Editorial.

The public school teachers of Chicago owe a tribute of respect to the late Rt. Rev. Thomas Foley, D. D., acting Bishop of Chicago, for while presiding over his own institutions of learning with his own peculiar heartiness, grace, and dignity, he never uttered a word against the public school system of the city and country at large. His sympathy, consideration, and charity were equalled only by his administrative ability, learning, and worth. The writer has especial cause to cherish and revere his memory, for the distinguished prelate showed him personal interest and cordiality notwithstanding the fact that he was engaged in managing a so-called godless school. Bishop Foley stood out in bold and honorable contrast with the Roman Catholic clergymen who oppose the public schools, notably "Abbe" Mac Masters of the New York Freeman's Journal, and Father Phelan of St. Louis. It is curious and interesting too to note that these parties are at present under the displeasure of the Catholic episcopate. For making a disturbance in the church over the public school question Scotch converts to Catholicity are peculiarly notorious. They bring the bluness of the Kirk-Sessions into the warmth and mellowness of the Catholic discipline and faith. Hereafter when a Catholic clergymen or journalist raises his voice against the public schools, we shall know that either he is a little off in the upper regions or under the displeasure of the church.

YIELD NO POINT.

The public school system is in a state of siege. To its friends and defenders—"the men in the gap"—we have one caution; it is, YIELD NO POINT; Take no step backward; Have no domestic feuds; Keep a sharp lookout on the enemy, and when he shows himself in force, "up, boys, and at him!"

Stand by

THE BUREAU OF EDUCATION.

It is a national recognition of the common school system. It is a medium of intercommunication. It overlooks the whole field and is a source of useful information to those who are personally or professionally interested in educational affairs. Surely, it is as much the province of the nation to watch and report the growth of mind, the progress and diffusion of intelligence, and the facilities for social and moral elevation, as to collect and distribute seeds, and daily report the swiftness of the wind, and the completion of the sky. So stand by the Bureau of Education.

Stand by

THE NORMAL SCHOOLS.

They make fair scholars and good practical teachers. They are founts of educational feeling and springs of pedagogical enthusiasm. They are indispensable to the country people who have many natural, if not well-founded prejudices against residence in the city, and against sending their children to metropolitan institutions of learning, even when their circumstances are such as to permit the necessary expenditure. They are centers of professional methods, models, and means. Let the curriculum in each be as extended as possible—a collegiate course it may be, an academic course, certainly—and the strictly professional course a post-graduate department of a term not too extended. So stand by the Normals.

Stand by

CITY HIGH SCHOOLS.

They are the pink and pride of the system. They possess all the advantages of high-class academies without any of the latter's fearful dangers and drawbacks. They give the children of the poor, so numerous in large cities, a chance of being educated by means other than the streets, and those of the rich, educational privileges commensurate with the liberal taxes which their parents contribute. Without high schools there can be no such thing as respectable, prosperous, and efficient primary and grammar schools. So stand by the high schools.

Stand by

MUSIC.

Its cultivation in the several grades of the city schools is as easy, gradual, and certain as the progress of light from the faint dawn of morning to the glory of mid-day. Children learn to read notes as easily and pleasantly as they learn to read words. It is an interesting and animating exercise in all the grades, and thrilling in the highest. Nothing that they learn in school so stands by youth in their after life in social enjoyment and personal accomplishment as what they learn, almost unconsciously, in music. Schools cannot do without singing, and music as now taught in our schools is the most economical means, both in time and money, of cultivating musical knowledge and vocal power. So stand by music.

Stand by
It is the basis of every art, trade, and handicraft, from the building of a fence to the construction of an engine, from the digging of a ditch to the building of a steamship. It illustrates and exemplifies every science. It embodies and expresses what language could never or only faintly set forth. It interests children, cultivates taste and manual dexterity, and lays the foundation for artistic excellence in many and industrial success in all. Before being officially discouraged on the ground of narrow legal technicalities, it was the most popular and successful branch taught in the Chicago schools, and so it shall be again. So stand by drawing.

Stand by the

GERMAN LANGUAGE,
in cities where it is already taught. 1. Because all who oppose the public schools in their highest estate also, by some strange fatality, oppose German. 2. Because the Germans as a class desire if not demand it, and by complying with such demand we win their undivided and hearty support to the whole system and disarm the prejudice of nationality and the animosity of sectarianism. 3. Because the teachers employed and children started in the branch have vested rights against being deprived of their work without more potent reasons than those now existing. The Germans are a thrifty and tax-paying people. Even if wrong, their prejudices and especially the social, educational, and business standing of the most consistent advocates of German should merit our consideration. The Germans are useful to the Americans in many material points, and not less so to the Irish, who, through the presence of the Germans in large cities, maintain a degree of personal freedom and political power impossible were they associated with the native element alone.

True, the study labors under many embarrassments; but such could be easily removed were the Americans a little more tolerant and the Germans less arrogant and more desirous of fitting the branch to the circumstances of the American schools, rather than of forcing it in on foreign grounds and from a German standpoint. With its superintendent uniformly courteous, and its teachers equally competent in German and English, and in sympathy with the spirit of the schools, the study cannot help being successful.

At any rate those who advocate the study of German are with us on the questions of music, drawing, and high schools, and we cannot antagonize them without weakening our ranks. Then yield no point, present a solid front, and so stand by the German.

THE PSYCHOLOGY OF INFANTS.

An interesting work by M. Bernard Perez, on the mental development of children under three years of age, has just appeared. A résumé of the book is given in the Popular Science Monthly for March, taken from the Revue Scientifique for November 1878. This article is exceedingly instructive and well worthy the attention of all who desire to get down to a scientific basis for the early training of children. Aside from the value of the facts presented, the method pursued in their determination is very suggestive. We have here detailed, a comprehensive series of experiments to ascertain just how far the powers of the child become operative within the period of time from birth to the end of the third year. In these investigations, the senses, the intellectual faculties, and the moral senses of the child are brought under observation, and the degree of activity of each is determined. In respect to the sensibility it is shown that the first manifestations of pleasure in infancy are due to taste. A child two and a half months old will refuse a bottle filled with water or with milk too little sweetened. Agreeable sensations due to touch are not manifested before the age of two months, although a feather passed over the nose of a child fifteen days old will make it frown. Infants die easily from cold, even in the summer, but adults suffer more from colds because better able to compare their different states. Color attracts very young children. One of three, and another of five months, were delighted by some sketches of a grayish color; one child only a month old was pleased with singing and playing. When four to six months old nearly all children like music. For a long time they show no sensibility to good and bad odors. At ten to fifteen months their sense of smell is quite active.

By further experiments it is shown that fear is manifested in a child at two months old; jealousy and anger at three months; sympathy with animals at six months, and human sympathy as early as one year of age. During its first weeks the child sheds no tears. Sobbing was noticed at seventy-seven, and one hundred and thirty-eight days; smiling before the age of a month, and laughing at two months. Between four and eight months, the child passes over the interval which separates motion from locomotion. Consciousness is now beginning to awaken. At two and three months he can put forth considerable strength. Voluntary action is always determined by feeling more or less conscious. True, the study labors under many embarrassments; but such could be easily removed were the Americans a little more tolerant and the Germans less arrogant and more desirous of fitting the branch to the circumstances of the American schools, rather than of forcing it in on foreign grounds and from a German standpoint. With its superintendent uniformly courteous, and its teachers equally competent in German and English, and in sympathy with the spirit of the schools, the study cannot help being successful.

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THE SPELLING REFORM.


T is hard to spell English. Many good men make mistakes. Children spend a good deal of time in learning to spell; and after all they never learn to spell all the words in our language.

Some people are trying therefore to get up a new kind of spelling to avoid the difficulty. Eminent scholars have given their support to the plan; and a good deal of talk and a good deal of ink have already been expended on the subject. This may be an interesting way to spend one's leisure, if anybody has leisure to spend; but the attempt to provide a mode of spelling, ready made, must be abortive; and no possible and useful thing ought to be slighted in the pursuit of a chimera.

A language grows; it is never made. Spelling is a part of the language and must change by slow degrees. There is no language since the creation ever had its spelling support to the plan; and a good deal of talk and a good deal of tenses of the verb? In this way two years more may per object.

If reformed spelling is to save two years' study, and reformed language four; then reformed arithmetic should save two; reformed geography two; reformed reading two; and we have fourteen years saved from a course of ten years—which ought to add four years to a person's life! By all means this subject should engage the attention of Congress at once.

How are such reforms as these usually received? The decimal system of money is vastly easier than the English system; but England for one hundred years has stuck to her £, s., d., and yet the English are not a stupid people. The Metric system of money is vastly easier than the English system; but it is introduced very slowly. Both these changes are infinitesimal than the ones we use; but it is introduced very slowly. Both these changes are infinitesimal than the proposed change in the spelling.

There is a good deal of inertia in human nature, and especially in the changes that go on in a language. Like friction this inertia is sometimes troublesome; but we could not do without friction—nor without this inertia.

In this talk about saving time there is a great fallacy. Save all the time you will; yet the education of a child will take time. The mind must have time for growth, just as a plant must have time. The manure that would make a plant grow in no time would kill the plant; there would be no plant to grow. So with a child; the method of education that takes no time would leave no mind.

However this may be, don't let the "reformed spelling" take any time from useful school work.

SPECIAL CORRESPONDENCE.

THE BUREAU OF EDUCATION.

To the Editor of the Weekly:

In your editorial of Feb. 27, on the Bureau of Education, referring to the letter of Supt. Gove, you remark that, "We know of one or two others who would write perhaps even more vigorously than he in opposition to the position we have assumed." Your knowledge of my own views upon this subject, taken in connection with your call for further discussion, leads me to regard the above quoted remarks as an invitation to me, in common with others, frankly to express those views through your columns, not with the expectation, however, of writing any more vigorously than Supt. Gove.

Speaking therefore, not alone for myself, but for many other earnest friends of education, and of its able and indefatigable chief, General Eaton, I am obliged to say that I think you have made a mistake. There are many who agree with the strong testimonial of Dr. Mayo in his able address published in the Weekly of Feb. 20, that: "The wisest piece of national legislation for the past twenty years is the act which established the Bureau of Education and placed John Eaton at its head."

The Weekly claims not to take exception to the Bureau itself, but it does call in question the ability and efficiency of Commissioner Eaton, as witness the following extract from an editorial of Jan. 30: "The Bureau, since its first establishment, has never been completely manned. Energy, educational power, and executive ability have not yet been allowed to preside at the head of this department. The Bureau cannot expect hearty support until he commands full confidence and respect, even if it receives it then. And until its merits are greater than they ever have been yet, it cannot command this confidence and respect, although the Superintendents' Association should meet at Washington every fortnight."

A preceding paragraph of the same editorial declared that: "The nation needs it (the Bureau). The world needs it. But we may be pardoned for asking: When are these efforts and these public pilgrimages to Washington to strengthen the Bureau of Education to come to an end? When may we expect that the Superintendents' Section of the National Teachers' Association at its winter meeting will find some other mission instead of the strengthening of the National Bureau of Education?"

Your position is thus assumed to be one of friendship for the Bureau but hostility to its present head, although a careful perusal of the two editorials of Jan. 30 and Feb. 27 seems to indicate some confusion of ideas in drawing the distinction between the organization and the personality at the head of it. By this it may, it is fair to say in this discussion that if the Weekly knows of any school, system of school, school department, or school officer, either local, state, or national, that does not now, and will not always need the strengthening and encouragement which the true friends of education both official and unofficial, public and private, organized and unorganized, can and ought ever to give, I submit in all kindness that its editors ought to specify it. The truth is that we in this country have undertaken to educate the whole people. This is the mightiest task that the nation ever has had, or ever will have before it. To accomplish it we must have the hearty cooperation of the whole people and of every agency that can organize effort or exert influence, the Bureau of Education included. But public officers are public servants. Of themselves alone they can do but little, because they are simply the organs through which the will of the people is to be executed. Without the hearty support and strengthening of their fellow citizens their fellow laborers in the field, they can accomplish nothing important, however able and energetic they may be. They need this support at all times and not periodically, merely. They must have adequate financial backing, which establishment never has had; but they have it now, and they must have it equally necessary moral and official backing, an excess of which the Bureau has never yet had. Considering the high importance of education and the character of the work committed to the Bureau, the amount of money appropriated to its support is insignificant indeed. More money is worse than squandered, the Bureau will be strengthened, and the people will be educated. The Bureau needs every friend it can get, and cannot do without them. In short, the Bureau, the nation and you, sir, have a mission instead of the strengthening of the National Bureau of Education."
been marked and decided. Not until "these public pilgrimages to Washington" had been commenced did we begin to observe that the subject of education as a matter of the highest national concern received its share of attention in the annual messages of the President of the United States. Hence, these pilgrimages have really found some other mission besides the strengthening of the Bureau in question.

If the Bureau fails to receive the appreciation it needs and deserves from the people, or from Congress, does it necessarily follow that it is from lack of energy or ability in its head? Do our educational interests as a whole receive the support they deserve, however ably or faithfully they may be "managed"?

Is the Weekly supported as it ought to be, and as it deserves to be? Is it not true that educational journalism is maintained at a dangerous proximity to the starvation standard, even with the conceded ability of many of the men who supply the brain and the brawn to run the machinery? Have not our normal and high schools been compelled to struggle for a whole generation against popular apathy, and penniunence, as well as official incompetency and indifference? Have not many noble educational enterprises, bravely undertaken and heroically defended, perished from a lack of that "strengthening" which even a public Bureau cannot dispense with, however beneficial its objects or however ably and energetically it may be "managed"?

But it is not necessary for me to defend the Commissioner of Education. He has no power but a moral power over education or educational institutions and workers. His industry and ability are best appreciated by those who best know his achievements and the trying circumstances under which he is compelled to labor. With totally inadequate accommodations, in a central office announcing the time of dismissal for the day. The principal, when the number was set at five during a winter, judiciously had five during the lovely Indian Summer, and when the terrible cold of winter came on, he justified himself for not having one session by explaining that he had had all the law allowed him.

Our direction now is that we may have not less than five and not more than ten. This is a very loose suggestion, and its construction is looser. A farther direction is that when the mercury shows one degree below zero, there may be one session, and, as a result of this direction, on the only school-day of last winter that promised to justify laudable enterprise, every thermometer in the schools was hanging out of a window to induce the mercury to go down low enough to justify dismissal.

The practice of having one session is a nuisance and a fraud. An honest principal is persecuted by calls from his teachers to have one session, on the score that all the schools around him are going to have one, or had one the last time that a cloud appeared in the sky. If it splits a little snow, all hands are on the "qui vive" for one session, i.e., to quit for the day at twelve, one, or theraabouts. If it rains, or threatens to rain, or has rained, then the cry is for one session. Though the sun may be shining to dazzle, still, if the indications are for rain, there are mild and soothing suggestions about one session.

And, though balmy as spring in Chicago, if a fair one reads from the telegrams that there is a snow-storm raging at Pembina, the panic rates that there might, could, would, or should be one session.

Where the possibility of ever having one session is entertained, the whole school is unsettled at the bare thought of having an early dismissal. The morning half of the day is occupied in watching the clouds, in the hope that something may turn up or tumble down by noon; and if disappointment supervenes, the afternoon is consumed in grumbling and pouting at the horrid principal who did not give the darlings one session.

The following are the rules for one session:
1. Never have one.
2. When you have one, dismiss squarely at twelve, if the storm is not too heavy; and do not keep the children hungry and their parents anxious.

To the editors of the Weekly.

The necessity of a Principals' Association other than the one we have is evident to all. As it is we seem to sit under tutelage. Even those who are gifted with eloquence are silent, and it is only under the strongest pressure of necessity that anyone ventures an opinion. An original idea would really produce an astonishing effect. The chairman invites freer utterance and, out of consideration for him, the association should do more talking. It must be a great burden to prepare those weekly lectures to be delivered to delighted listeners.

But this does not change the fact that we are under the super-visions of our directors; and freedom of speech needs the most favorable conditions, especially in a body of conservative pedagogues. Speed the work, then, of organizing a Principals' Association, whose meetings the Superintendent may attend without being bound to do so; —meetings where special, changed, and divergent as to modes, methods, and results will be the order; where those of opposite opinions may argue as earnestly and, I might safely say, as hotly as they please, while the more phlegmatic gain ideas to utter at a quiet time; meetings under no cloud of authority save that of courtesy and kindly fraternal feeling.

Yours etc.,

-- Prof. E. E. Edwards, of McKendree College, is making arrangements for a second Scientific Expedition to the Rocky Mountains.

-- M. Grevy, as President of the French Republic, will get $100,000 a year as salary and $50,000 for household expenses.

-- The Birmingham Central Library, which has just been destroyed by fire, was built about fourteen years ago and contained about fifty thousand volumes. To the Shakespearean library, containing nearly eight thousand volumes, Charles Knight had contributed the books, nearly a hundred, he had used in preparing his editions of the Warwichshire poet. Mr. Payne Collier, Mr. J. O. Halliwell, Mr. Samuel Timmins, and many other Shakespearean scholars of France, Germany, America, etc., also made valuable contributions. The Cervantes collection, the handsome present to the town by Mr. Bragg, of
CONCERNING RATIO AND PROPORTION.

Prof. S. S. Rockwood, Whitewater, Wis.

WHEN you compare two numbers with respect to their value, two questions arise: viz.: How much does one exceed the other? and,—How many times one is the other? or, in other words,—What is their difference? What is their quotient?

It will be observed that the latter is a little less restricted than the former, and the answer to the first gives the so-called Arithmetical Ratio, and to the second, the Geometrical Ratio; and when the first is nothing and the second one, the comparison results in the Ratio of Equality, in fact the equation, the grand instrument for mathematical investigation.

The Progressions and Algebra not being objective points with me, I drop the first and last of these ratios and consider the other.

Whether 3 : 6 equals 2 or ½ is not of the slightest consequence in the light of what I have already said.

If 2, the result of your comparison is to find out that 6 is 2 times 3; if ½, that 3 is ½ of 6; the same relation stated from different viewpoints.

That ratio exists only between like numbers is obvious, but that direct and indirect ratios are matters relative and not absolute, is not so obvious. One cannot name a ratio with real significance until it is referred to another in a proportion. Take 3 : 6, it is neither direct nor indirect taken alone. So taken the names have no force at all. That one is the reciprocal of the other is true enough, but that is merely formalism devoid of idea.

While unlike numbers may not be compared so as to produce ratio, they may be so related in a problem that any variation in one will produce a change in the other, i. e.—they may be functions of one another; and in all problems in Proportion it is this relation that determines what ratio of the like numbers is to be used. One must observe here that into every problem that can be solved by proportion, either explicitly or implicitly, all conditions enter in pairs of like numbers, and that is why there is always an odd "term of the same kind as the answer sought." The same numerical will be involved in the same solution.

There are always two series of conditions, the first being declarative, the second suppositional,—the first complete, the second defective as to one term, and both hypothetical in the sense that the whole matter is a mere supposition.

Every problem in compound proportion may be solved by resolving the conditions into a series of questions involving only simple ratios and solving each by a simple proportion; hence a simple proportion may be regarded as a compound proportion with all of its ratios, except one, ratios of equality and therefore omitted.

It will be observed that in solving an example in compound proportion by simple proportion, the answer found by the first solution becomes the odd term in the second, and so on through the list.

To illustrate some of these points take the following simple problem:

If 5 men do a piece of work in 9 days, how many men will it take to do it (or a like piece) in 3 days?

The number of men given is one term of the defective ratio. Which? It makes no difference, but you must fix the matter, however, before you can go any farther, and the choice you make will determine the sequence of the other two like numbers given in the data. If you make the number of men the antecedent of the defective ratio, the corresponding number of days will be the antecedent of the complete ratio if it be direct, and this is wherein the name acquires something beyond mere formalism. If you make the given term of the defective ratio the consequent, then the direct ratio requires the corresponding number of the complete ratio to be the consequent in that couplet.

In this case the number of men and number of days are decreasing functions of each other, which determines that we must take the indirect ratio of the number of days, and the statement is 3 : 9 : 5 : (?) or 9 : 3 : (?) : 5, and the answer is 15 men.

Suppose we now disturb the ratio of equality between the two pieces of work done by saying that the first shall be 50 rods of ditch and the second 40 rods. Now it is obvious that the number of men and number of rods of ditch are increasing functions of each other and we must take the direct ratio of the like numbers and the question stands,—If 15 men can dig 50 rods of ditch how many men will it take to dig 40 rods? The statement is 50 : 40 : 15 : (?) or 40 : 50 : (?) : 15, and the answer is 12 men.

Again, let the second ditch be 4-3 as hard digging as the first. The number of men must be again changed to suit these new conditions. Obviously the number of men must increase with the increase of difficulty in digging and again we must take the direct ratio.

The statement is 3 : 4 : 12 : (?) or 4 : 3 : (?) : 12, and the answer is 16 men; and so on through any number of new conditions. It must be evident I am solving an example in compound proportion by solving a series of simple proportions. Let us bring them together, thus:

\[
\begin{align*}
3 & : 9 : 5 : (15) \\
50 & : 40 : (15) : (12) \\
3 & : 4 : (12) : (16)
\end{align*}
\]

A moment's inspection of this form will show the advantage and justification of the method of compounding the various ratios in the solution of this class of problems.

My experience goes to show that almost no other subject in arithmetic is so blindly and mechanically handled by ordinary pupils and teachers as this. A great majority of them confess that they make their solutions very often by empiricism and almost never feel that confidence in a statement which goes with a full apprehension of the laws underlying any given formula.

Formal statements wonderfully facilitate solutions but they should be instruments, slaves, and not masters.
A NUISANCE THAT SHOULD BE ABATED.

BY A COUNTY SUPERINTENDENT.

In visiting country schools, seldom do I find one that has the true idea of spelling. Too many of them have books for this study that are entirely beyond the comprehension of the pupils. Many of them spell when they read (good enough in itself) and spell two or three times a day, the text being found in some spelling book. This work is done almost exclusively in the old method, that is, orally. Children wrestle with a score or two of words, the meaning of which is entirely beyond their comprehension, and are considered perfect or imperfect as their success in memorizing their lessons may warrant. Why will teachers ask pupils to study that which has no meaning to the child? All the good that may belong to this method may be secured better in other ways. Spelling can be learned practically as we use it far more thoroughly than by a method which is abandoned when the child leaves school. As a rule, this work should be done with pen or pencil when the child can use paper or slate. Oral spelling should be confined to reading lessons and to special occasions.

OUTLINE OF A COURSE OF STUDY.—CHICAGO PUBLIC SCHOOLS.

REPORT OF COMMITTEE NO. 2.—LANGUAGE.

N. W. Boomer, Secretary of Committee.

FIRST GRADE.

1. Construction of brief sentences containing one name-word of the grade.
2. Construction of complete sentences in answer to questions put by the teacher.
3. Capitals at the beginning of sentences, in proper names, and the word I.
4. Pupil's name, and residence.
5. Punctuation: period and interrogation point.

SECOND GRADE.

1. Construction of sentences using two words of the grade; and writing sentences dictated.
2. Construction of asking and of telling sentences: also the writing of questions and answers dictated.
3. Capitals as in previous grade, adding the word O.
4. Punctuation: as in first grade, adding the use of comma in a series of similar words, and addresses.
5. Abbreviations: of names of months, of days of week, and of titles in Reader.

THIRD GRADE.

1. Construction of short paragraphs on familiar subjects, as: In description of pictures, and in expressing size, shape, use, motion, value, and the like.
2. Capitals: as in previous grades.
3. Punctuation: as in previous grades, adding exclamation point and simple quotation.
4. Abbreviations of all words learned that are commonly abbreviated.
5. Marking the long and the short vowels.

FOURTH GRADE.

1. Compositions of five or more lines once a week.
2. Writing portions of reading lessons with change of words, and filling blanks.
3. Reproduction of stories told, or of incidents related by the teacher.
4. Definition of all words learned. Use of dictionary.
5. Capitals and abbreviations as in previous grades.
6. Marking of all vowel sounds, according to Webster.
7. Punctuation as in previous grades, adding use of colon before enumeration.
8. Distinguishing nouns common and proper and verbs.
9. Correction of common errors of speech.

NUMBERS CONTINUED.—FIFTH GRADE.

1. Review of Fundamental Operations and Federal Money, including Theory and Practice.
2. General Principles of Division, Properties of Numbers, Factoring, Cancellation, G. C. D., L. C. M.
3. Common Fractions.

SIXTH GRADE.

1. Decimal Fractions.
2. Computing Simple Interest.
3. Compound Numbers, including Metric System and Measurement.

SEVENTH GRADE.

1. Percentage and its Applications.
2. Involution.
3. Square Root.
4. Ratio and Proportion.
5. Analysis of Processes and Problems.

EIGHTH GRADE.

1. Review of the Theory and extend the Practice of previous grade.
3. Compound Numbers.
4. Evolution.
5. Analysis of Processes and Problems.

THE ROMAN NOTATION.

To the Editors of the Weekly:

Amid the numerous reforms that have latterly been projected in educational lines, I have been surprised that some one has not suggested the abolition of the Roman Notation. Cumbersome, awkward, and useless, except for limited specific purposes, which would be equally well subserved by substituting the Arabic characters, it haunts our arithmetics, a nightmare to tyros, a kind of mathematical castor-oil, with which inconsiderate teachers and questioners delight to dose their victims. It is semi-barbarous in its origin, and has little more claim to a place in our teachings than the Chinese alphabet or a Choctaw Hymn.

Not long since, I noticed the following, the first question in arithmetic in a set prepared by a commissioner for a teacher's examination:

"Divide 25 by 000,005 and write the result in Roman Notation." Now I venture to assert that not one teacher in a hundred, whose attention has not been especially directed to it, can write five millions in Roman Notation, without consulting an Arithmetic as to the proper method of expressing it. Those who can should have their certificates canceled, or they will be stuffing their pupils full of X's and M's and D's, which will be just about as nutri-
tive to them mentally, as is the sawdust, with which its limbs are rounded, to a doll.

I can conceive that the printer, who delights in Roman letters for an occasional display head-line, might demur to my proposition. So likewise, the venerable deacon, who clings to a belief in the literal inspiration of the Old Testament, might be scandalized at seeing "Psalm 146" instead of "Psalm CXL.VIII." but these are exceptional cases.

However, if we must tolerate this excrescence upon our arithmetical teachings, for a time longer, let us put it down to reasonable proportions. Why not teach simply enough, so that the child can determine the time of day by consulting the Town Clock, or be able to decipher the number of chapters in a moderate-sized volume, and stop there? The "Higher Arithmetic" Roman Notation is a refinement of cruelty, which has crept in upon us, for the malicious purpose of tormenting anxious candidates for promotion, or trembling aspirants for teachers' certificates. If it were useful for any other purpose than for them, in turn, to inflict upon the generation to follow them, it would be tolerable. As it is not, why not dispense with it.

HOW TO TEACH BEGINNERS IN READING.

To the Editors of the Weekly:

Before I ask a little one to read sentences, I cause him to feel acquainted with me. In some cases this can be accomplished in five minutes, in other cases it takes as many days. We look at pictures and talk about them. He tells me the name of his dog, and of the baby.—how many new lambs they have, and whether any of the lambs are black. To these and other items I listen with intense interest. He appreciates the fact that he can tell me something that I want to know. The first sentence read is "The cat runs." We look at the picture of the cat in full chase after the rat. The subject is fully discussed. He has seen his cat run and catch a rat, and once she caught a bird. He reads again "The cat runs." I say, "Tell me what you read;" and no other sentence is read until he has complied with this direction. I do not ask what runs, or what does the cat do; without any suggestive question he is to tell me what he read, and he can generally do this very soon "The dog runs," "The boy is on the top of a house;" and many other sentences are treated in the same way.

After he has told me that he read, "The cat runs," I ask about what makes the cat run, etc. I find it easier to get a statement of what a child reads, by requiring the statement when he reads his first sentence, than at any later period. By the time he and his classmates reach the middle of the First Reader, at least once a day after the class comes to the recitation bench, I say, Read and Tell. The one called on to read tells until he signals his intention to discontinue. He instantly holds his book at arm's length down his side, and, without a word from me, proceeds to tell in words of his own selection what he has read. About is a prohibited word. This continues until the reading exercise is done. Then one is called on to Tell. He begins at the beginning of the lesson and continues till I call another's name, when the one named begins where the first left off. Thus it goes on until the lesson is finished. They soon come to take great pleasure in being able to tell it without many of the words that are in the lesson.

The same means of securing attention and understanding and use of language are followed through our whole course of reading.

B. G. ROOTS.

LIGHTING THE SCHOOL ROOM.

To the Editors of the Weekly:

In No. 100, of your wide-awake Weekly, the question was asked by a correspondent why we should admit the light only from one side of the room; and you inclined to the opinion, in your editorial note, that there is no objection to doing so. At the same time you expressed a desire to hear from others on that point.

In a recent article on Near-sightedness in Children, you were kind enough to publish and notice favorably, I advised that the light should be admitted only from one side and in the rear. This and other opinions expressed there, are the result of considerable observation and study, but fearing that the position might not be well taken, I have written to an experienced and competent oculist, Dr. Perrin Johnson, of Peoria, from whose reply I quote:

"Light from both sides of the school room would be equivalent to front light, as you could not be able to arrange the desks at an angle to avoid light entering the eye from some one of the windows that would always be in front from one side or the other. If your light be on only one side, you may so arrange it as to make the eyes may be shaded from the direct light, and the object illuminated. The effect on the eye of front light is the contraction of the pupil, which requires the object to be brought too close to the eyes; the converging of the optic axes; the pressing of the globe between the recti muscles, and the temporary elongating of the ball. This, in the plastic condition of the eyes of the young, if continued a long time, may result in permanent elongation and Myopia."

I think you are right in saying that it is well to have abundance of light, even if it has to be taken from both sides. On bright days the light from one side and the rear is generally sufficient, and the windows on the other side, if there are any, should be shaded. A thin shade which admits a partial and different light would perhaps be better than close shutters.

One point I should have made in the article referred to, which did not then occur to me. The walls of a study room, or of any other room where people remain for several hours a day, should not be tinted with yellow, or with any color in which yellow predominates. This color, in any considerable quantity, is injurious, not only to the eyes but also to the nervous and nutritive systems. It has been found that mechanisms laboring in rooms where the walls had a yellow tint were not healthy and cheerful than those of the same establishment who worked in rooms where the color was of a different tone.

C. W. LEFFINGWELL.

CONSTRUCTION OF INFINITIVES.

To the Editors of the Weekly:

My friend from Illinois has written seventeen sentences, containing, however, only nine different infinitive constructions. The first and third under adverbs are identical, as both limit verbs. The first and second under Nominative Constructions are identical, both being used as the subject of a finite verb. The first, second, third, and sixth, under Objective Constructions, are also the same, each being used as the object of a verb, and the fourth is wrong. To read the book has the construction of an adverb, telling why the purchase was made. Expanded it would read, "I bought a book that John might read it." The two under the Absolute Constructions are right. The first under the Adjective Constructions is wrong,—"to play," in this, having the construction of a noun in the nominative case, in apposition with "desire." My friend has made three mistakes, by not having a clear conception of what is meant by the construction of an infinitive. It is the use, or the office which an infinitive performs in the sentence in which it is found, that is meant by its construction. The infinitive always performs the office of a noun, adverb, or adjective. COLEBROOK, OHIO.

A SOLUTION OF THAT "OLD PROBLEM."

To the Editors of the Weekly:

Enclosed please find solution of the first problem by "5" in the last Weekly. It is one made by one of my college friends after our professor—supposed to be a thorough mathematician—had said that it could be solved by Sturm's Theorem and in no other way.

(1) \( x^2 - y^2 = 7 
(2) \( x + y = 11 
(3) \( x^2 - 4x + 3y = 0 
(4) \( y^2 - 2x - y = 0 
(5) \( x^2 - 2y = 0 
(6) \( x - 2 = 3 \sqrt{y} 
(7) \( y = 2x^2 + 4 
(8) \( y = 9 - \frac{y}{x^2 + 2x + 2} 
(9) \( y^2 + \frac{y}{x^2 + 2x + 2} = 9 - \frac{3}{2x^2 + 2} 
(10) \( y = \frac{x^2 - 3}{2x + 4} 
(11) \( y = 3 \quad (10) 
(12) \( x = 2 \quad (12) 

R.

A boy will learn more true wisdom in a public school in a year than by a private education in five. It is not from masters, but from their equals, that youth learn a knowledge of the world.—Goldsmith.
EDUCATIONAL INTELLIGENCE.

EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.

Colorado—Hon. J. C. Shattuck, State Sup't Public Instruction, Denver.


Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tonnely, Sup't Public Schools, Minneapolis.

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

Ohio—R. W. Stevenson, Sup't Public Schools, Columbus.

Michigan—E. B. Fairfield, Ju., Sup't Public Schools, Howell.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.

IIlLINOIS.—The teachers' association of McHenry county met at Woodstock March 1. The exercises consisted of the presentation and discussion of the subjects of primary arithmetic, pronunciation, and physiology. Also the question of the "higher branches in the common schools" was discussed. There was a good attendance and considerable interest. The next meeting will be held at Nunda, on Saturday, March 29.

Superintendent John T. Ray, of Ogle county, announces that a teacher's institute will be held at Polo, April 1, 2, and 3. Details of arrangements will be given on various educational questions of the day by the school principals and experienced teachers of Ogle and adjoining counties. Special attention will be given to methods of teaching. The teachers of the Polo public schools and others will illustrate with classes before the institute. Lectures will be delivered by Prof. John W. Cook, of Normal, and Prof. N. C. Dougherty of Peoria. They will also be present to work in the institute. Prof. A. A. Griflith, of Fulton, will be present, and will give practical drill in methods of teaching elocution.

The executive committee of the Illinois Principals' Association convened at Sterling March 8, and decided to hold the next annual session of the Association either at Sterling or Peoria, on Tuesday and Wednesday, July 1 and 2. The determination of the place will be announced hereafter, and will depend upon the railroad accommodations which may be secured, though very favorable terms have already been made with one or two companies.

A sharply contested bill in the legislature has just failed of passage, for which all friends of the schools may be thankful. It was that providing for the omission of the more advanced branches from the examination of teachers, and thus lowering the standard of qualifications.

WISCONSIN.—The State Superintendent's report is a document of unusual value. The report proper is devoted to summaries of statistics, accounts of official labor, suggestions for improvement of the schools, and not to essay-writings of any kind. The following gleanings will be of interest, we trust, to school-men everywhere, and especially to the readers of the WEEKLY in this state, and they will also give a faint idea of the completeness of the report:

The whole number of districts, not including independent cities, is 5,861, a net decrease of 203. The number of children of school age and under school age, twenty years of age reported is 478,692, showing an increase of 103, and only 1,717 children of school age reside in districts which maintained school less than five months, while last year they were double this number. The whole number of children of school age who have attended the public schools in 1878, is 295,215; of those under school age, 500; over, 2,387; making in all, 297,605, a gain of 6,387. The number attending private schools is reported at 45,532. Of the children between four and fifteen years of age in the state, 69 months attended the public schools. Reckoning twenty days as a school month, the average for the counties is about eight months to each school; for the independent cities, nearly nine and a half months; for the independent towns, ten and a half months. This shows that 3,108 teachers have had their wages increased eleven per cent. Female teachers have increased while male teachers have decreased. The primary teachers are paid better than other grades. The increase in school libraries is over 80 per cent. With reference to the State University the Superintendent says: "Its success has more than realized the dream of its most enthusiastic friend." He says also, that compulsory education is a failure in practice, though he believes it theoretically correct. The report leaves one with the impression that, taken as a whole, the school system of Colorado is in a creditable condition.

MINNESOTA.—Prof. G. Walter Dale, of Chicago, spends next week at Carleton College, by invitation of the faculty, delivering his Comprehensive College Course in Elocution, before the students of that institution.

A State Teachers' Institute will convene at Litchfield, Monday, April 7.

A petition is before the Legislature, from Minneapolis, asking for a more equitable distribution of the "Permanent University Fund," for the strengthening of the agricultural department of the University, the establishment of an industrial school, and providing the necessary technical instruction. The petitioners represent that the income of the fund, amounting to about $24,000 per annum, has been perverted from its original design, and devoted chiefly to furnishing a scholastic education.

INDIANA.—The association of the teachers of St. Joseph county assembled in the high school building at South Bend, March 8, and were called to order by Prof. Whipple. Superintendent Moor offered a series of resolutions concerning the school libraries is alluded to as the most humiliating of the exercises which the pupils of the Polk public schools and in the independent cities, nearly nine and a half months; for the independent towns, ten and a half months. This shows that 3,108 teachers have had their wages increased eleven per cent. Female teachers have increased while male teachers have decreased. The primary teachers are paid better than other grades. The increase in school libraries is over 80 per cent. With reference to the State University the Superintendent says: "Its success has more than realized the dream of its most enthusiastic friend." He says also, that compulsory education is a failure in practice, though he believes it theoretically correct. The report leaves one with the impression that, taken as a whole, the school system of Colorado is in a creditable condition.

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In most of the counties the school books issued by Van Antwerp, Bragg & Co. have been adopted by the county board of education for six years.

KANSAS.—The Regents' Report of the Kansas State Agricultural College contains some interesting facts. The course of study has been continued for four years. During the calendar year 1878, there were two hundred and thirty-eight students, representing fifty-one counties. Important and needed improvements have been made, and old debts cleared up. The future for the institution looks promising, and it is hoped extensions to the buildings may soon be added. The Regents ask that the college shall be reimbursed for expenditures which should have been paid by the state.
the teacher, higher qualification on the whole, and the consolidation of the compulsory system, providing for the erection and maintenance of a school as proposed by Bradford Smith. Judge C. I. Walker read the report, and a discussion ensued between Mr. Walker, Mr. Maybury, and ex-Governor Baldwin as to the constitutionality of the compulsory regulation. The consolidated committee was made permanent, and another committee was appointed to confer with the board of education on the whole question.

**NEW YORK.**—Syracuse University proposes to raise $40,000 to endow a professorship in the liberal arts, to be filled by a woman, who is to be elected by a board of trustees. The money is to be subscribed by women who have property in their own right.

The students of the State Normal School at Cortland have entered upon the publication of a semi-monthly called The Normal News.

**IOWA.**—Mr. P. N. Miller, for a number of years the efficient head of West Liberty schools, died last January.

There is said to be a school district in Washington county that levies no school tax, because there is not a person of school age in it.

Hon. C. W. von Collin, Mr. R. M. Ewart, Supt. of Delaware county, and Prof. L. A. Rose, of Davenport, met at the last-named place last week and selected a course of study for Normal Institutes in Iowa next summer.

According to newspaper report, the Wilton Collegiate Institute is in a bad condition financially. A debt of $1,600 is pressing the school to the wall. This item is going the rounds: "Dean Moines has 3,198 school children, four school buildings with a seating capacity of 2,150, thirty-eight teachers. The average cost of tuition per pupil is $10.05."

Prof. Curran, the University Librarian, reports 10,000 volumes in the general library, 2,000 in the law library, and 2,000 in medical books and public documents. The number of papers and periodicals kept on file is forty-two. A German paper—Der Demokrat—printed in Davenport, has the honor of being proscribed in Austria.

Supt. Todd of the Boone schools reports an enrollment for February of 611 and an average attendance of 568. The average daily attendance at the high school is 79.

Governor Gear conferred the degree of Doctor of Medicine upon the fifteen graduates of the Medical department of the State University last week. Fred. H. Little delivered the valedictory address and Pres. Pickard on behalf of the Faculty addressed the graduates in his usual felicitous manner. Miss Minerva Lewis was the only lady-graduate. The examining committee were highly pleased with the excellent manner in which the new doctors acquitted themselves.

The Davenport Gazette says of the Agricultural College:—"This college is perhaps the only institution in the West which teaches the household arts practically. During the coming year instruction in cooking will be continuous and also in the laundry and dressmaking. The girls are to be taught these branches."

**NEW ENGLAND.**—One of the most interesting discussions in the Maine Legislature this year has been on the Free High School law which has now been suspended. At the present writing, there are more than one hundred and fifty of these schools that receive about $50,000 from the state in sums not exceeding $500 to each town. In turn these towns appropriate a like amount and are thereby enabled to maintain a school the entire year. The repeal of the law is a serious blow to the educational interests of the state. While the House has been economizing in school expenditures it has not forgotten to give the state printing to the party organ at a price $3,000 higher than the lowest bid.

The Western Normal School at Farmington, Me., opened the 25th ult., with a large attendance. Principal Rounds understands the wants of the Maine schools and is doing excellent and valuable work.

North Bridgton Academy opens with ninety students under the direction of J. F. Moody, formerly of Hiram. We are glad to see this old institution revive again. It has not had a successful term since 1868, but under its new management it bids fair to be prosperous again.
OFFICIAL DEPARTMENT.

MICHIGAN.

Hon. C. A. Gower, Supt. Public Instruction.

A new district, having no funds, may maintain its first school by using its credit. The board can make an estimate under sec. 24, school law, of the amount needed, which they should place on record, to be reported at the proper time to the supervisor for assessment. It may then borrow the money for the district, the same to be repaid (with interest, if so agreeing) when the tax is collected. Sec. 35, school law.

It has been decided by the higher courts that, while a pupil is going to and from school, the jurisdiction of the teacher and the parent is concurrent. In the school and during school hours the authority of the teacher is supreme, subject only to the rules of the board. Unless restricted by the board, he may punish, in his discretion, provided the punishment is not unreasonable in character or severity.—Lansing Republican.

NEBRASKA.

Hon. S. R. Thompson, Supt. Public Instruction.

Text-books are "apparatus," and may be purchased in the same way. Things "necessary" to the very existence of a school may be furnished by the board without a special vote of the district. "Apparatus" cannot be so purchased.

Under the law it is the duty of a county superintendent to attend institutes, and he is entitled to his per diem for that, the same as any other work. See last part of Sec. 83, School Law.

It is the opinion of the State Superintendent that Sec. 79 leaves the amount of time which a county superintendent shall give to his work to his own discretion, except that it cannot be a less number than "the number of school districts," and "one day for each precinct." A school board has a right to make a rule forbidding a teacher to receive non-resident pupils. In case such rule is adopted the teacher is legally bound to enforce it. No county superintendent can legally revoke a teacher's certificate for enforcing the rules of the board.

A person who moves into a district merely to attend school cannot thereby gain a residence which will entitle him to attend without tuition. A half day's attendance should be so recorded and counted.

The attorney-general decides that school district officers have a right to purchase school apparatus only when funds (a tax) have been voted by the district for that purpose. When officers, in the absence of such a tax or fund raised for the purpose, purchase apparatus, the district is not bound, and the parties selling must look to the individuals making the purchase. Sec. 4, Statute Laws, Pages 356 to 357.

A district which was organized April 1, 1878, could not take a census equally to the ten days preceding the first Monday of April 1879. An unorganized district cannot take a census.

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WISCONSIN.

Hon. W. C. Whittford, Supt. Public Instruction.

1. In a case where a district school had occupied a site for twenty years, and Directors supposed they had a title, but find that they cannot show title, Superintendent Whittford holds that undisturbed occupancy for twenty years gives a title by prescription. But if the district had not such occupancy, the town board can establish the site, in case the owner will not lease it on reasonable terms. It may be necessary to have a special meeting to "designate" the site, if it was not done originally.

2. The board, as such, cannot call a meeting of the district. It must be done on the request of five voters.

The Report of the Minister of Education for Ontario for the year 1877 has just been presented to the House of Assembly. It is of the usual size, and contains complete statistical tables on all subjects connected with the Public and High schools, Normal and Model Schools, certification and superintendence of teachers; reports of Inspectors and Central examiners and the Orders in Council for the year 1877. The report satisfactorily shows, as far as possible, that the advancement made in public education is quite up to, if not ahead of the progress made by the Province in other respects.

—Eliza Burritt, New Britain's learned blacksmith, died at his residence on Friday of last week.

AN INTERVIEW WITH Supt. DOTY, OF CHICAGO.

Last week a representative of the Weekly called upon Mr. Duane Doty, the Superintendent of city schools, and blandly introduced himself with the professional remark, "The Weekly would be pleased to know your views upon some subjects with which you are familiar, and trusts you will not object to answering a few questions."

Mr. D. "One's objection to an interview of this sort is not so much an unwillingness to try and answer questions, as the fear of being incorrectly reported."

Reporter. "But I can take in short-hand just what you say, and there need be no fear of error in the report."

Mr. D. "Your assurance tends to dispel a prejudice based upon nothing more substantial than my experience, and I suppose you will humor that prejudice by reading to me what you say I have said for revision."

Reporter. "O certainly." And fearing that the Superintendent's remarks were drifting in the direction of a reflection upon reportorial accuracy, and well aware that vanity is a valuable point with teachers as with clergymen, the reporter changed the current of the conversation by the remark that the many readers of the Weekly would be glad to know his views upon certain educational questions, and then asked what he thought of educational associations, and the meetings of such bodies, which have lately been held all over the country.

Mr. D. "Teachers, like members of other crafts and professions, have organized into county, state, and national associations. These associations have rendered valuable service to the cause of education, and will render more valuable service in future."

Reporter. "What is the nature of the service rendered?"

Mr. D. "If any young teachers chance to attend these meetings and learn what little the older members know, there is manifestly a positive gain."

Reporter. "What is usually done at these meetings?"

Mr. D. "The ordinary program of exercises tells you. Lectures and essays alternate with discussions. Teachers are much like people in other professions. Each one has a lecture or an essay—whether more than one is given."

Reporter. "What prospect is there of an end to these things, and should an end come, what will such associations then do?"

Mr. D. "It is a difficult matter to tell what any body of persons will do. One of the learned professions is occupied in determining what legislative bodies have done—the bodies themselves not knowing, as their records seem to show. There are some phases of educational work to which associations might give profitable attention, as it seems to me. Suppose, through appropriate committees, they examine, consider, and, to a large degree, decide upon practical questions relating to school organization, courses of study, and methods of instruction. Courses of study to-day are pieces of patch work. Each officer in charge of schools is apt to emphasize some subject for which he has special fondness. In one city the school authorities are extravagantly pushing some feature like oral instruction, which a neighboring city is abandoning in favor of this feature. In another city the school authorities are extravagantly pushing some feature which is at least as good, if not better, than the one just mentioned. The feature under consideration is music. In one city the school authorities are extravagantly pushing some feature which is at least as good, if not better, than the one just mentioned. The feature under consideration is music. It is held that a remonstrance is a counter proceeding, and must be done on the request of five voters.

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The adoption of some plan of insurance such as exists in many other organizations is.

Reporter. "Are our city public schools increasing as to number of pupils?"

Mr. D. "If you had carefully read your own journal, there would have been no need of such a question. We are now using 73 buildings for schools, and, since the first of last September, we have enrolled 50,000 pupils including the cadets we now have 930 teachers."

Reporter. "Your Board of Education, it seems, asks for a much larger appropriation than last year. Why is this?"

Mr. D. "To furnish school room for, and to teach 5,500 additional pupils each year, must add proportionately to the expenses of the educational department. To keep pace with the growth of the city, we ought to build four good school houses every year. But we have fallen much behind in the matter of buildings. 5,000 pupils are now instructed in rented rooms, and there are 6,000 who can only go half the time. The authorities will not permit the Board to draw to exceed 85 per cent of the appropriation made, hence a larger appropriation is needed or a heavy reduction in expenditures. While the city has the privity to keep growing, it will not be able to discharge its responsibility to the young ladies who are at work learning their profession as a young lawyer learns his profession in the office of a lawyer. These young ladies who are at work are learning their profession, and we have exhibited skill in school work. The cadets all hold certificates, and have definite work assigned in the schools."

Reporter. "Do I understand that there is a large surplus of teachers in this locality?"

Mr. D. "Yes. Hundreds of teachers in other states write us every year, offering to come here if we can give them situations. Although it was well known last July that we had 60 graduates of our City Normal School waiting for assignment, and that, in all probability, we should not need additional teachers during this school year, our examination was attended by nearly 400 candidates. We have about 300 now on our list who would be glad to be appointed to positions as teachers."

Reporter. "Does this state of things exist in other cities and localities?"

Mr. D. "I judge from my correspondence that there never was a time when so many persons were seeking situations as teachers."

Reporter. "How do you account for this over-production of teachers, or rather for the desire of so many persons to enter upon such a profession?"

Mr. D. "I am unable to account for it elsewhere, but for this region we were stimulating too many to undertake such work, and I advised the discontinuance of the City Normal School as one means of limiting the number of applicants."

Reporter. "Don't you believe in normal schools?"

Mr. D. "Certainly. But such a school may be needed at one time, and not at another. Were I a president of a college I would not urge the appointment of four teachers of Greek, when but one was asked. Normal schools make teachers, in the sense that law schools make lawyers, and theological schools make clergymen. We speak of teaching as a profession and it is pleasant to do so. The word profession is longer and more sonorous than the word craft. Rufus Choate said the law was nothing but a trade. I once heard my friend Dr. Thomas say,—but I don't always know when he is quite in earnest,—that after a student had been to college, and to a theological seminary, and had then come in contact with the world, long enough to have the school notions pretty thoroughly knocked out of him, he was fairly ready to begin to achieve professional success. A distinguished educator once told me that, in his opinion, a normal school graduate's success in teaching begins when he has reached the point of content and avoidance of all the notions the normal had given him. But Choate had the discipline, and Dr. Thomas relishes a little fine fun even at his own expense. The educator to whom I allude was once an unsuccessful candidate for the presidency of a State Normal School.

CORRESPONDENCE.

SOME "POINTS" IN LAW, ETC.

To the Editors of the Weekly:

I don't know whether D. H. Pingrey was conscious that he was dodging the point at issue or not; if he was not conscious of it, I despair of ever getting an idea into his head without surgical assistance. In a former communication he assumed that the school law, as far as it related to high schools, was unconstitutional, and that the courts would so decide if they ever got a chance.

As an exponent of constitutional law, he decided what the results would ultimately be. I simply quoted a part of Rutland v. Pest, to show that, although he was not the point involved, it might possibly foreshadow what the opinion of the courts would be, on the subject of high schools, if the matter was ever brought before them for consideration. A person who would extract from my letter the idea that the decision mentioned granted any right to the board of education not found in the statute, must be densely stupid, or grossly ignorant of the use of words.

As to my being brought before the court for "contempt," if the court entertained the opinion advanced by D. H. Pingrey, I should certainly have to pay my fine, as the court would truthfully apprehend my mental condition.

I do not expect to practice law, but if I ever should be driven to the wall and compelled to enter that profession, I think I would give the courts a better chance than Mr. Pingrey has done. I would at least permit them to look over all cases and find out how they thought such cases ought to be decided before I came down on them. Just think how embarrassing it must be for the courts to have all their duties anticipated. Decisions made and announced before they get a chance to distinguish themselves. It is not treating the court well.

No, I shall not practice law, but stick to the ferule and the birch until I eradicate such sentiments as Mr. Pingrey has given utterance to from the minds of my pupils, that they may become useful and intelligent citizens.

Chicago, March 4, 1879.

J. H. LOOMIS.

TEN DOLLARS FOR TWO DOLLARS AND A HALF.

To the Editors of the Weekly:

I almost feel that honesty would dictate that I should enclose herewith a ten dollar bill, for I feel that I am receiving more than that benefit from the Weekly. It is a daily companion in the school room, and not a "weekly" one either. I am saying a good word for you, wherever I think it will do you good.

My 9th, 10th, and 11th grades graded 91 per cent of words in California examinations, No. 104. God speed you, and help teachers to wake up to the benefit of an educational paper.

Fraternally,

N. H. WALBRIDGE.


QUESTIONS.

1. How many republican forms of government in the world, and how long have they existed?
2. How many states have adopted the compulsory school law?
3. Does it give satisfaction?

BELLEFONTE, Mo., March 6, 1879.

V. A. S. ROBINSON.

ANSWERS.

1. There are twenty-three republics in the world, as follows: San Marino, established early in the fourth century; Argentine Republic, 1816; Bolivia, 1825; Chili, 1834; Colombia, 1831; Costa Rica, 1839; Ecuador, 1831; France, 1789; Guatemala, 1839; Hayti, 1868; Honduras, 1839; Liberia, 1847; Mexico, 1857; Nicaragua, 1859; Orange River Free State, 1854; Paraguay, 1811; Peru, 1825; San Salvador, 1839; Switzerland, 1848; St. Domin go, 1842; United States of America, 1776; Uruguay, 1825; Venezuela, 1811.

2. and 3. These questions were answered in Numbers 102 and 104 of the Weekly.

—Among the new books promised by Houghton, Osgood & Co., are "Locusts and Wild Honey," by John Barrow, a charming out-of-door book similar in style and matter to the author's "Wake Robin" and "Winter Sunshine," and Russel's "Library Notes," a book out of print for some time past; and a new "Satchel Guide to Europe," which will be issued at once to catch the early birds who fly across to Europe.
The Educational Weekly.

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MARTYRS OF THE LATTER DAYS.

in the title of a powerful serial story commenced in THE ALLIANCE for the week ending March 15.

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"Untertomb's Cabin" thus contributed greatly to the overthrow of Slavery.

"In The Toils" has a like mission to fulfill and is written with such absorbing power that it is destined to bear the same relation to Mormonism that Mrs. Stowe's novel bore to Slavery.

Miss A. G. Paddock, a talented lady whose residence in Salt Lake City has placed within her reach abundance of material which her graphic pen has wrought into a novel of wonderful intensity and realistic power.

There is an indescribable charm pervading the whole narrative. It is the personality of the author which has put her whole soul into this work; it is the charm of the real, the real, when it is vividly portrayed by a friend. The interest of the story intensifies with each chapter until at last it takes complete possession of the reader who cannot, if he would, resist the impression of the entire truth of the narrative. We have the assurance of the author that in all its incidents the story is indeed veritable history written in the guise of fiction.

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Every week adds to the contents of the periodical, and the opinion of its subscribers is well voiced in the following unsolicited letter from the poet Whittier:

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