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evident that it would be a great mistake to postpone the subject of German till the children reach the Grammar or High school grades, as many advocate.

The true place to begin the study of the German language is in the lowest primary grade—the first school year.

The prevalent belief that the more time there is devoted in school to any one subject the more the pupils will learn of that subject, is the source of much of the opposition to the study of a foreign language, and is the direct cause of a vast amount of pernicious teaching in our public schools of to-day. This false idea leads many a teacher to violate her time table, to give much extra time, for instance, to the subject of arithmetic at the cost of other studies, in the vain belief that the pupils will make so much more advancement in this study. Poor, deluded teachers; they forget that the powers of comprehension of the children are limited, and that no amount of fretting and driving, and of extra time will teach them more than a certain amount—that is, more than they can assimilate, and in nine cases out of ten that amount is reached in the regular time devoted to arithmetic in the programme of recitations. The extra time is usually worse than wasted; its effect is only to weary the children, to disgust them with the subject, and make them dislike teacher and school. Let me say here that entirely too much importance is placed upon mathematics in this country, and consequently too much time given to it even in the school programmes, to say nothing of the extra work—an error not made in the schools of Germany. Don't misunderstand me, I do not say that too much ground is covered in mathematics, but that too much time is given to it. In my opinion, there is time enough wasted by pupils while passing through the course of study of most of our City School Systems in solving a useless multiplicity of problems in mathematics, many of which are at the time beyond the comprehension of the children, and which they only work mechanically after memorized forms, for them, if taught correctly, to learn a foreign language and at the same time to become more proficient in mathematics.

How much better it would be for the intellectual development of the children; how much more practical for them in after years, if language and not mathematics were made the leading study in our educational systems!

### *Too Many Hours of Tuition.*

My investigations into the subject of the effect of the study of German in the English branches, led me to conclude that the hours which the pupils were daily kept in school were too many. In this view I was strengthened by the report of the half-day schools established in London for boys who are compelled by necessity to work part of the time in shops, stores, etc. The Directors naturally fell into the common error of supposing that since these boys attended school only one-half of the time they could, therefore, learn only one-half as much. To their surprise and astonishment they found after careful and thorough examinations that the progress of these pupils in their studies was not only equal to, but in some respects even surpassed that of those who attended the all-day school. My convictions became so strong that the hours of tuition were too long, that one of my first official acts on my election, in 1874, to the Superintendency of the Cincinnati Schools, was to recommend to the Board of Education the reduction of the time to  $4\frac{1}{2}$  hours in the two lowest grades, and to  $5\frac{1}{2}$  hours in the remaining grades. Many of the members of the Board expressed their fears that such a reduction would be detrimental to the progress of the pupils. I assured them, on the other hand, that it would be a benefit to the pupils, and teachers, and promised to assume all the responsibility of the change.

The recommendation was adopted and experience has shown that my judgment was correct. No one has ever even suggested the return to the old hours.

I wish that Boards of Education, Superintendents, and teachers of English of other localities, who complain, that in their five or six hours a day, they haven't time enough for the introduction of another branch of study, would examine the course of study in English which will compare favorably with any in the land, and then go into the German-