements of the Putnams is "Nettie Cruikshanks," a novel by Florence Mabel Harte—who is described as a "novelist only eleven years of age." Where is the Society for the Prevention of Cruelty to Children?—The angry controversy between the publishers of the rival encyclopedias promises to be soon terminated by something like a judicial decision. The Johnsons have challenged the Appletons to submit the two works to the verdict of an impartial tribunal of critics, which shall pronounce upon the vexed question of their comparative merits. If the case goes against them, the Johnsons agree to pay the entire cost of the examination and publish the result, and also to present $500 to the Children's Aid Society; while if the verdict is in their favor they will require nothing of the Appletons.

—The Russian Government in 1874 offered a prize of 5,000 roubles for the best book on the History of Cavalry, the competition being thrown open to the officers of all foreign armies. The prize has been awarded to Lieut. Col. George T. Denison's work on that subject, published by the Macmillans.

The January number of the Bulletin of the American Metric Bureau appears in a reduced size, though containing more reading matter. This number contains 64 pages, consisting entirely of the Manual for Schools, prepared by Henry E. Sawyer, A. M., Superintendent of Schools, Middletown, Conn., by request and authority of the meeting of the Bureau which was held last month in Montpelier. This Manual is adapted for use in primary as well as in more advanced grades. It is of great value to teachers. Copies may be obtained by sending twenty cents to Melvil Dewey, No. 1 Tremont Place, Boston.

The Boston Book Bulletin is the name of D. Lothrop & Co.'s new quarterly eclectic record of American and foreign books. The first number offers more to its readers than was promised in its prospectus. Original articles and signed reviews appear from J. T. Towbridge, A. Bronson Alcott, Edward Everett Hale, F. B. Perkins, John Fiske, George H. Whitemore, A. M., of Cambridge, and Lucius E. Smith, D. D., with illustrated poems from Bryant, and Louise Chandler Moulton, and Longfellow's beautiful tribute to Tennyson.

—Other "New Plays," advertised by T. S. Denison, specially adapted to schools, are A Family Strike, a farce, six characters, easily prepared, and The Sparkling Cup, a drama in five acts. These plays are designed to be produced without scenery, and the costumes are "any clothing suited to the station of the wearer." A new edition of Initiating a Granger has been published.—E. Steiger's catalogue No. 25 contains a list of books at reduced prices, consisting of certain shelf-worn copies, over-stocked, damaged, or secondhand. Mr. Steiger furnishes the U. S. departments at Washington with foreign books and other publications, and has facilities for supplying public libraries, colleges, and other educational institutions with foreign or American publications. His stock of German books and periodicals is probably the largest in this country. Address him at 22 Frankfort Street, New York.

The N. Y. Semi-Weekly Tribune appears in a new form—similar to Harper's Weekly, but with larger pages. It now contains sixteen pages, and is unsurpassed as a general literary and political journal. Price, $3.00 a year; sent with the Weekly for $4.65.

Would you select a present for your minister? We know of nothing better than the "Life of Dr. Kirk," just issued by Lockwood & Brooks. Edward N. Kirk was a Congregationalist, but possessed of a soul as catholic as the Gospel. No American divine, save Henry Ward Beecher, was ever more prominent as a leader of public opinion. He was an influential member of the great council held in London in 1846 for the formation of the Evangelical Alliance. He superintended the founding of an American Chapel in Paris. He was a prominent anti-slavery agitator, an original abolitionist, and, a mighty exponent of the loyal cause during the Civil War. This "Life of Dr. Kirk" is consequently an important contribution to the history of our country. But who can advise much when tastes are so unaccountably various? It is possible some would prefer Dudley Warner's "Being a Boy," or Mrs. Diaz' "Jimmy Johns" even at the same price. But they are cheaper and are selling by thousands. They suit the humor of our times and of our mental habits wonderfully.
UNDIVIDED ATTENTION.

I have been studying the character of our country teacher as well as country school for some time, and have been deeply impressed with this fact, our teachers generally do not appreciate the fact that they must have the undivided attention of those whom they are trying to teach. Many teachers have some few pupils, and yet their pupils reap no benefit from it. Let it be understood that the undivided attention is required. If any pupil flags, be more animated, and when you find him counting the pages of his book, speak to him, with no thought, that you are not interested in him in the lesson, and that he may now be excused from the class. He will see that you are doing your best, and will not become angry. This is my method. If it is wrong, let some one speak. But I am so impressed with the thought that I feel like repeating again and again, undivided attention must be had. Respectfully,

J. M. MAXWELL.

71. "At each angle of an equilateral triangle, sides 200 feet, is a tower, 30, 40, and 50 feet in height respectively. What length of ladder would be required to reach the top of each tower without moving the foot?"

To make the solution general, we will let

\[ a = 30; \quad b = 40; \quad c = 50; \quad \text{and} \quad l = 200. \]

Let \( x \) be the length of ladder.

Then

\[ l = x \cdot \text{sec} \theta \]

From these terms we form an equation which, when reduced, gives the following general equations:

\[ a^2 = (2a^2 - a^2 + a^2 - x^2 - x^2 - x^2) \cdot 2 \cdot (a^2 - a^2 - a^2 - a^2) \cdot 6 \]

\[ 125 \]
The Educational Weekly.

STATE DEPARTMENTS.

EDITORS:

California: 

[Email and contact information]

Colorado: 

[Email and contact information]

Illinois: 

[Email and contact information]

E. D. H. DAVISON.

73. Both are verbs in every case except where the participle in Ig is immediately preceded by the, in which case it is used in a figurative sense, and thus becomes the logical subject of a neuter verb; as "The flowing of the wicked is sin," in which flowing is used for cultivation, or labor of any kind.

The use of the infinitive may be understood, or, when a pronoun, it may have the preposition, etc.

The poet used the former term on account of the measure of the line.

These formulas being general will correctly solve any similar example.

We have not made ourselves plain, it is the one whose name would appear in place of her.

A. W. C.

The Educational Weekly.

STATE DEPARTMENTS.


TENNESSEE: J. M. DRAIMOND, Principal Grammar School No. 5, DEVENPORT.

ILLINOIS: Prof. JAS. W. COOK, Illinois Normal University, Normal.

MICHIGAN: Prof. L. L. McCom, State Normal School, Ypsilanti.

KENTUCKY: Dr. Geo. A. CHATT, Principal Female High School, Louisville.

INDIANA: J. B. ROBERTS, Principal High School, Indianapolis.

WISCONSIN: J. Q. KENT, Supt. Public Schools, FOREST ATTONIC.

MINNESOTA: O. V. TUCKER, Supt. Public Schools, MINNEAPOLIS.

DAKOTA: W. H. BROWN, Supt. Public Schools, Yankton.

OHIO: R. W. STEVENSON, Supt. Public Schools, COLUMBUS.

ILLINOIS: Prof. C. B. PALMER, State Univ, Lincoln.

CHICAGO, DECEMBER 20, 1877.

COLORADO.

STATE TEACHERS' ASSOCIATION: THIRD ANNUAL SESSION, AT DENVER, JAN. 3 AND 4, 1878.


ILLOIS.

MISS HARRIET M. CASE, for the last four years preceptress of the Illinois Normal School, has tendered her resignation to take effect Dec. 31. To say that her action occasions regret is to state it very mildly. Her success has been unqualified. As a teacher she has few equals. She possesses a quiet power that is magnetic in its quality, and by which she holds the closest connection of her classes. She has won the esteem and confidence of the pupils, and by a careful organization of her work has been able to afford valuable aid to two hundred young ladies who are particularly under her personal influence. The occasion of her resignation may be surmised when we state that she has concluded to follow the example of two of her predecessors. In consideration of her good will and faithful service, we extend the right hand of fellowship and regret to her. The Illinois Normal School, Dec. 31.

The State Normal closed on the thirteenth inst. The State Board of Education held its meeting on the twelfth. The resignation of Miss Case was accepted with expressions of regret. She carries with her the esteem of all connected with the school. The vacancy occasioned by her resignation is to be filled. Mrs. Voorhees, the High School principal, was selected to take charge of the grammar classes formerly taught by Miss Case, but no preceptress was elected. This position will be filled, probably, at the June meeting. Wednesday, at the close of the session, Miss Case was called from her recitation room, and presented her a beautiful black marble clock. She bore the inscription philosophically and acquitted herself in good style. Mr. De Garmo, the principal of the grammar department of the model school, was captured by her pupils and many others at a dinner given by the ladies of that department.

The annual session of the Effingham County Teachers' Association will be held Dec. 26-28 at the east side school house in Effingham. The Clay County Teachers' Association will be held at Flora, Dec. 27-28. There are nine lady county superintendents of schools in this state as follows: Alexander county, Mrs. P. A. Taylor; Champaign county, Mrs. C. E. Larned; DeWitt county, Mary L. Welch; Kalamazoo county, Mary A. West; Mercer county, Miss E. Frazier; Piatt county, Mary L. Reed; Stark county, Miss Amelia L. Halsey; Warren county, Margaret E. Watt; Winnebago county, Miss L. Carpenter. Miss Martha A. Fleming, of the Peoria Normal School, was a pupil of the Vandenhoff's of New York. In a recent letter received by the editor of this department, Mrs. Vandenhoff pronounced Miss Fleming one of the most promising teachers that she had ever instructed. The following statistics are taken from the report of the President E. C. Hewett, presented to the Board of Education: The whole number of pupils enrolled, 471; ladies, 281; gentlemen, 190; in Normal Department, 299; in model, 172. Counties in Illinois now represented in Normal department, 68; States, 47. Applicants for admission to Normal department, 184. Applicants rejected on examination, 40. Excess of attendance over the same term last year, 36. We are endeavoring to collect reliable statistics respecting the number of normal students who have been engaged in the work of the Normal School during the first nine months of the present year, or who are now teaching or have schools engaged in the work of the Normal School. We have a list with addresses of about six hundred, collected within the last month. Any former student whose eye may fall upon these lines will be glad to send his name and the names of any others that know to be engaged in teaching, to J. W. Cook, Normal. Again we repeat our exhortation respecting the State Association. Don't forget it—Springfield, Dec. 26-8. Let us have a meeting. The committee has prepared a most excellent programme. The lectures and orations are ample, and there is no apparent reason why this should not be a red-letter meeting. H. L. Bollin, of Princeton, is following up the reverend gentleman (Dr. Fowler) who made an assault upon the public high schools recently, at a meeting of the ministerial denominations. A recent article in the World in defense of his own neighborhood, they desire a wider circulation than they will obtain through the medium of the local newspaper. Miss Olive Rider, of Griggsville, has been appointed first assistant in the Normal School. She was not present this year. We desire our readers to take note of this.
Programme of County Superintendents’ Section of Illinois State Teachers’ Association to be held in the State-House at Springfield, December 26, 27, 28.


Time will be given after the reading of each paper for general discussion. 3:00 P.M. Answering Questions upon School Law and School Work, Hon. Samuel M. Ertle.

Michigan.

The 25th session of the Michigan State Teachers’ Association will be held December 26, 27, 28, at East Saginaw, the meeting opening on the evening of the 26th. Papers will be presented by Hon. W. S. George, of Lansing; H. D. H. Pease, of Saginaw; Supt. D. B. Bower of Coldwater; Supt. C. A. Gower, of Saginaw City; Miss M. J. Bassett, of Chicago; Prof. W. A. Drake, of Hillsdale College; Prof. P. W. Dowdell, of the State Normal School; and Supt. C. B. Thomas, of Niles. Prof. W. L. Smith, of East Saginaw, assisted by Prof. Roney, has in charge the work of the programme.

Prof. Smith will also exhibit some practical work in music during the afternoon session of the Saginaw County. Evenings will be devoted by Prest. Butterfield, of Olive College, and by Prest. Durgin, of Hillsdale College. The hotels offer reduced rates to persons attending the meeting, and it is expected that a reduction of fares on the various railroads will be occasioned by the coming of the people to Saginaw.

The library of some 1,200 volumes and philosophical apparatus valued at $1,200 were also partially insured. The school books of the children were mostly burned. This was the second large “union” school building erected in the state, that at Ann Arbor being first, and for many years it was the largest and finest in the state. As the walls of the building seem to be little injured, it is probable that the insurance money will rebuild it. —Died, on the morning of Nov. 19, Mrs. Pease, wife of H. D. Pease, professor of music in the State Normal School. Mrs. Pease was only thirty-four years of age, and by her early death brings sorrow to the hearts of many circle of acquaintances and friends, and leaves her husband and children a sadly bereaved family. —Prof. Bellows, of the State Normal School, has just published for the special use of his own classes a work upon algebra. This book is intended to supply the want of a book that is prepared with a view to make the student compare the topics in the elementary branches of algebra, and at the same time present the subject in a manner adapted to the peculiar needs of the pupil teacher. The work is a snug little volume of 140 pages, made small by the omission of definitions that are learned in arithmetic, and by the giving of a less number of examples and exercises. But this omission, the author thinks, better adapts the work to the wants of the Normal student, because it thus compels him to make his own examples, a thing certainly as important as the ability of a teacher to construct illustrative grammatical sentences, and the same with the pupils. The presentations of the Algebra of the American high school is nearly completed, the outside work all done with the exception of the steps, and the rooms nearly all plastered. At the last meeting of the State Board of Education, the petition signed by 700 names and asking for the reappointment of Prof. Macaulay, of the University of Detroit, was presented to the Board as a petition, and, Mr. George G. Banker, was put in charge of the sales of the college swamp lands. The total receipts last year from the college farm amounted to the sum of $7,462. The winter term of Hillsdale College began Dec. 5.

The State Reform School at Lansing has now 97 inmates. —Rev. W. Applegate, who has been rector of the Episcopal Church schools at this place for the past two years, will open a young ladies school in Indianapolis, Ind.

Iowa.

W. R. Smith’s recently published Text-Book of English Phonology is well received by teachers and other educators generally. Now that the Spelling Reform question is being so much agitated, the subject of phonology becomes an important one. Send 25 cents to the publishers, Egbert, Tidball, and Chamberlain, Davenport, Iowa, for a sample copy. —The recent session of the Iowa Academy of Sciences at Ames was an important one. Papers were read by Prof. Bessey, Hinrichs, Macomber, Todd, and Colvin. The next meeting will be held at Iowa City. —Prof. Todd, of Tabor College, pronounces the already famous ‘‘Pampered Man’’ from Colorado, a fraud. —The regular term of the Medical Department of the State University began on the 25th ult. Dr. Middleton of Davenport, Professor of Physiology and Microscopic Anatomy, delivered the opening lecture. The State Fraternity was organized.

Programme for the twenty-third annual session of the State Teachers’ Association, to be held at Indianapolis, December 26, 27, and 28, in the Fourth Congregational Church, was as follows:

Wednesday evening, Dec. 26 — 7:30, Organization, etc.; address of welcome, W. A. Bell, President Board of School Commissioners, Indianapolis; Response by the retiring President, W. H. Wiley, Terre Haute. 8:20, Inaugural Address, by the incoming President, J. H. Martin, Franklin; Appointment of Committees.

Thursday morning — 9:00, Opening exercises. 9:20, ‘Science in Elementary Schools,’ A. W. Brayton, Superintendent of Natural Science in Indianapolis schools. Discussion: Leaders, M. S. Coulter, Principal of Logansport High School, and Joseph Moore, Principal Earlham College. 10:30, Recess: 10:50, ‘Enthusiasm for English,’ B. G. Burt, State Normal School. Discussion: Leaders, Dr. Tuttle, President Wabash College, and Dr. White, President Purdue University.

Afternoon session — 2:00, ‘How to Deal with Slow Pupils in Graded Schools,’ T. B. Thurlow, superintendent Grant county schools. Discussion: Leaders, R. L. Kinsey, Indiana University; C. W. Isom, Superintendent Valparaiso schools, and W. T. Scott, President Franklin College.

Evening session — 7:30, Miscellaneous; appointment of committee on Officers of Association; 8:00, Annual Address, Professor George A. Chase, LL. D., Louisville, Ky.


Afternoon session — 2:00, The Relation of Public Libraries to the Schools; Discussion: Leaders, J. A. Zeller, Principal Evansville high school, and Mrs. Sarah A. Goren, Purdue University; 3:00, Recess: 3:10, ‘Science in Elementary Schools,’ T. B. Thurlow, Superintendent Grant county schools.

Evening session — 7:30, The Russian System of Industrial Art Education, as applied at the Massachusetts Institute of Technology, J. D. Runkle, LL. D., Boston. Discussion: Leaders, R. B. Bower, Superintendent of Natural Science, etc.; address of \textit{Scientific American.}

Reports of committees.

The programme is prepared, with a single exception, in accordance with a resolution passed unanimously at the last meeting, instructing the committee to arrange for not more than two papers in any half day’s session, each paper to last thirty minutes.

Each paper or address, except the evening addresses, is limited to thirty minutes. Each leader in discussion is limited to ten minutes. The remainder of the time assigned the subjects will be occupied in discussions. Come prepared to say something within five minutes.

Indiana.
Spellng Reform Department.

Conducted by O. C. Blackmer, Director of the Northwestern Branch of the Spelling Reform Association.

"The ideal of an alphabet is that every sound should hav its own unvarying sign, and every sign its own unvarying sound."

To simplify English orthography in accordance with this ideal, the Spelling Reform Association was organized in 1876. Its purposes are best stated in the second article of its Constitution.

"The object of this Association shall be the simplification of English orthography. To this end it will secure the delivery of addresses; publish articles, circulate books, pamphlets, and charts, endeavor to introduce the reform in schools; and in all proper ways, as far as the means at its disposal will allow, will urge the matter upon the attention of the people."

The Association now numbers hundreds, and includes many of the leading scholars and educational men of the country. At its annual meeting in July, 1877, a "Report on New Spellings" was made and an alphabet adopted, both of which we are enabled to place before our readers.

REPORT ON NEW SPELLINGS,
Adopted by the Spelling Reform Association at its annual meeting, July, 1877.

The committee of the Spelling Reform Association on New Spelling report that the American Philological Association has adopted the following report of its committee on the Spelling Reform.

The attempt to prepare an English alphabet according to the principle laid down in the report of last year brings out the following facts:

1. The letters added in Latin: $a$, $b$, $c$, $k$, $d$, $e$ (met), $f$, $g$ (go), $h$, $i$ (pit), $j$, $m$, $n$, $o$ (go), $p$, $r$, $s$ (so), $t$, $u$ (full).

2. The consonants represented in Latin by $i$ and $u$ or now represented by $v$ and $w$, and the sonants corresponding to $s$ or now represented by $v$ and $z$.

3. The short vowels unknown to the early Romans which are without proper representatives in English, those in $f$, $a$, not.

4. The five elementary consonants represented by digraphs: $th$, $sh$, $zh$, $az$, $ng$ (sing), which may be added $ch$ (church), $g$ (j).

It seems best to follow the Latin and other languages written in Roman letters in the use of a single sign for a short vowel and its long, distinguishing them when great exactness is required by a diacritical mark. The alphabet would then have thirty-two letters. Twenty-two of these have their common form and power as descried above, in statements 1 and 2.

The thir vowels in $f$, $a$, not, $b$; and new letters. Without laying any stress on the exact form, it is recommended to try some modifications of $a$, $o$, and $u$, such as $u$, $e$, $o$.

For the consonants now represented by digraphs, new letters would be desirable, but no particular forms or now recommended. The following or mentioned: $th$, $d$, $de$, $th$ (in then); $p$, $b$, $th$ (in thin); $f$, $b$, $z$, (zh); $v$, $w$ (ng); $c$, $ch$. The use of these letters with only these powers and the dropping of silent letters will so change the look of large numbers of words that they will not be recognized at sight. It seems necessary, therefore, that there should be a transition period, and for that the following suggestions are mad:

1. Transition characters may be used resembling, if possible, two letters:

For $a$ in fate, $u$ may be used in place of $e$.

2. The digraphs now representing singl consonants may be named and otherwise treated as singl letters.

3. New letters can be easiest introduced by using them only for the old letters which they resemble in form.

4. Long words bear changes best, and vowels or mor easily changed than consonants, which project more abov and below the line. Dropping final silent $e$ is the easiest change.

The committee of the Spelling Reform Association recommends that the Association adopt the alphabet set forth in this above report, and attempt to bring it into immediate use in this manner set forth in the final suggestions of this report.

F. A. March,
W. D. Whitney,
S. S. Haldeman.

Practical Hints and Exercises.

HOW SHALL WE SPELL GREEK WORDS?

A curious and preposterous affectation has come to be quite common of late by which the letter $k$ is substituted for $c$ in words of Greek origin. Prof. John Stuart Blackie writes sharply to the Pall Mall Gazette condemning this corruption of the English language by a minute and curious imitation of the Greek. He charges Mr. Gladstone and Mr. Browning with a large share of the responsibility for the innovation; and observes that as the proper method for spelling Greek words, when adopted into English, has been settled by the past English classics for three hundred years, it is not only a silly affectation to change it, but a violation of the historic continuity of our language, which adopted these words, not directly from the Greek but indirectly from the Latin. For this reason we say Strabo and Zeno, not Strabon and Zenon, and spell Socrates, not Sokrates. We are no more entitled to say Keltic and Kikero than we are to call Munich Munchen. The Romans expressed the delicate sound of the Greek upsilon by a new letter which we call $v$, and they wrote accordingly Cyrus, not Karus. When these innovators therefore write Klastena for Clytemnestra, they violate both the law of historical continuity and the principle of vocal transliteration applying to the case. Furthermore, Prof. Blackie remarks truly, if these persons who foist their petty academical pedantries into the historical consistence of English speech are to be consistent with themselves, they must educate the people to understand that Socrates and Aristophanes should be pronounced with an accent on the penultimate syllable, and that in such a way as not to lengthen the quantity of the vowel emphasized. In short, if we are to have our English turned into Greek let us have it with the Greek accents.

So speaks the Boston Globe. Let us hear from our classical readers on the question.

HOW TO WRITE FOR THE PRESS.

NEVER write with pen or ink. It is altogether too plain, and doesn't hold the mind of the editor and printers closely enough to their work. If you are compelled to use ink, never use that vulgarity known as the blotting pad. If you drop a dot of ink on the paper, lick it off. The intelligent compositor loves nothing so dearly as to read through the smears this will make across twenty or thirty words. We have seen him hang over such a piece of copy half an hour.

Don't punctuate. We prefer to punctuate all manuscript sent to us. And don't use capitals. Then we can punctuate and capitalize to suit ourself, and your article when you see it in print, will astonish, even if it does not please you.

Don't try to write too plainly. It is a sign of plebeian origin and public-school breeding. Poor writing is an indication of genius. It is about the only indication of genius that a great many men possess. Scrawl your article with your eyes shut, and make every word as illegible as you can. We get the same price for it from the rag-man as though it were covered with copper plate sentences.
Avoid painstaking with proper names. We know the full name of every man, woman, and child in the United States, and the merest hint at the name is sufficient. For instance, if you write a character something like a drunken figure "8," and then draw a wavy line, and the letter M and another wavy line, we shall know at once that you mean Samuel Morrison, even though you may think you mean "Lemuel Messinger." It is a great mistake that proper names should be written plainly.

Always write on both sides of the paper, and when you have filled both sides of every page, trail a line up and down every margin, and back to the top of the first page, closing your article by writing the signature just above the date. How we do love to get hold of articles written in this style. And we would like to get hold of the man that sends them. Just for ten minutes. Alone. In the woods.

Lay your paper on the ground when you write; the rougher the ground, the better. Coarse brown wrapping-paper is the best for writing your articles on. If you can tear down an old circus poster and write on the pasty side of it with a pen stick, it will do still better.

When your article is completed, crumple your paper in your pocket, and carry it two or three days before sending it in. This rubs off the superfluous pen-casts, and makes it lighter to handle.

If you could think of it, lose one page out of the middle of your article. We can easily supply what is missing, and we love to do it! We have nothing else to do!—Burlington Hawk-eye.

**SKETCHES OF LESSONS IN PRIMARY READING—FIRST YEAR.**

**Miss Isabel Lawrence, State Normal School, Whitewater, Wis.**

**SKETCH V.**

**The words s, a, and t in the word cat.**

These words are selected, because we wish hereafter to subject them to phonetic analysis. By using words containing only the short sounds of the vowels, and but one sound for each consonant character, we shall be able to combine the phonics with the word method. His, has, is, and this are the only words in the above list which cannot be thus treated. After children can read well sentences formed from this list, the following lesson may be given.

**SKETCH VI.**

Object.—To cultivate perception, conception, and language (the eye, ear, and voice). Point.—To teach children to distinguish the sounds of c, a, and t in the word cat.

**Matter.** C hard, a, and t (sounds) are the sounds in the word cat; c, a, and t, are the letters which mean those sounds. (The names of the letters are not given.) Method.—Tr. has class close their eyes, while one child says several words. Tr.—What did Peter do? Ch.—He said cat, rat, etc. Tr.—How did you know he said them? Ch.—We heard him. Tr.—Since you heard cat, rat, etc., what may you call them? Ch.—Sounds. If Ch. do not give the term, Tr. may give it. As Ch. have the full idea. Tr.—How many sounds in the word cat? Ch. do not know. Tr.—Let us try to find out. Speak it very slowly and notice what sound you first make. Ch. practice as a class and as individuals. Tr.—Commence to say it, and stop before you have said it all. Ch. thus manage to separate the sound of c from at. Much drill on the sound.

Tr.—Make on the board what means this sound. Ch. print c. Tr. or Ch. say it is a letter. Ch. print, stating, "I have made the letter that means c hard (sound)."

At is then analyzed, and a and t, both sound and letter, are similarly treated. Ch. then combine the sounds and spell cat and at by sound again and again. This should be given to beginners in three lessons, one sound and its character at a lesson.

Ch. may now have printing lessons at their seats, practising on the letter they have learned in the reading lessons.

**READING.**

**The Rev. Thomas Hill, formerly President of Harvard College, one of the most remarkable scholars who has ever occupied that chair, says that there is no man living in England or America who has learned or who can learn to read the English language, that is, to pronounce anything and everything that has been written in it. To allow a child to read what he cannot at least partially comprehend is to encourage him to read without thought, which is the greatest hindrance to all literary and scientific progress. In certain directions great heights may be gained by one who reads and reflects as he reads, even without observation or knowledge of the outward world, but those heights do not lie in the direction which must be trodden by the boy who is to go into the workshop at an early age. Observation and reflection, comparison of what he has learned through the five gates of knowledge must come in to aid him to the interpretation of what he reads. If his intelligence be not called into play, or if he have little general intelligence, his reading is likely to be of little worth. If it be so that he must be taught to read, only that he may be said to read fluently any book that he may pick up, and this be at the expense of the seeing eye and hearing ear, then it is better that he be not taught to read at all, if only the five senses be kept wide open and trained to do their work well in life. Reading is not intelligence, nor in thousands of cases even the avenue to it. To the thoughtful man books present the garnered treasure of all ages; but to the stupid and to the unwise they present only that which stupifies and degrades still more.—A. J. Rickoff.**

**GRADUATING ESSAYS.**

These are certainly sim genus; nothing else is like them. Aiming conscientiously and with hard labor and great anxiety to be the best of their kind, they are often the very poorest; not nearly so good as the best society essays or as the best class essays. And I think I understand the reason and can suggest a partial remedy. The whole performance, including the subject, manner of treatment, and manner of presentation, in the first place, is overestimated. The student generally has an exaggerated notion of what is expected, and what is far worse, of what he must do; the theme and the essay must somehow be made to stand out above the level of ordinary efforts and above the level of ability, as the pyramids do above the level of the Nile. The subject must not be an ordinary one, or the statement of it in the programme must be extraordinary; the passion for obscure or fantastical or rhetorical phrases in commencement programmes is to me something marvelous. I was brought up to suppose that exhibition subjects should be condensed statements of the main thought of the piece, and that intelligent persons could forecast the drift of what the essay should contain from the subject. But this does not suit the modern taste; some of the most substantial graduates we have had have been dissatisfied with my way of putting things, and to my question, "Is not this just what your essay is about, is not this a strong, substantial programme?" the answer has been, "Yes, but this is not taking; people outside think it is common-place compared with the Midland Collegiate Academic Seminary;" and to my further question, "You would, then, vie with other schools in this matter and make your programme 'smart,' even at the risk of making it whimsical," the frank answer has been, "Yes." Then the essay must be to match; it must be higher, finer, more "taking," more sounding; it must aim at, and too often pretend to do, what only finished scholars can do, and it must have done it too. The mode of treatment must be learned, the language must be learned, the sentiments must be sublime, the whole must be "splendid." In short, the whole must be carried with a high hand, and what is lacking otherwise must be made up of accessories which I should not want to mention, but which you can see at most commencements. The one prevailing fault is that all is pitched on too high a key and breaks into painful falsetto. It should certainly be the best a student can do; it should show results of a course of training; it should give the graduate every opportunity of distinguishing himself and making a good personal impression; and he would be a churl indeed who would begrudge such a graduate any of the eclat which rightly belongs to the occasion. But—that is a very ugly little word sometimes and introduces very disagreeable oppositions of thought—but it cannot be much above the ordinary level of the particular student, and the very anxiety and effort to do something far beyond ordinary brings it down below that level. The very largeness of honest desire to excel, often tempts to try disastrous flights, and to affect a depth and extent of learning and thought which surely betray themselves and seriously injure what might be a good reputation with all but those whose too ready and noisy applause is bestowed on show and pretense rather than on substantial merit. The whole, I say, is on a strained key, is actuated by a mistaken ambition, and is often unsatisfactory because it would not be content with what could be done well, and because by no single effort can it reach the height it covets. And the remedy is, to let the whole down to the plane on which the student actually and confidently stands. Construct no rhetorical stilts for the com-
mencement stage; be satisfied with writing in the same general style which you have been practicing all the year, only of course taking more pains with this one essay, but not so much pains as to spoil all by making it over-wrought.

Take a subject—a chosen one of course, but still a subject—from among those on which you are accustomed to write and show what you have learned something about some other things; be content to be yourself, a little more, and only a little more, elaborated and polished; be willing to be short, to be simple, to say what you have to say with modest self-assertion; and regard the whole occasion of your graduating as a great occasion indeed, but not in any sense overwhelming. Do something like this and you will relieve yourself of much anxiety and strain of faculties, and will get credit with the discriminating part of the public for good sense and for a good essay too.—Prof. H. B. Buchman.

HOW TO LEARN GERMAN.—NO. VII.

By Dr. Zur Brücke.

FIRST LESSON ON COLORS: Suggestion I.—Place before the pupil, or class, an orange, an apple, a lemon, a citron: a red apple, a green apple, an apple with a green peel; a small piece of coal, an apple red, black, yellow, and white, and a small piece of black-board crayon, an apple with a black peel.

Suggestion II.—Here we have orange, the orange color; lemon, the color of an orange; apple red, black, yellow, and white, and a small piece of black-board crayon, an apple with a black peel.

Now follows a conversation on colors, weaving in the following words: wie ist? how is? nicht, not; er, he; oder, or; Kinder, children.

Question (Frage).—Kinder, ist dies eine Orange? Fa, das ist eine Orange. That is an orange. Die ist die gelbe Fa, die Orange ist gelbe. The orange is yellow. Kinder, ist dies eine Citron? Fa, das ist eine Citron. That is a lemon. Ist die Citrone gelb? Fa, die Citrone ist gelb. The lemon is yellow.

Ist dieser Apfel rot? Oder, ist dieser Apfel rot? This apple is red. Ist dieser Apfel rot, oder grün? This apple is not red, it is green. The apple is not red, it is green.

Schmeckt die Orange gut? Fa, die Orange schmeckt gut. The orange tastes good. Schmeckt die Citron gut? Fa, die Citron schmeckt gut. The lemon tastes good. Schmeckt der rote Apfel gut? Fa, der rote Apfel schmeckt gut. The red apple tastes good. Wie schmeckt der grüne Apfel? Wie schmeckt der grüne Apfel? The green apple tastes good. Der grüne Apfel schmeckt gut. Der rote Apfel schmeckt besser. Wie schmeckt die gelbe Citron? Wie schmeckt die gelbe Citron? Wie schmeckt die gelbe Citron? The green apple tastes good, the red apple tastes good, and the yellow lemon tastes better than the yellow lemon.

CHICAGO NOTES.

The teachers in the public schools have prepared a petition to be presented to the Council setting forth that they have been informed they are not to receive any salary until they present a regular payment of salaries. The petition states that unless some provision is made the petitioners fear they will be greatly distressed, and they explain that they are in no manner responsible for the pecuniary embarrassments into which the city has fallen, and that they ought not to bear any part of the losses and burdens consequent on the misconduct or mismanagement of other persons.

It relieve them, or that the Governor be requested to convene the Legislature to enact suitable laws to relieve them and other city officers situated similarly.

The resolution was put, and failed of passage.

Publishers' Department.

BACK NUMBERS of the WEEKLY, from one to twenty inclusive, will be furnished for five cents each. All published since No. 20, ten cents each. Any who have extra copies of the paid for will be credited at the present rates, and want to make any remittance will have it acknowledged at the present rates, and want to make any remittance will be promptly returned.

We believe particularly the attention of principals and superintendents to the advertisements of Carl DeGefler, who will be glad to furnish information respecting Tyndall's electric apparatus.

Superintendents and principals are invited to offer THE PRACTICAL TEACHER for one year as a prize for superior school work by senior students, or those who intend the work for which it is calculated, the work which accrues the prize to be published in both the WEEKLY and the TEACHER.

The price of the WEEKLY to school libraries or public reading rooms is only twenty-five cents a year. It would be a good move for the superintendents of rural districts to order one copy for each school, and report the same to the board as a part of the apparatus of the school.

Our subscribers may be assured that we take great pains to mail the WEEKLY every day, during the holidays, and to those who order a copy of our exchange departments, and whether the fault lies at the Chicago post office or not we cannot say. We shall be careful to get their money in our hands before Jan. 1, as after that date credit will be given according to our new rates. Remember, too, that the money must be sent with the order. Subscriptions taken by our agents during the holidays will be credited at the present rates, though the remittance may not be forwarded immediately, as to reach us before Jan. 1.

We have had so many orders for the Institute Song Budget since our last edition was exhausted that we have made arrangements now with the original publishers whereby we shall be able hereafter to fill all orders promptly. The book is so small and cheap, and made much handsomer, that we are sure the selling price remains the same, 15 cents at retail, or $1.50 a dozen. It has had and is having an immense sale, and seems to be the only cheap song book which is popular for the common schools and institutes. Send us your orders, with the cash.

The new subscriptions for the WEEKLY come in well, the renewals are yet somewhat delayed, probably because there have been scarcely a hundred expirations within the past month. But from present indications the present subscription will be renewed during the next three months. This it should be—just as we intended it to be, and we don't see how it could very well be otherwise. THE EDUCATIONAL WEEKLY is needed, and teachers will lend it.

We have transferred the weekly and the bi-weekly to the same office, and until that shall have become a law the city cannot constitutionally pay the teachers for the WEEKLY come in well, the subscription list will be renewed during the next three months. This is as it was in the charter, which is not at all adapted in this respect to a city of the magnitude of Chicago. For a remedy, application must be made to the State Legislature, which alone has power to amend the charter.

Mr. English moved and it was carried, that the Superintendent be authorized to correspond with the School Board of London, England, and ascertain all information and facts of interest and value in reference to the revision of the orthography of the language.

Mr. Hoyne submitted the following:

Resolved, That the Superintendent be instructed to ascertain from the most reliable information how many ladies having hundreds who are earning more than one dollar to any of its employees, even were it found overwhelming.

The fault lies in the charter, which is not at all adapted in this respect to a city of the magnitude of Chicago. For a remedy, application must be made to the State Legislature, which alone has power to amend the charter.

Mr. Arnold thought that it would be inexpedient, and would going beyond the province of the Board to make any such request, or concur in any such resolution.

The resolution was put, and failed of passage.

Illinois (Champaign), Prof. John W. Cook and A. H. Puter.
Wisconsin (Madison), Prof. Wm. F. Phelps, Prof. J. Q. Emery, and the Managing Editor.
Michigan (East Saginaw), Prof. Lewis McDowell, and Prof. Lewis McMillan.
Iowa (Cedar Rapids), Prof. J. M. DeArmond and S. L. Moser.
Indiana (Indianapolis), Prof. J. B. Roberts and J. B. Reynolds.
So. East Missouri (Piedmont), Shade C. Bond.
Western Missouri (Kansas City), Supt. J. M. Greenwood.
Massachusetts (Boston), Prof. Edward Johnson.

NEW ADVERTISEMENTS THIS WEEK.

Northwestern College, Naperville, III.
Kindergarten Messenger and New Education, Carl DeGefler.
New Plays, T. S. Dillon.
Youth's Companion, Perry, Mason & Co.