



ILLINOIS HISTORICAL SURVEY





Volume V.—1859.

---

THE 13-6

# ILLINOIS TEACHER:

DEVOTED TO

Education, Science, and Free Schools.

---

CHARLES A. DUPEE, EDITOR.

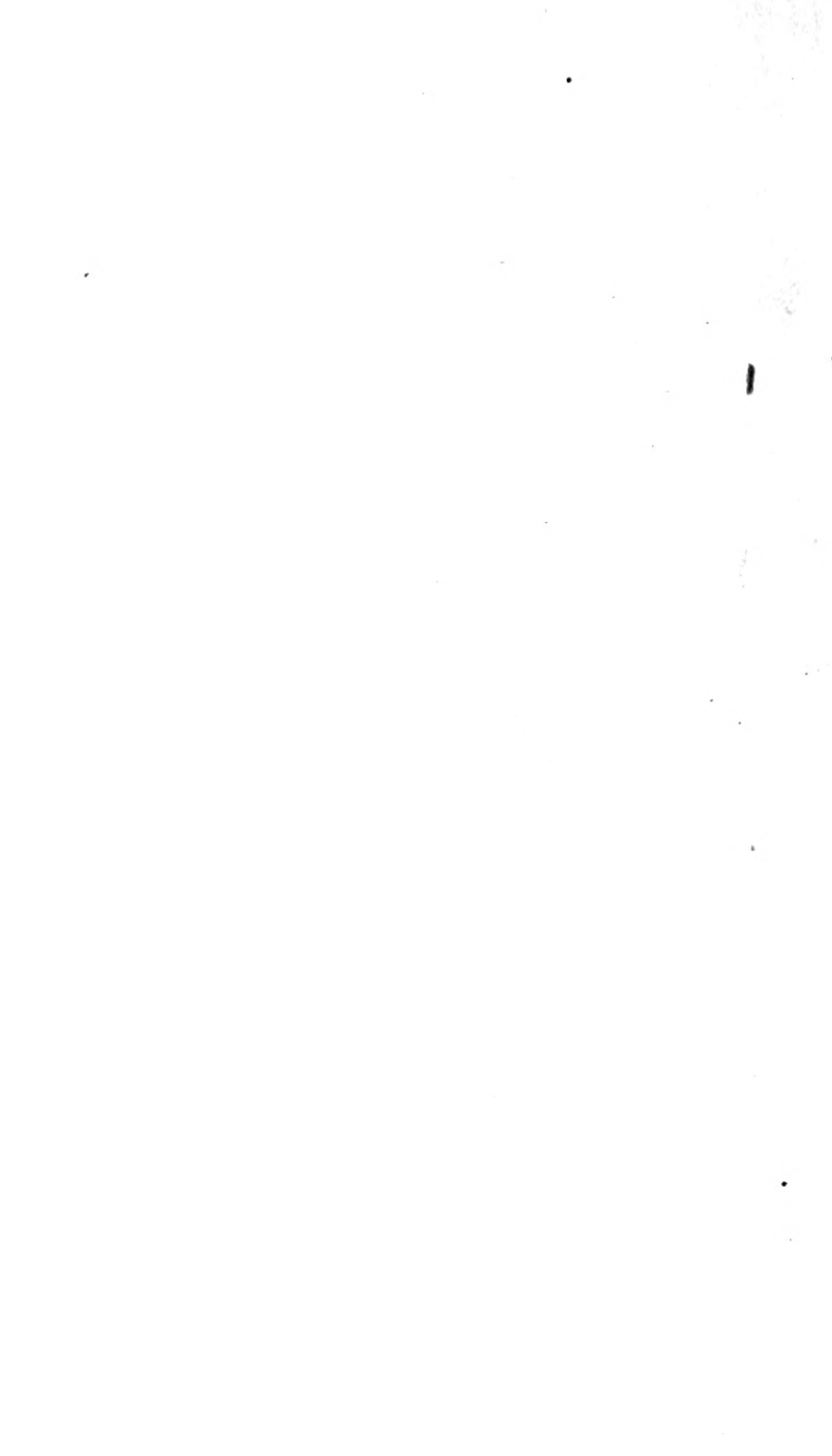
E. C. HEWETT, MATHEMATICAL EDITOR.

---

PEORIA, ILL.:

Published by Nason and Hill.

1859.



370.-

# INDEX TO VOLUME V.

	PAGE.
A Course of Musical Instruction,	107
A Course of Study for High Schools,	298
Act Upon It,	475
A Day at Oxford,	476
Æsthetics,	300
Americanisms,	216
An Exercise for Our Schools,	306
A Plea for the Little Ones,	190
Are Black and White Colors?	344
Arnold of Rugby,	125
Artificial Globes,	143
A Teacher's Experience,	229
A Universal Decimal Currency,	111
Bevi-graphy	4: 0
Chemistry in Common Schools,	141
Chiseling,	72
Circular from the State Superintendent of Public Instruction,	168
<i>after</i>	
College and Seminary Anniversaries,	307
Comments on the School-law,	238
Concert Recitation,	417
Conversation,	72
Cultivate the Minor Morals,	429
Culture of Fruits, Shrubbery and Flowers on the Prairies,	103
DeQuincy,	359
Directions for the Study of Natural History,	186
Educated Farmers,	353
Education an Insurance of Property,	402
Education by Rote, Superficial,	2: 5
Education in Indiana,	396
Elementary Instruction in Reading,	227
Elevate the Masses,	312
Emulation as an Element in Education,	383
First Steps in Reading and Spelling,	394
Free Schools—Irregular Attendance of Scholars,	62
Grammar,	427
Henry Hallam,	224
Horace Mann,	377
Hugh Miller,	457
Humboldt,	263
Illinois Natural History Society,	106
Illinois State Normal University,	109
Illinois State Teachers' Association,	124
Influence of an Ignorant Man,	465
It is the Interest of Property to Educate All,	267
John Kemble,	131
Mathematical,	
71, 108, 152, 195, 237, 252, 317, 436,	481
Means of Professional Improvement,	419
Music,	70
Musical Instruments in School,	273
Music in Schools,	235
Object Lessons,	223, 351
Our Daughters Ruined,	34
Our Schools—Their Relation to Each Other,	85
Panic,	147
Patience,	384
Phonetic Instruction,	132
Phonetic Instruction on Trial,	60
Physical Education,	274
Public Free vs. Endowed and Private Schools,	313
Public Schools of Michigan,	257
Pure Air,	72

	PAGE.
Rather Late in the Day,	59
Reading,	173, 209
Reading and Elocution,	433
Reading and Spelling,	169
Recitations,	263
Report of the Superintendent of Public Instruction,	99
Satterlee's Patent Inkstand,	69
Saxon and Latin Words in English,	81
School Architecture,	13, 153
School Furniture,	386
School Government,	356
Sch. of Management,	55
School Supervision,	41
Sham Education,	337
Some of the Things we Teach Children, Spelling,	9
358, 470	
State Natural History Society,	302
Statistics,	196
Striking Thought,	402
Subjects for Composition,	349
Tardiness and Irregular Attendance,	149
Teachers' Institutes,	253
Teaching a Profession,	146, 280, 465
Teaching as a Recognized Profession,	233
Teaching Grammar,	66
The Art of Writing,	95
The Association,	33
The Bible in the New-York Schools,	396
The Calculation of Probabilities,	230
The Cultivation of Fruit, Flowers, and Shrubbery,	193
The Death Bed of Horace Mann,	424
The European War,	348
The First Error of Teaching,	148
The Germ of Crime,	426
The Gymnasia of Germany,	259
The Journey of Life,	347
The Model Teacher,	47, 387
The National Teachers' Association,	354
Theory of Probabilities, Again,	473
"The Royal Road,"	58
The Standard Dictionary,	466
The Superiority of the Educated, The Teacher,	303
305	
To School Officers, and Others,	320
Value of Education,	469
Value of Physiological Knowledge,	261
Webster's Dictionary, Unabridged, Pictorial Edition,	315
What Education Comprises,	395
"What will a Glass of Water hold?"	229
William H. Prescott,	182

## POETRY.

A First Loss,	189
Alone,	219
Going Home,	262
Lines,	105
Lines by a Would-be Truant,	145
No Night There,	268
Prairie Summer Song,	343
Punishment,	23
Those Merry Days,	102
To Illinois,	430
Youth,	343

33147

## EDITOR'S TABLE.

- Introductory. To Contributors. Intelligence Office. Acknowledgment. Commendable Enterprise. Springfield. Normal University—Societies' Libraries. Abingdon. New Views. P-ro-d-i-g-i-o-u-s! Scott's Descendants. 'Vestiges of Creation'. Books supplied. Palfrey's History of New England. Prof. J. G. Hoyt. Monument to Hugh Miller. A Rare American. H-t-u-r-o-s-u-r-u-s Foulkii. Harvard University. Severe. New Periodicals. The Atlantic. Ladies' Reading-room. 'Professors'. Gratuitous Instruction. Central Railroad Fund. Wisconsin n Swamp Lands. Premium awarded to A. M. Gow. More Light. Horace Mann. Short Sessions. Waste of time. Book Notices..... 35—40
- To Contributors. Co. Institutes. Punctuality. Schools in Kane Co. Agricultural College. Female Department of Knox College. Some Sentences for a Dictation Exercise in Spelling. Apparatus. Practical Expedients. Frequent Changes of Teachers. Teachers' Institute at Middletown. Schools in Dixon. Death of Wm. H. Prescott. Enterprising. Belleville Public Schools. Education in P-ussia. The Circle Squared. Gold in Illinois. Chicago High School. Chicago Historical Society. Lamartine. Salmon in the Upper Lakes. Washington. Hancock Teachers' Association. Christian County Teachers' Association. Livingston County Teachers' Institute. Mercer County Teachers' Association. 'Writes for the Ledger'. University of Chicago. The Coast Survey. Insects. Tasso's Pawn-ticket. Bequest to Yale College. The Atlantic Monthly. Death of Wm. Cranch Bond. Are Students Long-lived? Gleanings from Report of State Superintendent. Comets. Massachusetts..... 73—80
- The Prairie Farmer. Massachusetts. New York. Ohio. Pennsylvania. Iowa. Missouri. Kentucky. Wisconsin. 'Education' in Indiana—Selling Schools at Auction! Governor Slade. A Jew Professor. Motley's History. Theodore Parker. Burns's Birthday. A Private Library. Hon. H. Barnard. Wm. H. Ellet. Greek Lexicon. Parts of Speech. Foleyish. Cause of Temperance among the Indians. Physical Exercises for Schools. "Over the River." Questions for the Self-Examination of Teachers. A Gem. Russian Military Schools. A Polyglot State. Humboldt. Free Schools in Georgia. A Practical Lesson. Peoria School-Tax—Another Trial. State Board of Education. Form of Certificate of Appointment to the Normal University. LaSalle County Teachers' Institute. Knox County Schools. The Dutch Language in Japan. Mendota. Warren. Lee County Teachers' Institute. Mnemonics. Agriculture. Advertising. Russian Literature..... 112—122
- Acknowledgment, etc. Mass. Teacher. Circular of the Superintendent of Public Instruction. The World Moves. Michigan. Alabama. Georgia. St. Louis. Virginia. Indiana. Spread of the English Language. Education in Germany. Greasy. France. European Libraries. Unity of Races. Natives. Source of Progress. Investments. Poetry of Common Life. How Rain is Formed. A Precocious Child. Tobacco Culture. An Opening. Grammatical. Knowledge. Poor Business. Slate Globes. A German Method. Report of the Superintendent of Public Instruction. Model Director. Mind Unfathomable. State Superintendent. A Free-School Triumph in Peoria. Rockford. O. H. Britt. W. D. Palmer. Ottawa. Two Sides. Knox County. Henry County. Mendota. Bureau County. Teachers. Our Advertising Sheets. Anatomical..... 154—162
- Education in Illinois. To Contributors. Maine. Wisconsin. Ohio. "The Bible in Common Schools." Praiseworthy Contribution to Science. Antioch College. Prof. Noah Porter. No North? New-Jersey Normal School. H. X. Day. Rev. Charles Miel. Prof. Morse in Spain. Books of 1858. Attention. Students! Rev. C. T. Lewis. Thackeray. Cannon. Obituary—T. K. Hervey; Dr. William Tully; Dr. William A. Alcott. Official Literature. Shocking Irreverence! Galena. Dover—D. F. Edwards; Rev. Mr. Ethridge. Amboy—Mr. Cook. Bloomington Superintendent. Report of the Superintendent of Public Schools of Chicago. Philadelphia. Chicago Theological Seminary. Our Advertisements. Errata 197—202
- To the Public. Rhode Island. Louisiana. Oregon. Michigan. Connecticut. Canadian Cents. Antioch College. Transatlantic Balloon. Music in Jacksonville. 'Evangeline'. People's College, N. Y. Illinois in Early Times. Bible in Schools. Phonetic Instruction. Ireland. Nobly Endowed. American Journalism. Oratorical Paraphernalia. Laidlaw's Dictionary. Rev. Robert T. S. Lowell. OBITUARY—Lady Morgan; Denison Olmsted; Baron Humboldt. Prof. Agassiz. New Orleans. New York. What Ohio is doing for School Libraries. The War. Schoolmaster Abroad! Prescott's Philip II. Foolish Economy. Epistolary Statistics. Inscription on the Tomb-stone of Wm. H. G. Butler. What a Waste! Rules for the Teacher. A Happy Illustration..... 241—247
- How to Conduct a Teachers' Institute. Prescott's Philip II. Americans at Humboldt's Grave. London. OBITUARY—John Walker; Dr. Henry Abbott; Charles Leslie; Dr. Dionysius Lardner. Cubans. Two Juvenile Compositions. Wholesale Abuse of Opium. Veterans of Yale. National Teachers' Association. Home Demand for Schoolmasters. Prof. Mitchell—Cincinnati and Albany—Astronomical Meeting at Cincinnati. Important Discovery in Photography. A Good Definition. Physical Education. Common Schools in South America. Christianity in Schools..... 285—289
- What we have Seen and Heard in Schools. A Diminishing Scale. Salaries of New Female Teachers in Chicago. Children without Books. Educational Men for Educational Offices. New Books. Records of Institutes. The Atlantic Monthly. Incomes in England. Nut-



megs. Charles. Rufus Choate. Prof. Sanborn. Dr. Paul Du Chaillu. Macaulay's Credibility. Rocky Mountains. Schiller's Birthday. Translating Horace. Barnard's Journal for June. Railroads in the U.S. Rusty Iron. Round the Cape in 1290. Tungsten. Atlantic Telegraph. American Normal-School Association. Wis. Teachers' Association. Superintendent's Circular. The War..... 325—332

Reduction of Salaries. An Incident. Extremes meet. Fundamental Rules for Study. A Lake-Michigan Fossil. Sham Education. The Associated Press. Chiriqui. How they Predict the Weather at the Smithsonian Institution. A Long River Voyage. Adjournment of the N. T. Association. The State Fair. A Meeting Broken up by Flies. Atlantic Telegraph. Facts and Results of Experience wanted. Washington. Mass. Reform School. Hon. Horace Mann. Choate's Style. Sewing Machines. Judgment-Day. Idolatry in the United States. More Camels. St. Anthony's Falls. English against Latin. "Men of Mark." Prof. Loomis. Don't Kill the Quails. Dinner to Mrs. Stowe. Sewing Machines. Fall Institutes. Woman's 'Sphere'. U. S. Ag. Society's Fair. The Best stock. American Association for the Advancement of Science. Rockford Female Seminary. A Passive Verb. State Seal of Oregon. Students and Teachers in Public Schools. Two Things we need Not fret about. Mathematical. COLLEGE ANNIVERSARIES—Harvard; Yale; Rutgers; Dartmouth; Mass. State Normal School, Salem; Mass. State Normal School, Westfield; Mount Holyoke Female Seminary..... 360—370

The Education of Woman. Prizes in Schools. The First School in Canada. Vaccinating the Children of the Public Schools. Bad Economy. New Greek Grammar. A Chance for the Schoolmaster. Memoir of Andre. Teachers to be Mounted. The Frozen Well. Arctic Discovery. India-Rubber and Telegraphs. London Bookstores. Prof. Agassiz. Racine, Wisconsin. Change. Iowa Instructor. Classes of Readers. School Libraries in Wisconsin. Shakspeare in French. Neither Schools nor Newspapers. Obsolete Words. A New Book. A Model Dictionary. Too Late. Punch on Mackay. Mr. John Ruskin. William Gilmore Simms..... 403—409

State Teachers' Association. OBITUARY—Sir John Franklin; Dr. John Pringle Nichol; Jas. Henry Leigh Hunt. Dr. Nott. Rev. Thomas Hill. Alabama. St. Petersburg. The Astor Library. West-India Submarine Telegraph. Agricultural School in Iowa. The English Language in Lower Canada. Large Number of Students in Colleges. Adam Bede. Fluid Stone. Chili. Rock Oil. Dignity of Labor. Children in Cincinnati. A Just Rebuke. The Atlantic Monthly. Prof. Bledsoe. A French Hamlet. Charles XII. Source of the Nile. Postponed. Louisiana. Buckeye Starch. Professor Hedrick..... 439—444

Valdictory. Horace Greeley on Autographs. A Slight Mistake. School Districts. A New Translation. Negative Definitions. Where it can be Obtained. Spelling. Prussia—Humboldt Institute. Education in China. Delay..... 484—487

LOCAL INTELLIGENCE.

Clay County. Schuyler County. Carroll County. Lee County. Lasalle County. Macoupin County. Hancock County. St. Clair County. Fulton County. The Mercer County Teachers' Association..... 162—165

St. Clair County. Christian County. Schuyler County. Lee County. Fulton County. Stephenson County. Sangamon County. Lasalle County. Peoria County. Whiteside County. Warren (Jo Daviess County). McLean County..... 202—206

Macoupin County Institute. Hancock County Teachers' Association. Carroll County Teachers' Institute. Rock-Island Schools. Illinois Natural History Society. Notice of Advertisements..... 247—249

State Normal University. Hon. S. W. Moulton. Resignation of Dr. Willard, and Action of the State Board. Rev. B. G. Northrup. Chicago High School. Henderson County. Monmouth. Aledo. Beardstown. Havana. E. B. Leonard..... 290—292

Anniversaries. Peat. Dwight. St. Louis. Springfield. Fulton County Institute. Natural-History Specimens at State Fair. Missouri State Teachers' Association..... 333—335

Ladies' Education Society. Fulton County Teachers' Institute. Mercer County Teachers' Institute. School Furniture. Rockford. Elgin. Carthage. Lewistown. Centralia. D. T. Bradford. Alton..... 371—373

The Illinois Institution for the Deaf and Dumb. Fulton County Teachers' Institute. Pike County Teachers' Institute. Whiteside County Teachers' Institute. DuPage County Teachers' Institute. Carroll County Teachers' Institute. Vermilion County. Fayette County. Lee County Teachers' Association. Chicago. Dixon. Bloomington. Springfield. Jacksonville. Married. John R. Chamberlain. Henry Freeman. Lacon. Amboy. O. Springstead. A 'Benevolent' Arrangement..... 409—414

The Sixth Annual Meeting of the Illinois State Teachers' Association—Programme of Exercises. DuPage County. Bureau County. Graded Certificate. Jefferson County Teachers' Institute. Sangamon County Institute. Death of Mr. A. L. Chatterton. Knox County

Teachers' Institute. Putnam County Teachers' Institute. Stark County Institute. Henry County Institute. Galva. The Lincoln Schools. Coming to the Ottawa Meeting..... 445—452

The Association at Ottawa. Illinois Normal University — Brick-work finished. Livingston County Teachers' Institute. Champaign County Teachers' Institute. Jo Daviess County Teachers' Association. Carroll County Teachers' Institute. Cane Presentation..... 488—491

#### NOTICES OF BOOKS AND PERIODICALS.

- Massachusetts Teacher. Alabama Educational Journal. Challen's Illustrated Monthly. Annual Report of the Schools of Upper Canada..... 80
- The New-York Teacher. The Rhode-Island Schoolmaster. The College Journal of Medical Science. Tower's Intellectual Algebra. Robinson's Mathematical Series. Illinois Normal University Reports for 1857 and 1858. Sargent's Series of Readers..... 123—124
- Elements of Mechanics. Sargent's Standard Series of Readers. Life of Douglas Jerrold. Cornell's Geographies. Elements of Map-Drawing. A Woman's Thoughts about Women. Atlantic Monthly. Barnard's Journal of Education. Harper's Magazine. The American Journal of Science and Art. The Type of the Times..... 166—168
- Rudiments of Natural Philosophy and Astronomy. Biographies of Distinguished Scientific Men. Davies's University Algebra. Franklin Globes. White's Shakespeare..... 207—208
- Webster's Unabridged Dictionary. Parker & Watson's Series of National Readers. Chase's Handbooks of Knowledge for Prairie Life. Ray's Mathematical Series. Lectures on Metaphysics. A School Register. The Little Orator, or Primary School Speaker. Chemistry. Microscopist's Companion. Five Essays by John K. Mitchell, M.D. A Practical Treatise on the Hive and Honey Bee. Mosaics..... 250—252
- Hymns of Praise. The Tin Trumpet..... 292
- Iowa School Journal. Southern Teacher. Glen-Forest Water-Cure Monthly. Chicago Charitable Eye and Ear Infirmary. Lombard University. Abingdon College. Eureka College. Township Organization in Illinois. The Progressive Practical Arithmetic. Davies and Peck's Mathematical Dictionary. Illustrated School History of the United States. Sanders's School Readers. Mitchell's Geographies. Fruit, Flowers, and Farming. Thoughts on Educational Topics and Institutions. Elements of Rhetoric. Cæsar's Commentaries on the Gallic War. A Compendium of American Literature. Northend's National Orator. Sanders's Analysis of English Words..... 374—376
- The Southern Teacher. Bryant & Stratton's American Merchant and Nautical Magazine. Quackenbos's Natural Philosophy. McGuffey's New Eclectic Series of Readers. A Familiar Compend of Geology. Out of the Depths. The Pocket Schoolmaster. Mitchell's Geographies. Ivison & Phinney's School Records. Rambles among Words. The Educator... 414—416
- The National Orator. The Normal. The Science of Education and Art of Teaching. Modern Philology. The Iowa Instructor. The Teacher's Assistant. Book-Keeping by Single and Double Entry. How's Ladies' Reader. Entertaining Dialogues. The American Journal of Education. British Novelists and their styles. NEW BOOKS — Life of Hannibal; Life of Thomas à Becket; Miss Slimmens's Window..... 452—456
- Elementary Algebra. Common-School Arithmetic. N.W. Home and School Journal. The Normal Primary and Normal Mental Arithmetics. Sanders's Series of Readers..... 491—492

# ILLINOIS TEACHER.

---

VOL. V.

JANUARY, 1859.

No. 1.

---

ILLINOIS STATE TEACHERS' ASSOCIATION.

—  
OFFICIAL REPORT OF THE PROCEEDINGS.  
—

ACCORDING to adjournment, the ILLINOIS STATE TEACHERS' ASSOCIATION convened in Galesburg, in Dunn's Hall, on Tuesday, the 28th of December, 1858, at 9 o'clock A.M.

The President, B. G. Roots, of Tamaroa, called the Association to order, after which it immediately adjourned one hour for conversation and social intercourse.

At 10 o'clock the Association was regularly opened with prayer by Rev. D. Higgins, of Geneva, and music under the direction of Mr. Clayton.

The Association listened to a short introductory address by the President.

Dr. Cutcheon, of Urbana, and Ira Moore, of Bloomington, were elected Assistant Secretaries.

Mr. A. H. Fitch, the chairman of the Committee on Programme, made a report, which was accepted.

Mr. S. Wright, the State Agent, read his report. Accepted.

Mr. S. M. Etter, of Lacon, was appointed Railroad Secretary, to prepare return tickets for members.

Mr. W. H. Haskell, of Fulton county, moved that a committee of three be appointed, to whom should be referred the report of the State Agent. Lost.

Mr. S. A. Briggs, of Atlanta, read an essay on *Recitations*.

On motion, it was voted that the sessions of the Association be from 8½ A.M. to 12 M., and from 2 to 5 P.M., and from 7 to adjournment in the evening.

TUESDAY AFTERNOON, TWO O'CLOCK.

Association met. Prof. Fuhrman, of Lombard University, favored the Association with music.

Address on *Elocution*, with recitations, by Prof. S. S. Hammill, of Monmouth College.

S. A. Briggs was added to the Committee on Programme.

The following report of the Executive Committee, presented by their chairman, B. G. Roots, was received.

REPORT ON THE REVISION OF THE CONSTITUTION.

Your Committee, whose duty it is annually to prepare any revision of the Constitution which they may think necessary, beg leave to report the following amendment to Article III, viz: that the words '*Editor, twelve Associate Editors*' be stricken out; and that all parts of the Constitution be made to conform, thereby releasing the Association from all responsibility for or interest in the publication known as the *Illinois Teacher*.

Also, to amend Article III by striking out the words 'an Agent and a Finance Committee', and that other parts of the Constitution be made to conform thereto.

And would further report the following petition:

*To the Legislature of the State of Illinois:*

*Resolved*, That we, the Teachers of Illinois in Convention assembled, petition the honorable Legislature of the State of Illinois to so amend the School Law as to make the term of office of School Directors hold three years, one to be elected each year, thus leaving a majority in office; which will prevent the abrupt and almost ruinous changes that some times occur in the election of a new Board, who may not be conversant either with the business imposed upon them or with the doings of their predecessors.

It was moved that the part of the report in relation to the *Illinois Teacher* be adopted. This called forth a warm discussion, in which Messrs. Wells, Welch, Fitch, and Stone took part in the negative, and Messrs. Roots, Gow, Hovey, and Willard in the affirmative.

Mr. Welch, of Blue Island, moved that the proposed amendment to the Constitution in relation to the *Illinois Teacher* be referred to a committee of seven, who shall receive any proposals in relation to the disposition of it, and report the same to the Association to-morrow.

Discussed by Messrs. Higgins, Hovey, Herbert, Welch, Roots, and Wilkins.

Adjourned.

---

TUESDAY EVENING, SEVEN O'CLOCK.

After music by full chorus, under the direction of Mr. Miller, the Association was addressed by President Harvey Curtis, of

Knox College, on the *Various School Systems*. The address was followed by a discussion on *Union Graded Schools*; in which Messrs. Standish, Springstead, Mixer, Wilcox, Sherwood, Haskell and Powell participated.

---

WEDNESDAY MORNING, 10 O'CLOCK TO NEXT O'CLOCK.

Association met, Vice-President J. V. N. Standish in the chair. Prayer by President Murphy, of Abingdon.

The lecturer for the hour, Mr. T. J. Sloan, of Sloan's Commercial College, being absent, an opportunity was given for new members.

L. P. Paddock, of Mendota, offered the following resolution:

*Resolved*, That teachers and friends of education from other States and other persons present, not members, be invited to take part in our deliberations.

Lost.

It was voted that no member should speak more than once on the same subject, nor longer than ten minutes, without consent of the Association.

The resolution with regard to referring the *Illinois Teacher* to a committee of seven was declared before the house, and earnestly discussed by Messrs. Springstead, Denio, Haskell, Higgins, Hewitt, Turner, Stone, Johnson, and Wells.

The previous question was moved and carried. The motion to refer to a committee of seven was lost. The ayes and nays were then called on the adoption of the original resolution. Ayes 221; nays 32.

Mr. Higgins moved that the Association refund to those who have paid in advance for the *Illinois Teacher* the amount due them from the date of its discontinuance.

Adjourned

---

WEDNESDAY AFTERNOON, TWO O'CLOCK.

Prof. Turner, of Jacksonville, addressed the Association on *Reading*.

Recess of five minutes.

Mrs. Mitchell, of Palmyra, read an essay on the *Influence of Science on the Mind*.

Music.

Address by Prof. Brooks, of Springfield, on *Phonetics*.

Mr. O. H. Britt, of Chillicothe, offered the following resolution:

*Resolved*, That this Association recommends the introduction of Phonetic in-

struction in our common schools, as a shorter and better method of learning to read common print.

Laid on the table.

Mr. T. J. Sloan, being necessitated to leave on the night train, made a few remarks on *Commercial Education*, and gave an apology for not being able to remain and address the Association, as per programme.

The following communications were received, and the invitations accepted:

MR. PRESIDENT: The Faculty of Knox College wish through you to invite the members of this State Teachers' Association to visit the Male and Female College buildings to-morrow (Thursday) afternoon, between the hours of one and two o'clock.

H. CURTIS.

Miss Willecox, the Principal of the Female Collegiate Department, will be happy to meet the members of the Association at the Female College building, on Thursday evening at seven o'clock, in a friendly social gathering.

Association adjourned.

---

WEDNESDAY EVENING, SEVEN O'CLOCK.

Association called to order by President Roots.

Music—*Gipsy's Warning*, by full chorus.

Essay on *School Management*, by Willard Woodard, of Chicago.

Music—*Ship of our Union*.

Prof. Standish made a few remarks in reference to a visit to Lombard University by the Association.

Lecture by Prof. Haven, of Chicago Theological Seminary, on the *Model Teacher*.

Music—*Who would Sever Freedom's Bride?*

Remarks by Prof. Satterlee, after which Mr. Hammill, the elocutionist, was called for, who gave two recitations.

On motion of J. K. Herbert, a committee of five on general resolutions was appointed by the Chair. Messrs. Herbert, Stone, Dupee, Turner, and Hovey were constituted said committee.

*Resolved*, That a Nominating Committee of one from each Congressional District, and two at large, be appointed to nominate officers for the ensuing year.

The following gentlemen were selected as said Committee: First District, E. B. Denio; Second District, P. P. Heywood; Third District, T. R. Leal, of Champaign; Fourth District, M. Tabor, of Galva; Fifth District, A. W. Blakesley, of Quincy; Sixth District, A. M. Brooks; Seventh District, J. M. Johnson; Eighth District, G. W. Sparr; Ninth District, B. G. Roots. C. E. Hovey and A. H. Fitch, at large.

After a motion, several amendments, and a reconsideration, the hour for the election of officers was fixed for to-morrow at 10 A.M.

W. H. Haskell, of Fulton, moved that a committee of five be appointed to report as to amendments to our school law.

Messrs. Haskell, Bateman, Denio, Wilkins, and Beckwith were appointed.

Music—*Hallelujah Chorus*.

Adjourned.

THURSDAY MORNING, DECEMBER 30, NINE O'CLOCK.

The weather being exceedingly unpleasant, the Association was not called to order till 9 A.M. The usual opening exercises were omitted. Vice-President Springstead in the chair.

Mr. A. C. Spencer, of Bryant and Stratton's Commercial College, addressed the Association on *Penmanship*.

Miss H. M. Culver, of Chicago, read an essay on *Some of the Things we Teach Children*.

The Committee on the Nomination of Officers reported as follows:

*For President*: Wm. H. Haskell, of Fulton county.

*For Vice Presidents*: J. F. Woodworth, of Warren; W. Woodard, of Cook; C. P. Allen, of Bureau; J. E. Harroun, of Mercer; W. A. Chamberlain, of Pike; L. M. Cutcheon, of Urbana; M. S. Beckwith, of Pana; James Newman, of Alton; H. W. Dyer, of Duquoin.

*For Committee on Programme*: P. P. Heywood, L. M. Cutcheon, and S. Wright.

*For Recording Secretary*: Ira Moore.

*For Corresponding Secretary*: S. M. Etter.

*For Treasurer*: J. A. Johnson.

On motion of J. F. Eberhart, the report was accepted, and the officers were elected by acclamation.

Mr. B. G. Roots, the retiring President, then introduced Mr. Haskell, the newly-elected President, who was received amid cheers, and addressed the Association briefly.

Prof. Wilber addressed the Association on the *Illinois Natural History Society*.

P. P. Heywood, of Aurora, offered the following resolution, which was adopted:

WHEREAS, The subject of Natural History is almost, if not entirely, neglected in our Public Schools; and whereas some of our leading educational men have already organized a society called the 'Natural History Society of Illinois', whose object it is to make a thorough scientific survey of the State, and to provide a Museum of Natural History, and also a Library of Natural History, to be kept at the State Normal University, to aid in the work of instruction; and whereas over five hundred volumes have already been collected, and over ten thousand specimens, representing the Natural History of Illinois; therefore,

*Resolved*, That we petition our Legislature, at its coming session, to afford all

the facilities within its power to aid said society to fully carry out the aforesaid purposes of its existence.

On motion, a committee of three was appointed to petition the Legislature as contemplated in the above resolution. Professors Turner, Hovey and Wilber were appointed.

On motion, a vote of thanks was tendered to Prof. Wilber for his efficient and, as yet, unrewarded labors in behalf of the Illinois Natural History Society.

Mr. S. M. Heslet moved that, in view of the diversity of text-books now in use in our schools, and the difficulties arising from a want of uniformity, a committee of three be appointed to report on this subject at the next meeting of the Association.

Laid on the table.

Mr. Stone moved to appoint three delegates to the National Teachers' Association, to be held in Washington next Summer. Messrs. Isaac Stone, P. P. Heywood and M. Tabor were appointed.

Mr. Bateman assumed the responsibility to refund to those who had paid in advance for the *Illinois Teacher*, whereupon the resolution with regard to this matter was withdrawn.

Recess of ten minutes.

Wm. Seldon, C. T. Chase, R. W. Lusk, F. W. Thompson, and W. M. Scribner, were elected honorary members.

Mr. D. S. Wentworth, chairman of the Finance Committee, made a report. [The report has not yet been handed to the Secretary.]

There was still due the State Agent about \$800. After several motions and suggestions as to how the deficiency should be raised, Prof. Hovey was called to the stand to receive pledges and money. From five to six hundred dollars was immediately given or pledged.

On motion, the matter was deferred, to give the committee an opportunity to ascertain how much more was needed.

Adjourned.

---

THURSDAY AFTERNOON, TWO O'CLOCK.

J. H. Blodgett, chairman of the Committee on the Teachers' Profession, read a report.

Voted that the report be referred back to the Committee, to be brought forward for discussion next year.

Mr. A. M. Gow, of Dixon, chairman of the Committee on School Architecture, read a report.

Mr. Blodgett moved that the Committee be requested to confer with the State Superintendent of Public Instruction as to the best manner of presenting the subject of School Architecture to the next Legislature. Carried.



Prof. Standish moved that when we adjourn we adjourn to meet in Ottawa, at 9 A.M., on the first Tuesday after the 25th of December, 1859.

After several amendments, designating the place of meeting respectively at Centralia, Alton, and Rockford, were voted down, the above resolution passed.

J. B. Newcomb, of Elgin, moved that a committee of three be appointed to solicit information regarding the success of Phonetic instruction in places where it has been employed, and report at the next meeting of this Association. Passed.

John F. Brooks, J. B. Newcomb, and S. A. Briggs, were appointed said committee.

Recess of five minutes.

That part of the report of the Executive Committee that had not yet been acted upon was called up and adopted.

On motion, the Committee on a Reform School were instructed to report next year.

Prof. Wilkins offered the following resolution :

*Resolved*, That we, as teachers, consider the use of the Sacred Scriptures in all our schools, and the application of the moral principles and motives deduced alone from this sacred volume, indispensable to our success in securing the great objects for which we labor.

After some discussion, it was referred to a Committee of three, to report at the next meeting of the Association.

Messrs. N. C. Lewis, B. G. Roots, and C. E. Hovey, were constituted that committee.

A. H. Fitch, of Dixon, moved that at future meetings of the Association essays be limited to fifteen minutes, addresses and committee reports to thirty minutes, and lectures to one and one half hours.

Carried.

Report of the Finance Committee taken up.

On motion of Mr. Faris, the \$160.20 now in the treasury was appropriated to the Agent's salary: pledges were received to the full amount of the Agent's salary, and the report of the committee was adopted.

The Committee on 'General Resolutions' reported the following, through C. E. Hovey (the chairman, Mr. Herbert, being absent); all of which were adopted :

*Resolved*, That our thanks be tendered to the retiring officers of this Association for the ability with which they have discharged their respective duties during the past year; and in an especial manner to the President and Secretary, for the uniform courtesy, efficiency, and impartiality which they have exhibited in the difficult and manifold duties devolving upon them.

*Resolved*, That the thanks of the Association are due to the Illinois Central; Chicago, Burlington and Quincy; Galena and Chicago Union; Chicago and Rock Island; Chicago, Alton and St. Louis; Peoria and Oquawka; Peoria and Oquawka Eastern Extension; and the Ohio and Mississippi Railroads, for returning delegates to this Convention free of charge; and that in their conduct we have evidence that

corporations as well as individuals are impressed with the importance of the cause for whose promotion we are convened.

*Resolved*, That the State Superintendent, Mr. Powell, for the earnest and able manner in which he has discharged the onerous duties of his office, is entitled to the honorable recognition and approval of this Association.

*Resolved*, That the Editor of the *Teacher*, Mr. Bateman, by furnishing an original, independent and scholarly Journal the past year, has done the cause of Education much service, and has placed the Association under lasting gratitude.

*Resolved*, That we hail with gratitude the successful establishment of our State Normal School, and trust that our people, as well as their representatives, will promptly furnish, in all future time, whatever aid and support may be needed to its further progress, and to carry into full practical execution the patriotic designs of its patrons, trustees and teachers, and efficient discipline and drill will soon be realized in all our public schools.

*Resolved*, That the thanks of the Association be given to Prof. L. B. Miller, of Galesburg, and the singers and musicians who have assisted him, for the very great interest as well as pleasure they have added to its sessions by the excellent music they have discoursed during its deliberations.

*Resolved*, That Simeon Wright, our State Agent for the past year, whose exhausting labors would have broken down a less able man, and whose familiar presence in thousands of school-houses, from Dunleith to Cairo, has rendered service which will long be remembered, be tendered, in addition to more substantial things, the hearty good will of this Association.

*Resolved*, That the use of Tobacco, in any of its forms, by a teacher of youth, is a branch which the full development of the child never demands, and is, furthermore, a disgrace to the profession.

*Resolved*, That the City Council of Galesburg, by voting to pay the local expenses of this Association, has nobly vindicated a city in which are located Knox College and Lombard University.

*Resolved*, That we take this opportunity of assuring the citizens of Galesburg that they have our most sincere and heartfelt thanks for the almost unparalleled hospitality they have permitted us so bountifully to enjoy; and we recognize in their hospitality an exponent of their zeal in the cause of Education.

The Committee to suggest amendments to the School Law reported as follows:

That, while we believe there are many points of detail in our present law which, by proper amendment, would render its workings more consistent and perfect, yet we would rather be content to bear these lesser evils than endanger, even by possibility, the permanency and stability of our system of free-school education, therefore

*Resolved*, That we deem it inexpedient to petition our Legislature for any particular changes in our present school law, but leave to the discretion of our friends therein the whole subject of change in its details.

W. H. HASKELL, Chairman.

Adopted.

A verbal report was received from the Committee appointed

to examine Dr. Roe's *School Physiology*, now in manuscript. They highly recommended the publication of the work.

The matter of making the Association a Delegate Convention was referred to a Committee, consisting of Messrs. Loomis, Mixer, and Woodard, to report at next meeting of the Association.

The Association adjourned, to meet in Ottawa.

B. G. ROOTS, President.

J. F. EBERHART, Secretary.

## SOME OF THE THINGS WE TEACH CHILDREN.

BY MISS HELEN M. CULVER, OF CHICAGO.

THE character of Illinois's hundred thousand school-children is waiting our impress. What is the coin we have to stamp?

The soul of a child is ever likened to an unsullied page, to a sweet opening rose, to the still waters of a calm, pure lake, to plastic clay in the hands of the potter—in fact, to almost every thing that symbolizes docility, innocence, and purity. Yet we who deal much with children some times find these sweet roses nothing more than poppies after all, and the still waters stagnant, and the plastic clay with an innate tendency toward uncouth and fantastic shapes, and the unsullied page likely to remain spotless for aught we can do toward making any lasting impression upon it. Indeed, spite of ourselves, children do some times remind us that the blood of Cain and Nero and Caligula still flows in their veins, warring with their nobler heritage from Columbus, Milton, Howard, and Adams.

I would not tarnish the fair fame of childhood. I believe, with St. Paul, that 'man is made but little lower than the angels'; and yet some times feel, with Jeremiah, that the 'heart is deceitful above all things, and desperately wicked'.

The child is many-sided, and responsive to the slightest touches. How do we deal with this complex nature of childhood? Do we deepen and strengthen and broaden every proclivity toward the good and true? Do we curb and smother the protean shape of evil that lurks in every heart? Are the life-lessons we are imparting such as we can look back upon with satisfaction when we review our life's work? These are questions we should not evade, but answer unbiassedly.

Let us glance at some of the lessons (they are much the same in town and hamlet) we are teaching to thousands of children in this fair, broad State. Let us see if they are adapted to the

eager, enthusiastic nature of childhood? Let us see if they are adapted to the rearing of worthy citizens of a free republic?

The little untaught urchin enters school for the first time some sunny Monday morning, eager, expectant, wondering. The teacher greets him with a 'good morning', shows him where to hang his cap, gives him a seat and tells him to sit very still. For the first half-hour he is all-observant of the operations of the school—eyes and ears do good execution, he is greatly interested; but by and by his little limbs, which have never known rest save in slumber, begin to grow weary, and he very innocently thinks he will take a run out in the open air, and leisurely starts for the door, when, lo! teachers and pupils stare at him as though he had committed one of the seven deadly sins. He slinks back to his seat shame-faced, and never again tries that resource to rest his aching body. Again he sits still, fearing to stir, for a length of time to him interminable, when he ventures timidly to ask his next neighbor how long he must stay there; and again those terrible looks are upon him, and he cowers down into his seat trembling at the crime he has committed. But childhood is elastic, and he soon regains his equanimity; and he begins to think of his swing at home, and his rocking-horse, and the birds, and the green fields, and the berries, and longs to get away into the free air. He gazes wistfully at the door-way, but dares not again venture to cross that rubicon. This is repeated for many a weary, weary day. It is his earliest school-lesson in self-restraint. But, alas! it has its accompanying lesson of listlessness and idleness. These habits are so grounded, so thoroughly rooted into the natures of children in our primary schools, and by primary discipline in district schools, that it is almost a hopeless task to eradicate them.

It is pitiable to see teachers of the more advanced schools working, toiling, spending themselves, in the almost vain endeavor to overcome faults not natural but acquired in the primary schools. It casts no little opprobrium upon our school-system. The task of imposing this habit of idleness is scarcely less difficult than that of uprooting it. It is accomplished only by the utmost vigilance on the part of the teacher; for God has as surely made the child for action as he has the skyey hosts above us. But at last comes his first lesson. Now he will learn about the rain, or the bright sun, or the shadows which have been so long a mystery, or why it is that every body must learn to read. No, poor child! nothing of the kind! There are certain characters which you must learn the names of. What though you do n't care what their names are? What though you do n't know that any use is to be made of them? You must remember them every one, and when they are all learned you shall have a new and equally interesting lesson: you shall be initiated into the mysteries of bra, era, fra, bro, cro, fro, and so on. What wonder that the restless spirit of a child fed on such husks,

and without the hope or knowledge that something better is in store for him when he has mastered these rudiments, should become disgusted with it and with school generally? What wonder that the temptations of new skates and smooth ice *should* some times overbalance his sense of duty and send him off sky-rocketing, as the boys of Easton say.

May we not mingle something that is pleasant and interesting with this arbitrary work of learning to read?—not occasionally nor spasmodically, but systematically, making it part of the regular business of the school. Let them draw, let them sing. Give them natural objects and phenomena to study. Let them tell what they have observed about birds, and insects, and plants. Let them be free to ask questions, and, above all, let them have the freedom of the school-yard when they can no longer be kept busy and interested in the school-room. Do this, and we shall have no truant pupils. Do this, and children will love school. Knowledge is sweet to them. They seize it with an eagerness that is entirely unknown to later years.

How is it with our grammar-schools, and the more advanced pupils in the district-schools? Is there no demand for amendment here? I am not forgetful of the improvements which have been made since the time I sat upon a backless bench and studied Daboll's Arithmetic, and read from the Testament. I am in no ways ungrateful to those noble workers who have brought our schools up to their present standard. I am especially thankful to those who have so simplified the abstruse studies of our schools. Yet would it not be better, instead of giving them the abstract studies of Arithmetic, and more especially of Grammar, so young, to place before them something simple and attractive?—history; the rudiments of the natural sciences; to teach them to read better and spell better; to teach them the elements of Meteorology; for,

“Fain would they know what makes the roaring thunder,  
And what the lightnings be which rend the clouds asunder,  
And what the rainbows are on which we gaze with wonder.”

True, we have no suitable text-books at present; but create a demand for them, and they will be forthcoming. Teachers who have a peculiar aptitude for their work can throw a charm around even the most uninviting studies; but all are not teachers who bear the name, and the young mind craves different knowledge. It is placed in a world where all is strange. It observes phenomena and desires to know the secret causes. Mysteries envelop it, and it looks to us for a solution. It asks of us bread, and we give it a stone.

There is a lesson some times taught in schools of a higher grade, than to learn which it were better to remain in the thick darkness of ignorance until the hour of doom; aye, better for a child that a ‘mill-stone were hanged about his neck and he were cast into the depths of the sea’. The *lesson is un-*

TRUTH. It is taught by the self-reporting system. I do not say that it *necessarily* grows out it, but that it *DOES* grow out it, and to an extent fearful to contemplate; and will grow out of it, unless administered with the utmost cautiousness and the sleepless vigilance of an earnest, conscientious teacher. To thus administer it, it costs the teacher efforts quite commensurate with the good results it brings.

It is not a pleasant task to disparage thus the pet and darling of many eminent educators. The system is doubtless a great help, especially to weak teachers. It gives constant stimulus to all, and reaches many pupils to whom higher motives would not so directly appeal. But, however much it may lighten our labor, however much it may incite the dull and indolent to exertion, if it be likely to test too severely the integrity of a single child, if it be likely to compromise one single conscience, if it be likely to lead one single soul even to look toward falsehood, let us away with it; for intelligence is in no way comparable with moral uprightness. The clear, open brow, the eye that never blanches, are God's sign-manual, and, in Heaven's name, let not the autograph of the All-Wise be defaced by our poor chirography! Rather let us seek to implant this topmost of all virtues where it is not; rather let us clarify *beclouded* consciences, that the divine light of truth may shine in and illumine and warm and gladden the soul.

When we have fixed a deep and abiding love of truth in the mind of a child, we have given him the key to all the sciences, aye to all knowledge—I had almost said to the *Kingdom of Heaven*. We may do very much toward inculcating this sublimest of virtues in our school-room. We may by a thousand little devices make integrity and ingenuousness popular; and popularity is an atmosphere in which all sentiments gather strength.

This system, besides holding out inducements to deception, has also a mercenary tendency. It is so much work for so much pay, so much study for so many credits. I fear we shall not by this system make true lovers of learning, make men and women to whom the earth shall be transfigured by their love of science—men and women who shall themselves be transfigured by the cultivation of all that is noble and true within them; but misers, who shall count o'er their gains 'until their souls turn gray and dry as dust'.

The effects of these lessons we are now imparting are to outlast the stars. Does it not become us, then, as teachers, to look to our work, to know what we do, to study our vocation, to wrestle with ourselves, as of old did Jacob with the angel? and *though* we tarry till the break of day, let us not yield the struggle until the blessing of wisdom is gained to light our darkened way. Then, when our term of life shall be dismissed, and we go home to heaven to take our long vacation, the good Father may look benignantly upon us, and say, My child, you have done what you could.

## SCHOOL ARCHITECTURE.\*

BY ALEX. M. GOW.

FELLOW TEACHERS AND FRIENDS OF SCHOOLS: The mention of the term school-house conveys a variety of impressions to the minds of different individuals. With some, and perhaps the greater number, it is merely a synonym for a little, square, dingy house to keep school in; with others it signifies a place for education. To the former it is simply a place convenient to learn to read, write and cipher, which comprehends all that is considered essential to the business of every-day life; by the latter it is regarded as a place of peculiar interest and importance, for with them education assumes a magnitude compared with which all social affairs dwindle to insignificance. To the fancy of the former it simply reveals a shelter where, in tolerable comfort, a Dominic Samson or an Ichabod Crane may develop their eccentricities, and exhibit, by "words of learned length and thundering sound" addressed to the young "rusties ranged around", the 'prodigious' acquisitions of learning they had made; to the imagination of the latter it appears a shrine consecrated to the Muses and the Graces where children are brought for dedication, to be polished, refined, and cultivated — fitted for the responsibilities of life in its civil and social requirements by the excellence of their mental, moral and physical discipline.

To the latter we address ourselves, feeling that it is to them we must appeal for assistance in improving the School Architecture of our State: it is to their taste, their sense of fitness, and their judgment we must look for the accomplishment of this most desirable reform.

There are three requisites which should be understood and adopted in the erection of every building devoted to educational purposes. These, named in the order of their importance, are HEALTHFULNESS, ADAPTATION, and APPROPRIATENESS.

It is remarked by old, observing men that the average health of our people is less than it was a few generations ago. If such is the case, it is more than probable — perhaps altogether demonstrable — that much of this depreciation is attributable to the pernicious influences arising from the construction of our public and private buildings. "There is a curious but indisputable fact", says Downing in his admirable *Rural Essays*, "touching our present condition and appearance, as a nation of men, women and children, in which we Americans compare most unfavorably with the people of Europe, and especially with those of northern Europe — England and France, for example. It is neither in religion or morality, law or liberty. But in the bodily condition, *the signs of physical health*, and all that constitutes the outward aspect of the men and women of the United States, our countrymen, and especially countrywomen, compare most unfavorably with all but the absolutely starving classes on the other side of the Atlantic. So completely is this the fact, that, though we are unconscious of it at home, the first thing (especially of late years) which strikes an American returning from abroad is the pale and sickly countenances of his friends, acquaintances, and almost every one he meets in the streets of large towns — every other man looking as if he had lately recovered from a fit of illness." If this is a correct view of the general appearance of health and vigor among our men and women, how much solicitude should we feel for our children, and especially those which are confined for a considerable portion of their time in the unhealthy atmosphere of our modern school-

\* A Report made to the Illinois State Teachers' Association by A. M. Gow, L. M. Cutcheon and Bronson Murray, and read before that body at Galesburg, Thursday, December 30, 1858.

houses. The *unhealthiness* of school-houses may be comprehended, in a great measure, under the heads of *lighting, heating, and ventilation.*

The proper arrangement and management of light are much more important considerations than many imagine. Children confined in a white-walled school-room, often facing the strong light of windows unprotected save by a muslin or a paper screen, compelled to read and write under the strong glare of rays crossing from each side of the room, can scarcely escape some optical injury; if they do, it is attributable more to the elasticity and energy of their organs than to human foresight and prudence in preventing the mischief. A few brief experiments will convince any one who doubts the correctness of these views. Those who for several hours have gazed at the snow will agree with us that it is a painful performance, and well calculated, if frequently repeated or long continued, to cause serious inconvenience, if not lasting injury. The snow-blindness of the Arctic travelers is a confirmation of the danger of subjecting the eyes to such severe service. Upon the same principle of nervous sensibility, no one can gaze at a minister who stands before a window or in front of a white wall without fatigue and pain. If great inconvenience is thus felt by the strong eyes of mature persons, in sitting an hour, for a sermon or a lecture, how much greater would be the danger of serious injury if it were continued for months of six hours a day. Nor should we be surprised at the frequent complaints of children, who are subject to headache and nervous irritability when their eyes are subject to such severe straining; heads that would not ache under such treatment must be veritable — blockheads. The school-room should be a light, cheerful place, to which the sun's rays might be admitted if desired. Sunshine is as necessary to the healthy growth and proper development of children as fresh air; but it does not follow therefore that rooms must be constructed to admit light from every side, so that the occupants sitting or facing in any direction will have its rays directly in their eyes. Why our school-houses are constructed to admit light from three or four sides, and from five to twelve windows, as we have frequently observed, is to us a mystery. A school-room does not need more light than a bank, a counting-room, or an office; and yet there is scarcely a room built for these purposes expressly that admits light from more than one side, and never from more than two. It ought, then, to be assumed as a fundamental principle in building that school-rooms should never be lighted from more than two sides.

Two objections to the principle just expressed will probably be suggested to the minds of some: the first is, that we would impair the ventilation; and the other, that the 'respective symmetry', or the symmetry of the opposite sides, would be destroyed. The first objection we will answer when referring especially to that cause of unhealthfulness in school-buildings. The objection in regard to the symmetry is easily disposed of. The large majority of our school-houses consist of one school-room: the walls of these should correspond with the cardinal points of the compass. The house should also be placed with its side to the north, that a greater space might be afforded for Geographical Maps, which should, if possible, always be hung on that side. The north wall should be plain on the inside, thus affording a surface for an extended blackboard—one of the indispensable tools of the school-room, and of which we have never heard there was too much. To preserve the external symmetry, false windows may be inserted on the outside of the wall, corresponding with the other side of the house. Nothing is lost in the external beauty of the house, and much is gained in healthfulness and facilities for instruction.

And in this connection a few words upon the subject of window-shutters may not be amiss. These are generally hung on the outside of the window, and are intended for protection against 'outside barbarians' rather than for beauty or for shelter for those within. But when reliance is placed on such auxiliaries for the preservation of property, the property is seldom or never preserved. Neglect of teacher or janitor, wind, frost, snow, and bad fastenings, conspire to render them of little practical value. If, however, neat Venetian blinds with movable slats were hung on the inside of the windows, the light might be tempered to suit the necessities of the school; they would be easily and conveniently closed, and give an air of neatness and comfort, the very reverse of that produced by the above-named.



Unhealthfulness may be the result of improper heating. Nor is this the only question, though it is the most important, connected with this subject; for the great number of school-buildings destroyed by fire makes the manner of heating, whether by open fire-places, close stoves, hot-air furnaces, or steam, a matter of great consideration. In school-houses containing many rooms the use of hot-air furnaces or steam might be discussed as a question where economy of fuel and labor, safety, healthfulness, cleanliness and comfort would have their due share of weight; but in the great mass of school-houses the close stove will be used as the cheapest and most convenient means of generating heat.

Close stoves are, in school, a kind of necessary evil. Many rooms thus furnished have a long pipe or conductor to carry off the smoke. The stove is often heated to redness by the bustling activity of officious pupils, and the pipe, to facilitate the warming of the room, is so arranged that it carries its heated contents over the heads of the teacher or pupils. Acting as a long radiator, it throws off its heated rays upon the heads beneath, until the room is glowing with an excessive warmth, prejudicial alike to health, comfort, and intellectual activity. Rooms thus heated are subject to great extremes of temperature, for, in order to decrease the excessive heat, the door or windows are opened, and the cold draught rushing in on the perspiring pupils checks the perspiration suddenly and lays the foundation for consumption in the coughs and colds that ensue. The high temperature of the school-room is also deleterious, inasmuch as pupils are liable to contract colds by going out suddenly into the open air without stopping to furnish themselves with warmer clothing suited to the change. Every school should be furnished with a thermometer, in order to observe the temperature, which should range between  $60^{\circ}$  and  $70^{\circ}$ , but never exceed the latter. Such observation would prevent much of the headache and nausea attributable in part to this cause.

But the most important subject connected with the healthfulness of the school-house is VENTILATION. Atmospheric air is compounded of oxygen, nitrogen, carbonic acid, and watery vapor. "A very clear idea of these quantities may be gained", says Prof. Youmans, "by supposing the air throughout to be of the same density, and its elements separated into strata in the order of their specific gravities. In such a case the air would extend to a height of about five miles. Its greatest quantity of watery vapor, if condensed, would form a stratum of water about five inches deep; the layer of carbonic acid would be about thirteen feet deep; that of oxygen about one mile; that of nitrogen about four miles in depth." The proportion in which these compounds are mixed in the laboratory of Nature is just exactly that which is required for the existence, growth and reproduction of all animated existences. It will have been perceived that oxygen only exists in the bulk of about one to four; the nitrogen seems only added to weaken or dilute it. Oxygen is termed the vital element of the air, as it is the great promoter of respiration. If taken into the lungs in greater proportions than it exists in the atmosphere, it produces an exhilaration and excitement which would soon wear out the system; if, on the other hand, no oxygen is inspired, immediate death is the result. Air is only pure and healthful when it contains the precise proportions we have enumerated, and every thing which tends to destroy that proportion should, if possible, be prevented in the school-room. The use of oxygen in the animal economy is to purify the blood. It is the great purifier in Nature—burning up and destroying whatsoever is useless in us, and, with other elements, producing that natural heat which is necessary for our existence. The circulatory system of animal nature is one of the most beautiful, most complicated, and most wonderful of God's works. After our food is reduced, by mechanical and chemical action in the digestive organs, to a proper condition to repair the waste of the system, it is introduced into the great force-pump, the heart, and from thence sent to the lungs to be purified and fitted for its office. All the blood in the system is brought in contact with the air which we take into the lungs. The blood introduced into the lungs is of a dark purple color, but when it comes in contact with the air it is changed to a bright crimson, when it is sent to the heart again to be distributed by the arteries throughout the system. For the purpose of oxidizing the blood, about a pint of air is introduced into the lungs at each inspira-

tion. With the change produced in the color of the blood, there is also a chemical change which reduces the amount of every expiration, and instead of returning oxygen throws out carbonic acid. "About four per cent.", says Prof. Youmans, "of the inspired oxygen is converted into carbonic acid at each respiration, and the bulk of carbonic acid formed is exactly equal to that of the oxygen consumed in producing it." "Carbonic-acid gas," says the same author, "when respired, destroys animal life. This it does in two ways: when breathed pure it produces spasm of the glottis, closes the air-passages, and thus kills suddenly by suffocation; when diluted with even ten times its bulk of air and taken into the system, it acts as a narcotic poison, gradually producing stupor, insensibility, and death. Its poisonous effects upon the constitution are sensible, though mixed with sufficient air to sustain the combustion of a candle. When respired in the lowest poisonous proportion, the symptoms come on very gradually, and the transition from life to death is usually tranquil." As this deadly gas is constantly generated in the lungs, it becomes a serious question how much of it we can breathe without destroying life or impairing health. Biran says that "air which contains more than  $3\frac{1}{2}$  per cent. of carbonic acid is unfit for respiration": then it is evident that the same air should never be breathed twice.

The destruction of oxygen is not only effected by the lungs, but also by the fire. Oxygen is the great promoter of combustion: "all substances which burn in air, burn in pure oxygen gas with greatly-increased brilliancy"; and, on the other hand, when the oxygen is diminished by respiration, the candles burn with diminished lustre, as we may perceive in any crowded, unventilated room. In addition to the consumption of oxygen by the lungs and the stove, there is another source of unhealthiness produced by the over-heated stove. "As cast iron", says Dr. Ure, "contains, besides the metal itself, more or less carbon, sulphur, phosphorus, and even arsenic, it is possible that the smell of air passed over it in an incandescent state may be owing to some of these imperfections; for a quantity of noxious effluvia inappreciably small is capable of affecting not only the olfactory nerves but the pulmonary organs." Another set of causes which conspire to render the air of close rooms foul is the exhalation of impurities from impure clothes, skin, bad teeth, and disordered stomachs.

These causes, combined, produce in our dwellings, school-houses and churches what Mr. Downing humorously termed the 'favorite poison in America'. The modern school-houses have generally no provision for the escape of impure, poisonous air, or for the proper admission of that which is pure; they are, therefore, more injurious to the health of teacher and scholars than the unventilated dwelling, for in school children remain a considerable part of the day and are in comparative quiet, while at home there are fewer in number and these have an opportunity to go out at pleasure. School-houses contain more of this 'favorite poison' than any other public place, for various reasons: in the first place, "young, growing persons consume more oxygen in proportion to their weight than grown persons", and consequently they exhale more carbonic acid than adults. Again, the stove is less likely to be kept at a proper temperature, but will be often heated to a red heat; and lastly, children generally are not so neat in their persons and habits as to prevent a large deterioration from this source.

The physiological effects of this impure air in the school-room are always detected by the intelligent and experienced teacher, and the best means his circumstances will afford are immediately taken to remedy the evil. When in such an atmosphere, children become dull, listless, and inclined to sleep. Giddiness, faintness, headache, nausea, oppression of the lungs, bleeding at the nose, dryness of the throat, and coughing, are some of the effects of the 'favorite poison'. Instead of possessing the greatest amount of intellectual vigor and activity, which is necessary to their thorough discipline, the brain refuses the demand made upon it. The blood in the lungs, improperly oxydized, does not enter the circulation as it ought; the brain, lungs, and in fact the whole system, refuses to perform its functions. The want of sufficient fuel to support the combustion in the lungs often produces chilliness of the body, even in a high temperature: to remedy this evil the stove is filled anew, thus increasing the cause of the evil.

Teacher and pupils confined for weeks and months, with but slight intermis-

sions, must suffer greatly, and though the pernicious effects are not always permanent, on account of the elasticity and vigor of youthful constitutions, yet the ill-health of so many teachers, and the languor and weakness of so many pupils, who declare that 'going to school does not agree with them', prove that it is no utopian project of reform which aims at the thorough ventilation of our school-houses.

But what shall be done to prevent our children from contracting diseases and destroying their constitutions of mind and body, instead of truly educating and developing both. And here we bring to mind what appears to be a fact, that all our great men (or if there is an exception it only goes to prove the rule) have been and are models of physical development, vigorous constitution, fine health, and great longevity: so that we are led to doubt whether a really great development of the intellect can be secured without a corresponding physical development to support it.

The old log school-house was a model in the matter of ventilation: its wide-mouthed fire-place, filled with a monster back-log, in front of which was a roaring, crackling fire: its capacious chimney, which served as a sufficient vent for all the noxious gas that could be generated, so that in these particulars it was far preferable to the edifices some are pleased to call modern and improved.

The theory of perfect ventilation requires that there should be as much pure, fresh air introduced into the apartment as is vitiated. It is estimated by physiologists that ten cubic feet are rendered unsuitable for respiration every minute, and therefore that that amount must be introduced to supply its place. To do this requires a practical knowledge of the laws of refraction, currents, and conductors, that is not acquired by accident or intuition.

A principal defect in school-houses generally is, that they are constructed to accommodate the greatest number in the least possible space. Such a course, when viewed in a pecuniary, niggardly light, may save building-materials and fuel: but what is saved by this short-sighted economy is more than counterbalanced in defective instruction, impaired health, and increased doctors' bills. The habit of constructing little recitation-rooms, 8 x 10, 10 x 12, 12 x 16 feet, to be occupied by a teacher and from ten to twenty-five pupils, with a close stove in one corner, and no means of ventilation, is as prevalent as it is pernicious. The usual means of ventilating such a room is to open the door slightly or to pull down the sash of the window. These are dangerous modes of ventilation. The latter mode is frequently adopted: yet when the room is over-heated the heated air rises to the ceiling, and when the window is lowered rushes out, while a counter current rushes in and is forced by the pressure of the ascending current down the sides of the window or wall. This descending current of cold air, coming in contact with the heated and perhaps perspiring bodies of those who sit beneath, cools the surface suddenly, closes the pores of the skin, and thus, while endeavoring to avoid being wrecked on Scylla we are dashed to ruin on Charybdis—while striving to avoid being smothered in an over-heated, poisonous atmosphere, we risk the danger of contracting cold and inducing consumption. Of the two evils it is difficult to determine which is the least.

There are many attempts made to supply this defect in modern school-houses: and were we disposed to treat with levity a subject which involves the highest interests of our children and teachers, we could recite many instances which would greatly tend to excite emotions of the ludicrous.

The best mode of ventilating the common, small school-rooms that we have met with we take in substance from the 'Pennsylvania School Architecture', edited by the Hon. Thos. H. Burrowes, and published by authority of the State.

A large stove should be selected, which will heat the apartment without being brought to a red heat. The stove should be, if possible, narrow and high. Under the place where it is to be set, an aperture is to be made in the floor from 12 to 15 inches square: over this aperture will be a slide, so that it can be opened and shut at pleasure. Communicating with this, a tight box or trough, the size of the hole, is placed under the floor, reaching to an opening made for it in the outside wall. The end exposed should be closed with a wire screen, to keep out leaves and rubbish. Through this conductor the air is to be brought under the stove to be heated. In order to prevent the air from escaping before it is heated, a tin case is made to inclose the stove, leaving a few inches between it and the stove.

The case is made of tin in order to prevent the radiation from its sides, and thus enable pupils to sit much nearer than they could if it were constructed of sheet-iron. It should be fastened securely to the floor, and have a door in front to enable the fuel to be put in and the ashes to be removed from the stove. At two points farthest distant from the stove, two conductors, each the same dimensions of the conductor under the floor, should be placed in or against the wall and passing up through the ceiling. These should be brought together above the ceiling and pass out through the roof, where an Emerson's ejector may be placed upon the opening to create a constant draught, or they may be brought in such contact with the chimney that the air being heated above will create a vacuum below, which will be filled by the air in the school-room. In order to enable the air to escape, a hole from 12 to 18 inches square should be made in each conductor a few inches from the ceiling and as many from the floor, and covered by a board turning on a centre, to close it securely and open at pleasure. Having prepared the fixtures as designated, the registers in the conductors near the floor should be opened, in order to create a draught, when the fire is put in, but the one under the stove should be closed until the air already in the room is heated to the proper temperature: when this is done the thermometer will indicate it, and then the registers may be opened and closed as circumstances direct. By these means a constant current of fresh, warm air may be made to circulate, and thus obviate the many difficulties we have endeavored to exhibit.

Having thus treated of the HEALTHFULNESS of school-houses as connected with *lighting, heating and ventilation*, we come to consider School Architecture in its ADAPTATION.

Buildings for educational purposes should, in many respects, be entirely different from structures devoted to other purposes. The manufactory, the store-room, the church-edifice or the barn require to be constructed on principles entirely different from each other. Each has its peculiar use, so each requires an especial adaptation. The manufacturer, the merchant, the mechanic or the farmer requires certain facilities, which he can appreciate and he alone; so that the manufacturer does not consult the merchant in the arrangement of his plans of building, nor does the farmer consult with the manufacturer as to the size, shape and economical conveniences of his barn. We, as teachers, think it no less a matter of importance that school-buildings should be constructed with special reference to the peculiar and important ends of education.

Besides the special adaptation of light, heat and ventilation of which we have spoken, there are many economical arrangements which, adopted, greatly facilitate the teacher's labors, or neglected, much impede his work. What are the proportions best suited to a school-room? How shall the room be furnished and seated? Where shall the teacher's platform be placed, what size must it be, and what is it for? Where shall the classes be placed for recitation — immediately in front of the teacher, to have them contract the habit of whispering their recitations to him and shut out the teacher from observing the school behind; or shall they take the teacher's platform and have him retire to the other end of the room? How much space can be devoted to blackboard, and where shall it be placed that teacher, class and pupils can, if necessary, see it at the same time without changing their positions? What are the conveniences for preventing mud and dirt being brought into the room, and how shall they be economically and easily constructed? — no small consideration, we apprehend, to those who labor in our prairie land. What accommodations for hanging clothes and keeping library and apparatus, and for hanging maps, charts and pictures around the room? What is the arrangement of the doors to facilitate egress from the building in case of accident or alarm, and to enable those who come in to do so without disturbing the whole school? If there are stairs to upper rooms, how high should the step be, and how wide the tread? How wide should the stairs be, and how should the balustrade and handrail be constructed to prevent those terrible disasters which have occurred in various parts of the country, by children becoming frightened and rushing uncontrollably down the stairs? What shall the out-door arrangements be to preserve fuel, procure water, etc.

These are some of the questions which ascertain the *adaptation* of the school-

building to the purpose of its erection. We have seen two doors entering the same room from without, one for each sex. Admirable contrivance! worthy of him who cut one hole for the cat and another for the kitten,—singular preservative of modesty and decorum! and we were led to reflect whether the doors of our private dwellings should not be so arranged as to admit the brother in one side and his sister or his female cousin in the other. We have seen little places  $8 \times 12$  and  $12 \times 16$  feet, called recitation-rooms, supplied with three doors. We have visited houses furnished with corkscrew stairs, so narrow and so steep as to require considerable care to get safely up and down; others with light balusters, surmounted by a flimsy handrail, so weak and distorted that they gave a significant indication that they had been kicked and rode long enough, and intended to stand there no longer. We are in the habit of associating the school-room with maps, charts, and pictures; and yet we have seen rooms with no provisions made for hanging them, save that which was extemporized by driving nails into the plastered wall—a poor means at best, and not calculated, if often repeated, to improve the appearance of the room. Again, we have noticed, in large rooms, no provision made for blackboard, except perhaps ten or twenty feet in length, and this placed in the rear of the teacher's platform—a most inconvenient arrangement. So also we have witnessed expensive school-houses constructed without any place for hanging pupils' clothes, or if remembered, the clothes racks were placed in passages, which were inconvenient, unsightly, expensive, and also dangerous to those passing in and out.

As our prairie soil possesses at least as much tenacity as a tax collector, and as it is much more agreeable to the senses to have it outside the school-house than in, we will take the liberty of showing how more of it may be kept out, and thus more fully demonstrate what is meant by school-house *adaptation*. Any person but a teacher will say that is a very small matter indeed and very easily remedied, and the remedy is—to buy two little scrapers for twenty-five cents each, and place one on each side of the door, and the thing is done. The teacher knows, however, that if each of the thirty or forty pupils will 'wait their turn' at the two little scrapers, the work will be rather negligently performed, and the time required to do it inconveniently long. Understanding the adaptation of the remedy, the teacher purchases a bar of flat iron ten feet long, two inches wide and a quarter of an inch thick, takes it to the smith's and has two holes punched in each end and two in the middle, and one edge dressed to make it suitable for a scraper. He will have some flat-headed wrought nails or long screws to fasten it. Having selected the most suitable place, the teacher places three posts, of four-inch scantling, at proper distances, projecting above the ground about three feet, and sunk so firmly that they will resist considerable pressure: on the top he places a smooth handrail, and about eight inches from the ground the strap of iron is screwed or nailed to the posts—and this is the school scraper, convenient for eight or ten at once, permanent, neat and cheap, and very easily supplied.

The third division of our subject is, the APPROPRIATENESS of School Architecture. By appropriateness we mean, that combination of qualities in and around the school-house which have a tendency to cultivate neatness, order and taste in the pupils, and distinguish it from all others, as a place peculiarly fitted for the education of the young. Following out this idea, we will speak of *appropriate location, style of building, accessories of nature and of art*.

The location of the school-building is a subject of no small importance, requiring the exercise of unbiased judgment, and nice discretion. The essentials of correct location are, that it should be a clean, dry, sunny, healthful spot, as central for the district as is consistent with the above essentials. In towns, the location should be easy of access; not in the suburbs, far away from every body, nor, on the other hand, should it be in the town, where it will be interfered with by the *dépôt*, the village tavern, the steam mill, or a stable-yard. Some districts have been the scenes of sad feuds, where persons have endangered the health and sacrificed the taste, comfort and kind feeling of their children in order to secure a geographical centre for their school. A few hundred rods, more or less, would be a small consideration to active, healthy children, compared with a location near a *slough*, a mill-pond, a tannery, or a machine-shop.

Good taste requires that the *style of buildings* be in accordance with their use.

We distinguish the mill from the meeting-house, as a general rule, by certain established signs; but nondescript dwellings and school-houses are met with every where. Taste is very capricious,—difficult to define, and essentially democratic,—for that is usually considered to possess this quality which the majority profess to adopt; but we confess that it is not in accordance with our taste to build the dwelling-house with the pillars and portico of a Grecian temple, and erect the school-house in the similitude of a carpenter's shop, or a cow-house. School Architecture should be distinguished, not by a profusion of ornamental filigree-work, bow windows, or fancy belfry and funny chimney-tops, but for its plainness, simplicity, apparent solidity, and durability. Its ornaments should be few and chaste, and so arranged as to leave an impression of neatness, order, utility, and permanence. We doubt not that if a better style of school architecture prevailed, its influence would soon be seen in the improved character and appearance of our private dwellings.

Trees and flowers should be the *accessories* of every school-house. Many of our educational nurseries are surrounded by the bleakness of a desert, with no tree, no shrub, no green thing to relieve the monotony of the scene. Education can not be properly provided in such a place, for some of the important elements necessary to secure interest there are wanting. Children are greatly susceptible to the influence of beauty, and are often drawn to love the school through the instrumentality of its out-door associations. The 'groves of Academus', we doubt not, were as potent in inspiring a love for the 'Humanities' as were the eminent teachers who expounded the truths of science and the mysteries of philosophy within their delightful precincts. A delightful prospect, a beautiful grove, an inclosure of shrubs and flowers, are invaluable adjuncts—indispensable to a humane development of the faculties of youth.

If the views offered, concerning the location, style of building, natural embellishments, adaptation, lighting, heating and ventilation, are correct, the question may arise, "Why, when so much money has been spent, are not all our houses good, and very many of them models worthy of commendation and imitation?" The explanation can readily be given.

The school-law very properly delegates the execution of its provisions to the people themselves and their representatives. As the people elect the school-officers, the officers will execute the law as nearly as possible in accordance with their wishes. They will organize schools, build school-houses, and employ school-teachers. If they have intelligence, enterprise, and official pride, they will spend the money in doing these duties in the best manner; but as not one man in five hundred knows anything of the adaptation and appropriateness of school architecture, no one should think it strange that so much money and good intention are so nearly or entirely wasted in school-buildings. We do not expect the minister to tend the mill, nor do we take our horse to the shoemaker to be shod; neither should we expect that men generally should be sufficiently 'Jack of all trades' to build school-houses properly. It is true that the best men that can be procured are frequently employed to furnish plans and elevations; but as every 'boss carpenter' is not a school architect, they fail in vastly more cases than they succeed in getting a suitable, well-adapted school-house. Every self-styled architect does not understand the peculiar wants of the school-building, whatever may be his knowledge, taste and skill in domestic architecture. We can designate large, expensive buildings in which but few of the principles we have enumerated have been recognized and adopted, although the architects were paid very liberal fees for their plans, and supposed, and received credit for supposing, they understood the subject thoroughly in its theory and application. Such monuments of assurance and incapacity are found all over the State. But it must not be supposed that men of science, taste and skill can not be found, who understand this subject theoretically and practically. There are such men, and enough of them; but the great difficulty is, that school trustees generally do not know where to look for them, and if found are not able to judge of their capacity and skill: so that the boasting, superficial pretender is more likely to be employed than the really meritorious man.

But it may be said that the plans and elevations given occasionally in our *Teacher*, and other journals friendly to the cause, are sufficient to supply the wants and enlighten the minds of those who desire information on the subject. These

are, frequently, very good so far as they go, but generally they do not give specifications and probable estimates, and on this account are not as complete as they should be. But supposing they were complete in every respect, there are several reasons to show why they are insufficient to satisfy the wants of the whole State. In the first place, periodicals containing this matter do not reach every board of trustees in the State, and therefore they can do no good where they are not known to exist. The second reason arises from the variety of plans needed, from the little building 20×30 feet, accommodating thirty or forty pupils through all the gradations, to those calculated to contain from eight hundred to one thousand. If trustees desire a plan estimated to seat six hundred, one to accommodate sixty will be of little use to them; nor if they desire to seat one hundred will they be benefited by having a plan suited to ten times that number. The third objection to the sufficiency of this plan is, that papers containing such matter are rarely preserved for reference, but are mislaid, lost, and when needed can not be found. Nor are they in a shape to be preserved readily, and if put to use are easily worn out and rendered unserviceable. While, however, we presume much good has been done by the publication of even naked plans and elevations, we maintain that all the information that ought to be disseminated can not be sent abroad by these instrumentalities.

If school-houses generally are not what they ought to be, and if it is unreasonable to suppose that those yet to be erected will be any better, owing to the considerations we have named, the question, How can we diffuse this information to every district, to enable trustees to erect improved school-houses of any desired size? is presented for consideration. It is not the part of practical wisdom to require the performance of any complicated business or difficult duty from those whom we employ, without teaching them how or giving them proper facilities to learn to do it. The means of knowledge must be attainable by them, or we should not complain that our expectations are not realized when our work is badly done. It was considered a hardship of peculiar severity that some we read of were compelled to make brick without straw—it was enough that they should make the brick when they had the material furnished to their hands; but when, in addition, they were obliged to seek, where they might, to collect stubble for straw, the case became one of increased aggravation. The State seeks to give her children facilities for education, and intrusts the erection of her school-buildings to those who, however intelligent they may be in other matters, rarely know any thing concerning the business they are delegated to perform. Like the ancient people, they have not the means furnished to do the work required, and generally they do not know where to seek it; and often what is found, though dearly paid for, is worth little more than stubble. Surely our children and teachers, and people, too, have a right to complain of such improvidence. Would it not be wise, since the State expects the work well done, and since the same, or less, money than is now expended would do it better, for the State herself to furnish the means of knowledge and put it within the reach of those who need it?

If this be a correct view of the subject, the question occurs, How shall the State collect, compile and publish this information and distribute it to the school-districts? Fortunately we are not without some precedent in this important matter, so that this suggestion may not be considered original with us, or the scheme simply an untried experiment. The Legislature of Illinois should delegate to the State Superintendent of Instruction the power to employ an architect or architects of undoubted ability and skill, to prepare, in connection with himself, or other practical teacher or teachers, a work containing plans, elevations, specifications, and, as nearly as possible, estimates, for the various grades of school-buildings, from the smallest and most simple to the largest and most complex that may be required; to have the same neatly published and durably bound, and to distribute a copy, through the County Commissioners, to every district in the State. The State of Pennsylvania pursued this plan after her school-system had been in operation for twenty years; yet the good accomplished by the improvements made in many of the old buildings, and in the erection of new ones in the place of those worn out, has demonstrated satisfactorily the wisdom and economy of the scheme.

We conclude, then, that such or a similar system of disseminating information on the subject of School Architecture should be adopted now in Illinois,—

1st. Because a great proportion of school-houses are yet to be erected, and it will be in the end a vast pecuniary gain to the people.

2d. Because the information so collected may be relied on as correct, being compiled by professional teachers and professional architects, who have fitted themselves by study, observation and practice for such a work.

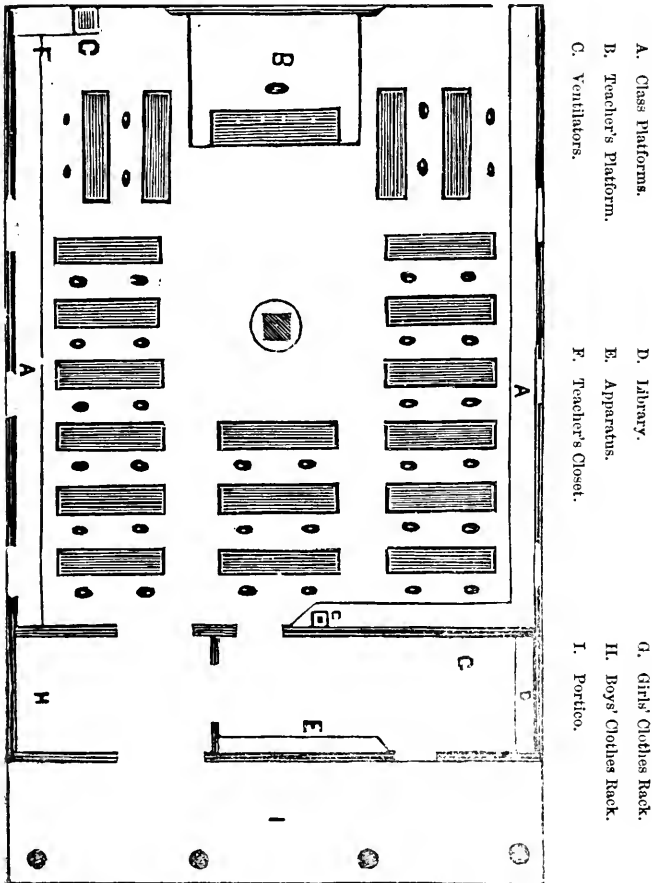
3d. Because it can be sent 'by authority', and thus insure a certain, reliable, convenient and economical erection of school-buildings all over the State.

4th. The health, comfort and success of teachers require it.

5th. The health and comfort of our children demand it.

6th. The interests of true education demand it. We mean that education which does not stop at the intellect, but strives to train the whole being, in his mental, moral and physical natures, to fulfill his duties to himself, to society, and to the great State to whom he is indebted for a system of instruction as great as it is beneficent.

PLAN OF AN IMPROVED COUNTRY SCHOOL-HOUSE.





## DESCRIPTION OF AN IMPROVED COUNTRY SCHOOL-HOUSE.

The accompanying plans of the smallest school-house that should be constructed we submit, for the sake of illustrating some of the most important ideas connected with our Report. We do not offer them on account of their artistic elegance or architectural beauty. To excellence as a draughtsman we lay no claim, this being the first attempt at such work; and to any skill as an architect we make no pretensions, as we were not educated in that profession. We offer it only as containing some principles which should be considered by every teacher and architect in the erection of school-houses.

The size of the house, according to the plan, is, in the inside, 20 x 30 feet, and 12 feet in height of ceiling. The school-room is 20 x 25, and the additional room, for library, apparatus, and clothes-racks, is 5 feet in width. The position of the house on the ground should be, if possible, with the front facing the East. This arrangement gives the blank wall to the north side, where it is desirable it should be. Three windows on the south side and two on the west are abundantly sufficient for light: the three spaces marked on the upper side are for blank windows or shutters, in order to preserve the symmetry of the house. One window and door are placed in front. Transom sash should be hung over the doors. Having a blank wall on one entire side, we have ample opportunity for the arrangement of blackboard. The blackboard should be placed all along the north side, between the windows at the teacher's platform, and between the windows on the south side. It should be about 6 feet wide, in order, not only to have demonstrations on it by the pupils and teacher, but also that chalk drawings, diagrams, philosophical illustrations, may be put on it and remain some time without interference. In front of the blackboard there should be a platform 18 inches wide and 8 inches high. Upon this classes may stand for recitation: being elevated above the school, they can easily be seen; and being placed at a distance from the teacher, the disposition to save their lungs by speaking in a low tone in recitation would be avoided. Above the platforms, the sides of the room should be wainscoted about 30 inches. The blackboard should rest upon the top of the wainscot, thus preventing the disfiguring or breaking of the wall, which would be done if it were simply plastered. Immediately above the wainscot there should be a strip inserted, grooved on the top 3 or 4 inches wide, to contain chalk and wipers. About 10 or 10½ feet from the floor should be inserted a 4-inch strip, entirely around the room, to enable the teacher and pupils to hang maps and pictures securely and permanently without defacing the walls. Geographical maps should always be hung on the north side, that the cardinal points may be in accordance with the house. The seats indicated in the plan are of the largest kind, 4 feet long and 16 inches wide.

## PUNISHMENT.

---

OLD Master Brown brought his ferule down,  
 And his face looked angry and red;  
 "Go seat yourself there, now, Anthony Blair,  
 Along with the girls!" he said.

Then Anthony Blair, with a mortified air,  
 And his head down on his breast,  
 Took his penitent seat by the maiden sweet  
 That he loved, of all, the best.

And Anthony Blair seemed whimpering there,  
 But the rogue only made believe;  
 For he peeped at the girl with the beautiful curls  
 And ogled her over his sleeve.

## ILLINOIS STATE TEACHERS' ASSOCIATION.

SIXTH ANNUAL MEETING, AT GALESBURG.

At an early hour on Tuesday morning, the Association convened in large numbers. More than six hundred delegates, from all parts of the State, were in attendance. Every train brought numerous accessions. Most liberal arrangements had been made by the citizens of Galesburg for their accommodation, and the hotels and private houses of the city were generously thrown open for their reception.

The meeting was one of the most important ever held in the State, as regards the number of its members, the earnestness and vitality which characterized them, and the importance of their transactions. If on some subjects the earnestness seemed likely to degenerate into passion, and fears were entertained that discord and dissension might be engendered; yet the general unanimity of action and the cordial good-feeling which pervaded the Association upon the last day of the session proved that, whatever difference of opinion and freedom of discussion there might be upon matters of policy, yet in support of the great interest of education the teachers of Illinois were undivided.

## THE WEATHER.

During the entire session the weather was warm and rainy. The rich prairie mud, dissolved by the melting ice and snow, was unfathomable. In the dense darkness of the night the slippery sidewalks became but a treacherous support, and many tested with all their senses the character of the soil. Perhaps some of the most abiding, though not the most pleasant, impressions of Galesburg were thus received. Notwithstanding these obstacles, the spacious hall, during the entire session, was filled to overflowing.

## DEBATE ON THE 'ILLINOIS TEACHER'.

This debate was by far the most exciting of the session, and at one time threatened to seriously disturb the good feeling of the Association.

As is well known to our readers, the *Illinois Teacher* has hitherto been under the direction and management of the Association — that body at its annual meeting selecting an Editor and twelve Associate Editors, to whom the control of its pages was submitted.

On Tuesday afternoon, President Roots, for the Committee on the Constitution, reported in favor of so amending that in-

strument as to remove the words 'Editor and twelve Associate Editors'. The purport of the recommendation was to remove the *Teacher* from all direct connection with the Association, and to leave its entire control to individual enterprise.

Mr. FITCH, for the Committee on Programme, inquired why the subject was introduced in that report.

Mr. WELLS, of Chicago, opposed the motion. He was much surprised when the proposition was suggested to him the preceding day by a gentleman for whom he had the highest regard—Mr. WILKINS, of Bloomington. Such a movement had not before been thought of by him. The *Teacher* was the right arm of the Association. The movement was wholly without precedent. Where State Associations had abandoned their journals they had consigned them to some individual. The *Massachusetts Teacher*, the oldest and, in some respects, the best of them all, had always been the organ of the State Association.

Mr. BLODGETT alluded to the manner in which other journals were conducted. He preferred private enterprise.

Mr. STONE, of Ottawa, opposed the motion very earnestly. He regarded the *Teacher* not as the right arm, but as the *heart* of the Association. It had given the Association its present position and power. We were indebted to it for the Normal University.

A call being made for Mr. HOVEY, of Bloomington, he rose and said that he would ask a friend of the late Editor to give some statistics concerning the *Teacher* for the last year, and that then he would claim the floor and say something on the question.

Dr. WILLARD, of Bloomington, responded to the call, and said that not one-half of the members of the Association at its last meeting had been subscribers to the *Teacher* during the year; that when the third number was issued it had less than four hundred subscribers; that the pledges given at the late meeting had not been generally fulfilled; that a large part of the increase of circulation was in consequence of the State Superintendent's circular and the efforts of friends of the Editor. He thought the Association did nothing for the *Teacher* but to furnish a line on the cover and appoint editors, most of whom did nothing.

Mr. HOVEY then said that he felt some pride in knowing that the *Teacher* had influence and position enough to make it worth fighting for. He thought that the journal had been quite as successful as others of its class. In fact, the position of Editor was one that was coveted; and he knew that, on the cars yesterday, certain individuals had solicited votes for themselves. The Massachusetts journal had been mentioned; but the Editors of that journal were chosen by a committee; their election did not enter as a disturbing element into their public meetings. An Editor chosen by the Association could not be independent:

he had found it so. When he had written an article, he had been obliged to strike out the best points, for fear of uttering what the Association would not wish to indorse. The most successful papers in other departments were always in private hands. Too much had been claimed for the *Teacher*; the favorable changes in educational matters were due more to the earnest efforts of teachers, each in his own sphere, than to the influence of our journal; more was accomplished in favor of the Normal School by the enthusiastic meeting of the Association at Chicago than by all that was written in the *Teacher*. But the *Teacher* had not been the organ of the Association in full; the circulation of a rival paper had been encouraged by some of our members. He preferred to relieve this body of the whole matter, and then let private enterprise start one or more independent journals: the teachers would patronize the best one.

Mr. WELCH, of Cook county, offered a resolution that "the subject be committed to a committee of seven, who should receive proposals from any persons who may be willing to conduct the journal the coming year, and report the same tomorrow."

Mr. HIGGINS, of Geneva, supported the resolution, and said he thought the journal should be given into the hands of some competent person, and not be ignominiously kicked out of the Convention.

Mr. Gow, of Dixon, thought we should free ourselves from all responsibility connected with the *Teacher*, and leave the publication of a journal to private enterprise. The *Teacher* was not in any true sense the organ of the Association now. A majority present, he thought, were not subscribers. Has the *Teacher*, 'our organ', any reporter here taking notes? There is no reporter except for the *Chicago Press and Tribune*. Is that our organ? If so, let us all support it. We choose an Editor, and then say to him, "Take care of yourself"; and he, uncertain of holding his place more than one year, will not of course take the necessary steps for *permanent* success, which might involve a heavy loss the first year. When BURROWES took the *Pennsylvania Journal*, he was one of a committee who waited upon him at the close of the first year; they were told that he (BURROWES) had lost a thousand dollars that year, but he would make it the next, and he asked no assistance.

Mr. WELCH, of Cook, rose and urged his resolution with much warmth. This plan of throwing the *Teacher* out was concocted on the cars yesterday, and 'log-rolled' through the hotels by a few last evening, and to-day the affair had been 'sprung' upon the meeting. He wanted the whole subject referred to a committee.

Mr. ROOTS (Mr. TABOR in the chair) replied to the charges of the last speaker with as much warmth as they were made. The Committee who had reported the amendment had done

their duty honestly, and now they were slandered by the last speaker in language more abusive and unparliamentary than he had ever before heard in such a meeting. If he had had any doubt about the propriety of putting this whole affair outside of the Association, he had none now, when the discussion brought out language such as the last speaker had used.

Mr. WILKINS, of Bloomington, said that when he proposed yesterday to put the journal outside of this body, he supposed it would be consigned to some person's hands; he did not know about dropping it entirely; he thought we had better consider the subject till morning.

Mr. FITCH, of Dixon, asked all who had heard of this proposal before coming to Galesburg to show hands.

Mr. HOVEY asked who was President of this meeting.

Some hands were raised in answer to Mr. FITCH's question; and during the confusion, the hour of four having arrived, the President promptly declared the meeting to be adjourned.

The question came up early on Wednesday morning. It was voted that no one should speak more than ten minutes without leave.

Mr. SPRINGSTEAD, of Peru, spoke in opposition to the proposed amendment. He had no thought when he left home that he was coming to attend the funeral of his good friend, the *Teacher*. When the Athenians had condemned and destroyed Socrates, all their sorrow and lamentation were unavailing to call him out of the grave. So, if we bury the *Teacher*, we may go home and weep bitter tears when it is too late to bring it to life again.

His ten minutes expired while he was speaking, and several voices objected to his occupying more time. Several gentlemen sprang to their feet as soon as the speaker took his seat. The Chair recognized

Mr. DENIO, of Galena. His right to speak was questioned; but, the Chair deciding in his favor, he proceeded to say, that if the journal was *the heart* of the Association, it was pretty evident that it had the 'heart-disease'. The *Teacher* reached only a few, comparatively; teachers should write for the local papers; they were a greater element of power in the community. He denied that the journal had done so much for us as had been claimed by some.

Mr. HASKELL, of Fulton, reviewed and urged the arguments presented in favor of the amendment.

His time expired while he was speaking.

Mr. HIGGINS again urged that the matter should be put into the hands of a committee, and the Association should select some one to take the journal.

Mr. HEWITT, of Bloomington, had but just come among the teachers of this State; but he was satisfied, from what he had seen and heard during this debate, that the only way to have

peace was to adopt the amendment. If we do not clear ourselves of the subject entirely it will come up every year. It was so in Massachusetts: nearly a quarter of every session was occupied in talking about the affairs of the *Teacher*, much to the disgust of many who came to the meeting. The plan proposed by the last speaker would not answer; we should be responsible for it still if that plan was adopted.

Prof. TURNER, of Jacksonville, said that he always supposed that it would be best, after a year or two, to remove the *Teacher* from the Association, which was but a 'hot-bed', whence the journal should be transplanted to the field of private enterprise. No one could conduct the *Teacher* the coming year with reference to its best *future* prospects without losing one thousand dollars. But private enterprise would do that, and then make money hereafter.

Amid much confusion and many calls for the question,

Mr. STONE got the floor. He said there seemed to be a disposition to put the question at a favorable moment. If one has the 'heart-disease' shall he cure it by tearing his heart out? The *Teacher* has been useful to us, and may be more so. Let us keep it and cure it if it be diseased.

While the speaker was urging his argument, his time expired.

Mr. WELLS stated that he scarcely ever said any thing in his life which he regretted so much as his remarks on this question last evening. He was not aware that the feeling existed which this discussion had brought to light. He thought we had best remove the cause by adopting the amendment; and he urged the Convention, by their regard for their Galesburg friends and for their own reputation,—

[NOTE.—We regret our inability to present the remainder of this interesting and exciting debate. The manuscript furnished us ends abruptly at this point. The amendment was finally adopted by an overwhelming majority. For the vote on the proposition see page 3.—*Publishers.*]

#### REPORT OF THE STATE AGENT.

The Report of S. WRIGHT, Esq., State Agent, was characterized by its practical suggestions. It was quite apparent that his arduous duties had been discharged with uncommon fidelity and success. We make the following extracts from his report:

"Our Normal University will soon prove its efficiency, not only in sending out teachers who will be able to teach without first experimenting upon the mind as the quack does upon the body, with his nostrums and patent medicines, but it will illustrate the advantages of special training and qualifications. No one can contemplate the success attending the efforts to establish a school for Normal Instruction in our State but with feelings of gratitude and pride: in less than one and a half years' teaching, that which was looked upon by some as an experiment has been proven to be a reality—an indispensable that the State can not afford to be deprived of. All who have witnessed its workings—the practical and thorough character of the mode of teaching, the deep interest of the pupils in the superior advantages afforded them, are sanguine that the entire State will soon

feel its influence, that the efficiency and usefulness of our system of public instruction will be greatly enhanced through its teachers."

"There are many aids at present exerting a salutary influence upon the school and the school-room—influences brought to bear that enable the teacher to extend his usefulness and enlarge his sphere of action. And among the most efficient we find the Press forcibly urging improvements, by showing the duty incumbent upon our patrons, the necessity of their frequent visitations and its effect upon the school, and discussing kindred topics. It is one of the most powerful batteries when directed against ignorance and superstition, and an auxiliary which is not fully appreciated by many teachers; through its columns, which have been freely opened to the interests of universal education, every family should be reached. Let the press be encouraged, and it will prove, as it was designed, the messenger of truth and the herald of glad tidings to every fireside."

"The influence and benefits of public libraries are beginning to be felt and realized; and there is no class in community that need the aid of a well-selected library more than the pupils of the school-room: their close attention to school studies, unless relieved by miscellaneous books selected with judgment and care, will exclude much practical information that may now be seen to be a great deficiency among many of the advanced students."

"A course of reading should be deemed essential to the education of every youth. A knowledge of Arithmetic and Grammar and the studies usually pursued in schools are essential; but alone, of themselves, they will fail to give the mind those enlarged views that would be obtained if works of good men of all nations and ages could be read in connection, and the lives of nations and individuals studied; sketches, incidents and travels give life and vitality to the mind, and a good book will serve as food and rest to the weary and exhausted faculties; a deeper love for the investigation of science is had by those who spend their leisure hours in the companionship of one who has drunk freely at the fountain of knowledge; the fireside is made more social, and haunts of dissipation and vice will lose their attractive influence, for the waters of truth and science are sweeter than the dregs of darkness and ignorance."

#### ESSAYS AND ADDRESSES.

An interesting essay was read by Mrs. H. MITCHELL, of Palmyra, entitled *The Influence of Science upon the Mind*. It exhibited in an attractive manner the ennobling effects of the study of the works of God upon that noblest of the CREATOR'S handiworks—the mind of man. This essay and that read by Miss H. M. CULVER elicited the most undivided attention, and constituted one of the most pleasant features of the exercises.

The address of Prof. TURNER, of Jacksonville, upon *Reading*, was marked by perspicuity, sound sense, and practical suggestions. He exhibited the falsity of several of the most common directions for readers, as laid down in our text-books. These rules, if adopted, led to an entire perversion of Nature's laws, and created the very defects they should have aimed to correct. The old direction to the pupil was to give the rising inflection at the comma and the falling inflection at the period. The speaker illustrated by numerous quotations the unnatural and painful effect produced by an application of this rule, and contrasted this style with that which good sense and good taste demands. He dilated at some length upon the rarity and importance of good reading. It was one of the highest accomplishments man is capable of acquiring, and was so recognized

by every community. The appropriate direction in all cases was to follow nature. Let every one do this, and the accomplishment, now so rare, might be possessed by all who could understand an English sentence and had an Anglo-Saxon tongue. The tragedian BOOTH had studied for thirty years to deliver in his effective manner the LORD'S PRAYER. His rendering of this simple appeal contained a sublimity and pathos most remarkable and effective.

Mr. J. F. BROOKS, of Springfield, urged the claims of *Phonetics*. His exposition of the advantages of this system, and its power to correct the barbarous orthography of our language, was clear and decisive. Regarded merely as an auxiliary in the acquisition of a knowledge of reading and writing, it presented claims which were not to be overlooked.

The essay of Mr. WOODARD, of Chicago, upon *School Management*, abounded in practical suggestions for the control and management of schools.

Prof. HAYEN, in his lecture upon *The Model Teacher*, called attention to the defects of teachers. He regarded them as responsible for many of the faults in the present system of education. The teacher should aim especially to enrich and cultivate his own mind with the treasures of science, and should seek the most attractive and successful methods of imparting information to others.

The address of Mr. GOW, upon the subject of *School Architecture*, elicited some comment. The method of lighting the building suggested in the plan presented, it was claimed, was open to objections.

Mr. J. H. BLODGETT, in a report upon *Teaching as a Profession*, called attention to the numerous anomalies which characterize the teachers' profession, and made several appropriate practical suggestions as to the proper methods to be employed to elevate it in character and position.

Mr. WILBER made a report upon the progress of the State Natural History Society since its organization last June. Much aid has been rendered in the collection of specimens by local surveyors. The rich treasures of our State in Natural History are being collected and arranged. The action of the Society has tended directly to the advancement of education. Its operations were especially intended to afford the knowledge necessary for the development of the industrial resources of the State. The Press, the Railroads, and many private individuals, have coöperated in the movement. The museum is located at the State Normal University, that the students may avail themselves of its privileges. The advantages to be derived in comparing the natural productions of the State, by those who are to teach its children, will be very great.

The address of President CURTIS, upon *The Nature and Ad-*



*vantages of our System of Public Education*, was an able and scholarly production.

We present our readers with several of the addresses alluded to, and in future numbers shall publish the remainder, either in full or in part.

#### REPORT OF THE FINANCE COMMITTEE.

The Report of the Finance Committee was a strong argument in favor of introducing the study of Book-keeping into the common schools. It was by no means remarkable for perspicuity, and excited much comment and criticism. Many individuals to whom apparent injustice was done by an omission to mention their names in the proper place called for explanation. After some delay, the matter was adjusted, and it appeared that the salary and expenses of the State Agent for the current year amounted to \$1595. He had received from guarantees and other sources \$732. There was still due him \$863.

It will be remembered that ninety-four individuals became responsible for the Agent's salary last year at Decatur. Forty-eight had failed to redeem their pledges. After making all proper allowances for inability, we can not but feel that some were recreant to their duty. A few of the delinquents had written to the Finance Committee, stating their inability to redeem their pledges. The greater part, however, had made no explanation of their failure.

During the last day of the session the amount due the State Agent was promptly made up by individuals present.

#### THE ELECTION OF OFFICERS.

The latter part of the session was characterized by great unanimity and harmony of feeling, and business was rapidly dispatched.

It was moved that the Report of the Committee appointed to nominate officers be accepted and the nominees be declared elected. The motion was unanimously adopted. The election of officers has hitherto been a matter which has occupied considerable time and created some feeling. But the discussion upon the *Teacher* had afforded an ample opportunity for the ebullition of feeling, and a reaction most favorable to harmony had ensued.

#### REMARKS OF PRESIDENT AND EX-PRESIDENT.

The President-elect—WM. H. HASKELL, of Canton—upon his introduction said:

“*Mr. President and Fellow Teachers*: Custom seems to require of one about to assume the position to which your good will has called me, that I should appear before you and make my

humble acknowledgments. Permit me to return you thanks for the honor you have conferred upon me. The gratification of the moment is only marred by the consciousness that the ability to perform is not commensurate with the duties required. It is indeed an honor to be called to preside over an Association composed of the living, working, thinking teachers of our glorious State. When this yearly convocation shall return, and the spirit which has roused the great heart of our people to educational reforms shall cause us to reassemble with the renewed consciousness of having faithfully labored in our respective fields of duty, I feel assured that your intelligence, ability and discretion will freely correct my errors and aid my hand."

The Ex-President, advancing, said :

"*Mr. President:* Custom seems to require that when one is about to retire from the position to which you have called me, he should perform some appropriate act. Thus I fulfill my duty." [Resuming his seat amid laughter and applause.]

The President solemnly rejoined :

"The impressive act which you have just witnessed suggests the melancholy reflection that in one year I too must lay down my honors, for thus does all greatness have an end." [Renewed laughter.]

#### ADJOURNMENT.

The Association adjourned to meet at Ottawa in December next. A desire was manifested by many to go to some town in the southern part of the State; but, as no one was present to urge the claims of those cities, the Association voted to accept the hospitalities of the citizens of Ottawa.

#### VISIT TO KNOX COLLEGE.

In the evening the Association accepted an invitation from the Principal of the Female Department of Knox College to mingle in social enjoyment. All factions had been fused and all difference of opinion dissolved. The occasion was graced by many of the citizens of Galesburg and members of the institution. Music and merriment, conversation and repartee, enchained the guests until a late hour. They parted with vivid recollections of the generous hospitality of the citizens of Galesburg.

---

## T H E A S S O C I A T I O N .

‘OUR CONGRESS’ has met and parted for the fifth time, and its deeds are history. With a vigor intensified into enthusiasm has it seized the great questions thrust in its way, and solved them. No session has yet been held without evolving some new fact and fortifying the old one—old since the first convocation—that the teachers of the Prairie State ‘in congress assembled’ are the farthest possible removed from dullness. An earnest faith in the power of *work* in the *doers* has given the active spirits—the live men—a prominent place. In fact, it is difficult to find any other sort of teachers at these great congresses of Illinois educators. The restless student no sooner leaves his *Alma Mater* than the luxury of founding new systems and pushing on, untrammelled by hoary customs, a few steps into untrodden fields, brings him to the frontier. He puts himself at the head of the advancing column, and slashes away at Ignorance in an ecstasy of earnestness. If, perchance, the ‘old fellow’ reels and yields, he is conscious of having done the world some service, and *that the world will hear of it*. Hence the aspiring, venturesome, active, able young men and women of the whole Union have converged in their routes upon the great battle-ground of progress—the Northwest. Our State has her full share. No wonder that seven hundred such teachers (those ‘to the manor born’ are like them), armed with courage to do and to dare, should attract attention when together. No wonder that lances should cross, and scars in after times proclaim the well-fought field. Nor is it marvelous that they should leave at each parting some deep-graven ‘foot-prints’ which the present and the future must study. But what has this Association done for the last five years?

At its First Session it demolished that stupendous book-scheme of N. W. Edwards, by which it was proposed to force a certain set of books upon the teachers and people of the State, whether those books were the best or not. There was never a more gigantic wrong more speedily righted. Here also was the birthplace of the *Illinois Teacher*.

At the Second Session two actual live teachers, fresh from the dust of the arena, were named for the State Superintendency of Public Schools. One has served with distinguished success for the past two years, and has done for the cause more than any lawyer could do in a life-time; the other is his successor, and is ‘had in reputation of all men’. The glorious ship of Free Schools has still a noble pilot on board and enlisted for two

years, who will take good care that she is neither wrecked on Scylla nor engulfed in Charybdis.

At the Third Session of the Teachers' Congress the Normal University was conceived, and the ensuing Legislature brought it forth. It has now grown out of its swaddling-clothes and is fast attaining the proportions and beauty of a young giantess.

At the Fourth Session an Agent of the Association was elected, and from the pockets of the teachers paid a handsome salary, to bear the glad tidings of the free-school gospel to those who, perchance, had become lukewarm or had never heard it.

At the Fifth Session, now fresh in the memory of half a hundred score at least, was evolved the great principle of successful journalism. The contest was sharp; the event decisive. The *Illinois Teacher* is free. It has done valiant and true work in times past, and we loved it then. It can now gambol with all the freedom of a laughing girl, and strike for the right without offending the dignity of an 'organ'. We love it still, and better.

Δ.

OUR DAUGHTERS RUINED.—Where?

At fashionable boarding-schools.

How?

In manner and form to-wit:

A young lady in good health was sent to a distant city to finish her education at a boarding-school of considerable note. In one month she returned suffering from general debility, dizziness, neuralgic pains, and headache. It must be a very telling process which, in a single month, transforms a rollicking, romping, ruddy-faced girl of sixteen, to a pale, weakly, failing invalid. It is not often done so quickly; but in the course of a boarding-school education it is done thousands of times. Public thanks are due to a correspondent of the *Buffalo Medical Journal*, for the pains he took to ferret out the facts of the daily routine of the establishment, the proprietors of which so richly merit the reprobation of the whole community, both for their recklessness of human health, and their ignorance of physiological law. Said an accomplished lady to us not long since, "My only daughter is made a wreck of—she lost her mind at that wretched school."

At this model establishment, where the daughters of the rich and the *aspiring* are prepared for the grave every year, twelve hours are devoted to study out of the twenty-four, when five should be the utmost limit. Two hours are allowed for exercise; three hours for eating; seven hours for sleep.

Plenty of time allowed to eat themselves to death, at the expense of stinting them to the smallest amount of time for renovating the brain, the very fountain of life, upon whose healthful

and vigorous action depends the ability of advantageous mental culture and physical energy.

But what is the kind of exercise which prevails in city boarding-schools? The girls are marched through the streets in double-file, dressed violently, of course, so as to inure to the benefit of the proprietors, in the way of a walking advertisement, knowing well enough that a file of young ladies from the families of the upper ten would monopolize attention on any thoroughfare, even on Wall street. But what does an hour's prim walk effect, when, conscious of being the cynosure of every eye, they are put on their most unexceptionable behavior, when a good, side-shaking, whole-souled laugh would subject the offender to a purgatorial lecture, to be repeated daily, perhaps for a month? Verily, Moloch has his worshipers in this enlightened age, when parents are found to sacrifice the lives of their daughters for the reputation of having them at *the* fashionable boarding-school.

HALL'S Journal of Health.

---

## EDITOR'S TABLE.

---

THE fifth volume of the *Illinois Teacher* commences with the present number. Retaining the old name, and, we trust, all its old friends, we shall endeavor to make it every way worthy of the confidence and regard of the teachers of Illinois.

As an organ of the Association, subject to frequent changes in the editorial and business departments, it was some times trammled by its dependence, and perhaps lacked freedom and expansive power. We shall endeavor, by making it an independent and vigorous journal, to give it a substantial and permanent existence. Though it is now emancipated from connection with the Teachers' Association, it will still be a *Teachers' Journal*. Its pages will be the productions of their pens, and it will rely for its support upon their subscriptions. Its size will be enlarged to make it commensurate with the advancing necessities of our rapidly-increasing community. A large number of the most eminent laborers in education in the State have signified their approval of our object and their intention to co-

operate with us. It will remain the official organ of the State Superintendent of Education.

Teachers of Illinois, may we rely upon your assistance? An educational journal is for you an indispensable necessity. You wish to glean the harvests others are reaping in their daily experience. You would impart to others the success you have achieved. You would aid in banishing ignorance and extending universal education. You would do battle against defective institutions and false systems. You would extend our free schools throughout the State, and strengthen them with the results of all wisdom and experience.

This is the mission of the *Illinois Teacher*. If you approve it, will you assist in extending our circulation wherever such a journal is needed? Will you see that no teacher and no community fails of an opportunity of securing it?

TO CONTRIBUTORS.—Much valuable matter is crowded out of the present number in consequence of the demand which the proceedings of the Association make upon our pages. Contributions are solicited upon subjects connected with education. The widest freedom will be afforded for the discussion of all questions of importance. We shall only require that all articles are scholarly, vigorous, and pertinent to topics of general interest. We would especially request our friends to inform us of whatever occurs of general interest in educational matters in all parts of the State. All communications will appear in our pages anonymously. Not the *author*, but the *article*, will determine the claim to insertion. All communications should be addressed to NASON & HILL, Peoria.

INTELLIGENCE OFFICE.—This feature, designed to facilitate intercourse between teachers and school-officers, will be retained.

ACKNOWLEDGMENT.—We are indebted to the *North-Western Home Journal* for the official report of the Association, and to the *Galesburg Democrat*, *Peoria Transcript*, and *Chicago Press and Tribune*, for much relating to proceedings at Galesburg.

COMMENDABLE ENTERPRISE.—The *Chicago Press and Tribune* kept a reporter at Galesburg during the entire session. The teachers of the State will know how to appreciate their interest.

SPRINGFIELD. — It is with feelings of gratitude and some pride that we see indications of so bright and useful a career as has been marked out for the schools at our capital. A new system has been established, and, under the superintendence of S. M. CUTCHEON, can not fail to attain a deservedly high reputation abroad as well as at home. With her four ward school-houses, which reflect great credit on the city in their architectural beauty and arrangement — being commodious, healthy, and attractive, — and her twenty teachers, who are zealous in their labors and ready to embrace every opportunity for improvement; a High School organized and under the charge of one whose ability and experience afford those under his instruction as good facilities as the age demands; an experienced teacher and ripe scholar for City Superintendent, and a Board of Instruction whose pride appears to be concentrated in the success of their new enterprise, her schools will soon become her greatest ornaments. Nine hundred pupils are in daily attendance. At their semi-monthly institutes we find every teacher at his post, not as a task, but as a pleasant relaxation from the duties of the school-room, each desiring to assist in carrying forward the work so nobly begun. In their respective schools a pleasant quietness is observed, and thoroughness in every thing undertaken. A system is carried out in each recitation and exercise. Every teacher subscribes for the *Illinois Teacher*. It is here that we find a Board willing to defray the expenses of the teachers in attending the State Association.

×.

NORMAL UNIVERSITY — SOCIETIES' LIBRARIES. — The pupils of the Normal University have formed Literary Societies for mutual improvement by voluntary exercises in writing, declamation, and debate. The older of these associations bears the name of 'The Philadelphian Society'; the newer, in honor of our late energetic State Agent, is called 'The Wrightonian Society'. This winter both societies have undertaken the enterprise of establishing libraries, and by the liberality of a few friends have made a good beginning. They must rely chiefly upon the aid of those who can help them and are willing to do so for success in their very laudable undertaking. Whatever sources of information and means of culture are afforded to these young men and women will return an inestimable recompense when they become the teachers of our children. Every good book in their libraries is a seed in a fair and well-cultivated field; and we urgently recommend to those who appreciate these considerations that they shall take pains to contribute to these libraries. Even a single book which you have read and like, but need no longer, may be sent by mail at a small expense to you, and will be gratefully received and usefully disposed of. Address either or each of the above-named societies, "care of Mr. C. E. HOVEY, Normal University, Bloomington"; and if you can send a good-sized package by express or otherwise, neither forget nor delay to do so.

ABINGDON. — We hear that the subject of grading the schools is interesting some of the friends at Abingdon, Knox county. We see no good reason why judicious measures for uniting the two districts of that place and carrying out a first-rate system may not be adopted and carried out. There is enough money expended for education in Abingdon to accomplish much more work. We trust the next news we have from that point will be that the people have adopted the graded system.

NEW VIEWS.—The little folks get up very original views of theology some times. One day as I was working in the garden clearing some plants from weeds, my little boy, four years old, who was standing by me, said, "Papa, does God make every thing grow?" "Yes, my son," I replied, "he makes every thing grow." "Does God make the weeds grow?" "Yes." Looking up with an expression of disapprobation in his face, he said, "Then, papa, what are you hoeing them up for?" This was rather a poser. I, however, tried to explain to him that the earth is so much prettier covered with something green, that God makes something grow every where, and that when we want to raise plants he is willing that we should cut up the weeds and grass. A few days after, his mother was weeding a bed in the garden; the little fellow was, as usual, trying to help. She had just been explaining to him how to distinguish the plants from the weeds. Presently she heard him soliloquizing thus: "Pa planted this—I must n't pull this up; God planted this—I'll pull this up." Q. Q.

P-R-O-D-I-G-I-O-U-S!—A marvelous phenomenon has been discovered in the South, in the person of Rev. F. E. PITTS, of whom a correspondent of the *Memphis Christian Advocate* says: "I have repeatedly heard the most famed men of America, but there are times when the flames of his pathos licks the everlasting hills with a roar that moves your soul to the depths fathomed by few other men!"

SCOTT'S DESCENDANTS.—The only living male descendant of Sir WALTER SCOTT, son of Mr. HOPE SCOTT, died recently. His mother was Sir WALTER'S granddaughter. Only one little girl remains to call him ancestor.

'VESTIGES OF CREATION'.—The rumor (denied at the time) that Mr. ROBERT CHAMBERS, of Edinburgh, was the author of the *Vestiges of the Natural History of Creation* is confirmed by the new *British-Museum Catalogue*.

THE 700 boys who lost their books by the burning of the Quincy school-house, in Boston, have been re-supplied by the city at a cost of about \$3.00 each.

THE first volume of Dr. PALFREY'S 'History of New England' has appeared, embracing the history of the country during the reign of the STUARTS.

PROF. J. G. HOYT, of Exeter Academy (N.H.), has been invited to become Chancellor of Washington University, at St. Louis, with a salary of \$3,000 per annum.

A MONUMENT is begun in honor of HUGH MILLER at his birthplace (Cromarty), which is to consist of a pillar fifty feet high, surmounted by a statue of him: the base of the monument is to be of 'old red sandstone' from the quarry where MILLER began his work and his geological studies.

A RARE AMERICAN.—An Atlanta (Ga.) paper mentions a call from a gentleman who is forty years old and had never till that time seen a town, a railroad, or a steam engine, and had never been twenty miles from home. This was especially strange as he had been a Baptist preacher, a school-teacher, and a store-keeper.



**HADROSAURUS FOULKII.**—Last fall Mr. FOULKE, a gentleman living near Camden, N. J., caused a marl-pit in that vicinity, which had once furnished some curious fossil vertebræ and teeth, to be carefully examined. The result was the discovery of nearly an entire skeleton of an ancient monster, to which Dr. LEIDY has given the above name. Dr. LEIDY has ascertained the characteristics and appearance of the creature as he was when living, and describes him as a *kangaroo-like alligator*, of more than mammoth size, living near the great tertiary rivers and lagoons, and feeding upon the under branches of a fir forest while sitting erect upon its huge hind legs, supported by its tail. Its tail was three feet thick; its hind legs seven feet long, so that when upon its feet it was nine or ten feet high at the haunches; its fore legs were short; the entire length of the creature was twenty-five feet. Further discoveries in the same region are expected.

**HARVARD UNIVERSITY.**—The recent report of AMOS A. LAWRENCE, Treasurer of Harvard University, shows that the present value of the property of the institution is \$1,009,636.40, exclusive of the College and grounds adjoining. Of this amount \$563,104.85 is in notes and mortgages, and \$168,559.68 in real estate. The receipts for the year (including \$18,244.40 on hand at the beginning) have been \$301,041.85, and the expenditures \$275,524.38. The President's salary is \$2,500 and his house-rent; Prof. HUNTINGTON's salary is \$2,500; most of the other professors receive \$2,200. The treasurer says that the salaries are inadequate, as the cost of living is so great that the professors can lay up nothing in provision for disability or old age. The vast zoölogical collection of Prof. AGASSIZ is not available for scientific uses, for want of a building proper for its reception.

**SEVERE.**—A teacher was recently fined at Newport, R. I., for punishing a boy cruelly. The pantaloons worn by the boy at the time of the infliction were exhibited in evidence. The punishment was inflicted with a cowhide, and the pantaloons were of stout woolen cloth, and new; but they were cut through in fourteen places as smoothly as if a knife had been used. Either that boy was too bad to be sent to school, or that teacher was not fit for his occupation: we can not avoid believing the latter to be the case.

**NEW PERIODICALS.**—This month has given us two new monthly magazines — the *Great Republic*, and the *American Monthly*, and two weekly papers — *The Century*, by THOMAS McELRATH, formerly of the *N. Y. Tribune*, and *The Constellation*, edited by PARK BENJAMIN.

**THE ATLANTIC.**—The publishers of the *Atlantic* printed 30,000 copies for their January edition, which large supply was exhausted on the very day of publication. The *Boston Traveller* states that during the last part of December and first of January the publishers received by mail alone more than one hundred dollars a day for subscriptions.

A 'LADIES' READING-ROOM' has been started in London, which is open from 10 A.M. till 5 P.M. One of the regulations is that "No dogs nor gentlemen shall be allowed to enter the room!"

'PROFESSORS'.—At the close of the late session of our State Association at Galesburg, a resolution was introduced and passed complimentary to the 'music under direction of *Prof.* MILLER'. We were glad to hear the gentleman enter an earnest disclaimer against the application of the title to himself. This word has fallen to such 'base uses' that we hope soon to see every teacher of real ability and standing indignantly refuse to have it coupled with his name, and thus leave it entirely to traveling mountebanks, inventors of boot-blackening, barbers, makers of patent medicine, book-agents, and consequential country schoolmasters. The only decent people who can afford to wear it at all are those to whom it rightfully belongs; that is, those who occupy the chairs in our regularly-organized colleges. And even they, we should suppose, would loathe the word and pray to hear it as seldom as possible. Were we one of them, we think we would say, "Take any shape but that; call me misbeliever, cut-throat, dog, or what you will, but do spare the 'Prof'."

In the University at Moscow gratuitous instruction is given to all applicants in music, dancing, and fencing.

A CORRESPONDENT in Shelby county proposes and urges the expediency of appropriating a part, or the whole, of the income from the Central Railroad Company to the township fund for the support of schools. A worse disposition might be made of that income.

WISCONSIN has set apart the avails of swamp lands as a fund for Normal Schools. The income of the fund is over \$18,000, and will soon be \$25,000, and will be expended under the direction of Dr. HENRY BARNARD, who is now Chancellor of the Wisconsin State University.

THE FIRST PREMIUM for an Essay on 'Agriculture as connected with Schools, Colleges, and other Institutions', has been awarded by the State Agricultural Society to ALEXANDER M. GOW, of Dixon.

MORE LIGHT.—A correspondent from Marion County inquires how more light can be thrown upon the schools down in 'Egypt'. Let every teacher and school-officer subscribe for the *Teacher*, and they'll get, at least, a glimpse of the 'promised land'.

HORACE MANN is lecturing in Boston on *College Influences and College Habits*, and *Education at the West*.

SHORT SESSIONS.—The Teachers' Association of Middlesex, Mass., have adopted resolutions expressing the opinion that the children in Primary Schools should not be confined to study in their seats more than three hours per day.

WASTE OF TIME.—An anecdote is related of Professor AGASSIZ, showing his devotion to science. A committee pressed him for a lecture, offering as an inducement liberal pay. "That is no inducement to me," replied AGASSIZ; "I can not afford to waste my time in making money."

BOOK NOTICES.—Want of time is our apology for the omission in the present number of the usual notices of books. They will appear hereafter.

# ILLINOIS TEACHER.

VOL. V.

FEBRUARY, 1859.

No. 2.

---

## SCHOOL SUPERVISION.\*

---

NOTWITHSTANDING the very encouraging results of the last two years, and the general impetus given to the cause of education throughout all portions of the State during that period, it must be frankly confessed that, to the careful observer, those results are still vastly disproportioned to the enormous expense incurred. Five millions of money should have accomplished at least double what has been done, in immediate results, and laid the foundation for constantly-increasing efficiency and usefulness in the future. If this statement of the case be true, and it is thought that no one who has carefully watched the workings of the system for the last two years can reasonably doubt it, it is a matter of the highest moment to inquire the reasons for this inefficiency, and discover, if possible, a remedy therefor. The opinion is expressed elsewhere that the defects in our present school-system are radical defects; and that the only remedy is to repeal the present law and substitute an entirely new one. While, therefore, no one particular cause can be assigned for the evils complained of, there is one defect in the present system more glaring than all others, and which if remedied would go far toward remedying all the others.

No system of Common Schools has ever succeeded in this country without constant, thorough and vigilant supervision; and just in proportion as they have received the watchful care and attention of duly-authorized agents, have they been successful, and accomplished the high ends of their creation. That supervision has some times been in the form of Visiting Committees, appointed by the inhabitants of the district; some times

\* From the Report of the Superintendent of Public Instruction for 1857 and 1858.

Town Superintendents, elected by the people of a town or the Trustees of Schools; and again by County Superintendents, elected by the people or the school-officers of the County; but in all cases the supervision has been of the most thorough and active character. Whatever form it has taken in the various States where common schools have flourished, it has always existed, and been one of the prime, moving causes of whatever success has been met with.

The able Superintendent of Pennsylvania (Hon. H. C. Hickok), who has developed and perfected the best system of School Supervision in any State in the Union, as truthfully as forcibly remarks in his last report, while discussing this subject: "As well expect to sustain the healthy operations of our complex system of State and municipal government without county, as well as State and township officers, as to build up, invigorate and sustain the colossal fabric of the Common-School System without every link in the chain of executive and supervisory officers complete and properly adjusted. The history of the system, from its origin to the present time, supports and fortifies the theory."

Similar opinions from equally high sources might be adduced to almost any extent, showing the utter futility of attempting to operate a Free-School System without proper supervisory agents. As well might the long line of railroads, stretching their friendly arms over the length and breadth of the State, be kept in successful operation without head Superintendents, with ample assistants, to attend to their general movements, and watchful agents stationed every where throughout their lines, to carry out the instructions given them and oversee the local affairs of the road, as a complicated Free-School System operate itself. As the case now is, we have no such thing as School Supervision, in any just sense of that term. The Superintendent of Public Instruction is confined to his office at the seat of government, and burdened with more clerical duties than ought to be performed by any one man. Indeed, if the duties continue to increase during the next two years as they have during the last two, it will be wholly impossible for any one man to attend to the inside duties of the office alone. But the chief Superintendent should not be required to attend altogether, if at all, to such duties. He should have time to read, to think, to travel, to converse, to study the practical operation of the system throughout the State, and thus to prepare himself for the important functions of his high station. The interests committed to his care are the most stupendous and far-reaching in their results of any that can possibly be committed to the trust of man. The undersigned has frequently gone to his office in the morning, after having devoted the entire day previous to letter-writing, with the hope of spending a single hour in the investigation of some interesting educational topic,

and found fifty, and not unfrequently as high as a hundred letters awaiting his attention, and all demanding immediate answers. Is it any wonder that he has some times felt that more was demanded of him than reason would justify, and that the State acted unwisely in thus enslaving her public servants?

This department should not only be the great and responsible head of the entire system, but it should be in constant and personal contact with all parts of that system. As it is now organized, it is impossible for it to be so. Letters from all parts of the State have poured in here without number, urgently inviting the undersigned to visit certain localities and address Teachers' Institutes, assist in the dedication of new school-buildings, discuss the school law and explain to deeply-interested parties its various provisions; and to perform almost numberless other duties, coming legitimately within the province of this department. It is needless to say that all such invitations, with an occasional exception, have had to be declined. It need not seem strange, then, if ill will has some times sprung up toward this department and its *lone occupant*, among those unacquainted with all the facts in the case. To remedy this evil, and to render the assistance indispensably necessary to a proper performance of the duties of this office, the Legislature is recommended to allow my successor a deputy, with a sufficient salary to command the services of an experienced and able man. If little Massachusetts, with only fourteen counties, with a school-system a hundred years old, where all her school affairs have become settled and thoroughly understood by the people, needs the services of four of the best men in the State, at an annual expense of not less than \$6,500, besides traveling and incidental expenses; surely Illinois, with one hundred counties, with all her school affairs in a crude and formative state, can afford to employ at least two men, at the moderate salaries allowed in this State, to superintend her great school interests. She can surely afford to pay as much for administering the school affairs of the State as her chief city pays her Superintendent of Public Schools, viz., \$2,500, which is the annual salary paid the Superintendent of the Public Schools in Chicago.

With the assistance thus afforded, this department could extend the sphere of its labors, and at once become what it is intended to be—the active head, in all respects, of all Common-School movements of the State. Teachers' Institutes could be held, public addresses delivered, the law explained to local officers, the people encouraged by personal appeal to establish schools where there were none, and to sustain better ones where there were, and generally, with the adoption of the State and County Supervision herein recommended, the cause advanced more in three years than it can now be, under the pres-

ent state of things, in ten; and all this, too, without any material increase in expense.

As auxiliary to this, and if possible a still more necessary link in the chain of supervisory effort, the law regulating the election and duties of School Commissioners should be materially modified. As the law now stands, it is unreasonable to expect the Commissioners to perform the duties required of them, or that they should be of any essential service to the cause they represent. That 'the laborer is worthy of his hire' is a maxim as true in school matters as all others, and which no one will deny. Can it be reasonably expected that the Commissioners will visit the schools and attend to all the multiform educational interests which need attention in their respective counties without compensation? They get two per cent. for receiving and paying out the public money, and that duty they faithfully perform. They receive one dollar for examining teachers and granting certificates, which they also execute as well as can be expected, in a majority of cases. But beyond this, with a few commendable and highly-praiseworthy exceptions, they do little.

It is therefore recommended that the office of School Commissioner be so far modified as to provide for the election, once in three years, of a County Superintendent of Common Schools, who shall be commissioned by the State Superintendent, and act directly under his control. To remove the office as far as possible from the control of politics, the County Superintendent should be elected by the school-officers of each County, and the question of qualification should be the only one at issue in his election.

The results of adopting the course herein recommended may be briefly stated as follows:

1. An active, thorough and vigilant visitation and examination of all the schools in the county.
2. Greatly increased interest by all the township school-officers in their respective duties.
3. Organized, efficient and well-attended Teachers' Institutes and Associations in all the counties in the State.
4. More frequent visitation on the part of parents, and a livelier interest in the success of the system and the education of their children.
5. Improvement in school-houses, grounds, and furniture.
6. A higher estimation of the profession of teaching, and a consequent increase in the influence and standing of teachers as members of society.
7. A large increase in the number of well-qualified teachers, and a consequent diminution in number of those found to be incompetent and unworthy.
8. A general dissemination of the most approved methods of

teaching, and a healthy emulation on the part of teachers and school-officers throughout all parts of the State.

And, what is vastly more important than all,

9. A general awakening and sustaining of a healthy public sentiment upon the subject of education, and an active coöperation on the part of parents and guardians in all matters pertaining to schools.

It is not expected that all the results stated above, and many more which might be enumerated as likely to accrue, would immediately follow the adoption of the plan here recommended; but it is believed that a majority could be effected, by a fair trial, during the first three years, and that the ultimate tendency of such a plan of vigilant supervision would be toward the complete realization of more than all the benefits here contemplated. Aside, too, from the specific duties performed by such an officer, his great value consists in the auxiliary forces he brings to bear upon all the educational interests of the county. If competent, and well deserving the post, he is the leader of all the educational forces of the county; "around whom school-officers and friends of education can rally, and with whom they can unite in support of the system, and in the furtherance of its interests; and, as the fruits of such united influence, teachers be improved and encouraged; the best men elevated to the office of school-director, and their hands and influence greatly strengthened; parents aroused to a stronger sense of their duties and responsibilities; the community interested and prejudices removed; and, in the end, the sustaining and powerful influence of an enlightened public opinion brought to the support of this public system of education, that shall make it impregnable."

It is undoubtedly true that no little difficulty would be experienced in finding the right man for the post in all cases, and that in some counties such a man would not always be selected at first; but time and a little experience would speedily remedy such temporary defects, and the functions of such an officer would soon become vital to the success of the whole system.

The duties of such an officer would be manifold and arduous. His first duty would be the examination of teachers and granting of certificates. But, as such an examination, however searching and satisfactory, can only determine the theoretical qualifications of teachers, their scholarship and supposed knowledge of the art of teaching, it is highly necessary that the examiner, before the certificate is granted for any given length of time, should visit the school and satisfy himself, by personal inspection in the school-room, of the skill and success of the teacher. He could then, after a fair trial, discharge the incompetent and unworthy, and assist the directors in procuring one

who was in all respects competent and worthy. His next duty would be to organize Teachers' Institutes and conduct the same; deliver public addresses; interpret the school law to all the local officers in the county; determine all cases of school difficulties which might occur, and which should then only be taken to the State Superintendent on appeal; act as the correspondent and responsible agent of this department, to which he should annually submit a minute and detailed statement of all his transactions during the year, the number, kind and class of schools in the county, the course and methods of instruction pursued, and the branches taught, the general state of public opinion upon the subject of education, the special means being used to advance the interests of the schools, the changes in his opinion necessary to be made in the school law to render it more efficient and more acceptable to the people of the county; and generally to be the everywhere-present and all-efficient agent in building up to the utmost the great interests committed to his care.

The qualifications needed for a proper discharge of all the duties of such a post can hardly be over-estimated. The occupant should be at once an acknowledged gentleman, a practical teacher, and a ripe scholar. A ready public speaker and a good writer, he should have had experience in the school-room and among men. And, above all, should he have a love for the undertaking, the energy to succeed, and the native ability and tact to seize hold of all the elements at his control, mould them at his will, and compel success, however reluctant, to crown his efforts.

A new power would thus be introduced into the system, which would at once give it vitality and life; its dormant energies would be quickened into activity, and the life-blood flowing from a common centre, through the active agencies thus set at work, would permeate the farthest extremities and cause the whole system to start forth, renewed and reinvigorated by the life-giving influences thus brought to bear upon it. As before remarked, some provision for a more thorough supervision of the educational interests of the State is considered of vital importance to the success of the present Free-School System; and as embodying the views herein expressed, the undersigned has prepared a bill making such modifications in the present plan as have been considered essential, which will be presented for the consideration of the Legislature. Either the Legislature should abolish the offices of Superintendent of Public Instruction and County Commissioner altogether, or they should provide for a more efficient administration of all the duties of those officers. It is either essential to have the great Free-School System of the State efficiently and thoroughly administered, or it is not worth while to attempt to administer it at all. The one course or the other should be adopted. As it is, the schools



are literally dragging themselves along, at an enormous expenditure of money, and all for the want of a more efficient and vigilant administration. Will not the Legislature give the subject that careful consideration which its merits demand?

---

T H E M O D E L T E A C H E R :

OR, THE REQUISITES NECESSARY FOR THE SUCCESSFUL EDUCATION OF YOUTH. \*

---

BY PROF. JOSEPH HAVEN, OF OHICAGO THEOLOGICAL SEMINARY.

---

LADIES AND GENTLEMEN OF THE ILLINOIS STATE TEACHERS' ASSOCIATION: On what theme could I more appropriately address you? or where should I turn for better instances or illustrations of that theme than to those whom I now address?

What, then, are the essential qualifications of a good teacher?

1. First, and beyond all question indispensable, is the *knowledge of whatever things he is to teach*. That one can not teach others what he does not know himself would seem to be a very plain truth very plainly stated. I can not convey what I do not possess; can not give what I do not have; what was never in me can by no process be got out of me. Possessing twenty acres of land, good, bad or indifferent, I can, by due legal process and instrument, convey to you twenty acres of land, good, bad or indifferent—just so much and no more. I can call it more, and you may purchase it for more, but you *get* only so much. Or, owning not one solid foot of this fair earth, I may turn speculator and sell you a fine farm in some goodly Eastern township; but in that case I should only be a dealer in *fancy* goods and not at all in *real* estate, while on your part it would turn out to be not so much the fine farm as yourself that was sold. Yet, strange to say, many who admit this principle in its fullest extent in other cases seem to suppose that somehow the same rule does not hold in the matter of teaching. That you can not draw ten gallons out of a cask that holds only eight and is ready to run over at that is admitted on all hands; but that your boy may not get a thorough knowledge of Arithmetic or any other science under the instruction of a man who is

\* An Essay read before the Illinois State Teachers' Association, at Galesburg, December, 1858.

himself but imperfectly acquainted with its principles is not so readily conceded.

It must be granted that many things are to be learned from books as well as from teachers; and by the aid of a good text-book, especially if to this be added what is better yet, a good brain, more things may be learned by the pupil than the teacher ever knew; but it is really the *book* and not the man that is in that case the teacher. Turn it as you will, it is still true and ever will be true that you can not convey to another what you do not yourself possess—as true in regard to knowledge as in regard to real estate.

There was a sophism among the Greeks at one time by which a shrewd reasoner undertook to prove that man had lost horns. The argument ran thus: That is lost which is not in possession: man certainly in his present state does not possess horns: he must therefore have lost them. If this principle applies to the inside of the head as well as to the outside, it would seem to follow that, among other valuables, a vast amount of useful and even necessary information has been lost by some people. There is no evidence at least of their having any such possession, therefore they must have *lost* it: it is to be apprehended that the loss in some cases must have been *immense*. However that may be, lost or not lost, one thing is clear—what is not in possession, be it horns or be it knowledge, be it something on the outside or something within the head, what is not in possession can not by any process be communicated: in other words, a man must *know* what he is set to teach.

And when we consider how extensive is the range and circle of knowledge which the teacher of the present day is expected to impart to his pupils, this which I have now specified will seem no slight requisition. The day is past when to read and spell with tolerable correctness, to tamper a little with the mysteries of Arithmetic and, perchance, also of Grammar, and to find the Cape of Good Hope on the map in somewhat less time than it takes in these days to get there, was thought a good school education. Yet this was thought a good school education in the days when some of us were young. How great the change. The instructor at the present day is expected to teach not only in these elementary branches, but to hold himself in readiness at least to give lessons in Natural Philosophy, Physiology, History, possibly Astronomy and Chemistry. Every year the circle of studies is enlarging. The Common School is rising toward the level of the High School and the Academy; the High School and Academy crowd upon the advancing steps of the College and University; and where these last are ultimately to fetch up is more than human foresight can predict. With this rapid advance the teacher of the common school must keep pace, or he is unfit for his work.

Not only is the range and sphere of common-school instruc-

tion constantly enlarging, but each of these sciences is itself rapidly progressing. What is true one year is not sure to stay true a twelvemonth. What was taught a few years ago will not answer to teach now. The geography of these United States which some, and they not the oldest of us, learned when boys is about as nearly right now as were Rip Van Winkle's ideas of the topography of his native village on returning to it after a forty years' nap. When we learned in our younger days that the solar system consisted of the sun and so many planets and so many asteroids, in the simplicity of our hearts, we surely supposed that matter to be settled and certain. How many there are now I am sure I can not tell, for I have not seen the evening papers, and know not, therefore, what discoveries may have been made since morning. In such a state of things it will never do for the teacher to rely upon his past acquisitions and information. He must keep pace with the progress of science and be continually making new acquisitions or be left far in the rear.

To say, then, that it is requisite for the teacher to know whatever he is to teach is saying not a little. In fact, to *know* any thing is no small acquisition. Very much that passes for knowledge in the world is really any thing but knowledge. You have opinions upon certain subjects—ideas about them; you have read and heard some things concerning them; are ready to express those ideas and opinions; fancy that you *know* something about it. Perhaps you *do* know something about it, but all this is not to know the *thing itself*. This can be done only by the patient, thorough study and mastery of the subject: the complete investigation and sifting and going to the bottom of the whole matter: the real *understanding* of it. Not until this is done do you *know* that thing, and not until this is done are you really qualified to teach it. How few are there that in this, the true sense, can really be said to *know* any thing. Even the simplest branches of elementary school education admit of a thorough scientific investigation and comprehension, such as very few, I am persuaded, ever give to them. The tendency of the time is undoubtedly to a slight and superficial acquaintance with a very large circle of subjects and sciences, and as the area extends, the depth and volume are likely to decrease. And yet there is a counteracting influence. The desire for thorough, systematic, scientific instruction in our common schools is certainly on the increase, and is one of the most hopeful features of the time; and the coming-together of such an Association as this, gathered from all parts of the State, and animated with one common impulse—the desire to devise and attain the best possible methods of instruction—is in itself a promise of better and brighter things to come—an honor to the noble State that claims our service.

2. If, then, a knowledge of the things which he is to teach is

the first and indispensable requisite of the successful teacher, I would name as the *second* a knowledge of many things which he is *not* to teach. It is not enough that a man be well informed simply upon those subjects respecting which he is called to impart information. In order to be a good teacher of these he must know a great many things besides and in addition to these; must possess a general stock of information, and upon a wide range of subjects, over and above what he is called daily to disburse. He must have more specie in the vault than will be wanted for immediate circulation—good, sound, metallic currency—solid ore, wherewith to redeem the floating capital in the shape of small bills. In the manufacture of certain articles of handicraft the division of labor, previous to the introduction of machinery, was carried to such an extent that several persons were employed to complete the smallest piece of workmanship—one man making a rivet, another boring the hole to receive it, another inserting it in its place; one man preparing the wire for the body of the pin, another polishing it, another fitting on the head, another sharpening the point; and the whole science of each man extended only to that particular thing which he was to do. The rivet man could by no exertion of his powers use the bit or auger; the pin-head man could do nothing at sharpening the points. This might answer the purpose in mechanics, but not at all in the intellectual arts and operations. No man is really qualified to teach Spelling or Arithmetic, or any other branch of knowledge, however well he knows that, who knows nothing but that. Other things being equal, he is the best teacher of any thing who, in addition to that, knows the most about other things. I do not hesitate to say that what is usually called a liberal education, whether acquired at a college, or by private instruction, or in any other way, is of great advantage to the common-school teacher. He may not have occasion, indeed, to teach Latin or Greek, or Conic Sections, or Metaphysics, or Geology, in the village school; but he will have a larger and more richly-furnished mind for having learned these things, and will therefore be the better teacher of other things in consequence. He may not have a class in Homer's Iliad, but Homer's Iliad, if he have well read it, will help him the better to explain to his class in English Grammar the construction of many a sentence in Paradise Lost. Greek and Roman History may not figure in his list of studies, but they will enable him the better to understand and explain many an allusion in the best writers of his own country. The same is true of other branches of knowledge. The Physical Sciences have their place among the things which the model teacher will seek to know. They will not only replenish his mind with useful ideas and enlarge his own stock of knowledge, but furnish him a rich store-house of illustration with which to enrich and enliven the monotony and dullness of a mere class-

book recitation. Indeed, a man can hardly have too high a degree of intellectual culture, of mental discipline, of available knowledge; can hardly know too many things or know them too well to be a successful teacher of even the simplest branches of common-school education.

It is of the highest importance that the teacher of the young should be a man of taste, of mental refinement, cultivated in mind and manners, in thought and feeling, since he is the model after which many a mind will form itself for good or ill. But this mental refinement and cultivated taste are the fruits only of a large and liberal acquaintance with many sciences and many arts, and the best thoughts of many men in different ages and different languages.

The teacher of youth should be a modest man; aware of the limits of his own understanding; not puffed up with vain conceit of his own superior wisdom—a fault to which of all men the teacher is perhaps most liable, because it is his office to impart knowledge to those who are far below him in amount of information. But the teacher who knows little more than those he teaches from day to day will not be a modest man: it is not in the nature of things. He will hardly fail to entertain a somewhat exalted idea of his own importance and his own knowledge. The only remedy and safeguard against that most absurd and ridiculous of all vices, self-conceit, is for him to know not less but more. He will then become aware of his own ignorance. Little by little it will dawn upon him that he is not, after all, the wisest man in the whole habitable earth because he happens to know a little more than any one else in the parish, not excepting even the minister and the lawyer.

In all this am I marking out for you whom I have the honor to address an impracticable path, over which you can never hope to tread? I think not. Not in these days; not in this land and this State; not for you, is this impracticable. A liberal education, technically so called, may not perhaps be in the power of you all; but are you therefore shut out from acquiring a liberal, a thorough, a complete education? from an enlarged and even thorough acquaintance with science, with art, with history, with philosophy, with language, with the living, thinking, acting world? I look around me upon this assembly, representing so largely the intelligence and character and moral worth of the State; I look at this corps of able and talented instructors; I listen to your exercises and discussions; I mark the spirit that animates you; I take into view your active position and occupation here; and I say No! No! Whatever may be true elsewhere, of others, *you* are not the persons to be content with any thing less than the most complete and liberal culture.

3. I should name as another requisite of the model teacher, that he must know not only *what* to teach but *how* to teach.

Teaching is an art, and, like all other arts, it must be acquired. A man may understand the laws of musical composition, may be able to read at sight the most complicated piece, nay, may himself compose the best pieces, yet for want of skill and practice, or from some other cause, may be himself a miserably poor performer. A better voice and a better acquaintance with the art of expression may give another person of not half the musical talent greatly the superiority. So with any and all arts and acquisitions. You must know not only the *what* but the *how*, not only the thing itself, but what to do with it, if you would succeed in any pursuit. It is one of the long-established rules in oratory that a speaker must know not only what to say but how to say it if he would accomplish his object. So with the instructor: he must know not only what to teach but *how* to teach it. And this latter is, if we mistake not, a difficult and perhaps a rare acquirement. The trouble with too many teachers, as with many speakers, is not so much that they do not *know* enough, as that they have no art and talent of communicating what they *do* know. To know a thing yourself and to make another know it are two very different things. There is no greater mistake than to suppose that because you *know* Arithmetic well, *ergo* you are qualified to *teach* Arithmetic well. Extensive acquaintance with the materials of knowledge and a happy talent for communicating, the art of *getting* and the art of *giving* information, are seldom combined to any extent in one person. The successful teacher must and will combine the two. He will devise ways to interest his pupils; he will make them his particular study—each individual mind; will see just where encouragement is needed, where *help*, where and how far to stimulate the ambition of his pupils, where and how to appeal to higher motives, to touch now with a gentle, now with a sterner hand, now this, now that, among the thousand-fold springs of human action. This, I repeat, is one of the most difficult of all sciences.

Do not ask me now to lay before you more fully than I have already done in what this art, this difficult science, consists. I am not here to do that; very likely might be quite unable to do it. This institution is here for that purpose as one of its chief objects, and you are here to learn this.

4. It is further requisite, in order to success in this profession, that the teacher should feel an interest in his work. No man can do that well in which he feels no interest: it is not in the nature of things. How quickly you can tell whether a man is interested in his work. Watch a bevy of street-sweepers in one of our large cities. There is no evidence of undue haste or any intense excitement; very deliberate their movements; their brooms swing like the pendulum of an astronomical clock. They are made of gun-glass and are afraid of breaking. They are composed of gun-cotton and are afraid of going off. They are

on a wager to see which will move slowest, and every one of them will win it. *Festina lente* is their motto. Set down now those same men in California, with pick-ax and spade, and gold to be had for the digging, and what a change! Your dull, plodding machine of a man is now awake and at work, springing to with right good will. The reason is, he takes an interest in his work now, whereas he had none whatever before. It is so in all occupations. *Interest in your work* is the sure incentive to effort and the sure secret of success; and in no profession or pursuit, perhaps, is this more true than in that of teaching.

Now in order to a true and real interest in his work two things are necessary to the teacher: he must appreciate the *importance* of that work; he must also have a *mind in sympathy* with those whom he instructs.

The importance of his work! Can I speak too strongly of this? Can it be estimated too highly? I suppose not. With a single exception, I know of no work that can compare with this in importance. If to exert the most direct, the most powerful, the most permanent influence over others at just the period of life when the mind is most susceptible and most retentive of impressions; if to impart, not merely the elements and materials of knowledge, but, what is worth vastly more, the training and discipline of thought by which the mind comes to feel its strength, to form its habits, to put forth its energies, by which it comes to be what is and to do what it does in the world; if to touch the keys and stand at the springs, not merely of mental but moral action and training, imparting hue and character and tone, not to the mind's complexion only, but to the soul's whole being for *this* and *other worlds*; if this be a work of some moment and consequence, then of precisely so much consequence is the office and employment of the teacher, for *this, precisely this, is his employment.*

Let him know this, let him feel it in every nerve and fibre of his being, that he is about a great and most responsible work, that interests of the greatest moment and consequences beyond his present comprehension depend on the manner in which he performs his daily and hourly duties: let him feel this, I say, and he can not but be deeply interested in his work. On the rude benches before him the eye discerns only plain and common forms, the children of plain and common people, plainly clad, rough and rude it may be in manners and behavior; but there are hearts there already beating with generous impulse and tender sensibility and noble, manly purpose; minds there, hidden beneath those rough exteriors, already sparkling and glowing with the ardor of freshly-awakened thought, waiting but for the teacher or master to lead forward in the race; and from these same rude seats, from this group of plain, uncultivated forms, are to go forth the future occupants of the highest stations of influence and power—one to the bar, another to the

pulpit, one to the halls of legislation, another to the judge's bench. Your property, your character, your very life, may yet hang upon the words that shall be spoken in your defense by those very lips that are now slowly and silently repeating to themselves the prescribed task from off that worn and soiled page; and those minds, in whatever sphere they shall hereafter move, are to bear the impress of your mind and your thoughts, are to do their work well or ill very much as you now do yours. Who can approach such a work, understanding all this, but with the deepest interest.

It is further necessary, in order to a true interest in his work and true success in it, that the teacher should have a mind in sympathy with those whom he instructs—in sympathy with the young. He must feel an interest in those who receive his teaching; must enter into the feelings and appreciate the thoughts and the wants of the child. His own heart must have still about it something of the freshness of that now far-off but never-to-be-forgotten period when the days were *so* long, and the summer skies were *so* bright, and the birds sang *so* sweetly, and the lessons were *so* hard. Sweet, happy childhood! He is not fit to be a teacher of children who has forgotten that he was himself a child, and who is not even now some times a child again. He is not fit for his work who can not say, My heart leaps up when I behold a rainbow in the sky; whose thoughts are so occupied with the dull and formal elements of his daily occupation, with cube roots and square roots, with mountains and rivers and parts of speech, that he has no leisure and no love for the beautiful in Nature, for the song of bird, and bee, and wind, and waterfall, for whatever delights the eye and touches the sensitive heart of both child and man. A mind thus in sympathy with the young will quickly and surely draw them into sympathy with itself; a communion of thought and feeling will spring up between such a teacher and his pupils, at once beautiful and useful. He will not only be interested in them, but they in him. Not only will *he* be interested in his work, but will interest them in it. They will follow him with delight into the most difficult and rugged paths of science, because they know whom they follow.

I have sketched briefly, yet perhaps too much at length, the essential requisites for successful teaching. Other qualifications, of perhaps equal importance, might be mentioned, which time will not permit me so much as to name.

Members of this Association, show yourselves worthy of the noble profession you have chosen; worthy of the advantages you have enjoyed; worthy of the work—great, difficult, laborious, but *noble* and *sublime*—that lies before you; of the State and the country that demands your labors and your lives; of the age in which you live; of the God whom you adore.



## SCHOOL MANAGEMENT. \*

---

BY W. WOODARD, OF CHICAGO.

---

THE teacher is the vital organ of the school. He gives it tone and character. From him emanate those influences which direct and control, inspiring love for and enthusiasm in the duties of the school-room. As the heart to the body, so the teacher to the school, sending the animating principle through every class and every pupil. His presence should command respect, restrain the vicious, arouse the indolent, and direct the studious, keeping every part in constant and successful motion. He should be able to command himself, and not given to scolding or bursts of temper. If there is any offense against good breeding and the peace and happiness of society deserving to be punished with fine and imprisonment, it is this. In no way can one make himself and those around him miserable on so small an intellectual capital. Only that spirit which brooded over chaos can bring beauty and harmony out of a school where the teacher is in the habit of fretting and scolding. As is the teacher, so is the scholar.

Patience, which is evidence of strength; forgiveness, which begets love where once was hatred; love, which flows right on whether the pupil does well or ill, are requisites of a teacher. Infuse into your school the doctrines of love. Teach them to be actuated by generous impulses. How, by precept? Yes, as a foundation, but let your daily walk in life be the superstructure. Long since would the world have been safe from all the ills which the body or spirit is heir to, if word sermons would do it. Teachers should believe in life discourses. One of the first steps to be taken is to make each scholar feel his individuality — that you rely upon and trust him. No matter what he is or has been, try him; not doubtingly, but with the appearance of the most implicit confidence. Trust implies an obligation which few are willing to dishonor.

To secure quietness in the school-room, suspend every thing until the most perfect stillness is obtained, and then hold each individual responsible for disorder. Speaking in low tones or a gentle tap of the bell will do more to secure quiet than the most boisterous threats. Quietness is of itself a restraint. Confusion is license. But what shall we do with the incorrigible? Incorrigible; depraved beyond correction! Professor Rarey and the

\* Extract from an Essay read at the State Teachers' Association at Galesburg.

tamers of wild beasts tell us that kindness will control the unreasoning brute. Do teachers talk of incorrigibility? Treat them just as well as you do the most exemplary. Ninety-nine chances out of a hundred that sympathy and encouragement are the only means you *can* employ with success. Take them by themselves, ascertain their motives, evidence to them your interest in their welfare, give assurance of assistance and support, and all will be well. We should as soon expect to see men go clothed in furs to shut out the genial rays of the sun in a pleasant day in June as to find a scholar who would resist such influences. It is important to secure studiousness. Idleness is said to be the mother of mischief. The Great Napoleon evinced a wise foresight when he kept the populace employed upon the public works of Paris to prevent disorder and riot. Every successful teacher must constantly be devising new plans to interest his scholars and cause them to be diligent in their studies. The mind is improved and disciplined only when actively engaged. The child should acquire the habit of devoting itself earnestly to its tasks—a habit which should pervade every right act of man's life.

The keeping of a daily record of Attendance, Scholarship and Deportment has produced the most marked results. In this way the scholar may be made to feel that every act constitutes a part of the history of his school-days, which will be deposited with the records of the city or town, there to remain while they continue to exist. He should also be taught that every wrong deed leaves its impress upon the soul, which eternity alone can efface. The presence of the teacher a short time before the commencement of the school, when the restraints of study-hours are thrown off, exerts a beneficial influence. A more intimate acquaintance is cultivated. A fine opportunity is then offered for unfolding plans, as well as ascertaining the public sentiment of the school. A personal acquaintance with parents, by which a better knowledge may be obtained of the habits, disposition and treatment of the pupils, is desirable. The influence of parents is a powerful auxiliary to the teacher, when exerted in his behalf. The effect is reciprocal upon parent and teacher. That father who knows more of the price of stocks, the value of corner lots, the improvements in farming, commerce and manufactures, than of education, has mistaken his duty, and proves recreant in the discharge of his most important obligations to himself and society. This truth often brings conviction to the mind too late, when the accumulation of years is spent in idleness and dissipation, and the repentant parent goes down to his grave indulging no hope that his memory will be cherished or his name honored by his own children.

Maintain always the devotion of the school-room to its appropriate uses, viz., the cultivation of the mind and heart. Per-

mit no act which would be improper in the most select society. Nourish a sentiment which will frown down profanity, vulgarity, and rudeness. The idea should be inculcated that they are always under obligation to be ladylike and gentlemanly. At recess, and all times when scholars are present in the school-room or on the school-grounds, teachers should be particularly watchful, cultivating and encouraging sociability, generosity, and magnanimity. Every scholar should be required to exercise. Where there are suitable play-grounds, I prefer the free, unrestrained, joyous sports of youth. I am in favor of the good old-fashioned games of ball, cricket, tag, hide-and-seek. I would not prevent the throwing of snow-balls. The boy who can receive a good blow, and take it kindly, has received a lesson in self-control that will be useful to him in after life. A course of gymnastic exercises may be resorted to with benefit, but should not be used to the exclusion of innocent *sports*. A system by which every limb, joint and muscle may be exercised in due proportion produces desirable results when a school becomes restless or noisy.

But the strength of the teacher lies in his power to interest. Without this plans and systems are useless. He must have a desire for improvement himself, and infuse the same into his pupils. Every look and every act must betoken earnestness of purpose. The best way to do this is *to be* what you would *seem* to be. This earnestness must be properly directed. I am aware that the royal road to knowledge, if there is one, is not very definitely laid out; yet may I not suggest that there is a wide difference between crowding the mind with facts and drawing out and developing its powers. The one encourages imbecility, the other creates self-reliance. If the age demands one thing more than another, it is independent thought, and a feeling of responsibility to God for the integrity of motives. Men are wanted who determine their political course upon the evidence, without executive interference, dictation of members of Congress or State and County Committees, and who get their religious opinions from the Bible, with the aid of their minister, and not from their minister without reading for themselves. The great Protestant idea of freedom of thought and investigation has formed the basis all of our prosperity as a people, and underlies our prospects for a glorious future. If this is true, then our instruction should conform to it. Scholars should think for themselves. That is the best method which secures the *most thought*, and he is the best teacher who induces it. The boy who had been '*clear through*' the arithmetic, learned all the rules, and '*did all the sums*', but could not tell what would be the cost of 18 lbs. of beef at  $12\frac{1}{2}$  cents per lb., two-thirds of it being fat, because the *fat* troubled him, had, no doubt, a very kind teacher, who assisted him through all his difficulties, kept

the poor fellow on crutches when he was well enough and strong enough to go alone. Elementary principles had not been mastered—rules were not wrought into the *understanding* as well as the memory. Confining scholars to a set of rules of a science of self-evident principles trammels thought, stifles the reasoning powers, and destroys confidence in their independent conclusions if they ever have any.

---

“THE ROYAL ROAD.”

---

WHAT a mistake it is, and we regret it exceedingly, that even in these latter days of railroads, telegraphs, and fast devices generally, there is by some supposed to be no ‘royal road’ to knowledge. What a labor-saving luxury would it be if our boys and girls could take up where their parents leave off, and, without further trouble, appropriate their brains as they do their old boots. If such a ‘development’ should be brought about, what a vast deal of heartache and headache and wear and tear would be saved. Just imagine a boy so blessed as to lose his paternal guardian, and, as a compensation for that so-called misfortune, to receive as a legacy, with cash or stocks, a bonus of learning and skill, the accumulations of his ‘illustrious predecessor’—what a fortunate dog he would be. Although we have not arrived at THIS desirable degree of improvement in educational affairs, there are those, we doubt not, who are somewhat sanguine of developing these, or somewhat similar results. But, while we record that we have not yet perfected the system of education as above mentioned, it gives us special gratification to say that the ‘royal road’ has been engineered ‘across lots’, and that our youth need only apply for the conductor and they will be directed in the ‘short cut’.

Our old-fogy predecessors were certainly a slow set; and, although they did accomplish some things rather wonderful, for which, out of courtesy, we ought to say we are obliged, yet we can not help smile and pity them when we think how much they missed in not being born in these latter days—this third quarter of the Nineteenth Century. We admire their courage and perseverance, and think, considering their opportunities, they did very well; but we can not cease to deplore their wastefulness of ‘midnight oil’, and their squandering of valuable time, which should have been employed in making money, or some other laudable pursuit. Bacon and Locke, Milton and Shak-

speare have the credit, with some, of understanding something of the operations and powers of the human mind, but we doubt whether any of them 'learned a language in three months', or 'a good system of chirography in twelve lessons'. 'Latin self-taught' and 'German without an instructor' were 'never dreamed of in their philosophy'. Formerly, the path of science was emblemized by a rugged mountain surmounted by a little temple, to which a very narrow, crooked road was made, and up this 'dizzy steep' the Goddess of Science, dear, good soul, was ready and willing to conduct all good little boys and girls; but now, thanks to 'progress' and the efforts of the 'American Eagle', we do n't have boys and girls any more, and our 'young ladies and gentlemen' are whisked up the inclined plane faster than 'two-forty'.

Formerly, it was considered a difficult mental operation to recollect names, dates, events, and series, and many a miserable mortal, sighing over his supposed deficiency, has given up in despair with the distressing idea that 'he has no memory'. What a pity such unfortunate individuals had not received the prescription of one of the 'art of memory' 'Professors' now among us, who would cure them entirely for from fifty cents to five dollars, and almost 'as quick as the drop of a hat'. No one need now despair, since in about two lessons he can learn so to methodize his mental operations as to recall at will any name, date, event, or series of figures, however great or small, important or trivial. Shades of the departed, do n't you feel that you wasted your time! do n't you wish you had not been born into this sublunary sphere until the age of the Patent Office, Mnemotechny, and other labor-saving inventions? We have had the exquisite pleasure, the fortunate felicity, of witnessing the mnemonic operation of recounting hundreds of names, dates and events acquired in a few hours.

" And still we gazed, and still the wonder grew,  
That one small head could carry all he knew."

By this 'science' time is annihilated and space overcome. All that a boy has to acquire is the 'art of memory', and in three months his education will be complete, from the mysteries of the multiplication-table to logarithms and logic. We predict, although no prophet or son of a prophet, or rather 'we guess', being one of the 'universal Yankee nation', that school-masters have nearly lost their vocation, and most respectfully suggest that unless they learn and teach 'mnemonics' they will soon be compelled to work for their living.

w.

---

RATHER LATE IN THE DAY.—A Greek lawyer recently moved the Supreme Court of Athens for the reversal of the sentence against Socrates.

## PHONETIC INSTRUCTION ON TRIAL.

ALL who are interested in inquiring into the true merits of phonetic teaching as a means of introduction to our literature in its present dress will be interested in the following letter, from the Superintendent of Public Schools in Syracuse, N. Y. :

OFFICE OF THE BOARD OF EDUCATION, )  
SYRACUSE, November 26, 1858. }

MR. JNO. F. BROOKS—*Dear Sir* : Your letter of the 20th inst. is before me. It is with pleasure I reply to your inquiries.

One year ago the Board of Education was induced to make an experiment designed to test the merits of the phonetic system in teaching children the first principles of reading. For this purpose three classes were supplied with Longley's Phonetic Cards and Primer. The experiment was so far a success as to influence the Board to adopt the system for all the primary departments. Children on entering the school are required to spend the first year in learning to read Phonotype. In this time we take them through the Primer and First Reader (Longley's), using the cards during the whole course. We then put them to reading and spelling in a Second Reader of ordinary print, requiring, however, all words to be analyzed by sounds as well as spelled by letters.

We meet with some difficulties. One of the greatest is, not having teachers who understand the system and the proper modes of applying it; another is, the prejudice of the community. To remedy the first, we put our best female teachers in the primary departments, and pay them the highest wages. These teachers, with a few exceptions, have used a commendable degree of industry in qualifying themselves to teach the system successfully, and have accomplished this to as great an extent as we could reasonably expect. If the system is pursued another year we shall look for much more favorable results than we have yet seen; though the results already attained are much more desirable than those accomplished by the old method of instruction.

To overcome the second difficulty mentioned, the *Board* purchased the books, and furnished the classes with them free of charge, and prevented the children from taking them home until they were sufficiently advanced to read them. In this manner we have avoided coming in contact with the popular prejudices in a remarkable degree. When intelligent parents have witnessed the results of the system in their own children, they have invariably become its warmest advocates.

We have not used the system in *all* our schools long enough enough to test its merits in every particular as to its general workings, and only one of the *experimental* classes has been kept together. The results, however, in this class I consider a fair example of the workings of the system. The children composing this class were those who entered the school for the first time, most of them not knowing their letters. A few had been taught the alphabet, but this proved rather a hindrance than an advantage. The parentage of the children was the same as that found in most of our schools—a mixture of American, German, and Irish. The pupils were taken as they were sent in, with a view to give the system a *fair* test. The teacher was young, with only one year's experience—an assistant in the primary department. She knew nothing of the system as a means of teaching children to read, hence she had every thing to learn as she advanced with the class. She however brought to the work good natural powers, very well cultivated by study, and a commendable degree of earnestness. She had no difficulty in taking the class thoroughly over the Primer and First Reader in the course of the year.

We now came to the point where we expected difficulty. The question was seriously asked, "How shall we make the transition from the Phonetic to the ordinary print?" It was at first determined to use a Transition Reader. By correspondence with the Rev. Thomas Hill, of Waltham, Mass., who has spent much thought on this subject, and who has tried the experiment in the schools of his place of residence, we were assured that such a reader was not necessary. We then put *Webb's Second Reader* into the hands of the class. We have used the Reader for years in our schools. The first two weeks removed all our anxiety as to the difficulty in the way of transition. The class took up the book as if they had been familiar with it, *and required much less special instruction than other classes advanced to the same point in the usual method.* The only instruction required of the teacher was to give the powers of combination in letters with which they were not acquainted. These they readily learned, and soon became as fluent readers in the ordinary type as in that in which they had been taught.

Our anxiety was now in regard to spelling. This, too, was speedily removed; for the phonetic class were very soon the best spellers of their age in the school. The very irregularities of the Romanic orthography seemed to aid them in learning to spell. With these points settled favorably, we considered the experiment a perfect success.

The following is a summary of some of the results of the experiment in this class:

1st. A distinctness of articulation never before obtained. This is so marked and uniform that the most delicate ear will

find it difficult to determine the nationality of the pupil by any peculiarity of accent.

2d. Independence in getting out the pronunciation of new words.

3d. A rational and practical knowledge of the relation of letters to words.

4th. An increased facility in learning to spell. To this might be added: An increased activity of mind, induced in the child by the fact that every step of the process by which he has learned to read has been intelligible to himself.

I was induced to bring this class before our Teachers' Association at its last meeting. The examination then had showed conclusively the foregoing results. Wishing to subject the class to the severest test possible, I, without the knowledge of the teacher, procured another Reader and put it into the hands of the class. It proved to be much more difficult than the one they were using, and the class had never seen the book until it was put into their hands. I expected a failure, but was most agreeably disappointed; for every member of the class was able to read the first piece opened to with a distinctness of utterance and a propriety of pronunciation which might well be imitated by most teachers.

I have already been more lengthy than I intended. But I hope our success, imperfect as it is, may encourage others to adopt the system. I have not attempted to advance opinions or theories in this matter, but to give the practical workings of the system so far as we have tried it.

I remain yours very truly,

GEO. L. FARNHAM, Superintendent.

---

#### FREE SCHOOLS—IRREGULAR ATTENDANCE OF SCHOLARS.

---

To the scholar and the philanthropist there is no more pleasing prospect than that of a State or nation providing for the moral and intellectual culture of her youth, assisting them with her counsel and means to grow up honest, industrious and intelligent men and women, able to fill the high responsibilities soon to devolve upon them as adult citizens of a republican government. The common school in this country will always be the college in which the masses of our youth are to receive instruction; hence our State has seen the immeasurable necessity and advantage of placing it upon a proper footing and making it



truly subservient to the great interests which it was designed to promote.

The free-school system in America is coëval with the early settlement of New England, where in the year 1628, while want, sickness, danger and starvation were impending, the Pilgrim Fathers found time and means to provide for the education of every child in the settlements, and nine years later established one school for every fifty families, and one of higher grade for every one hundred, supporting them by an annual tax voluntarily imposed. The same plan, modified to meet the wants of the people, has been grafted into the Constitution or laws of many of the States of our Union, throughout all of which the interest is growing and spreading.

In our own State public sentiment is yet demanding more energetic measures. Only a few years have elapsed since the cause of education and free schools first began to elicit much attention or any considerable degree of discussion among her citizens; yet the Legislature is active in endeavoring to establish a free-school system that will provide for the education of every child in the State, and a healthy and vigorous individual attention is directed to the same end. Prior to the year 1855 the State had done little or nothing toward contributing means for keeping up free schools. From the General Government we had received a large fund derived from several sources: the first an act of Congress of April 18, 1818, by which three per cent. of the net proceeds of the sales of the public lands within this State were placed under the care of the Legislature to be appropriated to the encouragement of learning, one-sixth part of which was set apart for a college or university. She also granted seventy-two sections, or two entire townships, for the use of a seminary of learning. By an act for the distribution of surplus revenue, she gave to our State \$335,592.32, which also constituted a part of the common-school fund, giving, in 1855, about \$1,000,000 at six per cent. interest for the support of common schools, making a total of about \$60,000 per annum, which was known as the State fund. In addition to these provisions, the General Government granted to the State for school purposes the sixteenth section in each Congressional township, to be appropriated to the use of schools in such township. These sixteenth sections taken together gave a total of nearly 978,450 acres, most of which had been sold and the proceeds placed in the hands of the township treasurers, to be by them loaned out at ten per cent. interest—the principal to remain a permanent fund, the interest to be used in building, repairing and furnishing school-houses, and in paying teachers. This was and still is the Township Fund. Our State, having ascertained that all these sources combined were insufficient to make the schools free, provided in 1855 that a two-mill tax be collected annually and applied to that purpose; and, to meet all

additional contingencies, the law now provides that the District Directors may levy whatever further amount of tax they may deem necessary.

We see that the General Government has performed the part of a watchful parent in providing a fund for the support of our schools, and that the State has acted as fast as she has been called upon, and has made a judicious application of the means she has provided. Step by step our system of free schools is becoming permanent and correct. The first step was the providing of a higher standard of qualification for teachers; next followed a Normal School, designed expressly for the instruction and training of teachers; then Teachers' Institutes were organized in almost every county in the State; and soon after an educational journal, the *Illinois Teacher*, started into life, a medium for the diffusion and promulgation of education.

As it is our policy to provide free schools in a sufficient number that all the children between the ages of five and twenty-one years may attend, and as the law provides that such number of schools shall be kept up, it behooves us to see that the opportunities thus afforded are not neglected, and that the means provided are not wasted by a failure or irregularity in attendance of the children who should constitute the schools. In the performance of my duties as School Commissioner for six years past, I have had ample opportunity to become fully acquainted with the faults as well as the merits of the present school system. Having mentioned some of its merits, I wish now to speak of one of its defects—the toleration of irregular attendance of scholars in the schools.

When means are provided for the education of all, and expenditures are made in carrying out the provisions, there should be some way adopted to enforce a regular attendance, as this is indispensably necessary in order that the free-school system accomplish its desired object. Not more than three-fourths of all entitled to places in the schools attend during any one year; and of that three-fourths there is not an average attendance of more than two-thirds, making a total average attendance during the year of only one-half, while the true regular attendance is scarce one in fifty; and this while under the provisions of our law the same expenditure of money is made that would have been had every person between the ages of five and twenty-one attended regularly: thus one-half of the school-fund is lost. But this is not the only baneful effect of irregular attendance. By irregular or non-attendance the scholar misses his lessons, but half learns what he does learn, and becomes a weight upon the classes with which he recites. Hence the classes are retarded, those who would attend regularly find their energies curbed, acquire a listless habit, seek amusement to while away the hours that through the fault of others have become leisure hours, until at length they become as indifferent

to irregular attendance as the first: thus the evil spreads, and a whole school is ruined.

Irregular attendance is caused mainly by the carelessness of parents, or by their excessive fondness for their children. They know that they may send their children to school or they may keep them at home, and in either case it costs nothing. Many parents when they wish to be alone, expect company, find their children noisy or troublesome, send them to school *to get them out of the way*, assuring the child of the reason; the child attends with the understanding that he is sent as a punishment, and the consequence is that he punishes the school by his bad behavior, or, perchance, plays truant. Again, every little ailment of a child, however trivial; every shower of rain or fall of snow; a warm day or a cold one; a frosty morning or a biting wind; a holiday occasion, or a wish expressed to remain at home, serves as an excuse to keep a child away from school for one or more days, especially when accompanied by the thought, "It costs nothing; and he can go as well another time as now, and on the same terms." Thus many parents suffer their children to grow up in ignorance and vice; the high responsibilities that devolve upon them as parents being insufficient, even when accompanied with parental pride and tenderness, to make them careful to improve the opportunities for securing the moral and intellectual culture and welfare of their children; and thus are thrown upon the State many thousands of vicious and uneducated men and women, soon to be its rulers and the fathers and mothers of another generation, who will succeed them in watching over the interests of our State and nation.

I read recently, with approving satisfaction, the very able report of W. H. Wells, the Superintendent of Public Schools in Chicago, for the year 1857, in which he discusses the subject of irregular attendance, and gives the rule adopted as a remedy in Chicago, which is, to suspend or expel the scholar.

Although I think the Chicago rule a good one, I believe there is a better remedy, one proposed by me in my report made in October last to the State Superintendent. Our free-school system is not yet so firmly based that we can adopt the system of forcing the attendance of all who should attend school. It will require time to bring it to that perfection. It is, however, so well established that we may prevent an irregular attendance. To meet the difficulties, I propose that in case of irregular attendance the parents pay the bill. The following is substantially that part of my proposed amended school law which refers to the point in question:

Any child attending school during any term of three months, and failing to be in attendance three-fourths of the days during the term, shall be debarred from receiving any benefit from the school-fund during any part of the term. In such case the

treasurer shall pay the teacher his whole bill, as per contract, and shall then proceed to make an estimate by proportion, which will be, as the whole number of days' attendance on the schedule is to the whole amount of compensation, so is the number of days' attendance of the particular scholar to the amount to be paid by that particular one; he shall then charge the father, or if the father be dead the mother or guardian, of the scholar with the amount, and it shall remain as a charge for three months if not sooner paid; and if not paid at the expiration of that time, he shall institute suit against the one to whom the charge is made for the amount thus claimed to be due, which suit shall be tried before a Justice of the Peace, whose decision on the case shall be final; and on the trial the schedule kept by the teacher and the contract between the Directors and the teacher shall be evidence. *Provided*, however, that if, at any time before the expiration of the three months that the bill remains as a charge upon book, there shall be filed with the treasurer a certificate of some resident practicing physician that the child was detained from school by reason of its own sickness or that of some other member of the family, the account shall be canceled and no suit commenced. W. M. H.

---

## T E A C H I N G   G R A M M A R .

---

THE study of Grammar is regarded by many as a necessary evil, an unavoidable step in the treadmill of a stereotyped plan of study. Very many discard the idea that a pupil can learn any thing of Grammar till well advanced in the courses usually pursued in schools. Some condemn it entirely, as being foolish, unpractical, and useless; and some teach it because other teachers do, and use the book recommended by some teacher or school officer, or the circular of the book-publisher in whom they have most confidence or who 'puffs' the most. These usually consider the book as infallible as a devout Catholic deems the Pope. There are others ready to put all there is of *Grammar* into Clark's rings and ellipses, and *diagram* the whole English tongue. Some, again, think that the questions and answers of Smith contain the sum-total of grammatical knowledge, and others see nothing satisfactory except in *Brown's Grammar of Grammars*. Now we have our preference in the matter of books; but, in this subject as elsewhere, a fact is not so because the book says so, but the book says so because the fact

exists. When a grammar will not bear the test of inquiry to know whether there is further authority than the opinion of its author for its assertion, it is weak in at least one point. There is something behind the books. English Grammar is not a set of directions by Welch, or Murray, or Tower, or Nutting, or any body else; but, as far as embodied in any correct and useful form by these men or others, is rather a record of observations, of facts discovered, than the creation of a science. The truth is, we have narrowed the application of the term *grammar* from its proper use, as applying to all the study and use of language, to a formal text-book, which too often consists of a few dogmatic rules, which is calculated to chill the ardor of every teacher or pupil who uses it.

Really, the child in the nursery, the boy at his play, the young lady shopping, are all using the glorious old English. And the youngster thumbing the old *Elementary*, or learning to read "How big was Alexander, Pa?" or studying the use of capitals and commas, periods and quotation-marks, is studying the same glorious English, equally with the High-School pupil who 'studies *Grammar*' and parses in *PARADISE LOST*. *Grammar*, then, properly so called, includes all forms of study of the English language. With this understanding, its study will begin at a very early age. *Papa* and *Mamma* are among the early lessons; and here, too, by talking '*teenty taunty baby-talk*', the foundation is laid, too often, for errors that cost great labor to eradicate. Do not put a huge folio, or even a small duodecimo, into the hands of children. Commence with the Reader, the Spelling-Book, the first attempts to write. But it may be a little more practical to leave all this and give details of actual experience.

A class, whose ages would average ten or eleven years, commenced the study of Grammar. The teacher was indebted for his modes partly to the suggestions of others, partly to his own judgment in the matter. The pupils had previously had no special instructions. They were directed to occupy the recitation-seats, bringing their slates and pencils. The teacher said, "You may write five names of things which you can see." This being done, he looked over the slates, setting upon the blackboard errors in spelling, or improper use of capitals or small letters, as well as omission of periods after the word, taking pains that none should know from whose slate any particular error was taken. The class were called upon to correct the errors. Then a list of additional names of things which could be seen was called for, and a similar course pursued. The half-hour or hour for a class would soon pass in such exercise. At subsequent lessons a similar plan was followed as to names that can be *thought of* but not *seen*, or *heard*, or *felt*. Soon a name was given with a blank to fill up telling what was *done*, as "Horse —." The pupils would write 'runs', 'jumps', etc.

The process of correcting spelling and the proper use of letters, and also the proper form and relative size of the letters themselves, was constantly attended to. Then came, 'Henry, what was the subject of that story you read?' 'Jane, what was the subject of the last reading-lesson?' 'Edward, I saw you at the lecture last night; can you tell me what the subject was?' and when, after many such questions, the pupils readily gave the subject of the story, the lesson, the lecture, sermon, etc., the question came, 'What is the subject of this sentence?' But little explanation was needed to have it remembered that the subject of a sentence was 'the thing spoken of'. The predicate was soon taught, and now analysis accompanied the daily work. *T.* 'What is *number*?' *P.* 'The answer to the question How many?' *T.* 'How many numbers are there?' *P.* 'As many as you choose to have.' *T.* 'Spell the name of this.' *P.* 'B-o-o-k.' *T.* 'Of these' (taking up two). *P.* 'B-o-o-k-s.' The teacher would go on with three, six, ten, or any number, then question thus: 'In how many ways have we spelled?' 'Two.' 'Where did we change?' 'In going from one to two.' 'Did we change after that?' 'No, sir.' 'When you see a word spelled r-o-p-e, how many is meant?' 'One.' 'If you see it spelled r-o-p-e-s, how many are meant?' 'More than one.' 'We can call one the single or *singular* number. The other form of the word we can call the *more* number. Mary, what is the name of the sign in addition?' 'Plus, sir.' 'What does it mean?' 'More.' '*Plural* comes from *plus*. We will call the *more* number the *plural* number.' Abundant written exercises would confirm all this; and the masculine gender as indicating the male sex, and feminine the female sex; no sex represented by no gender or neuter; the names of objects whose sex we could not decide, common sex or common gender, could thus be taught and enforced. A blank would be given to be filled with a word telling the kind, as '— house', which pupils would fill with 'white', 'red', and others. These are *quality* words, the technical name of which might be learned or not, at the option of the instructor. A similar course would be taken to obtain words to show *how* things are done, 'The engine puffs —.' 'Slowly', 'fast', will be supplied.

In a similar way the general divisions and subdivisions on which the writers of grammars are usually agreed were taught: the time of action, the comparison of adjectives or *adnominal* words, the comparison of adverbs; and all this time the analysis of the sentences written. This was the work of weeks and months.

For a long time no lesson was given to the class to study between recitations; and when it was deemed best for lessons to be prepared, sentences were written upon the board for analysis, and, so far as possible, particulars with regard to the words in which they had been instructed were given. An exercise

which the class had after long practice was writing descriptions of objects. Thus, a picture or a map would be pointed to, and they would be directed to write what they could of it in a given number of minutes. A certain number of sentences with a masculine subject, or a subject in the singular, or with an active verb, soon came to be written with ease and general accuracy. The same class could write letters properly dated, directed, and signed. They knew little of text-book technicalities, could form little judgment as to the learned discussions on the subjunctive mode, or the third person of the imperative; but I mistake much if they did not gain some knowledge of the use of the English language, and get a good foundation for deeper study in after years, when a text-book should be in their hands.

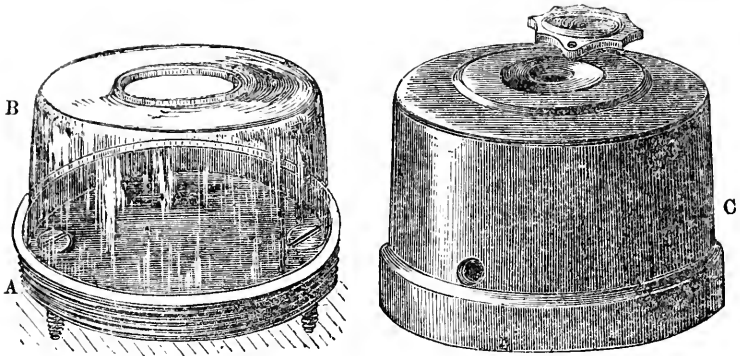
Mr. Greene, in a small work—*Greene's Introduction*, has laid down a plan which this experience much resembles. Teachers who would find more in detail than can be given in the pages of the *Teacher* will do well to provide themselves with this admirable little book. There are other books in which something of the same kind is accomplished; but no other so generally circulated in this country where the plan is fully developed.

---

#### SATTERLEE'S PATENT INKSTAND.

---

TEACHERS know what annoyance is caused by the continual upsetting or breakage of inkstands. Some parents, also, have had their patience tried by inky books, soiled dresses and handkerchiefs, of children sent to school in the morning with their clothes bright and clean, and with books of the latest edition. Such teachers as have experienced these evils, and such parents as find the soiling of books only the beginning of negligent habits in other respects, will rejoice in any thing which combines the uses of an inkstand with neatness and good order. Ink-wells have been in use for years that avoid many of the evils of the little portable stands, and thus the liability to upset ink, the daubing of desks, has been lessened; but until recently we have seen nothing which seemed to be a complete guard against the thousand mishaps of the school-room. Within a few months, however, a stand has been brought out which promises to guard against all ordinary chances of ink-spilling. In fact, we do not see how, except by misuse of the *pen*, ink can be got into improper places in the use of this stand. We subjoin a description of Satterlee's Patent Inkstand.



The stand consists of three parts: a thin piece of iron A, which is firmly screwed to the desk; a glass font or bottle B, which, after being filled and set in place, is covered by a cap of japanned iron C, which screws down tight upon the plate A, being turned so firmly with a little wrench, made for the purpose, that the fingers can not loosen it again. A single wrench is sufficient for a whole school, and the ink is thus almost wholly secured from *abusive* use. One can be fastened on the middle of each desk, thus in double desks answering for two pupils. In short, this inkstand combines the following excellencies:

1. It furnishes perfect security against injury to books and furniture, occasioned by the accidental spilling or careless use of ink; 2. In the school-room it places the ink appropriated to the use of the pupils wholly within the control of the teacher—the removal of the cap C by ordinary means being impossible; 3. It protects the ink from dust, prevents evaporation, and affords better security against freezing than any other inkstand in use.

There is a small space for air between the cap and the glass font. By placing a piece of woolen cloth or fur on the base-plate, the font will be wholly surrounded by non-conducting media, which, under ordinary circumstances, will prevent the ink from freezing. These stands are also made of large size for office use. Writing in school will be less of a nuisance, with such a receptacle for ink, than many teachers now regard it. These inkstands can be obtained from Geo. Sherwood, at 'The Teacher's Home', in Chicago.

**Music.**—Let your daughters cultivate music by all means. Every woman who has an aptitude for music or for singing should bless God for the gift and cultivate it with diligence; not that she may dazzle strangers or win applause from a crowd, but that she may bring gladness to her own fireside. The influence of music in strengthening the affections is far from being perceived by many of its admirers; a sweet melody binds all hearts together, as it were, with a golden cord; it makes the pulses beat in unison, and the heart thrill with sympathy. But the music of the fireside must be simple and unpretending; it does not require brilliancy of execution, but tenderness of feeling—a merry tune for the young—a subdued strain for the aged, but none of the noisy clap-trap which is popular in public.



## M A T H E M A T I C A L .

ANSWER TO PROBLEM 11, in *December number of Teacher*.—Begin with a field containing 10 acres, the least number of acres in a square of which the sides are measured in rods without a remainder. We find, by obtaining the perimeter of this, that the number of rods of fence = 16 times the number of acres, and consequently the number of planks =  $5 \times 16 = 80$  times the number of acres. If we take another field, containing  $4 \times 10$  acres, we find the perimeter in rods = 8 times the number of acres, and consequently the number of planks =  $8 \times 5 = 40$  times the acres. If we multiply 10 acres by the square of 4 we shall find the number of rods in the perimeter =  $4 \times$  the number of acres. If we multiply 10 acres again, by the cube of 4, the number of rods in the perimeter will =  $2 \times$  the number of acres; and if we multiply 10 acres again, by the fourth power of 4, the number of rods in the perimeter will = the number of acres in the field. Thus we see, if we multiply by the ascending powers of 4, that the ratio between the number of rods in the perimeter and the number of acres in the field is diminished one-half for each successive power; and when the ratio is 1 the number of acres = 2560. We have now found the number of acres which it is necessary to fence in order to have a rod of fence to each acre. Now it remains to find a rule by which we can determine the number of acres that is necessary in order to have two, three, four, five or more planks to each rod of fence. We find if we multiply this number (2560 acres) by the square of 2, that it will give us the number of acres that can be fenced with two planks to each rod, and the number of acres included = the number of planks. If we multiply the same number by the square of 3, it will give the number of acres that can be fenced with 3 planks to the rod or panel. So the square of 4, 5, 6, or any other number, will give, by multiplication with 2560 acres, the number of acres that may be fenced with 4, 5, 6, or any other number of planks to the panel, respectively, and the number of planks in the fence = the number of acres included. By this rule we find 64000 acres to be the contents of the field that may be fenced with 5 planks to each rod of fence, and the number of acres included = the number of planks in the fence.

J. H.

SAME PROBLEM. *Rule derived from an Algebraic solution*.—Let  $x$  = number of acres required; let  $a$  = number of planks to the rod. Then  $\frac{x}{a}$  = number of rods in the perimeter, and  $\frac{x}{4a}$  = number of rods in one side; whence,  $\frac{x^2}{4^2 \times a^2}$  = number of square rods in the field; or,  $\frac{x^2}{16a^2 \times 160}$  = number of acres in the field, =  $x$ ; from which,  $x = 2560 \times a^2$ . The foregoing result gives the following rule: *Multiply 2560 by the square of the number of planks in a rod.*

SOLUTION TO PROBLEM 12.—Let  $x$  = base AB; then  $x$  = perpendicular BD, and  $x+10$  = hypotenuse AD. It is a well-known principle in Geometry that the base<sup>2</sup> + perpendicular<sup>2</sup> = hypotenuse<sup>2</sup>; and in this case we have the base<sup>2</sup> = perpendicular<sup>2</sup>; therefore we have  $\frac{(x+10)^2}{2} = x^2$ ; taking the sq.



root of both sides, we have  $x = \frac{x+10}{\sqrt{2}}$ ; clearing of fractions,  $x\sqrt{2} = x+10$ , and transposing,  $x\sqrt{2} - x = 10$ ; factoring,  $x(\sqrt{2}-1) = 10$ ; dividing by  $(\sqrt{2}-1)$ ,  $x = \frac{10}{\sqrt{2}-1}$  = base or perpendicular; therefore,  $x$  or AB or base } =  $\frac{10}{\sqrt{2}-1}$ . —Ans.

And  $(x+10)$  or AD or hypotenuse =  $\frac{10}{\sqrt{2}-1} + 10 = \frac{10 + \sqrt{2}-10}{\sqrt{2}-1} = \frac{10\sqrt{2}}{\sqrt{2}-1} = \text{AD.}$

PRACTICAL METHODS.—I. To multiply by a mixed number whose fraction lacks but one part of a unit, as  $4\frac{6}{7}$ ,  $8\frac{1}{5}$ , etc. Multiply by the next higher whole number, and subtract from the product such a part of the multiplicand as is lacking in the multiplier. Example: Multiply 792 by  $8\frac{6}{7}$ .

$$\begin{array}{r} 792 \\ \underline{8\frac{6}{7}} \\ 7128 = 9 \text{ times } 792. \\ -113\frac{1}{7} = \frac{1}{7} \text{ of } 792. \\ \hline 7014\frac{6}{7} = 8\frac{6}{7} \text{ times } 792, \\ \text{the result required.} \end{array}$$

II. To multiply by a mixed number whose entire part is the same as the numerator of the fraction, as  $9\frac{9}{13}$ ,  $6\frac{6}{11}$ , etc. Multiply by the entire part; divide the product by the denominator of the fraction, and add the quotient to the product. Example: Multiply 8716 by  $9\frac{9}{11}$ .  $8716 \times 9 = 78444$ ;  $\frac{1}{11}$  of  $78444 = 7131\frac{3}{11}$ ;  $\frac{9}{11}$  of  $8716 = 78444 \div 11 = 7131\frac{3}{11}$ ;  $78444 + 7131\frac{3}{11} = 85575\frac{3}{11}$ ,  $= 9\frac{9}{11}$  times 8716, the result required. As in the former case, this process saves a multiplication by 11; and, besides, the necessity of writing the multiplicand a second time is removed in both cases.

QUERY.—In Greenleaf's *Elements of Geometry*, page 320, is Prob. 33, as follows: "Three trees, A, B, C, whose respective heights are 114, 110, and 98 feet, are standing on a horizontal plane, and the distance from A to B is 112, from B to C is 104, and from A to C is 120 feet. What is the distance from the top of each tree to a point in the plane which shall be equally distant from each?" *Ans.* In Greenleaf 119.7 feet. In Perkins's *Geometry*, page 233, I find the same problem, No. 19—trees and sides of the triangle the same in position, length, and height; but the answer as given by Perkins 126.63 feet. Which is right? T.

PURE AIR.—Whatever renders the blood impure tends to originate consumption. Whatever makes the air impure makes the blood impure. It is the air we breathe which purifies the blood. And as if the water we use to wash our clothing is dirty it is impossible to wash the clothing clean, so if the air we breathe is impure it is impossible for it to abstract the impurities from the blood. What, then, are some of the more prominent things which render the air impure? It is the nature of still water to become impure. It is the nature of still air to become impure. Running water purifies itself. Air in motion, draughts of air, are self-purifiers. Thus it is that the air of a close room becomes inevitably impure. Thus it is that close rooms bring consumption to countless thousands. Hence all rooms should be so constructed as to have a constant draught of air passing through them. A man of ordinary size renders a hogshhead of air unfit for breathing and consumes its blood-purifying qualities every hour. Hence, sleeping in close rooms, even though alone, or sitting for a very short time in a crowded vehicle or among a large assembly, is perfectly corrupting to the blood. Close bed-rooms make the graves of multitudes. Hall's Book of Consumption.

CHISELING.—A writer in the *Home Journal* thinks that mental activity tends to keep the body young. He thus discourses: "We were speaking of handsome men, the other evening, and I was wondering why K— had so lost the beauty for which, five years ago, he was so famous. O, it's because he never did anything, said B.; he never worked, thought, or suffered. You must have the mind chiseling away at the features if you want handsome middle-aged men. Since hearing that remark, I have been on the watch, at the theatre, opera, and other places, to see whether it is generally true—and it is. A handsome man who does nothing but eat and drink grows flabby, and the fine lines of his features are lost; but the hard thinker has an admirable sculptor at work, keeping his fine lines in repair and constantly going over his face to improve the original design."

THE first ingredient in conversation is truth; the next good sense; the third good breeding; and the fourth wit.

## EDITOR'S TABLE.

---

TO CONTRIBUTORS.—All articles intended for insertion in the body of *Teacher* should be sent as early as the eighth of the month; those intended for the *Table* may be delayed at late as the fifteenth.

COUNTY INSTITUTES.—We wish to have information in regard to the organization and action of County Institutes, foundation of new schools, important changes of officers, the progress of schools, and upon all matters connected with education in our State. Will every teacher consider himself especially requested to furnish us with all interesting transactions in his own locality.

All communications should be characterized by brevity without dry detail, and by comprehensiveness without unnecessary and tedious length.

PUNCTUALITY, we are well aware, is one of the cardinal virtues of any journal. Our tardy appearance for January and February was rendered necessary by causes evident to our readers. Henceforth we confidently trust to have every number appear punctually.

SCHOOLS IN KANE COUNTY.—From a table made up by the County Commissioner, Mr. HIGGINS, the *Aurora Beacon* compiles the following:

There are in Kane county 147 school-districts; expenses of those schools for the year ending August, 1857, \$37,799; number attending school 7,852; average number 5,899; total value of school-buildings \$106,375; total average number of weeks taught 559; cost of tuition per scholar \$4.82; and the lamentable fact that the libraries and apparatus belonging to *all* our county schools amount to but \$1,500. St. Charles and Dundee have an equal number of school-districts, 12; the value of the school-buildings of St. Charles is \$22,000, exceeding that of any other town by 3,000—the value of those of Elgin being \$19,000; those of Geneva and Batavia \$14,400, and of Aurora \$12,500. Aurora city expends the most money upon her schools, \$5,156 per annum; Elgin city follows at \$4,065; Camp-ton, with 10 districts, spends the least, \$954. Aurora sends the greatest number of children to school, 1202; Elgin follows with 1169; Geneva and Batavia have 841, and St. Charles 671. The largest average attendance is in Aurora, 850; next Geneva and Batavia, 841; then Elgin, 825. Tuition per pupil costs most in Elgin township, \$6.00; Aurora city next, at \$5.75; tuition in Elgin and Dundee township costs \$5.45 per scholar; four districts average as low as \$4.00. Aurora has \$600 worth of school-apparatus, ten towns have none. St. Charles has the best school-house in the county, erected at a cost of \$14,000. Elgin has the exclusive control of her school—and a superintendent of her own.

AGRICULTURAL COLLEGE.—A Virginia gentleman purposes to donate \$20,000 for the erection of an Agricultural College in the vicinity of the University at Charlottesville, on condition that the farmers of the State will contribute the additional sum, \$50,000.

FEMALE DEPARTMENT OF KNOX COLLEGE.—The Ninth Commencement exercises

of the Female Collegiate Department of this College occurred on January twentieth. The First Church was filled to overflowing with the citizens of Galesburg. Those present seem to have been highly pleased with the exercises, though some affirm that they heard, during the reading of some of the essays, little more than a chaos of sweet sounds. Among other subjects, the essays were upon 'The Chain of Sacred Prophecy'; 'The Relations of Science and Religion'; 'The Power of Truth'; 'Physical Education'; 'Labor in Worship'. Presidents BLANCHARD and CURTIS participated in the exercises of the occasion. Diplomas were awarded to fourteen graduates — fourteen arguments, President CURTIS suggests, for the utility of Female Colleges. The exercises were enlivened with excellent music.

SOME SENTENCES FOR A DICTATION EXERCISE IN SPELLING.—It was *fair* that they should go to the State *Fair* for half *fare*. What is the difference between copper *cents* and common *sense*? *I* hurt my *eye*. She *wring* the clothes while he *ring* the bell. Was there ever such a *wringing* of noses, or such a *ringing* of bells? The *belles* rang the *bells*. The *eyes* and *noses* were called on the question; Who *knows* the length of his *nose*? Did you ever *hear* such spelling *here*?

APPARATUS.—A correspondent writes, that in a county famed for its educational advantages, which has one hundred and sixty public schools, besides seminaries and colleges of which we will not try to give the number, he knows of but one set of Outline Maps, and not a Globe in a public school! Doubtless there are more Outline Maps, and some school-apparatus in that county, though those who know how recently the Board of Education in Chicago took measures to supply these indispensable aids to instruction can easily believe that whole counties *may* be found with very little of any thing to aid the teacher. We trust it will not long be true of any county in our State that they are so scantily provided with aids for the teacher. We had rather chronicle other cases, such as exist in a county we know of, where almost every district has been supplied with Holbrook Apparatus and Outline Maps. Such counties will draw in the teachers who can use these aids, while teachers who are incompetent will seek those counties where 'these new-fangled fixins' are not put into their hands.

PRACTICAL EXPEDIENTS.—Speaking of apparatus, we are reminded of an anecdote we heard the other day. It was of a teacher who could not make points in Geography clear to his pupils. He made a huge snowball, on which he marked out the outlines of continents, and inserting sticks in it showed how the earth revolved. The points were clearly comprehended, as you might suppose. Such globes, we imagine, are to be had cheap in many parts of Suckerdome at this time of the year. We remember, further, that a plan for getting up an orrery like a 'fox and geese' game in the snow was mentioned at the State Meeting at Galesburg. We believe that the teacher who named it is teaching below Bloomington, on the Chicago, Alton and St. Louis Railroad. The recent storm must have been invaluable to him in the arrangement of apparatus.

FREQUENT CHANGES OF TEACHERS.—A correspondent makes the following appropriate suggestions:

Much is said in various quarters of the unsteady habits of teachers, urging them to change less frequently and be more fixed in their labors. Is the continual changing chargeable upon *teachers* alone? Are those who would gladly be perma-

nent in our public schools *allowed* to be so? Will any one claim that teachers are at fault for not being permanent in country schools where the people employ no one for more half the year, or that a teacher must wait the other half out of work that he may teach the same school again? How is it in the villages and larger places? I have before me a list of sixteen gentlemen, thirteen of whom were present at the Decatur meeting, all whom then intended to make teaching their business, all of whom have changed during the year. Of these, ten have changed their places without their own wish, two of them twice; three voluntarily; three for reasons unknown to me. One of the displaced ten has left the business of teaching entirely, another temporarily. If a fault exists in this respect, it should be charged in the proper place.

TEACHERS' INSTITUTE AT MIDDLETOWN.—The teachers of Sangamon county held an Institute on the 10th, 11th and 12th of December. The attendance was as large as could have been expected, and the interest manifested was every way commendable. The zeal evinced by the teachers rendered the meeting highly instructive and agreeable to themselves, as well as profitable and attractive to the visitors. The policy of this community has ever been liberal to the cause of education, and to the friends who labor to promote it; but we feel assured that the untiring and well-directed efforts of our School Commissioner, who conducted the Institute at this place, and who devotes all his time to the interests of education in this county, together with the noble efforts which the Sangamon teachers are making, will give a new impulse to the cause in this vicinity. The exercises given by the various teachers in attendance were highly instructive to all present, and served to convince the patrons of schools that Sangamon has a corps of teachers possessing a high degree of competency. At the close of the exercises, the citizens, by a unanimous vote, adopted the following resolutions:

*Resolved*, That the citizens of this village and the vicinity have been very agreeably entertained by and have felt a deep interest in the Teachers' Institute, which has just closed a highly-profitable session in this place.

*Resolved*, That we hail the inauguration of Teachers' Institutes throughout our county as a most gratifying indication of the rapid progress of common-school education, and that the efforts of our Sangamon teachers to obtain the highest degree of proficiency as instructors meet with our approbation, and shall receive our cordial coöperation.

*Resolved*, That the unceasing and energetic efforts of our County Commissioner to promote the interests of public instruction in this county are without a parallel in disinterested benevolence and self-sacrificing industry, that it is our earnest desire that such labors shall not go unrewarded.

SCHOOLS IN DIXON.—An examination of pupils for admission to the High School was held January eighth. Out of fifteen candidates examined, thirteen were admitted. The examination was conducted in writing. The whole number of pupils in the High School is forty.

DEATH OF WM. H. PRESCOTT.—This distinguished scholar and historian died in Boston, January 28. He had for some time been employed in writing the History of Philip II. Six volumes had been planned. Three were already published and the fourth was partly completed. Probably some one else will be selected to finish the work, yet we shall easily recognize the place where the master laid down his pen.

ENTERPRISING.—We chronicle with pleasure the prosperity of the Public Schools of Chester, Illinois. Two large brick school-houses have just been erected at a cost of \$4,000. With enlightened liberality they are supplied with Cincinnati furniture, Holbrook's School Apparatus, Franklin Globes, Pelton's Outline Maps, Dr. Cutter's Anatomical Charts, etc.

**BELLEVILLE PUBLIC SCHOOLS** were organized in 1857, under the supervision of Mr. PARKS as Superintendent, who still retains the office. Since that time they have advanced rapidly in numbers and excellence. They now employ twelve teachers, and between 500 and 600 children are in attendance. There are as yet, however, no public buildings; the rooms for the accommodation of pupils are all hired.

**EDUCATION IN PRUSSIA.**—By a law of Prussia, every child is required to go to school between the ages of seven and fourteen, and to learn, at least, to read and write. In 1845 there were only two persons in every hundred who could neither read nor write. In the standing army of 126,000 men but two soldiers are unable to read; and of 2,900,000 children between the ages of seven and fourteen at the last census, 2,228,000 were actually attending the schools.

**THE CIRCLE SQUARED.**—Mr. BALLOGH, a Hungarian, asserts that he has managed to square the circle, and he has just sent copies of his work on the subject, which contains numerous diagrams, to the Academies of Sciences in Vienna and Paris, and to the heads of the Universities of Cambridge and Oxford.

**GOLD IN ILLINOIS.**—Professor McCHESNEY, Assistant State Geologist, thinks he can find gold in most of the northern counties of this State. He has already found it in many, and thinks he can find it in seventy counties in the State. This base metal, let us remind our friends, will be accepted in exchange for the *Teacher*. How could it be better invested?

**CHICAGO HIGH SCHOOL.**—A Chemical and Philosophical Apparatus, which cost \$1,000, has lately been presented to the Chicago High School by the parents of pupils in the school and by other citizens. The apparatus is from the celebrated manufactory of Mr. RITCHIE, of Boston.

**CHICAGO HISTORICAL SOCIETY.**—The Library of this Society is already quite rich in rare books, papers, and old records. It has lately come into possession of a copy of the *Jesuit Relations*, in three volumes, a work hitherto inaccessible to Americans, and lately published by the Canadian Government.

LAMARTINE informs the public that the public subscription in his behalf has proved a total failure. He has also been unable to sell his estates. Failing in both projects, he announces his intention of going to work.

The *Scientific American* asks, "Are salmon found in the lakes and rivers above the falls of Niagara? If so, it affords strong ground for believing that there is a subterranean communication between Ontario and the upper lakes. Otherwise, there seems to be no ground for such a conclusion."

In Washington, D.C., where there are 10,697 children between the ages of five and eighteen, 3,328 are in private schools, 2,400 in public schools, and 5,069 are in no schools at all. With a population of 65,000, and a real estate valued at \$30,000,000, there is but \$20,950 expended a year, and all the school-houses are not worth \$10,000.

HANCOCK TEACHERS' ASSOCIATION.—The teachers of Hancock county are fully alive upon the subject of education in their midst. Pursuant to a previous call, the teachers and friends of education there held a meeting on Saturday, Dec. 15, to organize a Teachers' Association. Considering the inclemency of the weather, there was a considerable number present, and a feeling was manifested to aid such an undertaking by personal effort and influence. It would have been gratifying to the friends of education in this county to have seen the earnestness and fixedness of purpose evinced by those present. Mr. A. N. HAWLEY was elected President *pro tem.*, and Mr. S. B. FROST, Secretary. It was moved and carried that a committee of three be appointed to draft preamble and resolutions under which to organize. MESSRS. C. R. ARNOLD, M. BIXBY, G. W. BATCHELDER, were appointed said committee; also that a committee of one be appointed to draw up a Constitution: Mr. W. H. MANIER was appointed. Moved and carried that we have a recess of ten minutes. After recess the Committee on Resolutions reported the following preamble and resolution, which were adopted:

WHEREAS, the cause of education in Hancock county has for a long time needed the stimulus that can only be derived from an organized and united effort on the part of its friends; and whereas such an organized and united effort can best be obtained in a County Teachers' Association; and whereas a call has been given to the teachers and friends of education in Hancock county to assemble for the purpose of forming such an organization; and whereas, pursuant to said call, and for the objects therein mentioned, the teachers and friends of education have assembled; therefore,

*Resolved*, That we do now organize under the name and style of the 'Hancock County Teachers' Association'.

The Committee on Constitution then reported a Constitution, which was adopted. This provides that the Association shall hold two regular meetings in each year, and makes other provisions which indicate a fixed purpose on the part of the members to institute thorough and systematic action of the teachers of the county.

It was moved and carried that the ministers of the county be requested to deliver a lecture to their people prior to April 1, 1859.

The following officers were elected: A. N. HAWLEY, President; S. B. FROST, Secretary; G. D. TRITES, Treasurer; twenty-four Vice-Presidents, one from each township in the county.

CHRISTIAN COUNTY TEACHERS' ASSOCIATION met at Rosemond, December 17, and was continued throughout the week. MESSRS. BATEMAN, WRIGHT, MOULTON, and Prof. EDWARDS, of the St. Louis Normal School, delivered addresses. The exercises consisted of essays, lectures, and practical drills in the various elementary branches. Among other resolutions discussed, were the following:

*Resolved*, That the highest usefulness of our common schools is intimately connected with the highest prosperity of our colleges and universities.

*Resolved*, That the respectful government of a school is greatly dependent on the *outside* influences.

*Resolved*, That money for purchasing text-books for our public schools ought to be raised by tax.

*Resolved*, That frequent change in text-books ought to be prevented by law.

*Resolved*, That the friends of education encourage teachers who enter upon the business as a profession, in preference to those who use it as a stepping-stone to some other occupation.

THE LIVINGSTON COUNTY TEACHERS' INSTITUTE was held at Pontiac, December 27th to 31st, inclusive, under the management of Dr. C. C. HOAGLAND, now of Tazewell county, assisted by Mr. M. T. HUTCHINSON, of McHenry county. About thirty

teachers were in attendance, while the condition of the roads and the unfavorable weather prevented many more. The exercises were spirited, lively and profitable; the citizens appearing to enjoy the evening lectures very much. Dr. H. spoke three evenings, and Mr. HUTCHINSON two. There is an increasing interest in all matters pertaining to education in this county, earnestly promoted by such men as ISAAC G. MOTT, Dr. HINMAN, Commissioner Dr. HAGERTY, Rev. Mr. WHITTEMORE, and others, which will result in lasting good. It was resolved that it is the duty of every teacher in Livingston county to take the *Illinois Teacher*, and it is hoped and expected that every one will do his duty. The Board of Supervisors appropriated two hundred dollars for the support of the Institute, which will hold two sessions a year.

R. MACY, Secretary.

THE MERCER COUNTY TEACHERS' ASSOCIATION will hold a convention in New Boston, February 14. MESSRS. BATEMAN, STANDISH, HAMILL, LUSK, and many others, are expected to be present, in addition to the teachers of Mercer county. The number of schools in the county is about 100, and the number of teachers 110. We predict abundant pleasure and profit.

'WRITES FOR THE LEDGER'.—It is reported that Dr. O. W. HOLMES, the funny poet and the 'Autocrat', has refused the offer of \$5,000 to write for the *New-York Ledger*. How much more commendable than the acceptance of a similar offer by Mr. EVERETT. Mr. EVERETT has lost credit with one portion of the community, and gained none with another. We rejoice that Dr. H. has manliness and good sense enough to refuse to indorse the trashy and injurious literature of that weakly weekly.

UNIVERSITY OF CHICAGO.—This institution, incorporated by the last Legislature, has been opened for the admission of pupils. One of the contemplated buildings has already been erected, at a cost of \$30,000. The Library now numbers about 1,000 volumes, and the Librarian, Mr. J. Y. SCAMMON, is now making purchases in Europe to add to it. It is intended to include in its course of study both a Preparatory and a Collegiate Department.

THE COAST SURVEY.—The total cost of the United States Coast Survey up to the present time is about \$4,500,000; and it is estimated that the Survey will be completed in twelve years more. The trigonometrical survey of the British Islands was commenced in 1791, and had cost, up to 1856, \$12,000,000, and it is estimated that \$8,000,000 more will be required for its completion. The hydrographic surveys of England have cost in the last twenty years \$10,000,000, and are still incomplete. The cost of the hydrography of France, which has a coast-line of only 600 miles, has been \$4,300,000. Austria has expended \$500,000 annually for the last seventeen years in her trigonometrical surveys, and contemplates an increase of yearly expenditure. Our annual expenditure of late years has been only \$300,000.

A GERMAN naturalist has described six hundred species of flies, which he has collected within a district of ten miles. Thirty thousand different kinds of insects which prey upon wheat have been collected. This suggests the multitudinous infinitude of the total tribe.



As incorrigible bookworm, turning over some old manuscripts the other day at the Imperial Library in Paris, fumbled out a strange, musty piece of paper, which proved to be a pawn-ticket of TORQUATO TASSO — a real curiosity of literature. It shows that the author of 'Jerusalem Delivered' had pledged his father's waistcoat with 'Signor ABRAHAM LEVI' on the 2d of March, 1570.

BEQUEST TO YALE COLLEGE.—The will of Hon. HENRY L. ELLSWORTH, of Hartford, lately deceased, provides that seven-eighths of his immense property should be donated to Yale College. His fortune is estimated at \$800,000. This sum — \$700,000 — exceeds the present entire worth of the corporation. It is said, however, that the amount is greatly exaggerated, and that the whole donation is for specific purposes, and hence will not increase the available funds of the corporation.

THE ATLANTIC MONTHLY for February has an interesting article entitled 'Ought Women to learn the Alphabet?' If this is conceded, it claims that there can consistently be no limit placed to the opportunities afforded them for acquiring education. In speaking of the silent revolution which has been progressing for some years past in reference to the condition of woman, the author remarks that every free State in the Union, except, perhaps, Illinois and New Jersey, has conceded to married women, in some form, the separate control of their property. A large proportion of the Puritan women could not write their names. In Boston, for one hundred and fifty years, the public schools included boys only. In 1789 it was discovered that the average attendance from April to October was only one-half that for the remainder of the year. As this was an obvious waste of money and materials, girls were admitted during the intermediate period. This state of things lasted for forty years, when all distinctions of this kind were abolished, except in the High Schools.

This number of the magazine is of more than usual ability and interest.

DEATH OF WM. CRANCH BOND.—Few Americans have done more to promote the scientific knowledge and reputation of this country than Mr. BOND, whose death occurred at Cambridge, Mass., during the past month.

Mr. BOND was born in Maine in 1790. From 1802 for more than half a century he continued in the business of manufacturing watches. One of the first observatories in this country was established by him in Dorchester, Mass. In 1838 he was employed by the General Government to conduct a series of Astronomical and Meteorological observations in connection with Commodore WILKES's Expedition. In 1839 he accepted an invitation to take charge of the Cambridge Observatory. He will be succeeded by his son, who has already achieved a high reputation in astronomical science.

ARE STUDENTS LONG-LIVED? — The *Medical and Surgical Journal* has some interesting statistics concerning the duration of life in Harvard College, deduced from the computations of Prof. PEIRCE. From the carefully-prepared calculations it was found that they were longer-lived than the average of mankind. From August 1857 to August 1858 there were thirty deaths among the graduates, and the average age of the deceased was  $63\frac{1}{3}$  years. The number of the graduates of Yale College who died the same year was forty-six. The average of their ages

was  $62\frac{1}{4}$  years. The truth is that mental activity and exertion is more favorable to health and longevity than grosser physical toil. We believe that the average life of teachers is greater than that of men in any other literary profession.

GLEANINGS FROM REPORT OF STATE SUPERINTENDENT FOR 1857 AND 1858.—The whole number of schools kept in the State has increased during this time from 8386 to 10238. The average time kept for 1857 is  $6\frac{3}{4}$  months; that for 1858  $6\frac{5}{8}$  months. The amount expended during the two years for building, repairing and renting school-houses was \$1,561,354. The total School Fund of the State is \$4,458,419.75.

COMETS.—The *American Journal of Science and Arts* for January has an article on Comets, by Prof. NORTON. One of the conclusions arrived at by Mr. NORTON is that “the earth is actually, in a certain sense, a comet, and that its luminous train is seen by us in the zodiacal light.”

MASSACHUSETTS.—The Public Schools of Massachusetts employ about 5000 teachers.

---

B O O K S   A N D   P E R I O D I C A L S .

---

MASSACHUSETTS TEACHER.—The first number of the twelfth volume of the *Massachusetts Teacher* contains an excellent engraving of PESTALOZZI, with a sketch of this distinguished man. It presents a report of the Fourteenth Annual Meeting of the Massachusetts Teachers' Association. CHARLES ANSORGE, Esq., of Dorchester, is Resident Editor.

ALABAMA EDUCATIONAL JOURNAL.—The fourth number of this journal shows an increasing interest in education in Alabama. It is a neatly-printed journal of thirty-two pages, containing much vigorous and interesting matter. We trust it will receive among the teachers of that State the support which its character and aims deserve.

CHALLEN'S ILLUSTRATED MONTHLY: *January, 1859.* (Jas. Challen & Son, Philadelphia.)—This valuable monthly fully sustains its previous reputation. The present number contains an interesting sketch of Mrs. FRY, and several valuable articles upon Eastern Biography and History.

ANNUAL REPORT OF THE SCHOOLS OF UPPER CANADA for the year 1857 has been lately issued. It is a very elaborate report, of some 400 pages octavo, containing full general and statistical information of all the Normal, Model, Grammar, and Common Schools of Upper Canada, and embodies much information relating to the state of education in England and Ireland.

# ILLINOIS TEACHER.

---

VOL. V.

MARCH, 1859.

No. 3.

---

## SAXON AND LATIN WORDS IN ENGLISH.

---

THAT the English Language is composite is an easily-recognized and frequently-mentioned fact; and it is often stated that its principal sources are the Latin language and the Saxon. Many of our words of Latin origin have passed into the English tongue through the French, becoming much disguised; and some times we have two words from the same Latin root, one formed directly and the other through the French. Of the first sort we may mention 'envy', from the Latin 'invidia'; and 'emperor', from 'imperator'. Of the second sort, Trench names 'tradition' and 'treason', from Latin '*traditio*'; 'potion' and 'poison'; 'particle' and 'parcel'; 'redemption' and 'ransom'; and many others, the careful study of which will well reward the young etymologist.

There is a tendency at the present time to depreciate the words of Latin or Greek origin in our language, and to speak with special approval of a style which studiously avoids them and puts in their places the nearly equivalent words of Saxon or Teutonic origin. Many who incidentally show or openly express such a disposition seem to overlook a few simple things. When a word has been adopted into our language it is an *English* word; it is no longer a Latin, French or Greek word; nor is it a Saxon or Teutonic word; and while its stamp and value give it currency, we should no more reject it than we should the gold coin which serves us in commerce, discriminating between Australian and Californian metal, and depreciating the one as an inferior substance because it was first brought to light in a foreign land. The language which we speak resembles our population; whether having our birth or our ancestry only in foreign lands, we are yet all Americans as soon as we

accommodate ourselves to the genius of the social and political institutions of the land; so too the words which we use, so soon as they become current, are English; whether originally Chinese, as *tea*; Spanish, as *sherry*; Turkish, as *coffee*; Arabic, as *alcohol*; Persian, as *turban*; Hebrew, as *cherub*; French, as *beau*; German, as *waltz*; Polynesian, as *tattoo*; Celtic, as *basket*; Greek, as *lamp*; Latin, as *second*; or Anglo-Saxon, as *fire*, and *water*. We may say that the language, like the people, has a large hospitality; or, changing the figure, we may say that it has great digestive power, and assimilates whatever can conduce to its growth and strength. Many words directly or mediately from the Latin, and even some from the Greek, are now as common as those of purest Saxon origin; and we can as ill spare them. For words of Greek ancestry, we may name *lamp* and *school*; and of Latin origin, we have *equal*, *people*, *second*, *rule*, *form*, *point*, *move*, and *sound*. It has required but little thought to hit these, and many more could soon be found. How could we dispense with them, or fill their places with Anglo-Saxon words?

Again, it is now known that the Latin and Greek languages are cousins to the Anglo-Saxon, all three seeming to indicate a common origin, so that the roots of many words are the same; and we have not always really borrowed of the Latin a word which can be found in that language. This fact was shown long ago by Horne Tooke independent of Sanscrit researches, and is abundantly confirmed by later investigations. Words of Latin origin, then, are often more nearly related to us than words of British origin, of which a few remain in our language.

Culture and advancing civilization create the necessity for the introduction and use of new words. In such cases we may make up new words from existing old ones by compounding them, or by the common rules of derivation; we may revive words that are obsolescent, or we may introduce words from abroad. Still another course is often pursued, which is to use a phrase. Single words of foreign origin oftentimes save the use of many words. *Style* is of Greek parentage; but by what English word or by what circumlocution can we supply its place? When speaking on some subjects we want just that word. And such words give variety to language by giving many forms of equivalent expression. An instance of the use of a phrase where a word would often be convenient, occurs when we say 'a man of letters', or 'a literary man'. The French word '*littérateur*' is some times imported, and is printed and pronounced as a foreign word, and for the plural we use the Latin '*literati*'; but DeQuincey, in at least one instance, brings directly from the Latin the word *literator*, the form of which is sufficiently English. Webster defines *literator* as 'a petty school-master'; and such is its meaning when used by Apuleius in a single instance;

Gellius and Suetonius use it to mean 'a smatterer';\* but Catullus uses it in a commendatory sense; and we may well introduce it as we have occasion. It is true, however unfortunate, that if we undertake to make up such a word from the resources of our own language, or after its native analogies (as if we should write *letterer* or *bookman*), the word is liable to be taken in a derogatory sense.

The true master of language never chooses his terms with primary reference to their origin, but looks rather to their effect. The propriety of a word is to be tested by its exact meaning; its correspondence to the idea to be expressed; its smoothness or roughness, as the case may require; and, finally, by its relation to the understanding of the persons addressed. No man of sense would address a Sunday-school and a council of the clergy in the same language, even if commenting upon the same verse from the scripture and urging the same thoughts. No skillful lawyer addresses the jury and the judge in the same terms. One does not cut down trees with a chisel, nor carve statues with an ax. To the real adept in the use of words, every word is English which serves his purpose, whether it is of Greek, Latin, French, or English origin; whether common or classical; whether called elegant or branded as vulgar; whether smooth or rugged; whether short or polysyllabic; and from his full store of elements he may hurl the angry lightnings or utter the terrors of the thunder; he may pour forth the abundant and refreshing rain, or let fall the gentler distillations of the noiseless dew, or flood the scene with golden sunshine.

The scholars and literators of preceding ages are in great measure responsible for the present revolt against classical education and against the Latin elements of the language. Their writings have been for the study, the library, and the college, rather than for the people. It is true that whoever wrote for the compensations of fame or money could not wisely appeal to the people, for there was not what we call in modern phrase 'a reading public'. Books must be written for the classes that would read them; and these knew Latin better than English. Bacon wrote his chief works in Latin, because his native tongue seemed to offer no rewards for his labor; and Gibbon, at a later day, was dissuaded only by the advice of a friend from composing his great history in French. Had these and other scholars foreseen these days of democratic literature, of a free press and cheap books, they might have been wiser and cultivated English more. But they were not trained for that. They knew **TERENCE** and **HERODOTUS** better than **SHAKSPEARE** and **MANDEVILLE**. They could tell whether a word was used in the Augustan age in books, and whether a phrase was Ciceronian; but they

\*"Alter literator fuit, alter literas sciens."

could not say whether an English word might be found in CHAUCER, nor discriminate between the native and the foreign forms of expression. ENNIUS had a place in their libraries, but PIER'S PLOUGHMAN they knew not of. They were at home in the dialects of Greece, and could recognize the Æolic gabble, the Attic precision, the Doric force, and the Ionic softness; but they could not travel from London to Edinburgh and ask their way of rustics who used the same monosyllables and owned the same national name.

Of these sinners against simplicity, these importers of pompous ponderosity, these neglecters of things at home and searchers for things foreign, Dr. Johnson is the standard example. Let us not be supposed to overlook his really great services to our language, nor to forget the manly virtues of the stern old tory, when we condemn his bad taste or ridicule his swelling phrases and stilted sentences. With the light of a later day he would have been a wiser man. But English was not a language to his taste, and he labored to introduce a style called by Macaulay 'Johnsonese'. His familiar conversation was in his mother-tongue, but his writings were in the new dialect. Some times in his talk he translated from one to the other. Macaulay quotes an instance: "The Rehearsal," said Johnson, "has not wit enough to keep it sweet;" then, after a pause, he added, "it has not vitality sufficient to preserve it from putrefaction." Prof. Hart says that he would have begun the Lord's Prayer in this style: "Paternal Being, who existest in the celestial regions"! His definition of *network* is a literary curiosity, for which the reader may refer to Johnson's Dictionary if our report seems incredible: he defines it thus: "NETWORK: anything reticulated or decussated at equal distances, with interstices between the intersections." How (vo) luminous! Goldsmith, whom he some times overwhelmed with contemptuous criticism, returned a deadly dart when he said to him, "Doctor, if you were to write a fable about little fishes, you would make the little fishes talk like whales."

This extravagance culminated in Johnson. The world could bear no more. Thenceforth such leviathan-motions, whether meant as stately or sportive, must excite wonder and laughter, but never admiration. The democratic tendencies of the age have invaded and possessed literature, and have accelerated the inevitable revulsion. While we acknowledge the justice and the excellence of the movement and join in its earth-shaking march, let us not despise the riches given to our tongue by those who, before our day was foreseen, delved with giant strength in the classic mines.

Q. Q.

## OUR SCHOOLS.—THEIR RELATION TO EACH OTHER.\*

---

BY PRESIDENT H. CURTIS, OF KNOX COLLEGE.

---

“All are but parts of one stupendous whole.”

THE idea seems somehow to have gained currency that the different classes of schools in our educational system are, in some sense, rivals; and, as such, are opposed to each other. No such rivalry or opposition exists in the character and objects of these various institutions; none ought to exist among those concerned in their management. The Spelling-Book has no natural antagonism to the Fourth or Sixth Reader; nor has Arithmetic any cause of rivalry toward Algebra, Geometry, or Conic Sections. And as in every particular department of study there are necessarily first lessons, to be followed by other and more difficult ones, as the scholar gains strength to master them; so in education as a whole there are successive stages of progress, requiring different schools, adapted to the degree of scholarship already attained by the pupils. One teacher takes the young voyager in charge and pilots him a little way, and then transmits his trust to another, and he to another, and thus onward, till the last one surrenders the helm to the youth himself, and leaves him henceforth to conduct his craft alone—himself acting as captain, pilot, mate, and crew.

From A, B, C, upward and onward, education is development. The infant mind has in itself the germ of all it ever will be. Education but unfolds that germ, and doubtless, for want of the necessary facilities and aid and encouragement, thousands of young minds of finest mould, and rich in undeveloped capacity, remain dormant, and are in great part lost to themselves and to the world. They are never fully aroused to a consciousness of what is in them, and they slumber on inactive, or are employed unworthily, like Samson in his prison. The lad who, if properly educated, might have electrified listening thousands with his words, might have made valuable contributions to our national literature or added largely to our stores of knowledge, might have moulded public sentiment and influenced the destiny of the nation, becomes only a village mechanic, and lives by selling his sweat and muscle for bread. Occasionally such lads, without any facilities, come up and grow right royally, and give the world assurance that they are men. But more

\* Lecturo before the State Teachers' Association, at Galesburg, Dec. 28, 1858.

are smothered by poverty and discouragements, and never come to any thing; just as ten thousand seeds of stately elm, or giant oak, or lordly sycamore, lie hid in earth so deep they never germinate. Many a precious stone is buried out of sight, waiting some friendly hand to bring it forth and show its lustre to the world. Be it ours, fellow-teachers, to seek out and waken slumbering mind. We dig diamonds and burnish them, not for our own coffers, but to enrich the world. And our schools are the shops in which this work is to be done. Primary and Grammar Schools, Academies and Seminaries, Colleges and Professional Schools, all are but steps in a ladder leading to one end—mental discipline, and furnishing for active life. And no system of educational arrangements can be complete and effectual for the education of the people, the whole people, which does not provide a graded series of institutions adapted to the various stages of progress of different classes of scholars, and made accessible to all who desire to enjoy their advantages.

*Family Schools* can never become common with us. It may do for noblemen in England to employ, each one, a well-qualified teacher to instruct the children of one family. A few wealthy planters at the South, and a few rich and exclusive families at the North, may do the same thing in this country. But the system is not adapted to promote popular education; it can never be available for the masses. It may be very convenient, and withal very genteel, to give a teacher six hundred dollars a year, and board, and room, and washing, to teach Susie her letters, and Tommy to spell 'baker'; to initiate Jane into the mysteries of Grammar, and help John to master Arithmetic; to give lessons in French to Miss Nellie, and fit Master George for college. But only one in a thousand can be educated in this way. Family Schools are not an American institution. They are too costly and too exclusive. They are not in harmony with the spirit of our people or with the genius of our institutions.

Next to these come *Private Schools*, so called to distinguish them from Public Schools. These have their origin in individual enterprise, and are oftentimes excellent schools, successful in the best sense, and profitable both to teacher and scholars. The necessity for them can arise only from the insufficiency or inefficiency of our Public Schools. But Private Schools can never do the educational work of the country, for these obvious reasons:

1st. They are too expensive for general use. Teachers must live; and private schools must charge a rate of tuition per scholar which will support the teacher or teachers and afford a surplus income sufficient to pay rent for building and fixtures, and this will make education much more expensive to scholars than when the property of any given district is taxed to sup-



port the schools of the district. And especially does this private-school system press heavily upon those in the community who are rich only in mouths to be filled, backs and feet to be covered, and bills to be paid. Multitudes of children must remain untaught if only this system of instruction be in operation among us.

2d. The private-school system will never plant schools where they are needed to meet the wants of the entire community. Hence some — nay, many — would under it be excluded from all school privileges by location. Teachers will of course choose to establish schools only in dense or wealthy communities, where good compensation will be assured to them, and the poorer and more sparsely settled sections of the country will be left altogether unsupplied.

3d. Private schools naturally tend to and would unquestionably become class-schools. Particular schools would be patronized by particular classes. The rich and exclusive would have their schools; and then there must be schools to represent particular nationalities and particular forms of religious belief. And this would perpetuate national peculiarities, and embitter religious prejudices, and beget a clannish spirit, and divide society more and more into parties estranged and hostile to each other, when every effort should be rather to unite all the elements of society in one great brotherhood, bound together by friendly intercourse in universal sympathy and concord. And I know of no mightier agency to effect this than a well-devised and well-sustained system of common public schools.

Once more :

4th. Private Schools can not, as a general thing, be well classified. They become, almost necessarily, a conglomerate of all ages and of every different degree of attainment—all being welcomed who can pay the tuition-fee. I have a very distinct and somewhat painful memory of such a school. A student of Theology who had graduated with honor in a New-England College, and who of course was competent to teach any thing, found himself, at the end of his second year in the Seminary, out of funds (a not uncommon circumstance), and, to improve his condition in this respect, took charge of a Select School, or an impromptu Academy, in a beautiful village of Old Connecticut. School-teaching was with him a means to an end. That end was money. And inasmuch as the amount of money received would be measured by the number of scholars taught, he did not like to reject any. And so they came, young and old, all who would pay. To have employed an assistant teacher would have diminished his profits, and so he worked as best he might alone. Children and youth, young men and maidens, all were welcome there. The range of studies was tolerably extensive, embracing Reading, Spelling, making straight marks and then crooked ones, Geography, Arithmetic, Grammar, Chem-

istry, History, Natural Philosophy, Algebra, Geometry, French, Latin, and Greek; and in most cases there were scholars of different grades in each study. And this was a 'Select School'. Is it any wonder that this teacher, while he accomplished his object and made money, lost his health in the experiment? And, after all, how deficient must the instruction have been where one person had to govern such a school and teach every thing. Such curious establishments ought not to be *common schools*: and yet they have been quite too common.

It is now very generally conceded that under a free government popular education is a public necessity; that the State must see that the youth of the State be trained so as to be qualified for the right discharge of their duties as citizens; that school-houses are cheaper than prisons, and that teachers can be supported more easily than police-officers and a standing army. We have therefore established throughout our country a more or less perfect and efficient system of public schools. In some States this system as now worked is nearly all that can be wished; but in this State we are as yet far short of perfection. Much has been accomplished within the past five years. A *Wright* impulse has been given to the work, and the tendency of things is in a right direction. Lands have been set apart and public money appropriated for the use of schools, and provision has been made for levying taxes as occasion might require. Still, much remains to be corrected and improved.

1st. A very defective standard of education has existed in the community as to what was necessary or desirable for the people. To read and write and cipher, and that, too, very imperfectly, was deemed education enough for the common people. And the qualifications required in teachers corresponded with the education which they were employed to impart. A school of some kind must be 'kept up' (I think that was the phrase) three or six months in each year in order to draw the public money; and with great shrewdness teachers were engaged as goods are bought—in the lowest market. As a matter of course, the quality of the article obtained was generally proportioned somewhat to the price paid. We are fast getting cured of that mistake. It is getting to be pretty well understood that the cheapest articles are not always the most economical. And yet there is room for improvement even in this direction.

2d. Very serious difficulty has arisen from the great diversity of school-books in use among us. Our people are gathered here from all parts of the country, and they have brought their old preferences and their old books with them, and wish to have them adopted by others. All can not be gratified; and School Commissioners and teachers will judge differently in dif-

ferent places, and each successive teacher will naturally desire to introduce such books as are most familiar to himself. And to aggravate the evil, it has been suspected, and even hinted privately, that some publishers have dared to bribe commissioners and teachers by judicious gifts to recommend new books, so as to make still more changes, to the great inconvenience of parents, and without advantage to the schools. The influence of this State Association of Teachers, the interchange of opinion at these annual gatherings, and the recommendation of Superintendents and Commissioners, are producing more uniformity. It is worthy of inquiry whether, as a further protection, the Legislature ought not to make it a State-prison offense to make or publish or sell a new school-book oftener than once in ten years, or to accept a present as the price of recommending a new book.

3d. Another serious defect in our school-system has been the diversity in modes of teaching, and the defective modes which have been tolerated. This has resulted, naturally and almost necessarily, from the fact that teaching has been with us, to a great extent, an *extemporaneous profession*. If a man aspired to wield a hammer or shove a plane, to make a coat or a boot, to fill teeth, or lay stone or brick in a wall, he must learn his trade. But it has been supposed that any body may take up the business of teaching, without preparation. We would not let raw hands experiment upon our cloth, and leather, and lumber, for fear they may spoil the material. But the minds, and hearts, and bodies, of our children we have given up as fit material for pedagogical experiments by those who had failed to succeed in any other business. Is it strange that very curious methods of instruction have been adopted in schools thus taught? Young men, in a dull time between other engagements, or for lack of other engagements, take a school for a few months and teach, because they have nothing else or better to do just then. We have had too many *pro tempore* schools, under the care of *extempore* teachers. That evil is fast passing away. The business of teaching is growing into respectability, and any person may now, without disgracing his connections, adopt this as a respectable calling—an honest and honorable employment in which to serve society and gain a livelihood; and our State Normal University will help still more to elevate and dignify teaching as a profession.

4th. One more defect in our Public Schools, as in all others, has been the imperfect classification, or, rather, the utter lack of classification, which has prevailed, more especially in the country and small towns. The country has been divided into small districts; one teacher is engaged for each district, and all the scholars—fifty, seventy-five, or a hundred—within the prescribed bounds must attend the school in that district. Any effective classification of scholars must be impossible in such

schools, where each teacher has under his instruction scholars of such different ages and degrees of attainment. One might as well attempt to classify Noah's stock of animals in the Ark.

The idea of classification in schools—bringing scholars together according to their grade of attainments—is not new. But the application of this principle to our public schools is comparatively new, and will be referred to hereafter as constituting a new era in the history of popular education. To any one who has seen the working and results of graded schools it is a marvel why this system was not sooner adopted. Its advantages are so obvious that they need but to be stated in order to be appreciated. The system is equally applicable to small towns and to large cities. It is simple, easily managed, economical, and efficient. Any number of scholars, from one hundred to one thousand, can be gathered in one building; and ten teachers can instruct one thousand pupils well classified more easily and effectively than twenty-five teachers could instruct that same thousand pupils in separate and unclassified schools. This is susceptible of demonstration. Every teacher knows, and every other person may readily perceive, that thirty or forty scholars of the same standing can be as well taught by one teacher, and in the same time, as three or four. There is thus a vast waste of time and labor when a teacher has to give an hour to two or three scholars instead of twenty or thirty. But in small, independent schools, embracing all the scholars in a given district, there must of necessity be a great variety of studies and many small classes; and, as a natural consequence, the teacher's mind must be distracted, recitations must be hurried over, and every thing be done in a very imperfect manner. Look into one of these small district schools. There are thirty-five to forty scholars, and these are divided into some fifteen classes: three classes in reading, three in spelling, two in geography, two in arithmetic, two in grammar, one in history, several learning their letters, an exercise in writing, and the government of the school besides. What can a teacher do in such circumstances? The school-hours are limited, and none must be neglected, and it is hurry and bustle and drive, to do a little of every thing and not much of any thing. There is economy and efficiency in grouping schools together, and thus securing classification and division of labor. Better efficiency can thus be secured, and at less expense.

The graded-school system affords also a healthy stimulus to exertion, by making advancement conditional on actual scholarship. It is an essential part of this system that no scholar shall pass from the primary to the intermediate, or grammar, or high-school department, without having in some good measure mastered all the studies taught in the lower departments.

It is a valuable lesson to scholars to be taught early in life

that they must stand on their own merits; that fine clothes, and high connections, and wealth in expectancy, can not avail to help them over the hard places and procure for them chaplets which they have never earned. It encourages humble worth and industry, and rebukes empty pride and shallow pretense. The graded school is a crucible, which is valuable for its accuracy in testing merit.

Another valuable feature in this system is the happy influence it exerts upon the higher departments. In our old system, where no thorough testing of scholarship was made, a great deal of mere drift-wood was permitted to float through the district schools, and up into the academy. Dead-heads there were in every higher school: not dead-heads in the modern sense of that word, as indicating those who go along without paying; they paid, but they did nothing else. Such lumber was almost always to be found in the various classes of high schools and academies when you, Mr. President, and I were young; and it clogged our movements and obstructed our progress. One of the good results of this graded system is, that all the rubbish gets sifted out early in the course. Some dull, sluggish, half-alive scholars may get through the Primary and into the Grammar department; but they get no further. The consequence is, that in the higher departments of graded schools there are gathered the brightest youthful minds in the community. No counterfeits are there. It is refreshing to visit such schools, and hear the recitations, and see the beaming eyes that sparkle with intelligence and life, and give promise, like morning stars, of glorious day approaching. They are composed of genuine stuff—these graded-school scholars. They have the clear ring. But I can not discuss this topic as it deserves. Nor need I; for it is to be discussed by this body of teachers to-night. I may, however, allude to one point more before passing from this general subject.

The range of studies in our public schools has been quite too limited. To read, and write, and cipher, was, in my boyhood, all that any boy or girl might learn at the public schools. To read plain prose intelligibly, to write a tolerable copy hand, and to cipher half through *Adams's Arithmetic*—this was education enough for the common people forty years ago. Things have been growing better since that time. Geography and grammar have been added to the bill of fare for the children of the people at the public table; and occasionally an ambitious or daring teacher has on his own responsibility introduced a little of history, natural philosophy, composition, declamation, and such like extravagances. Now when it is considered that the public schools give all of education which is ever given to at least eight out of ten of all the youth of the land, it will not be deemed exorbitant if I claim that a more comprehensive range of study should be brought within the reach of every

child. The graded system does this. It contemplates primary schools, as now, every where; and within every district embracing from one to five hundred scholars it would establish a grammar department; and wherever there are, within any reasonable bounds, from one to three thousand pupils, there it would establish a high school, which, like the others, should be part of the public free-school system, and for the benefit of all who wish to enjoy its advantages and will climb up to its door. This high school will, of course, vary its character somewhat to suit the wants and peculiar circumstances of the community in which it is located. But it is beginning to be felt that an education equivalent to an ordinary academic course of study is not an extravagant outfit for the State to proffer to all its sons and daughters who shall give assurance, by previous industry and progress, that they would appreciate and profit by such opportunities. This is perhaps as far as the State can go at present in the general education of the people. But thus far they ought unquestionably to go. This graded system is so obviously proper, and economical, and every way advantageous, that it should be at once and every where introduced, with such modifications as the peculiarities of each community may require. New-York City has also its Free Academy, which might as well be called a college, for it would do no discredit to the name. But for the present we can not expect such an institution among us.

Some cause for honest pride we have that so large a number of school libraries have been ordered for our State as to have attracted attention at the East, and called forth public notice of the fact in a New-York paper. This is well. Let such libraries be placed in every township of the State, and this will be better.

There are two departments of education which are just now attracting public attention, which are confessedly of great importance, in respect to which it may be rash in me to express an opinion. But my views are gratuitous. I give them for your consideration. Take them for what they are worth.

We have just inaugurated a State Normal University. It is an honor to the State, and to the enterprising town which secured its location among themselves. It stands related to our public schools somewhat as theological and law schools stand related to our colleges. It is a professional school, where those who purpose to make teaching their business may study their profession. I have nothing to object against it, unless it be that no path leads to Bloomington, as I suppose, from the back door of our colleges, as well as from the front door; *i. e.*, that students may not go there after passing through college, as well as before they enter. I see not why college graduates do not need, and should not have extended to them, facilities for learning how to teach, as well as graduates of grammar and high schools.

If it be intended to introduce a general course of study there, covering the same ground and intended to be a rival of the colleges of the State, then there might be serious objections to it. But such I do not understand to be its object. There is a distinct and appropriate field for it, in the proper occupancy and cultivation of which it can have no competition with other institutions, and should awaken no jealousy. Teaching is a distinct profession. It is a laborious and ill-requited profession; and yet it is essential to the well-being of the State. All classes of the people are directly interested in its efficiency. It is well, then, that the State should aid in the education of those who propose to serve the State in the work of popular education. The United States assume the entire expense of educating those who propose to serve the government in the army or the navy; the Church affords aid, if it is needed, toward the education of those who design to minister at her altars; and I see not why, by parity of reasoning, the State should not educate the teachers of her public schools in all that is peculiar to their profession. The teacher's education need not be altogether separate. His education must be distinctive and peculiar; but peculiar rather in what it adds than in what it leaves out. A thorough knowledge of Greek, and Latin, and Algebra, and Geography, and Chemistry, and Natural Philosophy, would be no impediment to a young man in studying 'Double-Entry', and learning how to make out a balance-sheet correctly. Nor would such things hurt a teacher, though not in themselves sufficient without other and more specific training. Cicero maintained that an orator ought to understand every thing, that he might draw arguments, and comparisons, and illustrations, from the whole realm of Nature, and from every department of science and art. Not more can the orator need this general knowledge than the teacher. Let the thought find no favor with any teacher that a mere routine of education—a learning of just the things that are to be taught, and in just the words in which they are to be taught, will constitute an adequate education for those who are to train the youth of an intelligent, and free, and Christian people. If Bloomington shall train only such mere puppet-teachers, then —. But no; she will not do it. We want—we must have—teachers of thorough discipline, of generous culture, and of liberal knowledge; and we confidently expect that our State Normal University will give us such, and only such.

But there is another topic suggested to my mind in this connection. It is proposed that the State should establish and endow an Agricultural College. This may be wise; but, as at present informed, I do not believe it. We should guard carefully against all mere class legislation, and class education. There is a propriety in having the State educate her teachers; for they devote themselves to the service of the State in the

public schools. But even here the separate education ought to be mainly professional. That which can as well be acquired elsewhere, in schools where they will be associated with persons destined to other employments, should be thus acquired; because it is better in all the earlier stages of education that youth should be kept as near home as may be, that the charm of home influence may not be broken too soon. It is more economical, also, to educate our youth, as far as may be, near their respective homes; and a closer sympathy is cultivated between all classes, if, as far as possible, they are educated together. Now the education of a farmer is in all its main features the same as that of the merchant or mechanic—or it ought to be; and if we have an Agricultural College endowed by the State, it will be next required that we have a Commercial College similarly endowed; and then a Polytechnic Institute will be demanded; and a Medical School; and why not Law and Theology be equally favored? If we commence in this way, the claimants for public largesses will be innumerable. But this is not the worst feature of the thing. Such separate schools for those expecting to follow different departments of business will create and perpetuate distinctions among the people. Every trade or department of business will become a guild or corporation, striving to gain for itself peculiar advantages, and society will be divided into parties resting upon rival class interests. Enmities and jealousies will thus be engendered; and we shall have caste among us, with all its innumerable mischiefs. We do not want any distinctive class education. It is the glory of Americans that they know something else besides their own particular business. Hence, in this country, a man can change his occupation and succeed in any thing. We do not want the operative system of the Old World introduced here, training men for one particular thing, and for nothing else. We want education which will quicken mind, form habits of careful investigation, communicate the fundamental principles of all science, and lay a foundation for intelligent and successful activity in any department of life; and then the merchant will wish to study still farther some things connected with his particular business, and the farmer and mechanic with respect to theirs. Let what is peculiar be studied separately; but, by all means, let what is common to all be studied in common and together. So shall we be, and remain, one people.

But it is said the agricultural interest of the country is so extensive and important that it ought to be fostered especially by the Government. We all admit that it is very important, and should be encouraged. But our farmers are not paupers. They do not ask this. They can look after their own interests. Besides, the sons of farmers are no more likely to become farmers than the sons of merchants or mechanics. Our people are constantly changing and interchanging employments according



to their tastes. Let an Agricultural College be established in the centre of the State, and it may be a local benefit to a few counties immediately around it, at the expense of the whole State. And further, it may add something to the mass of patronage to be scrambled after in our partisan strifes. If the Government would favor the agricultural interest effectually, let half-a-dozen well-qualified men be aided to open model farms in different sections of the State, where every form of experiment could be tried, and where young men—aye, and old men, too—could come and study processes, and see results. And then, in the winter, let these salaried professors visit in turn every county in their respective districts, and give a course of lectures on agricultural chemistry, the nature of soils, cropping, and other kindred topics. This would be bringing useful knowledge home to the people, to those who would profit by it; and a thousand would be thus reached for every ten—yes, for every one—that would go the College.

But I am trespassing upon your time. Had I been earlier notified, and had more time been given me for preparation, I could have been shorter.

This work in which we are engaged is a noble one. Great interests are involved in it. We ought not to hazard its success by any foolish experiments. In Education, as in Theology and in Medicine, no rash steps should be taken. Bodies and minds and souls of men are not fitting material to be used up in experiments. The mind is a precious diamond—we polish it for immortality.

I close with this sentiment: *Our Schools and various Educational Institutions*—Let us increase their number *slowly*, as necessity may from time to time require; let us strive to improve their character *rapidly*, as necessity now imperiously demands.

---

#### THE ART OF WRITING.

---

In the department of knowledge called Writing, legibility, brevity, facility, perspicuity, and precision, are the leading requisites in the forms and use of literal characters. The want of either of these qualities is so far an imperfection in the art of writing, and an impediment in the advancement of general science. That the English, as well as every other known language, is susceptible of almost limitless improvement in all the qualities requisite to constitute perfection, almost every writer

on literature and science has freely admitted. Between the most barbarous and the most refined languages there exists an almost evanescent march of improvement. That, in many branches of modern science, great improvement has been made in technical language, is happily true. Language, mechanically speaking, is the engine, the conduit of thought. Without written thought the human species could hardly be ranked as rational. The most deficient in oral or written language is the nearest approach to mere animal nature. When we consider the extent and office of language, we shall find the investigation of the syntactical office and meaning of words of the utmost importance. The Universe—the totality of existence—consists of primary and secondary beings, originals and representatives: significant words are representatives; and it is the office of the grammarian, the ontologist, and the linguist, honestly and dispassionately to distinguish the typical from the archetypal, and to detect those *sui generis* which in all ages have been the engines of power, arrogance and craft of ambitious and designing men. The language of science should be strictly clear and literal: there should exist no alternative in the use of signs when specially designed for technical science; the true foundation for advancement in both mental and physical science is constancy in the meaning and application of words in the construction of sentences. As to the origin of language, the nature and origin of the primitive elements of speech, or whether language is of divine or human origin, I shall leave with those whose curiosity may outstrip rational history; but the almost imperceptible changes which take place in pronunciation and in the aspect of written language, the cause of the multiplicity of languages, and the almost evanescent shades of difference among them, may be questions of much less difficult solution. By time, which may be little short of infinite, by the endless vicissitudes of natural and human events, we find language in its present variety of aspects and imperfections; and it should be the office of every friend of scientific and moral progress to endeavor to supply every rational want, by ‘increasing and diffusing knowledge, virtue and happiness among men’.

It would be needless to take up room to notice even a few of the many conjectures which have, at various periods, been offered respecting the origin of what is now considered an alphabet—all the characters of which are purely arbitrary. In some portions of the world, among nations possessing art and science, as well as among ruder people, we find no approach toward a regular alphabet; but with them necessity has established means for the communication of thought, which to us appear so ill-adapted and cumbrous that we are wholly at a loss to comprehend how the human mind could accomplish what it really has accomplished, under difficulties so seemingly

insurmountable; and, notwithstanding, with our vaunted store of practical knowledge, we may fancy ourselves immeasurably in advance of such a people as has just been described, between its base and its heaven-reaching summit, we have, as yet, attained but a humble position on the hill of science. From Bishop Wilkins's essay on a *Real Character and Philosophical Language*—by which it was proposed to express only things or ideas, independent of sound, and to be of universal application—to the plans of Dr. Franklin, Thornton, Ewing, Noah Webster, and others (which were published prior to the inventions of Ellis and Pitman), nothing remains which exhibits more than a moderate share of science and talent. Each of those plans exhibits but a chaos of contradictions and absurdities, showing the impotency of the most exalted talents when expended on principles not founded on a true 'philosophic basis'. Within the last quarter of a century the necessity for a perfect alphabet of the English language has been much and ably advocated; but this advocacy has been chiefly directed in behalf of a certain phonetic invention. The advocates of this system have either esteemed the scheme to be the acme of perfection, or (we are warranted in the inference that) the united efforts of those advocates have not been equal to the task of producing a better one; for the plan, with slight modifications, remains the same as when it was first offered to public notice. That the former of these suppositions is the true one seems evident from the unanimous assumption of those phoneticians that the system is 'perfect'.

In an able communication on behalf of the Philadelphia Phonological Society, by Townsend Sharpless and Robert Patterson, addressed to the Secretary of the Smithsonian Institution, the writers say, "It [Phonography] has claims of a scientific character, from its philosophic basis, its simplicity, and its adaptedness to a general system of education." Its 'philosophic basis' consists, it is said, in the 'perfect phonetic representation of the English language'. They exhibit their Alphabet, remarking, as explanatory, that the sounds are those indicated by the italicized portions of the following words, viz: *pit, to, cot, fat theme, seal, rust, bit, do, got, vat, them, zeal, rouge, map, nap, ring, ray, lay, he, we, ye, eel, ail,\* are, awed, ope, fool, ill, ell, at, odd, up, foot.*

To the pronunciation in this table I have no objection; it corresponds with Walker's principles; but it does not agree with other phonetic representations. The Boston Alphabet, as well as some of the Western Alphabets, are at variance with the Philadelphia Alphabet. In a Boston phonotypic specimen of the Lord's Prayer, the character *i* makes a portion of the

\*The italic *i* in *ail* is probably a typographical error.

composition read thus: "Hallowed be the [meaning *thy*] name. The [thy] kingdom", etc.; "the [thy] will", etc.; "for then [thine] is", etc. There are other portions of this sample which, to me, appear inconsistent with any popular authority, but which, for want of type, you could not represent, were I to notice them.

The October number of the *Illinois Teacher* contains the following specimen: "The sounds of the letters of the Phonetic Alphabet are denoted by the italics—*eel, earl, ale, air,\* arm, all, old, ooze, it, end, at, ask, on, up, full, ice, oil, our, dupe, each, bath, the, she, vision, sing*; b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z, as usually employed."

In a phonotypic sample accompanying the Alphabet, I find a confusion of *i*'s, *e*'s, and *a*'s—so with other vowels and consonants—not warranted by any acknowledged authority. Among other curiosities, I find "*on* [one] Thomas H. Benton."

Much has been said in behalf of the perspicuity of phonotypy. 'The different sounds are easily recognized'—'easy to learn'—'easy to read'—'foreigners will never be led into any errors of pronunciation by the orthography of words'—'indicating the nicest shades of pronunciation'—'a means of developing distinctness and accuracy'. Such is the character which the advocates for this invention endeavor to establish for it. A majority of the letters are, to my fancy, the most repellant, Heddeger-featured objects that have ever been offered to the public as English letters. They have the appearance of a species of Russo-Greek, and might more properly be termed complex diagrams than letters. *A* in *ale* and *a* in *at* are not distinguishable in 'Pearl' or 'Agate', and scarcely in 'Minion' or 'Brevier' type. *A* in *air* is a very near approach to *a* in *at*.

I have seen no script alphabet for phonotypy: we must write phonographically or resort to long hand. I have seen no special names for phonotypic characters. I know not by what rule of Phonic Philosophy *ch, th, sh* and *ng* are classed as alphabetic characters, to the exclusion of other combination of consonants.

One invariable pitch and tune for current pronunciation is a literary chimera. Invariable rules are inconsistent with the

\*In this table *a* in *ale* and *a* in *air* were, doubtless, designed to give two distinct sounds. Both Walker and Webster give the *a* in both words as the first or long sound. If *a* in *air* is not the same as *a* in *ale*, then it must have the sound of *a* in *at* or *ask* according to Walker; *a* in *ask*, according to Webster, is the same as *a* in *arm*. Webster pronounces *earl* (*erl*) with the short sound of *e*: and *end* with the same sound; Walker also pronounces the two words with the same sound of *e*. In the words *ooze* and *dupe*, it is not easy to determine whether Walker and Webster designed to give two distinct sounds. Mr. Webster, in his *Elementary*, occasionally sounds *u* as *oo*. There can be no difference, except *u* should be pronounced *eu* as a diphthong, or with *y* as *yu*.

advancement of Art and Science. Genius and Invention disdain the shackles of restraint.

Were orthography and pronunciation, at this moment, a practical *unity*, this would be but an inconsiderable step toward a Philosophical Language; there would still remain a task, to which the combined learning and genius of lexicographers and grammarians would be immeasurably incompetent: the selection of the significant words from among the chaos of synonymous, metaphorical, ambiguous and unmeaning, and the arrangement of this selection into an invariable construction of sentences. Were these objects attained, the incomparable, the supreme Art of Logic might be greatly enriched, while the Goddesses of the divine arts of Rhetoric and Poesy, shorn of their ether-soaring pinions, would make but humble flights in their wonted floral fields of fancy and enchantment.

To the praiseworthy pursuit for a 'philosophical basis' for a system of short hand (or phonography) I shall oppose no obstacle; but that there was long since devised a more practicable 'basis' for long hand, short hand and oral language than that of Mr. Pitman, I shall, with your permission, in a future number of the *Teacher*, endeavor to make manifest.

---

#### REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

W. H. POWELL, the teachers' candidate for State Superintendent, has closed his labors in that office, and his Report to the Legislature is before us. That portion relating to School Supervision we published in full in the February number. The contents of the remainder we will briefly glance at.

It contains the first reliable school-statistics ever gathered in the State, and might well be called the First instead of the Second Biennial Report. There was, indeed, the form of a Report made to the Legislature two years since; but the absence of statistics, which could not well be collected thus early, made it of little practical value; and even this present document gives us exact information only of the past year. "It has been found quite impossible to procure full returns for the school-year 1857. The constant change of school-officers, and the long lapse of time intervening between the close of the first school-year and the time required by law to make returns to this department render the task of collecting statistics for the former of the two

years, required by law to be reported separately to the Legislature, an exceedingly difficult one."

The local reports are briefly alluded to: some commissioners praised for their diligence and faithfulness, while others are lashed with a severity that will probably give a wholesome lesson for the future. Calhoun and Cumberland are the only counties which have wholly neglected to make returns, though from many others these have been but imperfect.

No one who has heard any of Mr. Powell's speeches during the past two years can doubt his opinion of the merits of the school-law. He here mildly speaks of it as conflicting in several parts, while many other portions are obscured by useless verbiage and language wholly unintelligible to the ordinary reader. Its defects are stated to be radical, and not to be reached by alteration or amendment; yet the schools, as the returns show, are prospering in spite of the Law, and we are advised to delay a modification of the present until prepared to substitute a much better in its place.

Less than 20,000 of the 460,000 pupils in the schools of the State during the past year have been in attendance on the private schools. This is less than might have been expected from the still imperfect organization of the public schools. The number of such institutions is still diminishing, as the ground they held is covered by the public school with a more efficient organization and more thorough modes of instruction. The poorer are first cut off, and those remaining are driven constantly to higher and higher ground. At what point the private will give way entirely to the public school is not yet determined. That point has not yet been reached in any of our older States, and is probably in the distant future for us. A merited compliment to these teachers is the statement that many of them are zealous in the general cause of education, and manifest much interest in the public schools.

It is a source of regret that some twenty-five institutions bearing the name of College, or University, now occupy the ground destined for perhaps three or four good institutions in the future. Influenced usually by sectarian prejudice, large sums of money have thus been thrown away, which should have been devoted to better purposes. Some of the present institutions may, perhaps, contain the germs which are to develop into the future colleges. The rest will maintain their present real position of preparatory schools, until the organization of the Public High School shall leave them no peculiar work to do. Their fate is easy to see, nor is it far distant.

The 'vexatious and troublesome' question of uniformity of text-books is summarily treated. They can be made uniform only by making the receipt of the public money dependent on the use of such books as may be recommended by the State Su-

perintendent — essentially the same as is done in Canada. This, of course, is an exercise of power to which the people would not long submit; and the question of choice is likely to rest just where it now does, with the teacher aided by the book-agent. This is not without its evils, truly; but the sufferer by a bad book, next to the pupil, is certainly the teacher, and with him may well rest much of the responsibility of selection. We have already known something of the evil arising simply from the legal power to recommend: add to this the power to enforce the recommendation, and it would require no great acuteness of vision to foresee the result.

The material for twenty good speeches on the subject of Graded Schools is brought within the compass of five pages. The arguments of this one-sided question are fully and clearly stated. We would advise those who go to Ottawa next year to look this part of the Report over carefully, and be prepared for impromptu remarks; this is the stuff of which they are made.

The bill creating the Normal University was passed in the early part of 1857. The Report upon this subject is very full: the history of the bill, the objects of the school, its workings and promise of success. We would commend this article to those not already acquainted with the Institution.

Space will not permit us to touch upon all the subjects taken up in the Report: the State Agency, with the noble eulogy of him who filled the post during the past year; the article on Industrial Schools, where the ground is taken that the State owes an education to the farmer and mechanic, specially fitting them for the calling they are to pursue in life. The Report is evidently the result of much care and thought, and will well repay a careful perusal. It marks an era in our educational progress, and years hence will form the earliest reliable document to him who seeks the early history of our schools. It closes with brilliant auguries for the future: "If the next two years shall demonstrate as great an array of actual results, and as gratifying an increase in the educational agencies of the State, as the last two have, Illinois will occupy an educational position second to that of no other State in the Union. In resigning the laborious and difficult duties of this department into the hands of my accomplished successor, I do so with the full assurance that Illinois has taken a position in favor of the advancing and elevating educational sentiments of the age, from which she never can and never will retreat. Whatever may be the fortunes of individuals, or parties—religious or political; whatever material destiny may await this great State in the future, in all those higher concerns upon which the well-being, glory and renown of any people must at last depend; she has laid the foundation of a destiny as brilliant as it will be enduring."

## T H O S E   M E R R Y   D A Y S .

The merry days! the merry days  
 Of childhood, long ago ;  
 When in a soft and silken haze  
 The hours rocked to and fro ;  
 And glad shouts pealed upon the air,  
 And light steps tripped along,  
 And young, brave hearts, unlogged by care,  
 Chimed fresh in life's first song.

The merry days! the merry days!  
 When far the future lay —  
 A vista bright with golden rays,  
 A long, warm summer's day ;  
 When Hope brought out her poet gleams,  
 All coldly smiled on now,  
 And the full heart sent its joyous beams  
 To cheek, and lip, and brow.

The merry days — the merry days  
 Of childhood are no more ;  
 Our feet, perchance, forget the ways  
 They trod with friends of yore :  
 And they have learned, by far-off' sands,  
 To watch for tracks not ours,  
 And prize the grasp of strangers' hands,  
 The bloom of stranger flowers.

They all are past! — those merry days,  
 When rosy girls and boys  
 Went bounding in a tangled maze  
 Of mirth and laughing noise ;  
 When trees and desks were marked with names,  
 Whose owners, far and wide,  
 By uncleared woods or moss-grown fanes,  
 Have altered — or have died.

Ah me! The world has taught us things  
 We little recked of then ;  
 Has swept rough fingers o'er fine strings ;  
 Flung shade o'er hill and glen.  
 Yet let us eat Life's hard, rye crust  
 Content, if with us stays,  
 Breaking the ice of grim distrust,  
 The *Faith* of childhood's days.

---

THERE are no such self-deceivers as those who think they reason when they only feel.



## CULTURE OF FRUITS, SHRUBBERY AND FLOWERS ON THE PRAIRIES.

Who of us do not remember with what interest we read the tales of the hardy pioneers who, in advance of civilization, penetrated into these prairie wilds? We were interested in their winning stories about Nature's broad meadows, bearing, year by year, their unfailing burdens of grass,—gemmed with the flowers of June, and cropped only by the buffalo and deer; and their touching descriptions of ten thousand clinging vines, filling the groves in spring with their sweet aroma, and in autumn loaded with clusters of luscious fruit.

Amid the pressure of home duties and the engagements of business life, these may have been forgotten; but they were among the silent influences which weighed upon our minds in our far-off eastern homes. We heard also of the rich corn-fields, the big pumpkins, and the golden harvests; but the adaptability of the prairie to the cultivation of fruits and flowers overbalanced other considerations with many of our best settlers. Catching the flame from the intrepid hunter, or the visionary El-Dorado-seeker, or the fanatical religious enthusiast, we have all paid homage to the prairie shrine of Flora and Pomona in our eastern homes. But the syren that lured us has failed to perpetuate the charms.

The plow has laid bare the bosom of the virgin prairie, leaving in its course no traces of that native floral wealth. The woodman's ax is striking out the monarchs of the grove. No more does the deer or the buffalo flee at the hunter's approach. The wild bee has abandoned her store-house in the oaks, and forgets to sip the nectar from Nature's chalice. All is changed. The screaming locomotive is coursing the Indian trail. Where the council-fire lighted the glades, courts of justice are instituted. Where their deserted cabins mouldered, are the homes of intelligent men. The pursuits of peace and the arts of civilized life have taken the place of the war-dance and death-grapple. The few wandering clans who subsisted in scarcity, often in want, have given place to prosperous millions producing a teeming abundance. Here is planted an advancing civilization, where barbarism, dark and gloomy, recently prevailed. Well may the eye of the political economist look with delight upon this fair picture in the West. To the West may the anxious philanthropist turn his attention for the working-out of the highest problems of human life. In spite of all attendant disabilities—financial pressure, frustrated public enterprises, and blasted private hopes—the West stands to-day the healthiest birth of a new national life the world ever saw.

But with youth, and vigor, and greatness—abundant in natural resources, and limitless in active energy—she stands without the refining, softening influences of beauty and decoration. Cultivation, in heaping up its millions of cereal wealth, has forgotten to produce from its lavish lap brighter natural gems than it has plucked up and destroyed. The phloxes, and anemones, and violets, with their long train of purple and golden crowned sisters, have gone from their place by the cottage, and the flower-bed has not been introduced in their stead. Who of us sits under the shade of his own vine, or gathers fruits from his own orchard? The want of these gentler influences is being felt, and will continue to grow stronger and deeper every year. When crops fail and speculation subsides, we find whole communities on tip-toe for some other Eden or newly-opened El Dorado. In our prairie homes we have grown rich and drawn about us largely of the supplies that minister to our animal wants: we have yet to add the attractions which taste and refinement call for. There is no graceful vine over the gateway, nor shady arbor in the lawn. Neither shrubbery nor shade-trees encircle the cottage, nor do screens of evergreens defend against the searching wintry winds.

The idea of a flower-garden has scarcely entered our minds, and the kitchen garden is neglected. We are without small fruits in the door-yard and standard trees in the orchard. Many of our young and thriving villages (be it said to their shame!) are almost as destitute of shrubbery and shade-trees as is Sahara of oases.

What is the result of this deficiency? No body is satisfied. Our intelligence, our refinement, the whole of our higher and better nature in us, demands something more than the supply of the mere physical wants. With youth, beauty is asked for, and with strength, comeliness is demanded. Content ourselves as we may, for present considerations, our children and those who are to come after us will never rest satisfied till this deficiency is filled. Intelligent travelers from the East and from abroad regard us very much as genteel folks do a great, green country-boy, who has out-grown both vest and pants.

What will stop this ever-restless element that is ready to pour its volume into any new empire-making expedition? Nothing short of making our own homes and their homes the happiest, most enticing in the land.

Art does wonders for us. It starts into existence, with a rapidity almost magical, every thing of a material kind; but it can not so speedily call up the beauties of Nature from their slumbering retreats, to deck our cottages, adorn our towns, and render attractive our institutions of learning.

We need the inauguration of this Fruit and Flower growing era for many considerations. As a sanitary measure it has no equal. Ripe fruits, in season, are worth more for the preven-

tion of the diseases incidental to our climate than all medicines in curing them. If undertaken in earnest, it would at once become a source of profit to the cultivator, the commercial man, and the common carrier who acts between the other classes. The youth of the land demand it. Nature is, after all, the great educator. Beyond comparison are her teachings more to be valued in the formation of character and the moulding of the youthful mind than the lore of the cloister or the wisdom of schools. We may train our children in the whole round of scholastic attainments, but so far as they are wanting in the refining influences which Nature's voice inspires will their development be dwarfed, crippled, and deformed.

It is not enough that we proceed to surround our homes and our school-houses with the decorations of Nature. Our children will indeed be benefited by such a course. We must lead their inquiring minds into the theory by which vegetable growth is attained, and teach them the whole economy of vegetable life. With the theory we want the practice, and with the two combined, greater developments of the now hidden processes of Nature will be acquired. The subject justly commends itself to the attention of educators and all who direct in the instruction of youth.

---

L I N E S

---

A LITTLE BIRD awoke one night,  
 Surprised at a strange silver light;  
 But when it saw, above the hill,  
 The sweet Moon shining, round and still,  
 The sense of beauty swelled its throat,  
 And poured, in many a thankful note,  
 A throbbing, thankful tune  
 To the Moon,

Who spread her brightness through the skies of June:  
 Then, laying his head beneath his wing,  
 Slept again on his airy swing,

So I awake from daily life,  
 To find the world with brightness rife;  
 And far above me, calm and fair,  
 The brave and noble, shining there  
 In their high place; and my heart sings,  
 Though my lip is still: a tear upsprings,  
 Blessing, with thankfulness,  
 Those who bless

With their good deeds this shadowed wilderness:  
 Then I veil once more my spirit's face,  
 And turn again to my wonted place.

H. P. Y.

## ILLINOIS NATURAL HISTORY SOCIETY.

The Illinois Natural History Society was organized in June, A.D. 1858, for the purpose of conducting a thorough scientific survey of our State, in order to afford new sources of valuable knowledge to our citizens. It is the aim of the Society to carry on this work within our borders until it is completed, and to establish a Museum of Natural History at the State Normal University, comprising every species of plants, birds, shells, fishes, insects, quadrupeds, minerals and fossils found in Illinois, together with such collections from various parts of the world as will assist our youth in gaining a knowledge of the general studies of Nature.

Since the day of our organization the work has been carried on in various parts of the State by local surveyors and collectors. Illinois has already a host of scientific men, who are competent to take charge of this great work, and it is our intention to employ our home talent and energy as far as they can be made available; thus not only greatly reducing expenses, but encouraging our citizens, and inviting them to a new domain of mental industry, at once profitable and delightful. In the northern part of the State, Dr. Geo. Vasey, of McHenry County, has made extensive collections of plants, especially the prairie grasses, of which 1,000 specimens, with names, etc., are already in the Museum of the Society. Mr. E. S. Bond, of Henry County, is engaged on the birds of Western Illinois. Dr. Frederick Brendel, of Peoria, is investigating the plants along the shores of the Illinois river. Robert Kennicott, well known by his labors as a naturalist, is giving us valuable assistance in making general collections, effecting exchanges, furnishing directions, etc.

In Southern Illinois, Cyrus Thomas is engaged in collecting and describing the plants, insects and reptiles south of the Ohio and Mississippi Railroad. Mr. Samuel Bartley, of Jackson County; Mr. Bebb, of Marion County; Judge Snyder, of Belleville; Dr. E. R. Roe, of McLean; Dr. Mead, of Hancock; Prof. Sheldon, R. G. Oakes, of Kane; Dr. S. S. Condon, of Union; also the State Geologists, Messrs. Worthen and McChesney; the corps of Railroad Engineers, and many others whose services will be acknowledged in our Annual Report, are doing much to assist the work undertaken by the Natural History Society.

We are greatly indebted to the press of Illinois for earnestly commending our work to the public; also to the officers of the railroads of the West who have granted to the General Agent of the Society free use of their respective lines.

A Library of Natural History has been commenced, containing 500 volumes, among which are 'Audubon's Birds of America', 'Audubon's Quadrupeds of America', Agassiz's works, Humboldt's works, 'Cuvier's Animal Kingdom', 'Encyclopedia Britannica', the works of Owen, Say, Kirby and Spence, Westwood, Carpenter, Gray, Emmons, Hall, Hitchcock, Miller, etc., etc. We have also a large number of miscellaneous works, and, with the additions which are constantly being made by the friends of the Society and a generous public, we have sure prospects of a scientific library second to none in the West.

By establishing the Museum of the Natural History Society at the State Normal University, it becomes directly available for the purposes of instruction. And since the students in attendance are from all parts of the State, they will each have an opportunity of studying the Natural History, not only of his own, but all other sections of Illinois. The scientific survey now in vigorous operation may, therefore, be regarded as a direct auxiliary to the educational and agricultural interests of the Prairie State.

In this noble enterprise we ask the earnest coöperation of every friend of science and humanity, to aid us in making collections and recording such facts as relate to any of the departments of Natural History. We desire especially that the teachers of Illinois may become a part of this Home Exploring Expedition. The field is easily accessible to one and all; and a few hours of every week devoted

to this work, in its several departments, would furnish every ambitious teacher with a valuable cabinet of specimens of animal and vegetable life, minerals, fossils, etc., by means of which every pupil under his care would be not only incited to the study of Nature, but stimulated with a spirit of inquiry and filled with a love of study, converting every mental task into a delight.

Our prairies will soon put on again their gorgeous array: flowers will come forth like stars reflected from an undulating ocean; the insect world will awake to life, and with a thousand voices call us forth to see the glory of God in creation. We should be ready early to make collections, as the advancing season brings us its variety, and not permit the leisure hours of 1859 to glide away with nothing accomplished in this noble work.

In connection with the 'District-School Library' which is being generally introduced, we claim a place for the 'School Cabinet of Natural History'. The former can be easily obtained by a wise provision of our school-system; the latter by a wise use of time on the part of teacher and pupils.

Directions for collecting and preserving specimens of plants, insects, shells, etc., will be furnished on application to the General Agent. A complete set will also be arranged and published in the next number of the *Illinois Teacher*. All donations of specimens for the Museum, or of books for the Library of Natural History, should be sent, carefully packed, to C. E. HOVEY, Corresponding Secretary Illinois Natural History Society, Bloomington. C. D. WILBER, General Agent.

---

## A COURSE OF MUSICAL INSTRUCTION.

---

As the science of teaching becomes better understood, the tendency is and must be to conform, in every branch of study, to some regular system. Perhaps there is no department where a graduated method is more necessary than in that of Vocal Music. As taught in our schools, but little attention has usually been given to this want. Teachers have often failed to recognize the fact that the character of the voice depends immediately upon the condition of the lungs and the other organs used in inhaling and expelling air. The following course of instruction is adopted by Prof. C. M. Cady in the State Normal University. Two lessons are given each week.

### A COURSE OF MUSICAL INSTRUCTION — TWO LESSONS A WEEK.

**FIRST YEAR.**—*First Term*—Diatonic Scale; musical notation; simple exercises in sight-singing; exercises in vocal culture calculated to secure the proper action of the air-supplying organs (as the lungs, chest, and abdominal muscles) in expelling the air from the lungs, and in respiration. *Second Term*—Dynamic expression; minor scale; transposition of the scale; exercises in sight-singing; chanting; exercises in vocal culture calculated to secure the proper action of the tone-producing organs (as the larynx, vocal cords, and glottis) in the forcible commencement of the tone, or the shock of the glottis, and the union of the different registers. *Third Term*—Study of plain metrical tunes, easy glees, rounds, and catches; exercises in vocal culture calculated to secure the proper action of the tone-modifying organs (as the nasal and other cavities of the head, the tongue, teeth, and lips), upon which depend resonance and quality of tone, pronunciation, articulation, and a tasteful musical elocution generally.

**SECOND YEAR.**—*First Term*—Choir and congregational tunes; easy anthems; songs for the school-room; glees; scale exercises calculated to develop evenness, purity, volume, compass and flexibility of voice. *Second Term*—Chromatic scale; anthem, glee, chorus and quartette singing; concert music; scale exer-

cises. *Third Term*—The higher forms of glee, chorus and quartette singing; solo-singing; and solfeggio-singing, involving phrasing, respiration, and the higher laws of musical æsthetics.

THIRD YEAR.—*First Term*—Oratorio and opera choruses; quartette, solo-singing, and solfeggio practice; the art of teaching the elements of music. *Second Term*—Oratorio singing; solo-singing; solfeggio practice; the art of teaching the elements of music; harmony and musical composition. *Third Term*—Oratorio singing; the art of teaching the elements of music, harmony and musical composition.

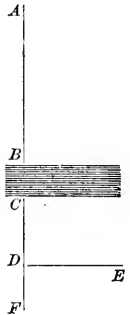
M A T H E M A T I C A L .

I. *Mathematical Fallacies*.—(1.) Assume any number as  $a$ , add to this any number as  $b$ , to this sum add  $c$ , and so on to infinity. Of course, the amount will be an infinite quantity. Now take 1, and add  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ , etc., to infinity. The sum of the series, since we never cease adding, ought, by a parity of reasoning, to be an infinite quantity, while in fact the sum will be 2. Where is the fallacy?

(2.) Again: Take two equal quantities:  $96+4=96+4$ ; by transposition,  $4-4=96-96$ ; factoring,  $1(4-4)=24(4-4)$ ; dividing by the common factor  $(4-4)$ ,  $1=24$ . Where is the fallacy in this case?

II. When we have common factors in the sides of a right-angled triangle, we can divide by the common factor, and thus often save squaring large numbers: e.g., let the sides be 32 and 24. Dividing by the common factor 8, we have 4 and 3; squares of both=16 and 9, their amount, 25; square root, 5,  $\times 8$  (the common factor) =40, the hypotenuse.

III. *To measure the distance across a river, or to any inaccessible object.* Let D be the station, BC the river, and A the inaccessible object. Measure any convenient distance at right angles to AD, as DE=400 feet, and from E lay off the right angle EDF. Now DE is a mean proportional between DF and DA. Measure DF=135 feet; then  $DE^2=400^2=AD \times 135$ , and  $AD=\frac{400^2}{135}$ .



IV. To find two numbers such that their product shall be equal to the difference of their squares, and the sum of their squares equal to the difference of their cubes.

V. A man gave his son £100, and sent him to purchase stock consisting of oxen, sheep, and geese. He was to bring home 100 head, and might pay £5 for an ox, £1 per head for sheep, and 1s. per head for geese. How many did he bring home of each kind?

VI. A. tells the truth one time in two, B. one time in three, and C. one time in four. If A. asserts a certain thing to be true and B. and C. deny it, what are the chances of its being true?

ARITHMETIC — PRACTICAL METHODS.—III. *To divide by a mixed number whose fraction is  $\frac{1}{2}$ .* Divide directly, as in the following example:  $1970672 \div 5\frac{1}{2}$ —

$5\frac{1}{2} \overline{)1970672}$       *Explanation.*—19 contains  $5\frac{1}{2}$  3 times, with a remainder of  $2\frac{1}{2}$ ;  $2\frac{1}{2}$  of this denomination = 25 of the next lower, which, with the 7 of that denomination already expressed, makes 32. This number contains  $5\frac{1}{2}$  5 times with a remainder of  $4\frac{1}{2}$ , which becomes 45 of the next denomination.  $5\frac{1}{2}$  is found in 45 8 times with a remainder of 1. 16 is the next dividend, which would give a quotient of only 2; but if we call 5 of the 7 units in the next order  $\frac{1}{2}$  a unit of

this order, we have  $16\frac{1}{2}$  for a dividend, giving a quotient of 3. 2, the next dividend, gives no quotient; and 22 gives the final figure 4. This example is chosen, as presenting all the difficulties which would ever occur in this process of dividing.

IV. *To divide as in Short Division by any number very near some exact part of 100, 1000, or any power of 10. Example 1:  $24994 \div 26$ .—*

$26 \overline{)24994}$  *Explanation.*—26 is 1 more than  $\frac{1}{2}$  of 100. 249 contains  $\frac{1}{2}$  of 100 9 times with 24 remainder; then if the true divisor be  $\frac{1}{2}100 + 1$ , the remainder will be 9 less than 24, or 15. 159 would contain  $\frac{1}{2}100$  6 times with 3 remainder. 34 contains 26 once with 8 remainder.

*Example 2:  $84917 \div 248$ .—*

$248 \overline{)84917}$  *Explanation.*—248 is  $\frac{1}{4}$  of 1000, less 2. 849 contains  $\frac{1}{4}$  of 1000 3 times; 3 times  $\frac{1}{4}$  of 1000 =  $\frac{3}{4}$  of 1000, or 750, thus giving a remainder of 99; but, the real divisor being 2 less than the one we have used, the remainder must be increased by 3 times 2. The remainder then is 105; and the next dividend, 1051, contains  $\frac{1}{4}$  of 1000 4 times with 51 remainder, or it contains 248 4 times with  $51 + (4 \times 2)$  remainder. The next dividend, 597, will contain  $\frac{1}{4}$  of 1000 twice with 97 remainder, it will contain 248 twice with a remainder of 101.

QUERY.—What are *Compound Numbers*?

---

## ILLINOIS STATE NORMAL UNIVERSITY.\*

---

It is evident, from the Act itself, that a College was not intended, nor an Institution which should materially trench upon its field of labor. Nor was a Normal School, strictly speaking, just the thing, although the rigid system of training in the Elements which has been the especial glory of such schools was evidently contemplated. The Legislature meant to create such an institution as should be fit to stand at the head of the great Common-School interest of Illinois; and, as the first step, it meant to relieve the State of the necessity of going beyond her own borders for carefully-trained teachers for her public schools of every grade. It meant to furnish a means of keeping alive professional enthusiasm, of suggesting more excellent methods of instruction, and of improving the course of study in the Free Schools. To this last point considerable attention seems to have been given; and studies not usually pursued in Common Schools were nevertheless ordered to be taught to those who should become teachers of Common Schools. It was foreseen that the course of study in the University would eventually be reproduced in a thousand villages and settlements all over the prairies; and that if the Natural Sciences found place in the course here, they would there. "Whatever you would have appear in the life of a people must be put into its schools" is at least half true; but it is even more true that whatever you would have appear in the life of a school must be put into its teacher. As he thinks and acts so will his pupils. But he will think and act and *teach* what he himself knows, and he knows what he has been taught. The direction which should be given to the teachings in the University is largely determined by the law itself, but their character and extent rests with you. Unfortunately, for the past year a large amount of drill teaching has been required, which ought to have been done elsewhere; and it is quite probable that this state of things may continue for a series of years. We can hardly expect to be released from the actual work of teaching the common branches until, by the reflex influence of the University and other agencies now at work, the standard of elementary knowledge shall be raised in the sources

\* Extracts from the Principal's Report to the State Board of Education for the year 1857-1858.

whence come our students. The effect of this state of things must be to prolong the course of study. The course of study for the past year has been in theory a *review* of the branches usually taught in the Public Schools, but in practice has amounted to almost an *original* investigation. At first came a drill on the Elementary Sounds of the English language, followed by Reading and a careful examination of the thought and expression of the author. Parallel with this ran the course in Mental and Written Arithmetic; the construction of Maps; Descriptive, Physical and Political Geography; English Grammar; Physiology; Vocal Music; and the Theory and Art of Teaching. Much more is included under some of these heads than is usually comprehended, and the text-books furnished have proved entirely inadequate. These defects have been measurably supplied by Gazetteers and Dictionaries; but still our library of reference-books is quite incomplete.

LENGTH OF THE COURSE OF STUDY.—The time required to complete a course of elementary training will vary—first, with the extent of the course, and second, with the previous attainments and natural ability of students. Theoretically this matter is easily disposed of, but practically it is beset with many difficulties. If I am right in my view of what is required in a general course of education, such a course as will fit the learner to take an enlarged view of things, or to become a specialist—for instance, as a teacher,—then at least *three years* will be required. But a practical question starts up right at this point. A large number of our students are teachers of one, two or three years' standing already, and have come here to prepare themselves for more extended usefulness. They are mature in years, and too poor to pay their expenses for the three years' course. Shall they be deprived of attending as long as they can because they are not able to take the full course? Certainly not. They are among our best students, and we can as ill afford to spare them as they us. But shall they be allowed to graduate with the honors of the Institution before they have acquired all the knowledge which it proposes to give? If so, then graded diplomas are necessary; for it would be manifestly unjust to place students of lower attainments on the same level with those of higher. I have thought of proposing three grades of official certificates, to be known as the A diploma, B diploma, and C diploma; the C diploma requiring an amount of knowledge equal to two years' study; the B diploma requiring an amount of knowledge equal to three years' study; the A diploma to be granted to all those who have received the B diploma and thereafter taught successfully two years. That is, there shall be two grades of diplomas at graduation, indicating scholarship, and a grade higher diploma shall be given two years later to all those who prove successful teachers. These diplomas to be given by the Board, on the recommendation of the Principal and teachers in the University.

OPENING, ETC.—On the fifth day of October, 1857, the Normal University commenced its labors. During the first eight days forty-three students were enrolled, and this was our number for the first term. Since that time the accessions to the school have been gradual, but enough to show a growing appreciation of the Institution. The attendance, by terms, may be seen in the following statement:

*First Year.*—First Term, males 14, females 29, total 43; Second Term, males 19, females 30, total 49; Third Term, males 36, females 39, total 75.

*Second Year.*—First Term, males 41, females 57, total 98.

The entire number of the different students hitherto admitted is 127; and the average age at the date of admission is twenty years and two months.

The examination and appointment of students under the law devolves upon School Commissioners and County Courts, but each student has been required, in addition to his 'State Scholarship', to produce a certificate of good moral character, and subscribe to the annexed *Student's Pledge*:

I hereby declare my intention to become a teacher in the schools of this State; and agree that for three years after leaving the University I will report in writing, to the Principal thereof, in June and December of each year, where I have been and in what employed.

Some doubt has been expressed whether students educated in the Normal Uni-



versity would engage in the business of teaching in case suitable opportunities should offer, and the last clause was inserted to secure information on this point, no less than to obtain a knowledge of the location, position and success of students. Of course, it can not be expected that every student educated here will make a good teacher, As well might we expect every graduate of a law school to be a successful lawyer; or every graduate of a medical school to be a successful doctor. How many will succeed, and consequently find it for their interest to make teaching a profession, must depend upon the local officers who have the appointing power. To impress upon them the importance of this trust, I forwarded, last August, to Commissioners of those counties not already represented in the University, the following letter:

STATE NORMAL UNIVERSITY. }  
BLOOMINGTON, August 7, 1855. }

*Dear Sir:* I inclosed to you, a few days since, a circular giving information in regard to the appointment of students to the University, and also blank *Certificates of Appointment*. I desire to add a word thereto. The school has been in operation one year, and has entered ninety students. Large as this number is, the State has provided for more. Each County and each Representative District is entitled to gratuitous instruction for one student, making an aggregate of one hundred and seventy-five.

Your county has not yet availed itself of its rights, owing, it may be, to imperfect knowledge of the existence, object and aim of the University. Can not you spread the requisite information among the people, either through a local paper or in some other way? You can hardly be too careful in the election of a young man or woman to represent your county in this Institution, to select one of decided natural ability and irreproachable character. The honor of the county depends upon a judicious selection.

We ask you to examine candidates in the common branches of an English education, and, of course, desire that the examination may be thorough; but yet we would not have you reject a candidate of real ability because of a partial failure in the examination. We can supply defects in education, not in talents. Should you know of an intelligent young man or woman who would make good use of a thorough education as a teacher, you will do a valuable service by giving them the appointment, and urging them to accept. There is need of such teachers as they would make. They can find remunerative employment.

The immediate object had in view by the Legislature in the establishment of the Normal University was the careful, thorough and professional training of teachers for Public Schools, and it is hoped that you will cordially aid in giving effect to this enterprise by seeking out and sending here to be educated free, by the State, one or more suitable students from your county.

Yours truly,

C. E. HOVEY.

**OF THE STUDENTS.**—Forty-nine of the students in attendance the present term are teachers of more or less experience, some having taught fifty-seven months, and no one less than two. Forty-two rely wholly on themselves for support; nine in part; and the remaining forty-seven have their bills paid by parents or friends. Of the parents and guardians, fifty-five are farmers; seven merchants; seven physicians; five mechanics; three agents; two clergymen; two lawyers; one civil engineer; one artist; one teacher.

You will not fail to notice three significant facts in the foregoing statement: *first*, one-half of the students have already had experience in teaching; *second*, nearly as many are compelled to look to themselves for the means to obtain an education; *third*, the farmers are nearly double all other classes of parents and guardians.

**A UNIVERSAL DECIMAL CURRENCY.**—An able paper was read recently by Mr. Teft before the 'British Institute of Social Science' upon the subject of a universal uniform decimal currency. His proposition is one which it is most desirable for the convenience of all commercial interests should be put in operation. In order to secure its introduction, he recommends that it be adopted by America, France, and England. The design contemplates the adoption of a uniform decimal currency to the particular currency of each country, and yet so arranged in value as to secure a correspondence between them. To this end he proposes that the basis shall be the dollar—not of the precise value of our present coin, of that denomination, but so altered and altered as to represent a dollar in the United States, five francs in France, and four shillings in England. The reading is said to have been listened to with much interest, and strong hopes are expressed in influential quarters that it will bring about an arrangement so desirable.

## EDITOR'S TABLE.

---

THE PRAIRIE FARMER.—By some mistake, the name of the *Prairie Farmer* was omitted in our notices of the January numbers of papers that had directly interested themselves in the Convention at Galesburg. Friend BRAGDON was present during the entire session, and has been printing his notes from time to time.

The *Prairie Farmer* is taken by many teachers in our State, and used in the schools for occasional reading. There should be a good paper in every school, and, especially for the rural districts, we cordially recommend the *Prairie Farmer*.

MASSACHUSETTS.—Massachusetts, Mother of States and of Schools, does not rest satisfied with her present efforts in behalf of her Free Schools, but is constantly making fresh advances. The following is an extract from the recent Message of Gov. BANKS:

It is sufficiently to the credit of the Common Schools to say, that they maintain their high character. There has been a marked improvement in the condition of the Normal Schools, and in their capacity for public service. A similar remark, though less within my own knowledge, can be made of other departments of education. The expenditure of the past year for educational purposes was \$1,474,488. The number of children between five and fifteen years of age is 223,304; of whom 218,198 have been in attendance upon the schools during the year; showing an increase in attendance of 15,167 pupils on last year. The school fund from which our system of schools is supported is about one million five hundred thousand dollars. The Board of Education and the Secretary of the Board, in their Reports, earnestly recommend the increase of the fund to the sum of three million dollars, as a measure indispensable to the full success of the common-school system; and I commend these papers to your consideration with a most hearty concurrence in this opinion. The public-school fund was established when we had less than half our population, and much less than half our present wealth. The system is no longer an experiment. The advantages we have already derived are far greater than was then anticipated; but it is far from a perfect school that we have established. I should reluctantly assent to the increase of the school fund were it to be exhausted in expensive buildings; but other and better results will follow. Less and better mental training will be applied; physical development be made to accompany intellectual attainment; and, through the instrumentality of agents, the people may be induced to visit their children and to support the teachers in school. The success of the Normal School will lead to other practical and professional schools. The visitors of the Normal Schools report, that in some the average age of students upon entering is twenty-one years. But we should remember that, while the Normal Schools instruct a few hundred, and the Colleges, for which I bespeak your favorable consideration, educate a thousand more, there are a half-million persons in the Commonwealth, under twenty-one years of age, who must seek their scholastic training in the Public Schools alone.

The title of the Commonwealth has recently been confirmed to lands in the 'Back Bay', and to all channels and flats within the jurisdiction of the State, below the line of private ownership. For the disposition of the funds accruing from the sale of this land, the Governor makes the following suggestions:

The question of immediate interest is, What disposition shall be made of the proceeds of sales of land, which will bring to the treasury, within five years, at a moderate estimate, from three to five million dollars? An overflowing treasury is prolific of unwise legislation. If the State were burdened with public debt, I should unhesitatingly recommend its application, as a primal duty, to that object; but it has none for which provision is not made; and I regard its application to the temporary debt, or to meet a deficit occasioned by excess of expenditures over income, as unjusti-

fiable and unnecessary. I trust the Legislature will be able to make provision for the application of this property to such public educational improvements as will keep the name of the Commonwealth for ever green in the memory of her children; and to this end I earnestly recommend, for reasons already stated, that the first public charge to be made upon this property shall be for the enlargement of the public-school fund until it net the sum of THREE MILLION DOLLARS.

NEW YORK.—HON. H. H. VAN DYCK, Superintendent of Public Instruction for the State of New York, in his recent report to the Legislature, gives an able account of the condition of the schools of that State. The report is found in full in the *New-York Teacher*. We subjoin a few extracts:

The number of school-houses in the State Oct. 1, 1858, was 11,275. Of this number there were 333 log school-houses, 876 constructed of brick, 610 of stone: the remainder are frame buildings. The whole number of pupils attending the public schools in 1857 was 842,137. In the same year the number of male teachers employed in the State was 12,177; number of females, 19,570; total 31,747. Of this number, 327 held the diploma of the State Normal School; 759 were licensed by Superintendents of Public Instruction; and 30,661 by local officers.

The total receipts for schools from school funds were \$3,792,948.79.

The number of volumes in the school libraries is 1,402,253.

In the Institution for the Instruction of the Deaf and Dumb there are now 229 pupils; in the New-York Institution for the Blind, 146 pupils. Twenty-three schools are in operation for the education of the Indian youth of the State. These schools are, for the most part, in a flourishing condition, and the pupils exhibit a commendable progress in their studies.

The Superintendent urges with much force the absolute necessity of raising the standard of qualifications of teachers, before any decided advancement can be made.

Says the philosophic GIZOT, "It can never be too often repeated that it is the *master* that makes the *school*." What, then, are we to expect really great or good in the character of these institutions, so long as they are left to the charge of persons whose superficial acquirements are but a mockery of true learning, and who have never spent an hour in cultivating a knowledge of that 'most difficult of all arts, the art of teaching'? Had that excellent litany which invokes deliverance 'from plague, pestilence and famine — from battle, murder, and from sudden death', also embodied a petition for exemption from incompetent school-teachers, it would not have trenched upon a subject in favor of which wise and holy men might not properly raise their supplications. To remedy this great defect, which now retards the progress of our schools, the commissioners in charge should be encouraged to discard the venal, the time-serving, the incompetent applicants for certificates, and thus create a demand for the services of those really fitted by nature and acquirement to discharge the responsible duty of instructing the youthful mind and guiding it into proper channels. This is the dictate not less of duty than of true interest; for who can estimate the amount of injury resulting from the employment of incompetent teachers to the children placed under their care — whose time, once lost, can never be recalled; whose disgust for study, once engendered, may never be allayed; whose energies, misdirected, may never again move in the right channel; whose success in life may be wrecked upon the rock of the teacher's inefficiency or ignorance?

OHIO.—The Annual Message of Gov. CHASE discusses at considerable length, and with much ability, the educational interests of the State. We make, as likely to be of general interest, a few extracts from his report.

The number of Common Schools in 1853 was 5,984; in 1858, 12,500. The number of youths over five years of age and under twenty-one enumerated in 1853 was 806,782; in 1858, 843,840. The youths enrolled as attending school in 1852, 358,417; in 1858, 609,343. The average number in daily attendance in 1853 was 271,196; in 1858, 355,863. The number of teachers employed in 1853 was 13,564; in 1858, 19,873. The amount paid to teachers in 1853 was \$800,145; in 1858, \$1,975,832. The number of school-houses in 1853 was 6,850; in 1858, 10,497. The value of school-houses in 1853 was estimated at \$2,000,000; in 1858, at \$3,846,420.

These figures exhibit a gratifying progress, but they by no means furnish a complete view of our educational condition. There has been a constant and rapid progress which figures can not measure. The character and condition of our school-houses and school-rooms has been greatly bettered; the standard of qualification for teachers advanced; the methods of teaching improved; the range and scope of instruction enlarged; and the results, in acquisition and capacity, largely augmented.

A great educational work is prosecuted, also, outside of the Common Schools. The Colleges and Female Seminaries in the State send forth, yearly, numerous young men and women to take up and carry forward, in its various departments, the work of moral, social, and political improvement.

The best means, in my judgment, of securing an adequate number of good teachers, are the establishment of Normal Schools and the encouragement of Teachers' Institutes. I ventured to

suggest last year the organization of a Normal Department in one or both of our State Universities. More immediate and more valuable results would probably be obtained from the establishment of three or four Normal Schools in different districts of the State, giving the preference within each district to the city or town which would provide the best buildings for the purpose without cost to the State. Provision has already been made by law for the encouragement of Teachers' Institutes, but it is uncertain and inadequate. I recommend the direct appropriation of an adequate sum, to be paid on compliance with proper conditions, upon certificate of the State Commissioner.

PENNSYLVANIA.—The efficiency of the Common-School System of Pennsylvania has increased greatly during the last ten years, and its importance is becoming more highly appreciated by her citizens and government. Gov. PACKER, in his recent Message, shows himself fully alive to the interests of the system. We make the following extract from his Message:

Including the City of Philadelphia, it will be observed that there were in the public schools of the State, during the year which terminated on the first Monday of last June, 628,201 pupils; these were instructed during an average term of a little over five months, in 11,281 schools, by 13,855 teachers, at a total cost of \$2,427,632.41.

It is needless to attempt to prove the truism that the properly-qualified teacher is the life and success of the school. But the facts are startling that of the 12,828 teachers of our public schools, exclusive of those in Philadelphia, only 5,987 are reported as 'qualified' for their important trust; while 5,387 are returned as 'medium', or such as are only tolerated till better can be obtained; and that 2,318 are stated to be 'unfit'. In other words: of the 569,880 children attending the schools out of Philadelphia, only about 230,000 (less than one-half) are under proper instruction and training; while about 240,000 are receiving insufficient instruction from inferior teachers; 100,000 are actually in charge of persons wholly unfit for the task.

When, however, we look further into the special statistics of this branch of the system, the material for improvement is found to be of the most promising kind. Of the 12,828 teachers of our common schools, 10,889 are under thirty years of age, and 10,946 are natives of Pennsylvania; and a larger proportion than in most of the other States are permanently devoted to the profession of teaching. To render those fit for the position to which they aspire — undoubtedly one of the most useful and honorable in the world — and to raise up a constant supply of well-qualified successors, is the work to be done.

IOWA.—The Iowa School-Law has been declared unconstitutional. The court claims that the legislative power over educational matters belongs solely to the State Board of Education.

MISSOURI.—The number of public school-houses has increased in three years from 1,646 to 3,380, and the amount of money raised for building school-houses from \$30,000 to \$130,000.

KENTUCKY.—The Roman Catholics of Louisville, led by Bishop SPALDING, are making a vigorous effort to secure exclusive control of a portion of the School-Fund of that State. Several papers have been dismissing the rights involved. Some contend that the schools should be so *secular* that the Catholics would send pupils to them, while others reply that the Roman Catholics are opposed to the whole system of secular education — opposed to it for the very reason that it is secular, and therefore godless; and that they put their opposition on the very ground that it is an infringement of the conscientious scruples and rights of Roman Catholic parents.—*Massachusetts Teacher*.

WISCONSIN.—GOVERNOR RANDALL'S Message says that the schools of Wisconsin are in a prosperous condition. The whole number of children reported, between the ages of four and twenty, is 284,078. Only the States of New-York, Pennsylvania, Ohio, Illinois, and Indiana, surpass Wisconsin in the number of children of school age. The attendance during the past year has been 167,210. Teachers' wages have amounted to \$334,000. The school-fund interest for the next apportionment will amount to \$240,000. The population of the State is now 800,000.

'EDUCATION' IN INDIANA—SELLING SCHOOLS AT AUCTION!—Out on the Salt-Creek hills in Lawrence County, Indiana, they have an original way of employing teachers. They keep school there about six months in the year, or say two quarters. When the time about arrives, the school is put up at public auction, and sold out to the lowest bidder for the quarter. Recently great trouble existed in one of the districts out there as to who should teach during the fall quarter of the school. The wire-working among the natives was spirited. When the day arrived, a goodly number of bidders to 'teach the young idea how to shoot' were present. When the trustees put up the school it was started at \$100, and down, down went the school, until it was knocked off at \$74 for the quarter. And when the name of the bidder was called for, the tall form of L. Q. HOGGAT was seen rising out of the crowd to claim the prize. Loosh is now, birch in hand, fulfilling his contract with the Trustees, but says it is the last teaching he will do, as the Grammars, Arithmetics, and Geographies, and every book, have changed since he went to school 'way down in Carolina.—*New Albany (Ind.) Ledger*.

GOVERNOR SLADE.—This gentleman died recently at Middlebury, Vt. He was noted for several years in political life, and was the first out-spoken abolitionist that had place in Congress. He devoted the latter years of his life to the National Education Society, whose work was to transport female teachers from the East to destitute places in the West.

A JEW PROFESSOR.—The European newspapers notice as a novelty that the King of Holland has appointed JOEL E. GOLDSCHMIDT as Professor of Jurisprudence in the Leyden University.

MOTLEY'S HISTORY of the Dutch Republic has been translated into French and published at Brussels. The first volume only is yet issued.

THEODORE PARKER.—This gentleman is known to many only as an arch-heresiarch and a fanatic; but few who have read any of his set addresses or articles in the magazines can fail to recognize him as a scholar, and as one who has rare power in the use of the English language and is a very earnest philanthropist. He has lately been compelled to leave his pulpit, probably for ever, as consumption has laid its deadly and remorseless hand upon him. He goes to the West Indies in hopes to recover his health.

BURNS'S BIRTHDAY.—The Centennial Anniversary of BURNS's birthday (Jan. 25) has been extensively celebrated in this country. In Boston, the celebration was signalized by Poems from LOWELL, WHITTIER, and HOLMES.

A PRIVATE LIBRARY.—We have received, through the politeness of Mr. CHARLES B. NORTON, of New-York City, agent for persons desiring to purchase books at home and abroad, the catalogue of the library of the late GEORGE P. PARKER, of New York. By order of the executors, the whole collection is offered at auction, without reserve. It contains about nine thousand volumes, "and embraces," says the *Evening Post*, "for the most part, those works which a person of general reading, without any especial aim in literature or science, would wish to consult." Its cost was over \$20,000; and, though chiefly composed of books in the English language, it has some valuable foreign and classical works. What would become of us poor pedagogues, who with great pains accumulate a few books of reference and a few choice volumes, if suddenly presented with such a rich *placere*? A sur-

feit and intellectual dyspepsia would be almost inevitable. Persons wishing a catalogue can send therefor twelve cents to Mr. NORROX, who will also act as agent to make purchases at the sale, which begins March 1st and continues from day to day.

HON. H. BARNARD is announced in the *Home and School Journal* as having delivered his inaugural address at Madison on the 8th of February. Our readers will be sorry to learn that it is an error, and still more pained to know the cause for Mr. BARNARD's delay. A letter received from the Wisconsin University says, "Mr. BARNARD has not yet come, but lies at home *sick*. He will come as soon as he is able to travel. . . . He is not able to attend to any business. . . .  
 . . . G. B. EMERSON, of Massachusetts, is here to represent Mr. BARNARD."  
 The letter is dated February 17.

WM. H. ELLET, an eminent chemist, died January 26, 1859. He was born in New York, and died in the same city. He was a graduate of Columbia College; studied medicine, and attained such proficiency in chemistry that he became, in 1832, Professor at Columbia College (N.Y.), and, in 1835, in the College of South Carolina. About 1848 he returned to New York, and was till his death eminent especially in that department of chemistry relating to manufactures and the arts.

GREEK LEXICON.—An English-Greek Lexicon, dedicated to EDWARD EVERETT, has lately been published in Greece.

PARTS OF SPEECH.—It is asserted that in the English language proper, apart from technical and scientific terms, there are 10,500 nouns, 40 pronouns, 7,200 adjectives, 8000 verbs, 2,000 adverbs, 60 prepositions, 19 conjunctions, 68 interjections, and two articles. According to Webster's Dictionary, there are 100,000 words in the language.

FOLEY-ISH.—The *Wisconsin Journal of Education* is responsible for the veracity of the following anecdote, taken from its columns: "A candidate for Congress, out West, sums up his 'education' as follows: 'I never went to school but three times in my life, and that was to a night school. Two nights the teacher did n't come, and t' other night I had no candle!'"

CAUSE OF TEMPERANCE AMONG THE INDIANS.—The Indians of Cattaraugus County, N.Y., have been holding a Temperance Meeting. Temperance, Education, and Religion, seem to produce lofty aspirations, if we may believe the following report of one of the speeches, from the *N. Y. Evangelist* :

JOHN SHANKS, a middle-aged man, till recently a pagan, but now so far advanced in Christianity as to smoke a meerschaum, spoke in substance as follows:  
 "I will say but a few words, though if I had my own way I would speak all day. My condition when I was a drinking man was very different from what it is now that I have forsaken the cup. When I used the fire-water I would lay down any where it was convenient — one place was as good as another — on the ground, in the water, or any where. Then I was in the dark. Since I stopped drinking, I'm in the light, and know where to sleep and what to do. I've joined the League, and turned my attention to farming. Since the building of the new school-house, I have commenced going to school. If we quit drinking, and get education, and work, we can have good farms, and we will soon be able to buy good horses and nice carriages to ride to church. I have already got some good stags, and next summer I intend to get a good horse, a *first-rate bobtail*, and ride to church in great style!"

PHYSICAL EXERCISES FOR SCHOOLS.—The *Massachusetts Teacher* suggests some directions for the physical exercise of children in schools, which will relieve the monotony of labor and quiet for young children and promote good health: 1. Place the hands back to back as high over the head as possible, and bring them down rapidly as far on each side as can be done without striking any object. Repeat this six times. 2. Stretch the hands as far forward as possible, palm to palm, and swing them thence horizontally as far back as possible, and repeat. Do the same with the hands back to back. 3. Bring the right hand firmly back to the height of the ear, and strike forward with the clenched fist, but not to the full length of the arm. Do this three times with the right hand, and as many with the left. 4. Strike down three times with the clenched fist of the right hand; then as many times with the left. 5. Make the right clenched fist revolve three times in as large a circle as possible. Do the same with the left. Repeat all the exercises, except the last, with both hands at once.

“OVER THE RIVER.”—The author of the very pretty and extensively-quoted poetical gem, ‘Over the River’, which appeared originally in the *Springfield* (Mass.) *Republican*, is Miss NANCIE A. W. PRIEST, of Hinsdale, N.H. She is a factory operative, and has had no advantages of education save those afforded by a district school. Such success in a first effort leads us to hope that the authoress will not lay down her pen, but that the delicate feeling and pathos exhibited in ‘Over the River’ may be reproduced in many other poems.

#### QUESTIONS FOR THE SELF-EXAMINATION OF TEACHERS.

1. Have I been strictly truthful, in thought, word, and deed?
2. Has my heart been in my work?
3. Have I been uniformly pleasant in manner?
4. Have I been uniformly affectionate in feeling?
5. Have I been sufficiently calm and self-possessed?
6. Have I exercised sufficient patience and perseverance?
7. Have I governed with firmness and decision?
8. Have I been serious and earnest?
9. Have I talked too much or too little?
10. Have I endeavored to be conscientious and just?
11. Have I been duly sensible of my responsibility?
12. Did I begin the work to-day in the right spirit?
13. Were my scholars punctual to-day?
14. Have I tried to interest parents in the punctuality of their children?
15. Do the scholars improve in this respect?
16. Are my scholars regular in their attendance?
17. Do they absent themselves without good cause?
18. Can I not make absence disreputable?
19. Have my scholars been studious to-day?
20. Do I make the scholars feel that idleness is wrong?
21. What have I done to create a love for study?
22. Has the school been orderly and quiet to-day?
23. Have I governed by the right motives?
24. Have I instructed the scholars in good manners?
25. Have I given the scholars proper exercise?
26. Have I carefully regulated the temperature and ventilation?
27. Have I made the school-room pleasant?
28. Have I insisted on neat and cleanly habits in my pupils?
29. Is the school supplied with apparatus, etc.?
30. Do I see that children do not injure the house or their books?
31. Have I been a good example for my pupils?—*Massachusetts Teacher*.

A GEM.—Can any one tell who is the author of the following beautiful lines? They are quoted in ‘*Mile-Stones in our Life Journey*’, a genial book written by SAMUEL OSGOOD, D.D., of New York: every teacher should own it. But before giving the poetry, allow us to quote the tribute which the Doctor pays to one of his early schoolmasters.

“His successor was a man of a different mould—a stern, resolute man; his face full of an expression that seemed to say that circumstances are but accidents, and that it is the will that makes or mars the man.

“He was not in robust health, and it seemed to some of us who were thoughtful of his feelings, that were it not for this he would have been likely to pursue a more ambitious career, and to give to the bar the excellent gifts that he devoted to teaching. He was a most faithful teacher, and his frown, like the rain-clouds, had a richer blessing for many a wayward idler than his predecessor’s perennial smile. He had borne the burden and heat of the day for many a long year, with ample success; and when he falls at his post, it will be with the consciousness of having done a good work for his race, in a calling far more honored by Heaven than any of the ambitious spheres that, perhaps, won his youthful enthusiasm.

“Well says the noble JEAN PAUL RICHTER, ‘Honor to those that labor in school-rooms! Although they may fall from notice like the spring blossoms, like the spring blossoms, they fall that the fruit may be born.’”

But here are the lines, after so long a preface :

“Lead, kindly Light, amid the encircling gloom,  
Lead thou me on!  
The night is dark, and I am far from home—  
Lead thou me on!  
Keep thou my feet; I do not ask to see  
The distant scene;—one step enough for me.

“So long thy power hath blest me, sure it still  
Will lead me on,  
O’er moor and fen, o’er crag and torrent, till  
The night is gone,  
And, with the morn, those angel faces smile,  
Which I have loved long since, and lost awhile.”

RUSSIAN MILITARY SCHOOLS.—The Russian Government has just decreed that twenty Military Schools shall be established for the purpose of teaching Surveying, Topographical Engraving, Gymnastics, etc.; also that the sons of poor nobles and functionaries shall be educated at them gratuitously, subject to the condition of their undertaking to serve the State gratuitously for a certain number of years.

A POLYGLOT STATE.—The Secretary of State of Wisconsin informs the Legislature that of the amount of money expended for public printing during the past three years, about \$27,000 was for English, \$80,000 for German, and \$14,000 for Norwegian languages.

HUMBOLDT.—Fame brings its own rewards and trials. The scientific veteran, HUMBOLDT, seems to be no exception to the general law. He closes a note to Dr. LIEBER, dated December 15, 1858, as follows: “I am ninety years old—harassed with correspondence beyond all bounds—twenty-five hundred letters a year. With true friendship, yours.  
AL. HUMBOLDT.”

FREE SCHOOLS IN GEORGIA.—A bill has been introduced into the Georgia Legislature proposing to establish a Free-School System in that State. God speed the work.



**A PRACTICAL LESSON.**—Few men have ever learned the difference between interest and discount more effectually than did our worthy State Treasurer, Mr. MILLER.

Some half-dozen years ago, Mr. M. owned one of the best farms in McLean County. He looked forth on his broad acres with a feeling that Providence had blessed him more than most men. So thought a Pennsylvania Quaker also, as he looked about on the same broad acres, and concluded to buy. Mr. M. was ready to sell, the terms were reasonable, and the Quaker purchased.

The terms were, two thousand dollars cash down, and the rest in easy annual payments, extending to nearly ten years, at the legal interest, the Quaker inserting, as a matter of form, and Mr. M. readily agreeing, that the notes might be taken up at any time before due at 10 per cent. discount. The papers were made out, the money paid over, and all settled up in due form.

The next day, Mr. M. and the Quaker met in the street in Bloomington: "Ah! Mr. MILLER, I'm glad to meet you. I've a little money left which I do n't know how to use at present, and have concluded to take up some of my latest notes." "Always ready to receive money," said Mr. M. But he opened his eyes when, for the last note, he pocketed but ten dollars for every hundred of the face; for the last but one, twenty; etc.

The knowledge thus gained cost several thousand dollars; but report says that Mr. MILLER has since understood fully that part of Arithmetic relating to discount.

**PEORIA SCHOOL-TAX — ANOTHER TRIAL.**—In the *Teacher* for last December the fact was noticed that the proposition to levy a tax for the support of Schools in Peoria during the year 1859 was defeated at the November election. At the recent session of the Legislature an amendment to the Peoria School-Law was passed requiring a new vote on the question of taxation at the election for School Inspectors in April next.

**STATE BOARD OF EDUCATION.**—J. S. POST, W. H. POWELL, PERKINS BASS, and S. WRIGHT, have been appointed members of the Illinois State Board of Education for six years from the 18th of February, 1859, in place of N. W. EDWARDS, JOHN R. EDEN, FLAVEL MOSELEY, and S. WRIGHT, whose terms expired on that date.

THE following is the form for the Certificate of Appointment on the part of the County Commissioners to the State Normal School:

OFFICE OF COUNTY COMMISSIONER OF ..... COUNTY,  
..... 18

..... has complied with the requirements of the Act establishing a State Normal University, in force February 18, 1857, and is hereby duly appointed a Student in that Institution from ..... County.

..... School Commissioner.  
..... County Judge, or  
Chairman of the Board of Supervisors.

WE are informed that the LaSalle County Teachers' Institute is to hold its next annual session at Mendota, April 18, continuing from Monday noon to Thursday noon.

**KNOX COUNTY SCHOOLS.**—The schools of Knox county are in different stages of advancement. Some have attained considerable success, while it is unfortunately true that there are schools where tardiness is the rule and regularity the exception; there are schools where the *cheapness* for which any thing may be done is more looked after than the *manner* of doing the work. There are, also, schools, within sight of the churches of Galesburg, in which the Bible is never read. Some of these schools are in neighborhoods where all would be indignant at any attempt to exclude the Bible from the public schools of New York or Chicago, yet who overlook its exclusion from the schools to which their own children go.

It seems to be the case, that while men are saving all they can in taxes, the reduction is almost wholly upon the school-tax. I know of few places where the State or county tax is any lower than in prosperous years; but I can find a great many where taxation for education has been reduced, or even set aside altogether. Is this true economy? If a man has but little money, is it economy for him to refuse to buy bread and meat, and starve his body to save his money? While we can not be too careful in using the taxes for school purposes, we may follow a *starving* policy that shall affect the provision for the mind as the want of food and needful clothing would that for the body. The money now paid for education in Knox county would accomplish much more by a judicious system of grading in the villages. It is to be hoped that Galesburg will succeed in carrying out a good scheme of this kind. At Abingdon the matter is also talked of; at Knoxville there has been a little done, but by the practice of keeping a public school six months, and giving up the houses to private enterprise for the rest of the time, they have succeeded in being ready each fall to begin nearly where they were the preceding one. They will probably try to keep up permanent schools after the present year. If so, such teachers as they have will accomplish much more than now. Altona deserves credit for the advance made in a graded system. Many of the school-houses in the county are neat, comfortable structures, inclosed by a substantial fence, and look as if the people were interested in education. Yet very little has been done in making use of improved seats, or aids in instruction of any kind. While some other counties have supplied themselves with neat, substantial furniture, Knox county is furnished with pine-box seats in her better houses. One school had a set of Outline Maps. Another had a Globe, which was turned out of black-walnut, and was merely a round ball of wood set in a frame. The school which had obtained so much apparatus is in the enterprising township of Ontario. The places which we pass through, going to Chicago, in Henry county, any of them, Galva, or Kewanee, or Wethersfield (a little back from the railroad), has more improved school-furniture, more outline maps, and common-school apparatus, than the whole of Knox county.

B.

**THE DUTCH LANGUAGE IN JAPAN.**—A Dutch paper says that at the recent official visit of the Commissioner of the Netherlands to the Japanese Court at Yeddo, he was for the first time received by the Emperor in person. His Majesty spoke a few words to the envoy without an interpreter, speaking Dutch 'with a pure accent'. The same paper states that Dutch has been for some time a fashionable language at the Japanese Court, and among the savans and diplomatists; and that Dutch literature is held in high esteem. If this be true, it argues well for the easy introduction of English into Japan; for of all modern languages having a litera-

ture and any commercial currency the Dutch most nearly resembles the English. It is next to English in the simplicity of its accidence, and the Friesic or Frisian dialect of Dutch seems to be nearly identical with the Anglo-Saxon, which is recognized as the basis of English, as is shown by HARRISON and LATHAM. We may add that the Dutch is interesting to the student of English by its showing the origin of many provincial words and idiomatic expressions.

We cut the following from the *Mendota Press*, of February 11:

A visit made yesterday to the District School No. 5, under superintendence of Mr. BLODGETT, assisted by Misses CHARLES and DENNISON, put us in possession of the fact that the school is under headway, with a prospect for thorough organization, and rapid proficiency to the pupils in attendance. The adoption of the free-school system is about to be fairly tested, and from the experience, judgment and attainments of the principal, its success is hardly to be called into question. The great difficulty under which this school is now laboring is the tardiness of the scholars. During the first four days, the teacher informs us, there were one hundred and thirty-two cases of tardiness, and one hundred and nineteen for the four days of this week, and these in the upper department alone, which numbers some eighty pupils. Do parents expect teachers to fulfill reasonable expectations where pupils are late and irregular in attendance? Or do they expect them to call every morning and wash, dress, and send the children in good time? We hope parents and guardians will see to it that there are no more complaints on the score of tardiness.

The Mr. BLODGETT referred to is well known to many of our readers. We learn that the people of Mendota are just organizing a graded school, and have employed Mr. BLODGETT to take charge of it. He has some reputation as a teacher, and will expect people 'up in the morning' where he works, as our Mendota friends will find, if he remains with them.

The Editor of the *Press* asks some questions which some out of Mendota might profitably consider. We could name a district or two where a *third* of the school is all that can be expected in their places when nine o'clock comes.

WARREN.—The schools of this town are in a prosperous condition. A good stone school-house has been recently erected, and arrangements are being made to ornament the grounds belonging to it. A school-library has been furnished of which the *Teacher* forms a part. We trust the time is coming when every school-district in the State shall be provided with a suitable library, and we feel confident that the *Teacher* will be found upon their shelves.

LEE COUNTY TEACHERS' INSTITUTE will probably commence about the middle of April. We wish to awaken some feeling on the part of parents and patrons of schools to a lively interest upon the subject of education. Our school (Amboy) has been doing very well this winter, but we are in hopes to have it do better the coming year.

R.

We have heard that a gentleman somewhat prominent at the Decatur Association was about to travel as *Professor* of the Mnemonic Art. 'What a fall was there, my countrymen'! from the teacher of a graded school to an itinerant 'memory man'!!

AGRICULTURE.—From an address delivered by Mr. JAY before the American Geographical and Statistical Society of New York, we learn that of the free male population of the United States, over fifteen years of age, in 1850, the number engaged in agricultural pursuits, was twenty four hundred thousand, or forty-four (44.69) per cent.; while the total number engaged in commerce, trade, manufac-

tures, mechanic arts, and mining, was only sixteen hundred thousand (1,596,265), or about thirty (29.72) per cent. The estimated value of the capital employed in it was five billions of dollars, and that represented by all other branches of industry at less than one billion, giving to agriculture more than five-sixths of the whole. Of the entire area of the United States only about one-thirteenth part is improved; about one-eighth more is occupied, but not improved. The entire number of acres occupied is some three hundred millions (293,560,614), or nearly one-sixth part of the national domain. The proportion of improved land in the different sections of the country is as follows: In New England, 26 acres in one hundred; in the South, 16 acres in one hundred; in the Northwest, 12 in one hundred; in the Southwest, 5 in one hundred.

ADVERTISING.—Modern enterprise has discovered that one of the grand secrets of success in business consists in a vigorous and judicious system of advertising. The immortal BARNUM has given it his sanction, and our merchant princes acknowledge its potency. Yet the system of advertising is not new. It is difficult to say now whether TUBAL CAIN advertised his stock of goods, yet it is certain that the Romans had recognized the utility of the plan. The merchants whose shops have been unearthed in Herculaneum and Pompeii were masters of the art. Dr. M'CAUL has been lecturing in Toronto on their methods.

Their advertisements were in the most public places—on walls, at the gates of the city, at the theatres, at the markets, on monuments, etc. There seem to have been *alba*, or white panels for the notices of the magistrates or municipal officers. One of their business signs was as follows:

D. M.

TITVLOS SCRIBENDOS VEL  
SI QUID OPERIS MARMORARI  
OPVS PERIT HIC HABES

"If you want inscriptions to be written on monuments, or any work done in marble, here you have me," for "Here's your man"—So that expression was after all somewhat classical.

Now-a-days we had occasionally good hotel puffs, such as, 'All the delicacies of the season provided'; or, 'Furnished regardless of expense', [laughter] and such like. But those were entirely thrown into the shade by the following:

MERCVRIVS HIC LVCRVM  
PROMITTIT APOLLO SALVTVM  
SEPTVMANVS HOSPITIVM  
CVM PRANDIO QVI VENERIT  
MELIVS VTETVR POST  
HOSPES VBI MANEAS PROSPICE

"Mercury here promises gain, Apollo health, and Septumanus lodging with dinner"—closing with the disinterested caution, "stranger, look out where you stay." [Laughter.] Another very interesting advertisement was one regarding a wine vessel which had been lost out of a tavern. It is as follows:

VRNA VINARIA PERIIT DE TABERNA  
SEI EAM QVIS RETVLERIT DABVNTVR  
HSLXV SEI PVREM  
QVI ABDVXERIT  
DABITVR DVPLVM  
A VARIO

This meant, "A wine vessel had been lost from a shop. If any one will bring it back there will be given to him 65 sesterces [between \$2 and \$3]; but if any one will bring the thief who stole it, double will be paid by Varius."

RUSSIAN LITERATURE.—Russia is slowly but gradually awakening to intellectual life. In the course of last year 16 new journals were started, and 1,425 original and 301 translated works were published. In addition, 1,613,000 foreign books—330,000 more than in the preceding year—were imported.

## B O O K S   A N D   P E R I O D I C A L S .

**THE NEW-YORK TEACHER.**—This excellent journal contains in the number for February, as it always has, very much that is interesting and valuable. It is the largest and one of the very best publications of the kind in the country. It is conducted under the direction of the New-York Teachers' Association, by a board of twelve editors. JAMES CRUIKSHANK, of Albany, is Resident Editor. The February number contains a Prize Essay upon The Dictionary — its Importance as a Text-Book and the best manner of using it; School Organization; Aspects of Education; Change of Books; School Abuses; Teaching a Profession; Schools for Training Teachers; Report of the State Superintendent of Education, etc., etc., with much carefully-prepared Editorial Miscellany. Terms one dollar per annum. If any teacher can afford to add to his list of educational journals another after that of his own State (and most good teachers will), we advise him to send his dollar to JAMES CRUIKSHANK, Albany, for the *New-York Teacher*.

**THE RHODE-ISLAND SCHOOLMASTER.**—The fifth volume of this journal commences with the January number. *The Schoolmaster* has always been characterized by practical, earnest effort, and by the variety and sprightliness of its miscellany. The January number shows increased vigor and enterprise.

The Editor, in his prospectus, makes the following assurances, which are amply redeemed in the first number:

We shall endeavor to render *The Schoolmaster* more acceptable the coming year than it has ever yet been.

1. We intend to give an article each month to a view, historical and descriptive, of 'Rhode-Island Schools'. 2. One article each month on 'The Study of the English Language'. 3. Each number will contain a School-Song, with Original Music, composed expressly for *The Schoolmaster*. 4. We have also in course of preparation a series of articles of 'Biography of Eminent Men, Literary and Educational'. 5. The variety and sprightliness of the past volumes will be retained, while we hope to add to its real value. 6. The Children's Department will be ably conducted. 7. The School Exercises will be continued, with more variety than heretofore.

In presenting the above, as the leading features of the journal for the coming year, we think we feel authorized to expect a generous support. Shall not the present list of subscribers be *doubled*? Will not every one who has enjoyed the reading for the past year give it the necessary aid, and assist in sending us new subscribers? We also invite correspondence for its columns from all parts of the State.

All communications for insertion, or letters on business, should be directed to WILLIAM A. MOWRY, No. 9 Washington Buildings, Providence, R.I.

**THE COLLEGE JOURNAL OF MEDICAL SCIENCE** is a monthly journal, containing sixty-four pages, forty of which are devoted to professional matters. It was established to aid in the advancement of 'Liberal Medicine', and is conducted by the *Eclectic College of Medicine*, and published at one dollar a year, in advance. C. H. CLEVELAND, M.D., Cincinnati, Publisher.

**INDIANA SCHOOL JOURNAL.**—We have received the February number of this Journal. It is published under the direction of the Indiana State Teachers' Association, at Indianapolis, for one dollar a year. W. D. HENKLE, Resident and Mathematical Editor. The February number indicates a vigorous determination on the part of the live teachers of the State to develop and exalt an efficient free-school system. If a description in the February number of the schools in Peru presents any just idea of the condition of education in the State, the *School Journal* certainly has a holy and difficult mission to perform before a thorough regeneration is effected. It certainly strikes some heavy blows in this number. We wish it the success which enterprise in a good cause ought always to command.

**INTELLECTUAL ALGEBRA; or, Oral Exercises in Algebra for Common Schools,** designed to be introductory to Higher Treatises on Algebra, by DAVID B. TOWER, A.M. Boston: CROSBY, NICHOLS AND Co.

Undoubtedly the frequent change of Text-Books in any school is the source of

many serious evils. It often happens that extraneous influences cause the introduction of one book in the place of another equally good. Pupils are confused by a diversity of rules embodying the same principles, and unnecessary expense is incurred. Still, we can not sympathize with the singular prejudice often entertained toward new Text-Books in any department of knowledge. Let us have the best possible implements at our disposal, and the common sense of teachers and communities will soon create general unanimity of feeling in favor of the best.

Tower's *Intellectual Algebra* is designed to bear the same relation to the study of Algebra that Colburn's *Mental Arithmetic* did to that branch of Mathematics. Adopted as a Text-Book, it will produce several very desirable results.

1. As a means of promoting a severe mental discipline, it will be of great utility.
2. It will induce an intelligent and thorough knowledge of Algebra—a branch which, as very frequently taught, has been little more than a series of mechanical operations.
3. It will tend to make Algebra practical and useful in the solution of questions which occur to the man of business and the accountant.

Algebra is often the 'short cut' to results which require in the Arithmetic solution a tedious circumlocution. We do not see how any pupil can complete the the study of the book without results of the highest practical value.

ROBINSON'S MATHEMATICAL SERIES (Iverson and Plinney: New York, 1859).—It is not often that practical men, like the author of this Series of Mathematical Text-Books, turn from our navy or engineering corps to book-making, though we can readily understand what a fund of practical knowledge such a man might judiciously introduce into his books.

*The Elementary Algebra* is a clear and simple treatise, with gradation so easy as to be placed in the pupil's hand side by side with Arithmetic.

*The University Algebra* has many excellent qualities: 1. The theoretical explanations are complete and lucid, many of them original and ingenious. A sufficient number of examples is given to illustrate every deduction. 2. The examples, instead of being so many puzzles, are such as will exercise the pupil in the skillful use of numbers. 3. Many of the old methods of solving examples are much abridged, and the suggestions are so arranged as to excite in the pupil continual interest in the subject presented. 4. Many practical applications of theories are made in mechanics, philosophy, and astronomy, thus revealing in part to the student the capacity of this powerful analysis. 5. We have seen no work which develops in so great a degree the true spirit of this science.

We are glad to notice that the errors of the former edition are, for the most part, corrected. Much new matter is added. A few errors still remain, as example 4, page 132.

*Geometry and Trigonometry.* 1. Many of the simpler propositions of the old geometers are omitted, as being too nearly allied to axioms to need demonstration. 2. Analytical reasoning is applied so as to greatly shorten and simplify demonstrations, and the approach to analytical geometry is thus rendered natural. 3. Many examples are given, that the propositions may be applied and their utility exhibited. 4. The Trigonometry contains much new matter; the fundamental formulas are deduced from geometrical figures. In spherics especially, instead of consuming the pupil's time and energy upon abstract triangles, the author leads him at once into practical astronomy, presenting such problems as the finding true time, the calculation of longitude and eclipses.

ILLINOIS NORMAL UNIVERSITY REPORTS FOR 1857 AND 1858.—If any man is yet in doubt as to the necessity and certain efficiency of our State Normal School, we hope he will read the reports herein contained: those of the Secretary, the Board of Education, and the Principal. The nature and objects of the Institution are clearly delineated, its history carefully stated, and its aims and wants plainly expressed. We make some extracts from the Report of the Principal. The entire pamphlet will repay a careful perusal.

SARGENT'S SERIES OF READERS.—We would call attention to the advertisement of this Series of Readers in the advertising pages. We shall notice them particularly hereafter.

# ILLINOIS TEACHER.

---

VOL. V.

APRIL, 1859.

No. 4.

---

## ARNOLD OF RUGBY.\*

---

ABOUT seventeen years ago, there died in England THOMAS ARNOLD, Head Master of the great Public School at Rugby. Whether we look at his superior talent, his great learning, his deep earnestness, or his complete success, we find much to attract our attention and admiration. Not all men are positive, self-reliant. In educational matters, as in every thing else, it is the few who point out the way—lead on; the many who follow—obey. We are ever straining our eyes to catch, in the distance, some Henry of Navarre, whose bold advances may reanimate our flagging zeal.

THOMAS ARNOLD was born in 1795, at Cowes, in the Isle of Wight, where his family had been settled for two generations. In 1807 he was sent to the public school at Winchester, where he remained until, in his sixteenth year, he was transferred to Corpus-Christi College, Oxford. He was during his boyhood, as indeed ever afterward, of a shy and retiring disposition; but his manner as a child, and till his entrance at Oxford, was marked by a stiffness and formality, the very reverse of the joyousness and simplicity of his later years. He never lost the recollection of the impression produced upon him by the excitement of naval and military affairs, of which he saw and heard much by living at the Isle of Wight in the time of war; and the sports in which he seemed to take most pleasure, with the playmates of his childhood, were sailing rival fleets in his father's garden, or acting the battles of Homeric heroes, and reciting their several speeches from Pope's translation of the *Iliad*. He was, from his earliest years, exceedingly fond of

\* "The Life and Correspondence of THOMAS ARNOLD, D.D. By ARTHUR PENRYHN STANLEY, M.A." "Tom Brown's School-Days at Rugby."

ballad poetry, which his Winchester school-fellows used to learn from his repetition before they had seen it in print; and his own compositions as a boy all ran in the same direction. The earliest specimen of his composition which has been preserved is a little tragedy, written before he was seven years old, on 'Percy, Earl of Northumberland', suggested, probably, by Home's play of 'Douglas'. But he was most remarked for his forwardness in history and geography. His strong power of memory showed itself very early, and chiefly on these subjects. He long retained a grateful remembrance of the miscellaneous books to which he had access in the school-libraries of Warminster and Winchester, and when, in his professional chair at Oxford, he quoted Dr. Priestley's Lectures on History, it was from his recollection of what he had read there when he was eight years old.

During his residence at Oxford he was noted for his originality and deep earnestness. He carried off several prizes, and his acquisitions were very considerable. He was particularly fond of Aristotle and Thucydides, and was deeply imbued with the language and ideas of the former. Next to these he loved Herodotus. Arnold was not, however, as eminent among his fellows at the University as he afterward became among the first scholars and writers and thinkers of England. His style of composition, during the period of his University residence (which embraced about eight years), was somewhat stiff and labored. He had not entirely overcome the indolent habits of his boyhood, or the morbid restlessness, the occasional weariness of duty, the disposition to indulge in vain scheming without definite purpose, and the intellectual doubts, which beset all young men upon their entrance into life. There was observed in him, however, a very great capability of 'growth', which, even in points where he was inferior to his fellows, indicated an approaching superiority. In 1820 we find him just married, settled at Laleham, where he remained for the next nine years, taking seven or eight young men as private pupils in preparation for the Universities. His general view of his work as a private tutor is best given in his own words, in 1831, to a friend who was about to engage in a similar occupation.

I know it has a bad name, but I always happened to be fond of it; and if I were to leave Rugby for no demerit of my own, I would take to it again with all the pleasure in life. I enjoyed, and do enjoy, the society of youths of seventeen or eighteen, for they are all alive in limbs and spirits, at least, if not in mind, while in older persons the body and spirits often become lazy and languid, without the mind gaining any vigor to compensate for it. Do not take your work as a dose, and I do not think you will find it nauseous. The misery of private tuition seems to me to consist in this: that men enter upon it as a means to some further end; are always impatient for the time when they may lay it aside; whereas, if you enter upon it heartily, as your life's business, as a man enters upon any other profession, making it your material occupation, and devoting your time to it, then you will find that it is in itself full of interest, and keeps life's current



fresh and wholesome by bringing you in such perpetual contact with all the spring of youthful liveliness. I should say, have your pupils a good deal with you, and be as familiar with them as you possibly can.

Whatever may have been the exact notions of his future course which presented themselves to him, it is evident that he was not insensible to the attraction of visions of extensive influence. "I believe", he said, many years afterward, in speaking of these early struggles to a Rugby pupil who was consulting him on the subject of a profession—"I believe that, naturally, I am one of the most ambitious men alive," and "the three great objects of human ambition", he added, to which alone he could look as deserving the name, were, "to be the prime minister of a great kingdom, the governor of a great empire, or the writer of works which should live in every age and in every country." It would seem, however, that the very loftiness of his aim made it a matter of less difficulty to confine himself at once to a sphere in which he both felt that he was usefully employed and that the practical business of his daily duties acted as a check upon his too ambitious inclination and speculation. Accordingly, when he entered upon his work at Laleham, he seems to have regarded it as his work for life. "I have always thought," he writes in 1823, "with regard to ambition, that I should like to be 'aut Cæsar aut nullus'; and, as it is pretty well settled for me that I shall not be Cæsar, I am quite content to live in peace as nullus."

In 1827 Mr. Arnold was a candidate for the head-mastership of the public school at Rugby. He was late in his application, and there were several other candidates of great merit. His testimonials, though few, spoke in the most favorable terms of his qualifications. Among them was a letter from Dr. Hawkins, now Provost of Oriel, in which it was predicted that, if Mr. Arnold should be elected to the head-mastership of Rugby, he would change the face of education all through the public schools of England. The trustees had determined to be guided entirely by the merits of the candidates; and the impression produced upon them by the testimonials of Arnold was such, that he was elected at once. In August of the following year he bade adieu to Laleham, where had passed several of the most peaceful years of his life, and entered upon the duties of his new office. At that time the feeling of dissatisfaction with existing institutions, which had begun in many quarters to display itself, had already directed considerable attention to the condition of the public schools. The range of classical reading, in itself confined, and with no admixture of other information, was certainly open to the charge of narrowness and inutility. The absence, also, of systematic attempts to give a Christian character to what constituted the education of the whole English gentry was becoming more and more a scandal in the eyes of religious men. A complete reformation, or a complete de-

struction of the whole system, seemed to many persons, sooner or later, to be inevitable. The school of which Dr. Arnold had become head master, although in most respects a fair specimen of that time, yet, by its constitution, imposed fewer shackles on its head, and offered a more open field for alteration than was the case with most of the great schools. Arnold soon showed himself eminently well fitted for his post. The years spent so quietly at Laleham had been to him fruitful in discipline and knowledge. He saw clearly the defects and evils which were to be remedied; he had definite, deliberately-formed plans for reforming them, and he engaged in the work with all the devoted earnestness of his character. This intense earnestness was the secret of his success. Every thing about the school soon came to seem most *real*; the pupils felt that it was a place where a great and earnest work was going forward. Every pupil was made to feel that there was a work for him to do; that his happiness, as well as his duty, lay in doing that work well. He had a wonderful power of making his pupils respect themselves, and of awakening in them a consciousness of the duties belonging to them personally and of the consequent reward each should have of his labors.

As a matter of course, Arnold found it necessary to introduce many changes into the Rugby school. Although made gradually, they were objected to by many, as excessive, and calculated to endanger the stability of the whole system. "He wakes every morning", it was said of him, "with the impression that every thing is an open question." But, rapid as might be the alterations to which the details of his system were subjected, his general principles remained fixed. He felt, and he made others feel, that, whatever might be the issue, there were principles behind, which lay far more deeply seated than any mere question of school-government, which he was ready to carry through at whatever cost, and from which no argument or menace could move him. The natural effect of his concentration of interest on what he used to call 'our great self', the school, was that the separate existence of the school was, in return, almost merged in him. From one end of it to the other, whatever defects it had were his defects; whatever excellencies it had were his excellencies. It was not the master who was beloved or disliked for the sake of the school, but the school which was beloved or disliked for the sake of the master. Throughout, whether in the school itself or in its after effects, the one image we have before us is not Rugby, but Arnold. His object was to make the school a place of really Christian education—words which, in his mouth, meant something. It was this which gave a oneness to his work amid a great variety of means and occupations, and a steadiness to the general system amid its almost unceasing change. He felt that a time of trial of character was inevitable, but believed that it might

be passed at public schools sooner than under any other circumstances. He strove to cultivate in the boy, therefore, a true manliness, as the only step to something higher, and was anxious that as much as possible should be done *by* the pupils, and nothing *for* them. He made them feel that he appealed and trusted to their sense of honor and right. Lying to the masters he made a great moral offense, and punished it in every case most severely. But, even in the lower classes, he never seemed to be on the watch for boys; and in the higher forms any attempt at further proof of an assertion was immediately checked. "If you say so, that is quite enough—*of course* I believe your word." Every one has heard of the common saying of the Rugby boys, that it was a shame to tell Mr. Arnold a lie, for he always believed it. "It is not necessary", said he to the boys, when he had been obliged to send away a number of them on account of disorderly conduct, "it is not necessary that this should be a school of three hundred, or one hundred, or of fifty boys; but it *is* necessary that it should be a school of Christian gentlemen. "He at the very first made a great alteration in the whole system of punishments in the higher part of the school, "keeping it as much as possible in the background, and by kindness and encouragement attracting the good and noble feelings of those with whom he had to deal."

He attempted, and with considerable success, to make the school self-governing, by making each individual govern himself. In fact, he associated the upper class with himself in the maintenance of order. He made them feel the responsibility of their situation, and the opportunities they had to exert a wholesome influence. "What we must look for here", said he to the Sixth Form (the highest class), "is, first, religious and moral principles; next, gentlemanly conduct; and thirdly, intellectual ability." "You should feel", he said, "like officers in the army or navy, whose want of moral courage would indeed be thought cowardice. The influence of this general treatment of his pupils was most happy. Exactly at the age when boys begin to acquire some degree of self-respect, and some desire for the respect of others, they were treated with confidence by one whose confidence they could not but regard as worth having, and found themselves in a situation where their own dignity could not be maintained except by consistent good conduct. Flogging was banished from the upper forms, but was still occasionally administered to the younger pupils. In answer to the objection urged, that it was in these cases degrading, he replied, with characteristic emphasis:

I know well of what feeling this is the expression; it originates in that proud notion of personal independence, which is neither reasonable nor Christian, but essentially barbarian. It visited Europe with all the curses of the age of chivalry, and is threatening us now with those of Jacobinism. . . . At an age when it is almost impossible to find a true manly sense of the degradation of

guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction?

We are surprised, also, to find that he retained and vigorously defended the old public-school system of fagging. He believed it to contain elements of good, and that, on the whole, the discipline of the school would be better with than without it.\*

With regard to dismissals and expulsions from school Dr. Arnold introduced quite a change. Before his time it had been generally believed in the country that unless a boy committed some enormous offense he had a kind of right to remain at a public school. Arnold, however, unhesitatingly suspended all boys who seemed incapable of deriving good from his system, or whose influence upon others was decidedly and extensively pernicious. "Till a man learns that the first, second, and third duty of a school-master is to get rid of unpromising subjects, a great public school", he said, "will never be what it might be, and what it ought to be." His course in this respect met with much opposition; but it was only after ascertaining that his power in regard to this would be absolute that he had consented to become a candidate for the post. The moral progress of the school could only be secured by adhering to the principles which he had laid down at first, and he inflexibly adhered to them.

Although he had a strong belief in the general union of moral and intellectual excellence, he had no regard for mere intellectual acuteness, whether in boys or men. A mere plodding boy was always much encouraged by him. At Laleham he had once got out of patience, and spoken sharply to a pupil of this kind; the pupil looked up in his face and said, "Why do you speak angrily, sir? indeed, I am doing the best that I can." Years afterward, he used to tell the story to his children, and said, "I never felt so much ashamed in my life; that look and that speech I have never forgotten." What was true of his union of new with old elements in the moral government of the school applies no less to its intellectual management. He was the first Englishman who drew attention in the public schools to the historical, political and philosophical value of philology and of the ancient writers, as distinguished from the mere verbal criticism and elegant scholarship of the last century. Besides the general impulse he gave to miscellaneous reading, he incorporated the study of Modern History, Modern Languages, and Mathematics, into the work of the school. This was a great innovation, and was for a considerable time the chief topic of blame and of praise in his system of instruction. His whole method of instruction was founded on the principle of awakening the intellect of every individual boy. Hence it was his

\* Those desiring to read his defense of the general system of fagging will find it in the ninth volume of the English *Quarterly Journal of Education*.

practice to teach by questioning. None of his pupils were listless or disinterested during recitation. They were earnestly engaged with the matter in hand, and felt that their instructor was working *with* and not *upon* them.

But time forbids to particularize. The same definite system and earnestness observed in his discipline characterized all his instructions. Before Arnold's time it had never been considered an essential part of the Head Master's office to preach to the pupils. He, however, preached almost every Sunday of the school year to the end of his life. This practice has since been followed in almost all the public schools of England. In his case the sermons contributed much to the almost unlimited influence which Arnold gained over his pupils. Notwithstanding the opposition which his measures at first awakened, he had, in a few years, the satisfaction of seeing almost all his plans of reform, both in respect to discipline and instruction, adopted by the other great public schools of England. The face of education, as had been predicted, was very essentially changed over the whole country.

As was natural, a strong, life-long attachment for their devoted teacher characterized all the pupils of Dr. Arnold. He interested himself in their progress at the Universities—in their settlement in life. He found time, amid his multiplied duties, to correspond frequently with them, and invited them often to his house. Of his political pamphlets and influence, of his histories of Rome and Greece, and editions of the classics, of his lectures and reputation as Professor at the University of Oxford, we do not purpose to speak.

At six o'clock, one Sunday morning of June, 1842, he woke feeling slightly unwell; at eight, ARNOLD OF RUGBY had gone to his reward.

P.

---

JOHN KEMBLE.—Kemble would correct any body, at any time and in any place. Dear Charles Matthews—a true genius in his line, in my judgment—told me that he was once performing privately before the king. The king was very much pleased with the imitation of Kemble, and said, "I liked Kemble very much. He was one of my earliest friends. I remember once he was talking, and found himself out of snuff. I offered him my box. He declined taking any—'He, a poor actor, could not put his fingers into a royal box.' I said, 'Take some, pray; you will oblige me!' Upon which Kemble replied, 'It would become your royal mouth better to say oblige me', and took a pinch."

COLERIDGE'S Table-Talk.

## PHONETIC INSTRUCTION.

ITS USE AS A MEANS OF ACQUIRING A KNOWLEDGE OF OUR PRESENT ORTHOGRAPHY.\*

---

It is announced in the programme that I am to address the Association on Phonetics. The term phonetics is a very general term, embracing a great variety of topics. I trust none will imagine that I shall undertake to discuss all the departments of such a subject in one short lecture, for I intend to be as brief as the importance of the subject will admit. But perhaps some will expect that I shall advocate an immediate change in our printing, so as to present our books and our general literature in a phonetic dress, at which some weak nerves are so terribly horrified; and I hasten to inform you that I have no such intention.

When phonetic printing was first introduced into this country, it seems to have been thought necessary, by many phoneticians, to make such a change in our literature in order to secure the benefit of the phonetic principle. But more acquaintance with the subject, and experience in the use of phonetic print, has shown that a large part of the advantage, not to say the chief advantage, of this principle may be secured without any such change in our books generally. It is found that children who have learned to read phonetic print with readiness will learn the common print with little or no assistance. And, having learned the former, they are not at all likely to remain ignorant of the latter, even if you wish them to do so. And the question in what alphabet our books shall be published may be left to take care of itself, just like the question whether they shall be printed in large or small type, on coarse or fine paper, or whether they shall be bound in cloth or in morocco extra. Those who supply the market, will furnish what the market demands.

I propose to address you on the use of phonetic instruction as the means of acquiring a knowledge of our present orthography. To this subject I most respectfully, yet earnestly, invite your candid consideration. I do not propose to amuse you with a flippant array of declamatory phrases. I have a more serious and practical object in view. I wish to make known and appreciated, as far as I may, a very important improvement in educational appliances.

I am happy in the opportunity to address so large a body of

\* An Address, before the Illinois State Teachers' Association, at Galesburg, December 29, 1858.  
By JOHN F. BROOKS.

intelligent and earnest teachers on this most practical subject. I shall endeavor to address myself rather to your understandings than to your passions, and, perhaps, may deal somewhat in philosophical principles; remembering, however, that, as all valuable philosophy has its foundation in common sense, it becomes me to keep near that foundation. I hope to interest your minds to take a discriminating view of this subject. I can not suppose that this audience can be generally ignorant of what is understood by phonetic instruction. But, apprehensive that there may be some present who do not understand the nature of the subject of which we speak, I shall commence with a brief statement of the principles on which it is based.

It is known that, in our present orthography, nearly every letter is used to denote several sounds, and many of the letters a large number of sounds each; and no means is furnished by their use to determine what sound is intended in a given case: so that by the spelling of a word the learner can never tell how it should be pronounced; or by the pronunciation how it should be spelled. And hence the spelling and the pronunciation of every word in the language are to be learned as separate and distinct facts. This constitutes that herculean task which occupies the children of our primary schools from five to ten years, and is of such a dry and irksome nature, and so mind-distracting in its influence, that it is believed to be the chief cause of that dislike of books and want of courage in mental effort which are the great characteristic evils of that class of schools—evils which send their pernicious influence far onward through all the subsequent stages of education.

Phonetic instruction adopts an alphabet having a character for each elementary sound—forty-three characters, and never employs any character for more than one sound. And hence the pronunciation of any printed word is always certain to the learner when he has acquired a knowledge of the letters, and the spelling of any word pronounced is equally certain. A child will learn in a few weeks to read books printed in this manner, and afterward will often learn to read books in the common print of his own accord, where the subject and the style of the book are intelligible to his mind.

I am aware that there are men, and educated men, who never reflect much on the intellectual processes of the child in learning to read, and hence they think it of little consequence in what way his instruction is attempted. It is from such a source that we have received the remark, or inquiry, Of what importance is it how the first school-hours of a baby are employed? Yet from these same learned men we shall probably receive learned disquisitions upon the trite old adage, 'Just as as the twig is bent the tree's inclined'. Wonderful consistency! what a jewel! A far more rational statement, and from at least as good authority, has been made to this effect: that the first five

years of intellectual culture have more influence than any other five in giving character to the future man. If this be true, as I believe, to how large an extent is the intellectual character of the nation formed in our primary schools. Habits of mind are there created which, if good, if what they should be, bear the mind onward and upward to future greatness. But if those habits are habits of listless indifference to study, or of disgust with books, or of an entire want of self-reliance; if there arises a habitual feeling of 'I can n't', whenever a little effort is required, the hope of future greatness is for ever barred. And a more effectual method than our present mode of instruction to produce and rivet such habits it would be exceedingly difficult to invent. Its results are known and read of all men. Of how many children in our schools learning to read can it be said that they do it willingly and cheerfully? Or to how great an extent is it not found necessary to persuade, coax, or hire them to perform the allotted task? or else, on the contrary, to command, threaten, and punish them for its neglect? Is this from any natural aversion which children have to learning any thing new? Their boundless inquisitiveness on every other subject contradicts the supposition. It is but too plainly manifest that it arises chiefly from the unnatural and repulsive mode of instruction which we adopt.

What would you think of the influence, on either man or child, if you should send him into a forest of forty or fifty acres of thick timber to learn an individual name for each individual tree, sapling, or shrub, which might be found there, and that without any well-defined relation of these names either to each other or to the objects which they were to denote? Would it be a cheerful and encouraging task? Would it be calculated to develop logical habits of mind and independence in reasoning? or, rather, to make that mind a slave to an over-loaded memory? How long would it require to perform the feat? and how much better than a lumber-garret would be the mind that should achieve it? And yet the supposition furnishes as faithful a similitude of what we impose upon our children as can be expressed in so few words.

But here, perhaps, I shall be met by the assertion that the child is too young to reason, and we can not pursue an intellectual process with him, if we would. But I must respectfully deny the assertion. The child is far more capable of the reasoning necessary to profit by correct instruction than to perform the task which you allot him. The acquisition of phonetic reading requires no abstruse intellectual processes, but such only as are peculiarly adapted to the juvenile mind—in fact, of the very same nature as those with which the child has already become familiar in learning to talk. Did you ever consider how a child learns to talk? There are some who seem to conceive of the ability to talk as a kind of fortunate exeresence, which



grows upon a child's mind at a certain age as a matter of course, just like the beard on the boy's face when he is a little older. I only wonder how they account for the fact that a German child always speaks German, and an English child English. I conclude, however, that they regard it as a peculiarity of each race, just as a flat nose and a dark skin are of the African. If they can show me that a German child taken from his parents before six months of age and placed in an English family to be raised will still speak German and not English, and an English child taken in like manner and placed in a German family will still speak English and not German, I will believe their theory. But, in the absence of any such facts, I must believe that children learn to talk by imitating what they hear. They observe and discriminate the different sounds that are uttered in their presence to denote different objects or actions. They learn by trial on their own organs how to produce various sounds, and they form an idea of the sound which those around them employ to denote a given object, and by patient experiment on the use of their own organs they learn how to produce that sound. They are as truly experimental philosophers in their sphere as the chemist in his laboratory.

Now, the use which I wish to make of these remarks is this, to indicate the fact that children who learn to talk learn to know and discriminate all the sounds in the language, for they can not talk without. And it becomes us, in continuing the education which they have so auspiciously begun for themselves, not to confuse and break up the knowledge which they have already acquired, as we are accustomed to do, but to build upon it as wise master-builders. The work to be done is this: since the child has learned what sounds denote certain objects, and thoughts, and feelings, and has learned to utter those sounds, our work is to teach him what visible characters are to be taken for those sounds, or to represent those sounds to the eye.

It so happens that we do not need a character for each word, for words are combinations of sounds, and are all made up by a great variety of combinations formed out of a comparatively few elements. Although the child may not be able to point out these elements separately, he does partially know them, for otherwise he could not utter them in speech. There are found to be forty-three elementary sounds, which need to be separately denoted; and to learn their representation and their manner of combination, and to make these familiar, is the whole business of learning to read phonetically. A child who has not learned to read in the old way will learn to discriminate these elementary sounds more easily than one who has, and much more easily than most adults; and for this very obvious reason, that the most prominent object of thought to him for several years has been learning to talk, and in doing this he has been obliged to discriminate sounds, and all the sounds of the lan-

guage, and the ideas of these sounds have not yet become obliterated from his mind, or confused by the jargon of our present orthography. They are, in fact, among the most distinct objects of thought with which his mind is employed. He has not learned to distinguish the elements separately, but he has learned to distinguish *all* the elements in their combinations, and he will readily perceive it if one of them is omitted in your pronunciation. For example, take the word *horse*, omit the sound of the first letter and call it *orse*; or omit the sound of *r* and call it *hos*; or of the *s* and call it *hor*: in either case he will detect the change in an instant, and with equal readiness if you add an element, as *t*, and call it *horst*. From this fact it is abundantly manifest that he partially knows all the elementary sounds of the language; and while these sounds are fresh in his mind from recent acquisition, and the ideas of them have not become deranged by our present mode of instruction, now is the time to teach him to distinguish those sounds separately, and for him to learn their visible representation. Take the word *see*: he has learned to know the word when uttered, and to utter it when he pleases; but he does not know it by sight; we will suppose he has never seen its visible representation. You may now analyze it to his ear, that is, point out, or, in other words, utter separately, the elementary sounds of which it is composed; they are two, the hissing sound, *s*, and the vocal, *ee*. Utter them, and he will utter them after you as readily as he will pronounce the name of his dog, *Trim*. Make the character which you call *ess* on the blackboard, but do not tell him what you call it; let him know it simply by the *hissing sound*, and he will soon learn to give that sound when he sees that letter, just as he learns to say *Trim* when he sees the dog. And so of the character for *ee* (*e*). And you may pronounce these elements slowly, one after the other, at first, with some interval between them, but in several repetitions cause the sounds to approach nearer each time, until they blend into one and constitute the word *see*, with which the child was before familiar, and which he now recognizes to be constituted of the elements which you have taught him. You may represent the same thing on the blackboard, placing the letters at first some space apart, and bringing them nearer at each repetition of the sound until they are joined, which the child may be easily made to understand represents the joining of the elements which these characters stand for, and, consequently, thus united they represent the word *see*. You may take the word *though*, and show your pupil that it consists of two sounds—that of *th* in *then*, and *o* in *note*: point them out to him by a distinct utterance, as well of the *first* as of the second, and not by naming the letters which have been employed to denote it. You need not tell him that we represent the word by six letters: that is a degree of wisdom for which he has no occasion at present. You may teach him to combine

the sounds from your dictation, and then from the visible representation, as in the case of the word *see*. Thus you may proceed with any other word of the same or of a greater number of elements, always having a different letter for each distinct elementary sound. In this way the child proceeds pleasantly and understandingly at every step, until each letter suggests its own invariable sound at sight, and until the manner of combination becomes so familiar that you can not present a pronounceable combination of letters which the child will not readily pronounce. And thus he has learned to read *correctly* any thing in phonetic type, and a little practice will enable him to do it with *facility*.

The next step is to make the transition from the phonetic to the Romanic print. We use the term Romanic merely for distinction sake, and because in the old mode Roman letters only are employed. It is at this point of transition, as I think, that those somewhat favorably inclined to phonetic instruction, and not entire converts, are disposed to be incredulous. They do not understand why learning to read phonetically should be any important aid in learning Romanically; and perhaps the philosophy of the subject may be more difficult to explain than it is to understand the fact of the case, as revealed by experiment. But, whether we can explain why it is so or not, the fact is well established by experiment, that those who have learned to read phonetically do learn Romanically with great ease; and I think we can give some very obvious reasons why it should be so. First, in learning to read phonetically the child acquires the habit of gathering thoughts from written language: this creates a pleasing interest, and keeps up a cheerful, well-assured hope of accomplishing something desirable in his efforts; and interest and hope, we all know, are well-nigh omnipotent to secure success, while the opposite traits of mind, disgust and despair, which we have heretofore had to contend with, create in themselves an almost insurmountable barrier. Again, he has great aid from the resemblance of words: the new print has been made to resemble the old as nearly as possible without sacrificing the phonetic principle, so that three-fourths of the letters on any page of the new print are precisely the same as those found in the old, and preserve the sounds most frequently given them in the old; and even the new letters are made to resemble those which they most nearly approach in sound; and, consequently, the two styles, the phonetic and Romanic, are as nearly alike in their appearance as the nature of the case would admit—so nearly that a knowledge of the one becomes of great aid in recognizing the other. This enables the child in the transition stage to recognize very many words in the common print from their resemblance to those with which he has become familiar in the new, just as we learn to read Wickliffe's Bible, or any book printed four or five hundred years ago

—and this, we know, is not a very difficult task; yet in doing so we have to contend with one serious difficulty that the child does not: we meet with numerous words that are obsolete, or used in a sense different from that which they now have, and the occurrence of such words proves our greatest impediment. But the child meets with precisely the same words, in the same sense, in the two styles of print, and has no obstacle to contend with but the change in spelling. Having, also, become familiar with the structure of sentences in the practical use of language, he often knows what a word should be from its connection, just as we correct a misprint; and, having determined a word in this way a few times, he learns to recognize it whenever it occurs.

These considerations, I trust, will enable us to understand why a child who has acquired familiarity with the phonetic print will, of his own accord, learn to read the print in common use, and that even without instruction, if books adapted to his capacity are given him or are readily accessible. That many a child has done this is sustained by abundant testimony. Yet with proper instruction they make the transition with more ease, and with great rapidity; and they uniformly become the most accurate readers, distinguished especially for their correct and distinct pronunciation.

But to learn to spell the language Romanically so as to write it in the present style, this, surely, on the old system, is the tug of war; and we need not be surprised if in the new, or in that use of the old of which we speak, it requires more labor than those parts of the course already indicated. If our general literature had a phonetic dress, and we could all agree to adopt that mode of spelling habitually, this labor would be wholly superseded: spelling would come by nature, and require no extra time. But such a millennium is not likely to occur in our day, and we recommend that all children, for the present, be taught to spell Romanically. And does phonetic instruction facilitate that acquisition? Experiment assures us that it does. This mode of instruction keeps up a lively and hopeful interest in the child, at least until this part of the course is encountered; and the child has now acquired some sense of the value of written language. He sees that books are a source of amusement, and a means of gratifying his insatiable curiosity; and every thing pertaining to books becomes a matter of interest. With this curiosity and hopeful interest, the child comes to the task of learning to spell with courage and unwonted energy. Besides, he has now become familiar with the general aspect of words as they occur on the printed page; a familiarity which greatly aids in remembering the letters of which they are composed. Aid derived from this source has been made available by good teachers heretofore, in giving their pupils passages to copy, and dictated sentences—a practice which has proved one of the

most effectual modes hitherto employed for acquiring a practical knowledge of spelling. And with all these, and like advantages, the phonetic pupil has at least one other which is peculiar to this mode of instruction. He has a distinct conception always in mind of the phonetic spelling, which is an unchanging standard of comparison, to which he naturally refers all irregularities of the Romanic spelling, and chains them to an immovable base. Just as the surveyor, in order to bring the irregular curvatures of a river-bank or lake-shore within his recollection and control, runs a straight line as near as practicable, and takes account of the distances from that line, as a base, of each projection and indentation, and thus he is able to remember and subject them to his calculation; so the phonetic spelling is a base-line for the pupil, to which he reduces all the irregularities of our present orthography.

By these and other aids phonetic pupils uniformly become the best spellers in the shortest time. And, although in great diversity of talent there will be like diversity of speed, it is deemed a reasonable estimate to say that pupils become good readers and spellers in our present orthography in about half the time when introduced to it through the phonetic that will be required when the Romanic only is used.

But speed is by no means the chief or most important aid to be derived from phonetic instruction. Although saving of time, while life is short and art long, is of no trifling interest, a far greater advantage accrues from that healthful development of mind which this course secures. It adapts itself most aptly to the first intellectual expansion of the child, and instead of blocking the wheels of his future progress, it oils their axles and sends him smoothly onward with a uniformly-accelerated motion. And while life is new and impressions durable, it rivets in the mind the idea that knowledge is attainable, that study is delightful, and that suitable efforts are always crowned with success. The desire for knowledge inherent in every well-constituted mind, the insatiable curiosity and inquisitiveness of childhood, find their gratification at each successive step; and, incited to continual explorations in the wide domain of science, knowledge soon becomes desirable for its own sake, and is its own exceeding great reward. No mind, of man or child, once brought into this condition ever goes backward; we can no longer hem in and stop its progress. Retard it, perhaps you may, but you can not throw obstacles in its path so huge that it will not surmount them. It will conquer art or science, language or mathematics; it will thread forests or scale mountains in the pursuit of knowledge; it will traverse all oceans, and force its way through the polar seas; but knowledge it will have, and you can not prevent it. If you would confine the human intellect, you must stop its progress at an earlier stage, before it has tasted the bliss of knowledge and learned to know its own strength.

In what pandemonium council it was devised to throw the barrier of such a 'barbarous orthography' across the incipient path of this moving intellect, I know not. It seems like an attempt to throttle the young giant in his cradle, and, alas, with too much success.

But the time is come when deliverance is attainable, and we wish to secure it. We wish to tear away this barrier from the Anglo-Saxon mind, and allow it, in its earliest stage, to start forth, unshackled and unimpeded, in its inherent energy. We wish to witness its deliverance here: not simply in Massachusetts, New York, and Ohio, where they have made such honorable beginnings, but we wish to see it on these prairies of Illinois — on the fairest and best portion of the earth that God ever made. And why did he make it so surpassingly rich in all natural resources? Was it to administer animal gratification alone? or did the Creator intend to furnish on these fair plains a theatre for the most noble development of that rational part of creation which he made in his own image? If the latter was a part of the Divine counsel, let us see to it that we thwart not the designs of Heaven.

We live not only in an *age* of progress, but emphatically in a *land* of progress. We have here greatly-increased facilities for tilling the earth and gathering in its fruits, and not less the means of building, manufacturing, and commercial enterprise. Where else upon the face of the earth have accumulated with such rapidity, within the last fifteen years, the means of saving labor and annihilating time and space as in the very region which we inhabit? And while a teeming population grows up under these ever-increasing resources of physical wealth and strength, where is the keen-sighted, wide-grasping intellect to pervade, control, and regulate the whole, so that these mighty resources may prove a blessing and not a curse? Can we produce that intellect in the same old tread-mill that barely served in the days of our fathers? While other departments of human interest are advancing, if the means of education remain stationary they can not supply the wants of the mind for the incoming age; they can not bring up the mind to that mighty grasp, to that intelligent and independent action, which the character of the age and its necessities must require. And shall we, while increasing our economical facilities in every other direction, leave the mind to acquire that chief instrument of its knowledge and power, a written language, in the same old rugged way that it did two hundred years ago? If all improvement in this respect is utterly impracticable, of course we must. But *is* it? I have endeavored to show that improvement in this respect is *easily* practicable.

It is believed that no reflecting mind has ever investigated this subject without coming to the same conclusion; and to the conclusion, not only that it is practicable and desirable, but that there

is an imperious necessity for such a change. And that change will come. With many others, I believe its introduction to be a question of time, only; and it is for us, teachers of Illinois, to say whether we will take the front rank in the initiation of this movement, and in reaping its first benefits, or allow others to precede us, while we at length must fall into the rear, when another generation of children on these prairies shall have been sacrificed at the shrine of an antiquated and always inconsistent orthography.

Respected members of this Association, I commend this subject to your earnest consideration. Judge ye what is wise.

---

#### CHEMISTRY IN COMMON SCHOOLS.

---

THE object of education is the preparation of men and women for the duties of life. Man was created in the image of his Creator, a *laborer*; and only while by his labors of hand, or head, or heart, he ministers to the common good, is he worthily filling his high destiny. But the uses of labor and the fields for its exercise are almost as numerous as the race of mankind; and the extent and variety of corresponding knowledge now within reach is almost as boundless. Labor has long since been divided into natural and appropriate departments; and the studies of the school and college have now become so multiplied that these must be classified in accordance with the various demands of labor. But such a classification is no easy task; and it is not here proposed to attempt it. But the time has come when it should be determined *what is to be taught in our free schools*; for this is a matter of interest to all.

It will be admitted, perhaps, that at least all *elementary* branches of knowledge should be included in the studies of the State schools; and that all specialties, which pertain to the 'professions', and to particular arts and callings, should be confined to private schools and colleges, supported by the parties interested.

What studies, then, are elementary; and what are the foundations upon which all useful knowledge must depend? They appear to be nearly as follows:

(1.) The mother tongue; because it is the chief means of communicating and receiving all knowledge from one to another.

(2.) Reading and writing; which are hardly less important, and for the same reasons.

(3.) Arithmetic; because numbers and their relations constitute the means by which the intellect solves a large proportion of all the problems presented to it, and because the business relations of life are nearly all determined and recorded by numbers.

(4.) The training and enlightenment of the religious and moral sentiments; for all mankind alike require their just influence.

(5.) The development and training of the physical system, and a knowledge of the physiological laws which pertain to hygiene and physical education; for bodily health is essential to all labor—moral, intellectual, and physical.

(6.) Graphics, or the elements of drawing, sketching, platting, mapping, designing, illustrating, etc.; because this art is of almost universal usefulness.

(7.) Elements of Natural Philosophy;

(8.) Elements of Chemistry;—which last two are of constant use in all departments of labor.

(9.) Vocal Music; which is not only a most pleasing and healthful recreation, but also a prime agent in the social regimen of the school.

There still remain Geography, and several other branches which all should know, but which are only more strictly essential in the more literary departments of industry.

Most of the foregoing branches are now taught in the public schools; but in how many is Natural Philosophy taught? Surely not in one of a thousand; and Chemistry is not taught in one school in ten thousand! And yet these branches are no less elementary than reading, writing, and arithmetic. All men and women are constantly using some form of lever, screw, wedge, inclined plane, pulley, wheel-and-axle; and all are living in the midst of 'applied' chemistry. No labor, or art, or trade, or occupation, can get out of their influence; and, like every thing else, they become subservient to our use in proportion as we understand and apply their laws.

But Natural Philosophy is already beginning to find its way into the free schools—thanks to the 'Holbrook Apparatus Company'—and promises soon to be better appreciated as an *elementary* branch. But we all live amid as many changes in the chemical *composition* and *nature* of bodies as of the mechanical relations of bodies themselves; and Chemistry is therefore equally as elementary as Physics. Why not, then, make this most practical science a prime element in our common schools?

Of course, it is not necessary to make every pupil a thorough analytical chemist, or teach him all of the practical applications of the science to various arts, any more than it is to make navigators, surveyors, or engineers, of all students of Arithmetic or Physics. Elementary Chemistry, like all elements, is exceedingly simple; and, having been once mastered, it furnishes the key to a thousand arts and avocations. And even the technical



and symbolic language of the science may be acquired *in a few hours*.

One of the objections which are often urged against the study of Chemistry in common schools is the expense of apparatus, and the tact which is necessary to make successful demonstrations and exhibitions; but though these are important, because that which we *see* is best remembered, they are far from being essential. Blackboard demonstrations answer equally as well as they do in other studies where a diagram or picture is exhibited instead of the things pictured; and no science—not even numbers—is more easily demonstrated on the blackboard than Chemistry. But let Chemistry find its way into any considerable number of our free schools, and some ‘apparatus company’ will soon supply all that is necessary for more complete demonstration.

But the teachers—where are the teachers to come from? The Normal University will ere long furnish some of these, and, as in other departments of labor, the *supply will be commensurate with the demand*.

R.

---

#### ARTIFICIAL GLOBES.

---

It is a well-known fact, to those who have at all investigated the matter, that comparatively but few of the schools in our State are furnished with an artificial globe of any kind, though it is so simple and useful an instrument. They are generally well supplied with geographies and atlases, and time enough is spent upon this branch of study in *getting and saying lessons*. But, I am sure, one who has not taken the pains to gain the information can hardly imagine how shallow and empty much of this learning is. Geographies and maps are important as far they go; outline maps, especially, are among the most useful articles of a furnished school; but for a clear understanding of the science something more is required. It will not do to tell a child that a map represents our globe; for he would thus be bewildered and misled. On a map he can see little circles, straight lines, and crooked lines, and without much difficulty can be taught what most of these represent; can point out the boundaries of countries, trace a river from its source to its mouth, tell the extent of lakes, mountain-ranges, etc.; but, if no additional means of investigating and comprehending the shape of the Earth and the relative position of countries is used, he will probably be led astray. For example, the map of the Hemispheres is before him: he sees a straight line extending

across the map to represent the Equator. On the Eastern Hemisphere he sees Australia nearly at the extreme east; then in glancing at the Western Hemisphere he discovers New Zealand nearly at the extreme west. He will not wait to calculate the latitude and longitude, but comes at once to the conclusion that the two islands are about as far distant from each other as possible. He sees Asia on the extreme corner on one side, and another little Asia on the opposite side, and, very naturally, concludes that there are two Asias. On the map, also, four poles are represented—two for the Eastern and two for the Western Hemisphere: in fact, most of the representations on the map, from necessity, convey a false impression; and such impressions are too apt to be retained through life. Even the best instruction, with simply the aid of the map, can not supply the place of the artificial globe.

By means of the Terrestrial Globe the pupil can see at a glance where the sun is vertical at any given hour, where it is rising or setting, what is its meridian altitude at any given place and hour; he can find how long it shines without setting and how long it is absent, and with little trouble can ascertain all the places at which a lunar eclipse is visible at any moment. With the aid of the Celestial Globe he can find the latitude and longitude of a star and the position of a star or a planet, the time any of the heavenly bodies rise or set or come to the meridian: in short, much of the various phenomena of the heavenly bodies by the use of the Celestial Globe can be made exceedingly interesting that otherwise would be dry and unintelligible.

Now we ask, Why, when our system of education is so good in other respects, should we neglect a matter of so much practical utility? This is an anomaly that should not be allowed to exist longer. It is stated that there is scarcely a respectable school in Europe that, with other articles of apparatus, is not furnished with a pair of globes. The necessity of these aids is settled beyond a question, and we hope that speedily every school in the State will be furnished with them.

---

As we stood before Busby's tomb, the knight uttered himself: "Dr. Busby—a great man! he whipped my grandfather—a very great man! I should have gone to him myself if I had not been a blockhead—a very great man!"

Spectator.

HE that can not forgive others breaks the bridge over which he must pass himself; for every man has need to be forgiven.

FANCY runs most furiously when a guilty conscience drives it.

## LINES BY A WOULD-BE TRUANT.

THERE are bright-tinted clouds to-day, I know,  
 All over the far spring skies,  
 And a crimson glow on a breast of snow,  
 Where never a shadow lies ;  
 And a low soft wind, like a sweet-toned voice,  
 That is bidding the weary world rejoice.

There 's a high, dark room, with its mottled walls,  
 That closes me round about,  
 And the light that falls, or the voice that calls,  
 May all vainly tempt without ;  
 For the shade of this prison wraps me o'er,  
 And I may not leave till *half-past four*.

O, who would stay studying here all day,  
 With wistful and weary looks,  
 If they could but away, through fields to stray,  
 Afar from gray desks and books,  
 Out in these glorious, heart-stirring times,  
 When old Earth's soul beats to the fresh spring chimes ?

O for the cliffs, and the hills, and the streams,  
 And the beach that 's far away,  
 And the sand that gleams in the white sunbeams  
 Of this bright and gladsome day,  
 And the great, dark waves of the throbbing sea,  
 That 's pulsing its music, though far from me !

Do I love the tasks that each hour brings ?  
 No, not on such days as these,  
 When the soft South brings, on gossamer wings,  
 Incense from ethery seas ;  
 When my pulse is springing with youth and health,  
 And I long to revel in Nature's wealth.

I have watched the light of the sun go round ;  
 Now he climbs the western panes ;  
 And my heart-strings bound, as that old bell's sound  
 Its long-looked-for news proclaims ;  
 And I pile my books with an eager glee  
 That the caged bird knows when you set him free.      A.

---

THE teacher should feel and manifest an interest not only in the studies but in the amusements of his pupils. He should be familiar as a friend, companion, and associate, and converse with them on common and familiar subjects; cultivate and encourage freedom and sociability; and make them feel at ease and desirous of being in his company.

## TEACHING A PROFESSION.

LETTER FROM PROF. WM. RUSSELL.

[THE following letter from Prof. RUSSELL explains the course adopted in Massachusetts for elevating the character of teachers and the profession in that State. We can hardly yet hope for thorough organization in this State, where it must be entirely dependent on the voluntary effort of teachers, unrecognized and unaided by the State. But are there not counties where Prof. RUSSELL's suggestions may be adopted? The present uncertain position of County Institutes in this State requires amendment. Some counties aid their Institutes by a grant of money, and many of the schools are dismissed at the time of session, that the teachers may have an opportunity of attending them. These counties may contribute much by organized, systematic effort toward elevating the character of the teachers employed within their own limits. We shall refer to this subject again hereafter.]

LANCASTER, MASS., Dec. 29, 1858.

DEAR SIR: . . . . . I was waiting for the decision to be announced at the semi-annual meeting of our Worcester County Association of Teachers on the 11th and 12th of the present month. On my return home from the meeting I had the misfortune to be taken with a long and severe attack of influenza, which confined me till yesterday.

To one who enters into the subject with so much earnestness of personal feeling, it gives me peculiar pleasure to be able to say that our decision was embodied in a resolution that at our next annual meeting (Nov., 1859) we will proceed to the election of the requisite examining committees, with a view to the admission of members, thenceforward, by examination and certificates corresponding to the three recognized grades of our common schools—'primary', 'grammar', and 'high'.

Our Association will, by that time, have completed the third year of its existence as a professional body regularly organized, and as such recognized by the Legislature of the State, in the form of a pecuniary grant from the State treasury. All our members of that standing having been thus in the successful and approved practice of their vocation, recognized by one another and accepted by the community in that capacity, have passed a sufficient probation to entitle them to receive formal examination-certificates as 'passed' members. Candidates for membership, from the date of the meeting in November next, if of three years' accredited standing as teachers, are to be ad-

mitted on the same footing, on introduction by two members of the Association. Candidates for membership of a briefer standing are to be admitted as 'associate' members after due examination, and at the end of three years from the period of admission to receive certificates as 'passed' members. To preserve the purity of the Association as a professional body, a special committee of investigation will of course be empowered, in case of necessity, to report on the withdrawal from the records of the Association of the certificate of any individual who may unhappily forfeit his claim to the moral rank of a teacher of youth. Further details I will endeavor to communicate when our measures are matured.

In answer to your questions, meanwhile, permit me to say that in my opinion the straight-forward course to be taken, as you are situated in Illinois, would seem to be: Let the initiative be taken in any county, by the formation of a 'County Association of Teachers', of which the County Commissioner, if not an actual teacher, may be recognized as an honorary member. Let the Association then proceed as we thus far have done in Worcester county, Mass. The business is plain and practicable, if only the County Association *wills* the procedure. It is merely the conversion of an 'open' professional body, by its own act, into a 'close' one, by the adoption of certain terms of membership, *i.e.*, examination as to qualifications, and the conferring of certificates accordingly. Let the Normal graduates be, as they ought to be, leaders in such movements, but not to the exclusion of teachers of accredited position, whose training has been that of experience. Let the certificates conferred in one county be current coin for all the counties of the State. Examining Committees centrally situated in any county, and receiving a reasonable fee for time and trouble in examining, make the requisite arrangement easily practicable. Certificates granted by the Examining Committees would receive the sanction of the whole Association at the next semi-annual or quarterly meeting following, by regular vote and record, and the signatures of the President and Secretary appended accordingly.

I am glad to observe that the New-Hampshire Association of Teachers have resumed the subject of Professional Examination. Professor Sanborn, of Dartmouth College, is chairman of the Committee appointed to report at next annual meeting. . . .

Yours with sincere regard,

WILLIAM RUSSELL.

---

PANIC.—This word is said to have originated on this wise: At the battle of Plataea the air resounded with a fearful cry, which the Athenians attributed to the god *Pan*. The Persians were so alarmed that they fled. From this circumstance originated *panic fear*, which in course of time became simply *panic*.

## THE FIRST ERROR OF TEACHING.

---

THE first error is teaching men to imitate or repeat, rather than to think. We need to take but a very cursory glance at the great theatre of human life, to know how deep a root this radical error has struck into the foundation of education. Look abroad among men, and ask yourselves how many of the moving multitude inquire into the springs of action; how many seek to know the causes and consequences of those scenes in which they themselves are actors; or, to descend to details, how many attempt to understand the true principles of the business in which they are engaged, how many can correct a blunder arising merely from the application of a principle. Analyze this boasted liberty of curs; look again upon republican society in the freest land of the earth; separate the living agents from the mere automata in this game of life, and tell me how many of the latter—how many of the former! And if you are not pleased with the result, tell me whether this is a decree of nature or a fault of education; whether you believe if men were taught to be independent thinkers, and that, while they revered all that was good, or glorious, or valuable, in the works of their ancestors, they, too, had an indwelling spirit whose high prerogative it was to extend the conquest of mind, they would cease to inquire, and remain dull floats upon the ocean of being.

But if you would know what the effects of thinking are, compare Athens with China. Here are three hundred millions of people—more than one-third of the human race—whose history goes far back into remote antiquity, and who commenced with no small share of arts and sciences, but who have added not a single particle to knowledge, nor taken one step in improvement; whose only policy is to prevent innovation, and whose only power is to perpetuate succession. Here is another people, whose population does not exceed one-tenth that of Ohio, whose place can scarcely be found on the map, who commenced barbarians, yet who have given to the world new sciences and new arts, and whose mighty men infused into language

“Thoughts that breathe and words that burn”;

who reconquered their conquerors by the spirit of eloquence, and whose renown has filled the earth.

What makes this mighty difference? The one learned to repeat, the other to think.

Connecticut School Journal.

## TARDINESS AND IRREGULAR ATTENDANCE.

No evil in our schools is so great as the irregular and tardy attendance of pupils. Those connected with city schools can form no adequate conception of its extent. Destructive of good order and system there, country villages suffer from it infinitely more. Large cities have obtained a much more perfect system than thinly-populated regions under our general State law. Tardiness and irregularity may easily be prevented in any school having a special charter, by making regular and punctual attendance the condition of enjoying its benefits. I was once connected with the public schools of a city where tardiness was reduced to a very small percentage, by giving preference of seats to those who were present at the opening of school. But there more scholars wanted places than could be accommodated; and the fact that the seats were assigned to the first comers kept the pupils regularly in their places. A city of Northern Illinois, with a hundred scholars in the High School, has avoided tardiness in that department, for weeks at a time, by a similar course, in connection with other means. But in many places—in fact, in all which have full accommodations—this would avail little. Our citizens do not like much strictness of regulations, and are apt to change teachers or boards that aim to *legislate* them into any kind of order.

I have met with frequent illustrations of the evils of tardiness. There is a school in the State, averaging over sixty pupils, where the teacher considered it a matter of course to begin the morning session with only twenty. Not long ago, a statement was made in one of the country papers of a department numbering eighty pupils in which there were *one hundred and thirty-four* cases of tardiness in *four days*. Instances might be added where teachers, as well as pupils, are not in place at the hour of commencement. We have no remedy to propose for cases where the whole organization is so dead that all disregard the first principles of regularity and system. There is room for missionary work. Redemption for such a spot must come by the efforts of the benevolent without. Such districts are in school matters as China and Japan in religion: they are dead in idleness, which (some think) is the original sin. Are there missionaries among teachers? If so, the field is open for missionary effort. A friend says: "Very true; but our *religious* missionaries can be *sent* into spots where they would never be *called*, and be supported by others till the moral sentiment of the people changes so that they are wanted. You can send a missionary to Canton and keep him there till he dies. Can

you send your live teacher into the district and keep him so? Your heathen, in this case, must be persuaded to hire him, and may not like to have their sins rebuked and pay for it themselves." I can not answer my friend. There is little hope for such spots except by some sort of tract or Bible distribution that shall drop a stray leaf or a little verse where it shall excite a desire to know more—just as we some times hear of a stray Testament, or scrap of a religious book, in some remote part of Syria, India, or China. 'Improve the moments as they pass', 'Be diligent in business', 'Work while the day lasts', may, some time, meet the eye of one who shall be awakened to life and energy, and a general revival may follow in that district.

But there are regions where the missionary teacher is employed, though his stay is often a transient one. There are spots where the head of the schools would gladly check and remove the evils of which we write. Where an efficient, energetic board, indorsed by a community alive to educational interests, support such a teacher, his work assimilates to that of a settled parish. But often-times he seems to work single-handed. He has but public sentiment to depend on, and that quite dormant. Our State law is deemed by many (we do not say how justly) as leaving directors who would not be presumptuous without any particular power in the matter.

We have no unfailing prescription to remedy this crying evil. It may be of interest to some who are situated where tardiness and irregularity are so bad, and who are dependent on their own ingenuity, unsustained by regulations of school officers, to know what others have done.

A teacher took charge of a school in a city where no particular system or care existed. His predecessor had used 'report cards' till they had become a mere form, especially as he was no model of punctuality himself. The first term little seemed to be accomplished. Written excuses were requested in cases of absence or tardiness, which called forth various rejoinders from the patrons of the school. At the end of fifteen weeks there had been more than four hundred pupils in school, and only *two* of them had been present every half-day, and none who had not been tardy. The teacher called the two who had been regular in attendance, and, making some remarks on the fact of their regularity, presented each a gift. No intimation had been previously given that any thing would be bestowed on any pupils. The scholars were awakened; parents began to think. Another term passed, and, though the whole number of pupils was some seventy-five less, the average number was thirty more than before. Instead of two, there were *twenty-eight* who had not been absent; instead of none always punctual, there were *fourteen* never tardy. Illuminated cards had been privately prepared, one for regular and another for punctual attendance. These were given to the proper persons.



They contained a statement that ———— had never been absent during the term ending ————, or that he had not been tardy during the same time, and were signed by the Principal. During the third term (summer), with little over three hundred different pupils, there were *twenty-four* never absent, and *nineteen* never tardy. Many schools can show a better attendance; few will show a more rapid improvement.

In another place, a teacher had fifty pupils. The first term but a single one was always punctually in his place. The local paper stated the condition of things. The next term, with an increased number of pupils, the number of cases of tardiness and absence was greatly diminished, and there were quite a number who were perfect in their attendance. One of these walked daily six miles to school, and that, too, in the winter. In this instance the teacher wrote a report to the parents at the end of the terms, stated the number of absences excused, those unexcused; times tardy, excused and unexcused, and the length of time each was tardy. In these cases the *teacher* was never tardy.

In another instance a teacher had a very irregular school. He made out monthly statements of absence and tardiness, with good effect.

No panacea can be given for these evils; but a few suggestions may be useful. *First.* The teacher must be prompt himself. *Second.* He must be determined to check the evil. He must make a distinction between being present and being absent at call of roll, at which time the door should be closed. In our schools it is generally best to do that twice a day. A teacher in a regularly-seated house can often dispense with the formal call, and note the vacancies by glancing about the room. Whatever be the mode, make it the business to know who is in time. Request written excuses in cases of irregularity. Do not expect notes to prevent falsehood, but as a means of keeping the attention of parents directed to the attendance of their children. Disclaim all responsibility for the progress of irregular pupils, but relax no effort to make them regular. If a paper is published in your field, make good use of it. Never hold back an iota of the truth in stating how much irregularity you have. The worse it is to begin with, the more room is there for you to improve it. Concealing an evil is a poor way to cure it. I know of one teacher who has a very irregular school, judging from the published statements of it, who sends regularly every week to the editor in his place a table stating the number of scholars belonging to the school, the number of absences and cases of tardiness. People can thus see what they have to do for their schools. They can not expect teachers to take children to school; it is their own business to see that they are present.

Fellow teachers, use the *press*. If you can not write elaborate articles for the local papers, you can at least make a statement

of the number of pupils and their attendance. If you have no local paper, get a copy of some paper that is taken in the district, and insert something in that. If the teachers of the State would unite in this movement, they might arouse such a feeling as would improve attendance fifty per cent. in the whole State within six months—aye, even three. There is not a paper from Chicago to Cairo that would not print good articles on this subject if they were furnished. Papers of all opinions would gladly assist in such an elevation of our system of Free Schools.

### M A T H E M A T I C A L .

**FALLACIES IN MARCH NUMBER.**—(1.) In a decreasing series,  $1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots$ , etc., the terms become 0 as the number of them becomes infinite, and each term will equal or exceed all the terms which follow; for, let  $a =$  the lowest finite term, the terms ascending will be  $2a, 4a, 8a, 16a$ , etc. Then  $a > 0 + 0 + \dots$ ;  $2a > a + 0 + 0 + \dots$ ;  $4a > 2a + a + 0 + 0 + \dots$ ;  $8a > 4a + 2a + a + 0 + 0 + \dots$ ; hence 1, the first term, will equal or exceed the sum of all the terms which follow. This is prettily illustrated by the decimal system, in which 10 is the ratio, instead of 2 as here; a unit in one place exceeding the sum of all which follow, however far carried.

(2.) In second equation,  $4 - 4 = 96 - 96$ , or,  $0 = 0$ . Now dividing both equals by  $(4 - 4)$ , or 0, we have  $\frac{0}{0} = \frac{0}{0}$ , both sides indeterminate. Nothing can be determined or proved by such an equation, but all possible results, true or absurd, may be obtained; by it we might, perhaps, prove that an 'itinerant memory-man' is equal to a common school-teacher, or even that the alteration of the text of standard authors in *McGuffey's Readers* is an improvement.

[In the process of measuring across a river, as given in our last number, a mistake occurs. Instead of 'right angle EDF' read 'right angle AEF': that is, draw a line from E making a right angle with AE, and measure from D to the point F, where the line EF cuts the line AD; then it will be true that DE is a mean proportional between AD and DF, as was stated before.]

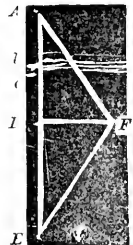
A correspondent sends us the following mode of triangulating for the distance across a stream:

Let D be the station, bc the river, and A the inaccessible object. Place the compass at D, and sight to the object A; then, looking through the sights, direct an attendant to place a staff at E, in such a position as to range with the sights and the object A. The distance  $DE = DA$  as near as possible, and longer if any thing. DF to be any convenient distance at right angles to AE. Remove the compass from D and place it at F, sighting to A, noticing the angle DFA; then adjust the compass sighting to E, the angle  $D'FE = DFA$ . Place a staff at E, the point of intersection, and DE will be the distance required.

The above mode will answer only when the distance is short and the surface of the ground favorable.

**ANSWERS TO QUESTIONS IV, V AND VI IN MARCH NUMBER.**—*Question IV.* We have received no answer to this question, either from the correspondent who proposed it or any other. We will simply say that there are no actual numbers which will answer the conditions. The forms resulting from the work are: larger,  $\frac{1}{2}(\pm \sqrt{5} \pm 5)$ ; smaller,  $\pm \frac{1}{2} \sqrt{5}$ . A very ingenious solution may be found on page 8 of *Robinson's Mathematical Recreations*.

*Question V.* £1 is evidently the average cost of each animal; and as that is the cost of each sheep, it will be immaterial how many there are. The cost of



each ox is 80 shillings above the average price, and of each goose 19 shillings below it. Hence he must buy 19 oxen to 80 geese, that the actual cost may equal the required average. This allows the purchase of only 1 sheep.

*Ans.* 19 oxen, 1 sheep, 80 geese.

*Question VI.* If A. alone asserted it, there would be 1 chance in 2, or  $\frac{1}{2}$  a chance of its being true; if then B. denies it, there will still be  $\frac{2}{3}$  of  $\frac{1}{2}$  a chance of its truth, that is,  $\frac{1}{3}$ , or 1 chance in three; if now C. denies it, there results  $\frac{2}{4}$  of  $\frac{1}{3}$  of a chance, or  $\frac{1}{4}$  of a chance.

*Ans.* one chance in four.

*What is the definition of Compound Numbers?* We answer, not the one usually given, that they are 'numbers containing different denominations'. There are different denominations in every simple number expressed by more than one figure; for tens and units are different denominations as much as pounds and ounces. On the other hand, any number expressing decimal money or measure is as simple as any number can be. **SIMPLE NUMBERS** are those in which ten of a lower denomination always make one of the next higher; **COMPOUND NUMBERS** are those in which the ratio of increase is not uniform.

**NEW PROBLEMS.**—I. A circular field is fenced with rails 1 rod in length, 10 rails in height. The number of rails used equals the number of square rods in the field. What is the area of the field?

II. A lady purchased a piece of silk for 80 cents per yard, and lining for it at 30 cents per yard; the silk and lining contained 15 yards, and the whole cost \$7. How many yards were there of each? Solve by *arithmetical* analysis only.

III. I have a box filled with *unshelled* corn, which is worth  $6\frac{1}{4}$  cents per peck. The box was made from a plank which was  $42\frac{1}{4}$  feet long, 2 feet wide, and 3 inches thick. What is the corn worth?

W. B.

**PRACTICAL METHODS IN ARITHMETIC.**—V. *Choice in adding fractions or mixed numbers.* Add first those which can be added easiest, and the more difficult by themselves. *Example:*  $\frac{1}{2} + \frac{2}{3} + \frac{1}{5} + \frac{5}{6} + \frac{1}{7}$ . Put  $\frac{2}{6}$  of the  $\frac{5}{6}$  with the  $\frac{1}{3}$ , and the remaining  $\frac{3}{6}$  with  $\frac{1}{2}$ , thus making 2 units; then add  $\frac{1}{5}$  and  $\frac{1}{7}$ , giving  $2\frac{13}{35}$ . Of course, the value of the suggestion depends much on the form of the example. *When one of the fractions is near a unit, and another is large enough to supply the deficiency.* *Example:*  $\frac{7}{8} + 3\frac{1}{4}$ .  $\frac{7}{8}$  lacks  $\frac{1}{8}$  of a unit, which can be obtained from  $\frac{1}{4}$ .  $\frac{1}{4} = \frac{2}{8}$ , and  $\frac{3}{8}$  will make  $\frac{7}{8}$ ; therefore, the result is  $4\frac{1}{8}$ . This saves reducing one fraction. *Never reduce mixed numbers to fractions for the purpose of adding.*

VI. *To multiply mixed numbers together.* It is generally best to multiply directly, as in the following example:  $10\frac{3}{7} \times 3\frac{7}{10}$ . 3 times  $\frac{4}{7} = 1\frac{1}{7}$ ; add the 1 with 3 times 10, making  $31\frac{5}{7}$ , = 3 times  $10\frac{4}{7}$ .  $\frac{7}{10}$  of  $10 = 7\frac{7}{10}$ , and  $\frac{7}{10}$  of  $\frac{4}{7} = \frac{4}{10}$ , canceling the factor 7. In adding the products, add  $\frac{7}{10}$  and  $\frac{4}{10}$  first.

$$\begin{array}{r} 10\frac{3}{7} \\ 3\frac{7}{10} \\ \hline 31\frac{5}{7} \\ 7\frac{7}{10} \\ \hline 39\frac{22}{10} \\ \hline \end{array}$$

**SCHOOL ARCHITECTURE.**—Much has been said of late, condemning the low and ill-constructed houses into which the youth of many of our school-districts are crowded; and during the past year a series of articles has been published in the *Teacher*, and a valuable report made at the State Teachers' Association, setting forth the neglect, injustice, and even cruelty, in tolerating the apologies for school-houses scattered over our Prairie State, destitute of every attractive feature, and destructive to health and happiness. In many districts which have recently constructed houses, and expended money enough, if judiciously laid out, to secure pleasant resorts, for want of a proper guide, the ancient custom has been followed of constructing a four-sided building, with little or no reference to the great work for which it was built excepting space for seats; no means for ventilation except at the expense of the health of the pupil; and people are astonished that so little is accomplished in the work of education. This state of things need no longer exist. The work of JAMES JOHNNOT contains the information needed. It contains twenty different plans for school-houses, ranging in prices from \$450 to \$4,500, suitable to accommodate from 24 to 500 pupils, with elevations, specifications, estimates and full directions, with suggestions as to proper sites, etc.

Mr. JOHNNOT, while acting as Agent for the New York State Teachers' Association, was brought in immediate contact with the existing wants of the country schools, and has supplied the deficiency in School Architecture to a great extent. He has ably treated the subjects of Light, Heat, and Ventilation, and given valuable instruction and information in regard to Union or Graded Schools. S. C. GRIGGS & Co., of Chicago, have a large supply of this work, and no school-district should be without it. When seen it will be appreciated. Price \$2.00.

×

## EDITOR'S TABLE.

---

ACKNOWLEDGMENT, ETC.—We acknowledge our indebtedness to our exchanges throughout the State for numerous kind and complimentary notices of the *Teacher*. We shall in our next number present a few of them. We are also under obligations to teachers and others in various counties for their efforts in extending our circulation. We shall continue to rely upon their appreciation of the character of our mission, and our common interest in the elevation of the Free Schools of Illinois, for their assistance. Very much can be done at County Institutes, by bringing the claims of our journal before the intelligent, live teachers represented there. Will not each of our subscribers during the coming month send us at least one additional name? We are confident that all parties will thus be benefited. Teachers need the sympathy and coöperation of others. A free expression of opinion on subjects not yet determined, a recital of experience, a new method of illustration, the success of others, are all items of interest.

Each number of the *Teacher* will hereafter contain—(1.) A biographical notice of some eminent teacher or author; (2.) the discussion of some scientific subject, having a practical application to our own State; (3.) one or more articles upon the nature of and the best methods of instruction in the elementary branches; (4.) a mathematical article, with solutions of problems and discussions of elementary principles; (5.) lectures and reports from eminent teachers upon subjects of general interest. The Editor's Table will contain items of intelligence upon educational topics in our own State and elsewhere. The Book Review we shall aim to render explicit, impartial, and reliable. While we shall avoid 'puffing', and sweeping praise or condemnation, we shall endeavor in each number to present notices of several books which shall assist teachers and readers in making their selections.

MASSACHUSETTS TEACHER.—The March number of this valuable journal is on our table. Its new corps of editors show commendable enterprise in developing their own school system, and in collating educational intelligence relating to other States. In one or two respects, however, they are decidedly behind the times. In their list of exchanges, published in the March number, we find, "*Illinois Teacher*. 32 pp., monthly. N. BATEMAN, Editor," etc. We beg leave to remind our Massachusetts friends that the *Illinois Teacher* is emancipated from its connection with the State Teachers' Association; that N. BATEMAN is no longer its editor, having become Superintendent of Public Instruction for this State; that it has been enlarged from thirty-two to forty pages; that it contains more matter every month than the *Massachusetts Teacher*, and that the March number contained, we believe, more reading-matter than any other monthly educational journal (except one) now or heretofore published in this country. The present number contains more reading-matter than any previous issue.

Our eastern exchanges generally note with commendable zeal the establishment of penitentiaries and schools for idiots in this State. Are they also aware that we have a system of free schools developing, in every thing that constitutes true excellence, with unparalleled rapidity?

**CIRCULAR OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.**—We would call particular attention to the accompanying circular from the Superintendent of Public Instruction to School Officers. It will be a valuable table for reference in debatable matters.

**THE WORLD MOVES.**—Quite a progressive step has been taken by the Sultan of Turkey. He has ordered a reorganization of the Turkish schools, and that provision be made for the education of girls. The Minister of Public Instruction, some time since, presented to the Sultan a complete system of education for males, in which were introduced a number of ameliorations, adopted from European establishments. At present the Minister's attention has been directed to the education of girls, and he has proposed to extend very considerably the range of instruction given to females in Turkey, as a preparatory step toward the intellectual emancipation of the Mussulman women. The Sultan has given orders to have the proposed plan carried into execution with as little delay as possible, so that henceforward Turkish girls will not only learn all the works executed with the needle, but reading, writing, arithmetic, geography, and history. In each of the thirteen sections of the Turkish capital six primary schools are to be established at once; and at a later period one superior establishment in each section, to complete the education of the inferior schools.

**MICHIGAN.**—GOVERNOR WISNER states that in the common schools there were taught last year 173,559 children, at an expense of \$443,113. The University at Ann Arbor, the Normal School at Ypsilanti, and the Agricultural College, are also State establishments. The Normal School admits young women as well as young men, while the University as yet opens its doors to males only. A pressure in favor of a more liberal and impartial rule begins to be felt, and the demand is supported by Governor WISNER in his message. The chief remaining obstacle to the admission of females seems to come from the Faculty of the University. The Catalogue of the State University shows that the institution is in a very flourishing condition, as the following statistics attest: Number of professors, 24; of these ten are named in the Faculty of Medicine and Surgery. Students—in first year, 59; second year, 71; third, 47; fourth, 36; in select course, 43; resident graduates, and in special courses, not included in the above, 31; department of Medicine, 143. The institution, besides able Faculties, has a fine Astronomical Observatory, and Cabinets of Mineralogy and Zoölogy, Museum, and Gallery of Painting, etc. On the whole, it shows at a glance the brightest jewel in the crown of Michigan.

**ALABAMA.**—The Annual Report of the Superintendent of Education has appeared; but the educational journal of that State is afraid that the County Superintendents have used up the copies for—cigar-lighting; that not five editors in the State have read it, and not ten lawyers, doctors or ministers have seen a copy of it. "The apathy that hangs over our educational interests is perfectly surpris-

ing." The Superintendent, in his report, does not ignore the fact that he has 'a sick man' to deal with, but he hesitates to try a radical cure, lest the man die in consequence of the severity of the remedy.

GEORGIA.—A bill has passed the Georgia Legislature appropriating \$100,000 per annum of the income of the State Road to purposes of public instruction. Just like a legislature, to do things by halves. Double this sum was proposed, and is requisite to the end. But how can we expect a body of men to stand up for a cause that has 'no money in it'—that is, to come out of it—especially when the majority of these men have only 'heard tell of it', and are blissfully destitute of its enlightening influences?

Ala. Educ. Journal.

ST. LOUIS.—From the Fourth Annual Report of the Officers of the Board of the Public Schools at St. Louis, we take the following items: There were on the 1st of July, 1858, 1 Normal School, 1 High School, 18 Grammar Schools, 7 Intermediate Schools, and 17 Primary Schools. Of 23 school-houses, 13 are the property of the Board, and 10 are hired. Number of scholars, 9,769. Teachers' salaries for the year, \$67,743. Total expense, \$85,938. Number of children in the city between six and sixteen years of age, 27,664, of whom about 8,000 attend private schools—leaving about 9,800 children without instruction. Salaries of teachers: the Principals of the High and the Normal School, \$2,500; male assistants from \$1,200 to \$1,500; female assistants, \$650 to \$900. The male Principal Teachers in the Grammar Schools, from \$1,000 to \$1,250; female Principals, from \$450 to \$750; male assistants in Grammar Schools, from \$700 to \$750. Female teachers in the schools of lower grades, from \$350 to \$400.

VIRGINIA.—Although there is no educational journal published in Virginia, it would be a mistake to suppose the subject of education was ignored by the Virginia press. The *Southside Democrat* says, in one of his latest numbers, "We have got to hating every thing with the prefix *free*, from the free negroes up and down through the whole catalogue: free farms, free labor, free society, free will, free thinking, free children, and *free schools*—all belonging to the same brood of damnable *isms*; but the worst of all these abominations is the modern system of free schools. We abominate the system *because the schools are free*."

INDIANA.—It is with mortification that we admit and place upon record our almost entire destitution of good schools. We have good enough teachers; but such is our system, or rather want of system, that their best efforts are not only unavailing, but an influence goes out from the schools positively pernicious to the young. We know and could name a number of families who value education above price, who are keeping their children at home rather than to hazard our school influences. Those qualities in a boy which, above all others, it is the aim of all well-regulated schools to encourage, subject him, in spite of teachers, to insufferable impositions and abuses from his school-fellows, among whom to gain caste he must swear, blackguard, and fight; these are the only passports to position. Thus the most ruinous and loathsome evils have been engrafted upon the school system and are inseparable from it: the result being, for every step up the ladder which the boy takes he slips back two. We know families who have left, others who have been deterred from locating here, and some who now contemplate leaving, on this account. There is no estimating our annual loss in this way; not so much the loss of numbers, as of tone, influence, intelligence, and moral worth.

Peru (Ind.) Republican.

"Room! more room for criminals!" is the cry that has reached our Legislature from the State Executive. "Room! room for criminals!" comes to us from the

officers of the Penitentiary, and from all parts of the State. There is a cause for this; and we think it would not be amiss for our legislators, while they are providing the means to secure the violator of the law, to ask themselves whether there exists any relation between the increase of crime and the increase of ignorance. When undeniable statistics show that there are now in our State over 70,000 adult persons who can not read and write, 35,000 voters who can not read the names of the candidates for whom they vote on the ticket they deposit in the ballot-box; and when reliable statistics show, further, that there were during the past summer more than 300,000 of the youth in the State in no school whatever, save, in many instances, schools of vice, we need be at no loss as to the causes of the alarming increase of crime. It is almost the necessary result of the training which many of our youth receive.

Laporte (Ind.) Daily Union.

SPREAD OF THE ENGLISH LANGUAGE.—“The spread of the English language,” says a document of the London Tract Society, “is a remarkable fact in the providential dealings of the Most High with mankind. Its study is increasing over all Europe. It is the mother tongue of the United States, as well as of the British Isles, and prevails over the whole of the vast colonies of North America appended to the British crown. It is the language of many of the West-Indian Islands, and is heard, more or less, in all the centres of commercial activity in South America. It is the tongue of the infant empires of Australia, Van Diemen’s Land, and New Zealand, and appears destined to overspread the whole Polynesian island groups. From the Cape it is moving upward into the interior of Africa; and into whatever part Dr. LIVINGSTONE pierces from the west, he will take with him not only the merchandise but the speech of his country. Along the Egyptian highway to Asia, it is becoming a familiar sound. Throughout all India, from Cape Comorin to the Himalayas, it is being acquired by the most active and influential of the native population; and in five of the crowded ports of China it is one of the dialects of every-day life. Wherever the English tongue is spoken its literature finds its way. Hence it is no exaggeration to say that the preparation of a Christian literature in the English language is an object of world-wide importance.”

EDUCATION IN GERMANY.—In a voluminous work upon Germany, published the last year at Gotha, the author congratulates himself and his countrymen that there is no other country in the world so advanced in every species of culture — no land where all classes, from the highest to the lowest, are so well educated — no land where so much pains is taken to elevate the people! On an average, there is only one in every hundred who can not read and write; in some States only one in ten hundred, and in some none. In the whole country there are four hundred gymnasiums, and twenty-four universities, and in the universities eighteen thousand students. In Prussia alone are three hundred and eighty-two institutions for orphan and neglected children; all of whom are taught to read, and write, and cipher. In 150 cities are public libraries, and in no other land has the book trade attained to so much importance! — there being 2,650 establishments; of which Leipsic has 150, Berlin 180, and the whole of Austria 190; and the number of works from German authors, which appear annually, is from 8,000 to 10,000. Yet, among the masses of the people, it is impossible to buy books, and as far as reading is concerned, they might almost as well never have been taught. There is only one in a hundred who can not read — yet not one in a hundred ever thinks of reading, or has an opportunity. The author had not been in every land, and had no idea of a truly intelligent reading people. The newspaper is a far more efficient educator than the spelling-book, and of this they know nothing.

Massachusetts Teacher.

A FAT CANDIDATE for office in Albany, who is said to weigh 375 pounds, asks the people of his district to *try* him.

FRANCE.—The national *appropriations in France* for 1859, are, for the war department 345,000,000 francs, and for *primary education* only 6,000,000. The city of New York alone allows nearly this sum for its public schools, and yet its population is only about 700,000, while France has a population of 36,000,000. The whole sum voted for education, was 20,000,000 francs, of which 14,000,000 are to be devoted to superior education in the colleges of letters, arts, and sciences.

EUROPEAN LIBRARIES.—In a recent account of the public libraries of Europe, it is stated that the nine public libraries of Paris alone contain upwards of a million and a half of printed volumes; nearly as many as all those of Great Britain put together, and but little short of twice as many as those of the United States. All the other States of Europe have many or few large or small libraries, according to the progress they have made in civilization. Thus, Prussia has 44 public libraries, containing an aggregate of about 2,480,000 volumes; Austria 49, with an aggregate of nearly 3,000,000; Bavaria 18, with an aggregate of 1,326,480; Russia 12, with an aggregate of 1,236,480, etc.

UNITY OF RACES.—In a scholarly paper on the Origin of Language, read before the American Oriental Society at its last meeting, Prof. W. D. WHITNEY, of Yale College, stated his conviction that linguistic science would never be able to pronounce authoritatively either for or against the unity of the human race.

NATIVES.—It is said that of the twenty-five members of our State Senate, only *one* was born in the State.

SOURCE OF PROGRESS.—Did THEODORE PARKER tell the truth when he said that every great step of progress had originated in the masses, and grown until it was powerful enough to command the services of indolent and educated men?

INVESTMENTS.—DR. FRANKLIN, in speaking of education, says: "If a man empties his purse into his head, no one can take it from him."

POETRY OF COMMON LIFE.—I have read books enough, and observed and conversed with enough of eminent and splendidly-cultivated minds, too, in my time; but I assure you I have heard higher sentiments from the lips of poor, uneducated men and women, when exerting the spirit of severe yet gentle heroism, under difficulties and afflictions, or speaking their simple thoughts as to circumstances in the lot of friends and neighbors, than I ever met out of the pages of the Bible.

SIR WALTER SCOTT.

HOW RAIN IS FORMED.—To understand the philosophy of this phenomenon, essential to the very existence of plants and animals, a few facts, derived from observation and a long train of experiments, must be remembered. Were the atmosphere every where, at all times, at a uniform temperature, we should never have rain, hail, or snow. The water absorbed by it in evaporation from the sea and the earth's surface would descend in an imperceptible vapor, or cease to be rated. The absorbing power of the atmosphere, and consequently its capability to retain humidity, is proportionably greater in warm than in cold air. The air near the surface of the earth is warmer than it is in the region of the clouds. The higher we ascend from the earth, the colder we find the atmosphere. Hence the perpetual snow on very high mountains in the hottest climates. Now, when, from continued evaporation, the air is highly saturated with vapor — though it be invisible — if its temperature is suddenly reduced by cold currents descending from above, or rushing from a higher to a lower latitude, its capacity to retain moisture



is diminished, clouds are formed, and the result is rain. Air condenses as it cools, and, like a sponge filled with water and compressed, pours out the water which its diminished capacity can not hold. How singular, yet how simple, is such an arrangement for watering the earth! Scientific American.

**A PARADOXICAL CHIEF.**—A friend related to us this morning a scene in a school-room which we think will do to publish, and is too good to keep. It is the custom in the schools to read a moral lesson each morning, when the scholars are questioned on what has been read. The day our friend visited the school, the lesson was in regard to the taking of fruit, and was a sort of a narrative, in which it was stated that a teacher had told his class not to touch the fruit which grew in a neighboring orchard, but to wait until it was perfectly ripe, and they should have a share of it. They all disobeyed the command with the exception of one little girl—the alone refraining from touching the fruit. The first question asked by the teacher was, "Which did you, the little girl, or the others of the class?" The almost unanimous answer was— "The little girl." The next question asked was— "Why did not the little girl also take the fruit?" This appeared to puzzle the class, and for a long time there was no valid answer. At length a large fellow at the bottom of his class held up his hand, which was equivalent of saying that he thought he could give the answer. He was told to proceed—when he astonished the teacher and surprised our friend by exclaiming, "Please, sir, I geth she wish too little to reach the fruit!" Hussey Journal.

**TOBACCO CULTURE.**—The *Practical Farmer* grows tobacco, as witness the following:

**TOBACCO CULTURE.**—We have the following from a correspondent in answer to questions asked in a previous number of this paper:

**Q.**—GEO. C. CHAMBERLAIN, of Muscatine county, Iowa, asks the following questions:  
 1st. — Is the rich soil of Iowa and Illinois adapted to the growth of tobacco? We think not.  
 2d. — What kind of tobacco would be most profitable for the country? We would advise the cheapest kind, and plant late, and never meddle with it after planting.  
 3d. — How far should the rows be apart, and how far should the plants be apart in the rows? We would advise the rows to be planted full five hundred miles apart, and the plants at least twice that distance apart in the rows.  
 4th. — Where can the best seed be obtained? We do not know about the seed, but the fumes, smell and smoke can be obtained at any of the former viceroy-processes in the city of Muscatine.

**AN OPENING.**—A young lawyer of Philadelphia wrote to an old hint near Chicago, "Is there an opening in your part of the country that I can get into?" Answer — "There is an opening in my back yard, about thirty feet deep, no curb around it. If it will suit, come in."

**GRAMMATICAL.**—"I could not do it without his seeing me." — The house which is being built is H-shaped and looks bad."

Are the above expressions correct English?

**KNOWLEDGE** may slumber in the memory, but it never dies: it is like dormice in the tried tower, that sleep while winter lasts, but awake with the warmth of spring.

**THE PARENT** who would train up a child in the way he should go must go the way he would train up his child in.

**POOR BUSINESS.**—Recently a young man wrote to HERRIN GARRETT for his autograph, and received the following reply:

Young man! you can be in better business than in sending for any body's autograph.

H. GARRETT

**SLATE GLOBES.**— We congratulate the little folks. Now they can trace, with pencils, on a real globe, the great natural features of the earth, and so become familiar with their relative situations and appearances. This is an interesting and practical way of studying geography; it will at once please the student and fix the exact idea in his mind. A blank globe has been patented by the inventor— Prof. SHEPHARD, of New Haven— which is composed of wood, and covered with a mixture superior to real slate. The globe is hollow and light. Give the children one as soon as you can get one; they are in great demand. They can be procured at the ‘Teachers’ Home’, in Chicago.

**A GERMAN METHOD.**— A friend who visited a German school during the past winter sends a note of the mode of dealing with tardiness. As the delinquent entered, he was met with the question “Kommst du von Haus?” [Comest thou from home?], and passed to his seat undisturbed if he answered affirmatively; but if he replied “Nein” [no], the ratan descended as the master counted “Ein, zwei, drei,” and so on. Four or five came in with their skates: “Kommen sie von Eis?” [Come ye from the ice?], being answered “Ya,” down came the ratan till they had passed from reach. According to reports, there are some schools where a teacher would be kept pretty busy, till tardiness began to be abated, if this remedy were introduced with them.

**REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.**— We learn that the Report of the late Superintendent of Public Instruction is now published complete and is ready for distribution; but owing to the adjournment of the Legislature without having made any appropriations, there is no fund at the command of the proper State officer for its distribution. Any one desirous of obtaining the Report may do so by sending twenty cents in postage-stamps to W. H. POWELL, at Springfield. Those desiring more than a single copy can procure them by writing to Mr. P., stating the number they desire, when they will be forwarded by express at the expense of those ordering them. The Report embraces some 500 pages, and contains a full exhibit of all the educational agencies of the State.

**MONEL DIRECTOR.**— Looking over the circular of the State Superintendent issued in March, the decision of the former Superintendent reminded us of a little incident. The decision was, that one director could be hired by the other two as teacher. In a certain village, last fall, when the election was held, a person was nominated as director and elected. He wished, however, to be employed as teacher of the school. Thinking he could not if director, he declined taking the place to which he was elected. Another was immediately elected before the school-meeting adjourned. A few days later it was found that the Superintendent had decided that a director could be hired by the other two; and so the one who had declined election went, with one actually a director, to the one elected to supply the place made vacant by his resignation, and told him he wanted to act as director, that he was elected and wanted him to give up the office to him. This the latter actually did, and the teacher-director acted with the Board, and does yet.

You can not fathom mind. There is a well of thought there which has no bottom. The more you draw from it the more clear and plentiful it will be.

STATE SUPERINTENDENT.—A friend writes to suggest that the review of the report of the late Superintendent of Public Instruction should have read *The Teachers' Candidate*, instead of *A Teachers' Candidate*. We shall not object to any of our readers adopting that phraseology, if they prefer it. No doubt all teachers in the State understand that the late Superintendent, who has done so much to promote education in this State, and the present incumbent, who is doing and will do so much more for the same cause among us, were both the choice of the teachers of Illinois, and have received their cordial support and coöperation. We have already (January number) expressed our views on this subject.

A FREE-SCHOOL TRIUMPH IN PEORIA.—Unavoidable delay in the issue of this number of the *Teacher* enables us to announce the gratifying fact that, at the special election held on the 4th instant, the citizens of Peoria, by a majority of 685, decided to tax themselves to the amount of three mills on every dollar's worth of taxable property, in accordance with the recommendation of the Board of School Inspectors, for the support of Free Schools. This is a glorious victory, and was achieved after a full and free discussion of the merits of the question, in the city papers and at public meetings. The opposition, led on by some of the wealthiest citizens, labored hard to defeat the measure; but the people were aroused, and have emphatically declared that henceforth all the children of the city shall be admitted to their schools upon an equal footing.

ROCKFORD.—The Rockford Female Seminary, which is doing a noble work for Northern Illinois and Southern Wisconsin, has issued a circular to raise money to enlarge the buildings of that institution. The Seminary supplies quite a number of teachers for our public schools.

O. H. BRITT, Principal of the Graded School at Chillicothe, is also in the chair editorial. We receive among our exchanges the *Chillicothe Independent*, by BRITT AND SPELMAN. It is a neat, vigorous sheet, and we trust will be well sustained. As might be expected, we find education a prominent topic. We are glad to note the same feature in numerous other exchanges in this State.

W. D. PALMER, formerly of Belvidere, has just been employed to take charge of Washington Academy, located in Washington, Tazewell county. Mr. PALMER is a young man of ability, and has gone to a good place. He and his employers are both fortunate.

OTTAWA.—The election for School Directors in Ottawa has resulted in the triumph of the 'Retrenchment Ticket'. We trust that the retrenchment will be in the right direction, and that the teachers of that city, who are laboring devotedly and successfully, may continue to receive a tolerable remuneration.

TWO SIDES.—*Side First*: Princeton, Bureau county, made liberal provision for a first-class graded school, and voted to raise a two-per-cent. tax, intending to have a school second to none. Highly commendable. *Side Second*: "But times were hard, and the sovereigns sent to the Legislature and had five-eighths of the tax taken off." A lamentable relapse. "What dependence is there for a school on such a foundation?" says a prominent friend of education.

**KNOX COUNTY.**—Many districts in Knox county raised no school-tax the past year. The public schools in the city of Galesburg are now closed, as the people voted down a tax last fall, and the surplus left from the previous year is exhausted.

**HENRY COUNTY.**—At Galva, in Henry county, they have increased the salaries of their teachers and obtained apparatus for their schools. Mr. Tabor is doing an excellent work here.

**MENDOTA.**—Here also they have raised the salaries, notwithstanding the hard times.

**BUREAU COUNTY.**—At Dover, Bureau county, the friends of education erected a neat brick building at a cost of some \$5,000. The school has been in operation a little less than one year, under the charge of Mr. D. F. EDWARDS, formerly of Galva. The people there feel that Mr. E. has done a good work among them.

**TEACHERS.**—School Directors can be supplied with *competent* teachers by applying to C. E. HOVEY, of Bloomington, or S. WRIGHT, Chicago, Illinois, care of Box 1503.

**OUR ADVERTISING SHEETS.**—We present this month a large number of new advertising pages, from some of the leading publishing houses in the country. Teachers and others will do well to give them a thorough examination. The crowded state of our pages, and the late date at which many of the advertisements were received, precludes the possibility of special notices this month.

**ANATOMICAL.**—A paragraph in an Edinburgh paper announced that a celebrated vocalist had met with a serious accident by the upsetting of his carriage. The same authority shortly after announced that he had so far recovered as to be able to appear before the public the following evening in *three parts*.

---

#### TEACHERS' INSTITUTES AND ASSOCIATIONS.

---

**CLAY COUNTY.**—The teachers of Clay county meet April 8th to form an Association. With a little hard work and perseverance, which we are sure will not be wanting, the cause of education may be very much advanced in that part of the State.

**SCHUYLER COUNTY.**—The next session of the Schuyler County Teachers' Association will be held in Rushville, commencing April 12. The following questions will be discussed during the session: "*Resolved*, That the sexes should be educated together." "*Resolved*, That the plan of Graded Schools is preferable to our present system."

**CARROLL COUNTY.**—The Carroll County Teachers' Institute will be held at Mt. Carroll, commencing Monday, April 18, and continuing until Friday evening. Our

friends in Carroll county are making commendable efforts to secure a large attendance at their Institute. Success attend them.

LEE COUNTY.—The Lee County Teachers' Association is to meet in Amboy, April 11. Able lecturers are expected to address the Association.

LASALLE COUNTY.—As stated in the March number, the Lasalle County Institute meets at Mendota, April 18, which will be immediately succeeding the Lee County Institute.

MACOUPIN COUNTY.—The Macoupin County Educational Association will hold its fourth semi-annual session at Bunker Hill, commencing Monday, April 11, at 7 o'clock P.M., to continue three days. The exercises will consist of lectures, essays, discussions, recitations, a manuscript paper, etc. Entertainment free.

HANCOCK COUNTY.—The teachers of Hancock county, headed by their worthy School Commissioner, have fully started the good work in their county, and will hold an Institute at Carthage, commencing April 27.

ST. CLAIR COUNTY.—The teachers of St. Clair county propose to hold an Institute at Belleville during the first week in April. It will be the first one ever held in that city. We predict an interesting occasion.

FULTON COUNTY.—The Fulton County Teachers' Institute will be held at Lewis-town on the 5th of April. Old Fulton claims to have the credit from the Principal of the Normal University, and S. WRIGHT, our State Agent, of having the largest and most interesting Institutes which have been held in the State. WM. H HASKELL, President of the State Teachers' Association, is also President of the Institute, and his name is sufficient indorsement for any promise that they can make.

At the coming session there will be awarded the following prizes: 1st. For the best original Essay *on any educational subject*, Brown's Grammar of English Grammars, valued at \$7; 2d. For the second-best original Essay *on any educational subject*, a handsomely-bound copy of vol. V *Illinois Teacher*; 3d. For the best Poem, in rhyme or blank verse, *on a topic in any way connected with education*, a handsome copy of Byron's Poetical Works; 4th. For the best *reading* of 'The Model Teacher', a copy of Bronson's Elocution; 5th. For the best *reading* of 'Those Merry Days', a well-bound copy of vol. IV *Illinois Teacher*.

The two pieces to be read may be found in the *Teacher* for the present year, so that it will be necessary for those who do not take it and wish to compete in reading to send their names and one dollar, for which they will get the present volume. The prizes will be awarded by committees selected, and according to usual rules.

We bespeak for all our friends who are to hold Institutes this month, a full attendance and a 'good time'. Earnest, faithful, thinking teachers can not fail to appreciate the importance of their local Institutes. The duties of the teacher are so varied, the improvements in modes of instruction are so rapid, that no one can be expected to be 'up with the times' who obtains his information from ordinary sources. By attending the Institute he can profit by his gleanings, and become acquainted with the experiences of each of his fellow teachers, and thus familiarize himself with the better modes of instruction. Will not our friends at these Institutes remember the *Illinois Teacher*? It has been enlarged, and we are deter-

mined that it shall meet the expectation of every true friend of education. It is the teachers' paper, and upon the teachers of Illinois we confidently rely for encouragement and support.

**THE MERCER COUNTY TEACHERS' ASSOCIATION.**—The Mercer County Teachers' Association met pursuant to adjournment, at New Boston, February 14, 1859, at three o'clock P.M.

The session was opened with prayer by the President, J. S. POAGE.

The minutes of last meeting were called for and read.

M. BIGGER offered the following resolution, which was adopted:

*Resolved*, That a Committee on Business be elected, to prepare an Arrangement of Exercises for the Institute during its meeting.

The following gentlemen, being nominated, were duly elected: J. K. HERBERT, J. E. HARROTX, and H. R. COLSON.

M. BIGGER formed a class and conducted an exercise in Mental Arithmetic.

The Association then adjourned to 7½ o'clock P.M.

*Monday evening, 7½ o'clock*—The Association met and resumed business.

M. BIGGER offered the following resolution:

*Resolved*, That Teachers' Associations have been and are an efficient agency in the advancement of educational interests.

After some discussion, the resolution was withdrawn, and J. K. HERBERT offered the following resolution, which was adopted:

*Resolved*, That all the members of this Association attending this session be requested to enroll their names, each male member paying one dollar.

Mr. HERBERT offered the following resolution:

*Resolved*, That all queries, problems, subjects for discussion, etc., that may be raised or brought in, be required to be written and deposited in a box provided for the purpose, called the budget-box, and that, at a stated time fixed by the Committee on Business, the President be authorized to open said box and present its contents to the house for such disposition as the various subjects may require.

Mr. BIGGER offered the following amendment, which being accepted by the mover, the resolution was adopted:

And that nothing deposited therein shall be worthy of notice unless it bear the name of the originator.

On motion, the Association adjourned.

*Tuesday morning, 8½ o'clock*—President, J. S. POAGE, in the chair. The session was opened with prayer by Rev. M. BIGGER. The minutes of yesterday's meeting were read and approved.

Instruction on English Grammar by M. BIGGER; instruction on Written Arithmetic by J. V. N. STANDISH, of Galesburg.

The Association adjourned to 1½ o'clock P.M.

*Tuesday afternoon, 1½ o'clock*.—The Association convened and resumed business. The exercises this afternoon were as follows: Elocutionary exercises, conducted by Prof. S. S. HAMILL, of Monmouth; Exercises in English Grammar, conducted by Prof. STANDISH, of Galesburg; Mr. COOPER read an Essay.

Adjourned.

*Wednesday morning, 8½ o'clock*.—The Association met at this hour. The session was opened with prayer by Rev. J. S. POAGE.

Mr. HERBERT offered the following resolution, which was adopted:

WHEREAS, The *Illinois Teacher* has been thrown out of the State Association, enlarged from 32 to 40 pages, and recognized as the official organ of the State Superintendent of Public Instruction, with whose communications every educator in the State should be familiar,

*Resolved*, That we, as an Association, give it our unqualified recommendation to the teachers and friends of education in Mercer county.

Prof. STANDISH then formed a class and conducted an exercise in Mental Arithmetic. Exercises in Elocution conducted by Prof. HAMILL.

The Association then adjourned to 1½ o'clock P.M.

*Wednesday afternoon, 1½ o'clock.*—The Association met. The President and Vice-President both being absent, on motion of M. BIGGER, J. K. HERBERT was elected President *pro tem*.

The first exercise was in Geography, conducted by J. H. REED, Esq. Miss E. PERKINS read an Essay: subject, 'The Teacher, as he is, and as he should be'. Miss M. FORD read an Essay: subject, 'Education, one of the employments of Heaven'. Mr. C. SCHENCK read an Essay: subject, 'Mission of the Teacher'. Then a short exercise in Arithmetic, conducted by Prof. STANDISH.

Association adjourned to 7 o'clock P.M.

*Wednesday evening, 7 o'clock.*—The Association convened, President in the chair. J. H. REED was introduced, and read a Poem; after which a discussion arose, in which members of the Association and others participated.

On motion, the Association adjourned.

*Thursday morning, 8½ o'clock.*—The Association convened, President in the chair. The session was opened with prayer by J. H. REED.

Mr. BIGGER offered the following resolution, which was adopted:

*Resolved*, That the thanks of the members of this Association be expressed to those friends of education in New Boston who kindly extended to them their hospitality.

From nine o'clock to twelve, instruction on Elocution and English Grammar, by Prof. STANDISH. The Association then adjourned to 1½ o'clock P.M.

*Thursday afternoon, 1½ o'clock.*—The Association convened, President in the chair. Mr. COLSON read an Essay. Mr. GRIFFIN read an Essay on 'Memorizing in our Schools'.

On motion of Mr. SUEDD, it was ordered that a committee of three be appointed to make arrangements for the next meeting of this Association. The Chair appointed as such committee Messrs. SUEDD, HARROUN, and McCLAY.

On motion,

*Resolved*, That the Secretary be requested to furnish a report of the proceedings of this Institute for publication in the *Alto Record*.

The Association then adjourned to 7½ o'clock.

*Thursday evening, 7½ o'clock.*—The Association convened and listened to a lecture from Prof. STANDISH on 'Language'.

On motion, the Association adjourned to meet in Keithsburg, on the second Tuesday in September, 1859.

In conclusion, we think that the friends of education in this county have every reason to congratulate themselves upon the success of their efforts. With such fast friends and faithful workers as the worthy President of the Association, the Rev. J. S. POAGE; our efficient School Commissioner, J. E. HARROUN; that old and faithful pioneer in educational matters here, TYLER McWHORTER, with others too numerous to mention, and the coöperation of the increasing ranks of earnest teachers, the result can not be far distant or of doubtful character.

## B O O K S   A N D   P E R I O D I C A L S .

ELEMENTS OF MECHANICS, for the use of Colleges and Academies. By Wm. G. PECK. A. S. BARNES & BURR, New York.

The above work will supply a desideratum long felt by every practical teacher of philosophy in our High Schools and Academies. There are many good works on Mechanics already published, but for the most part they are either too recondite to suit the classes in the schools we have named, or else too superficial, presenting the subject in only its popular form, being as inconvenient as the gourmand's turkey—a dish too large for one and too small for two. Mr. PECK has hit the golden mean, and we take pleasure in recommending his book to the philosophical student.

SARGENT'S STANDARD SERIES OF SCHOOL READERS. BOSTON: PHILLIPS, SAMPTON & Co.

This series of reading books, comprised in five numbers, is now complete. The art of reading is universally acknowledged to be the most difficult of all branches to teach. Its early steps have been felt as distasteful; the progress is slow, and the results too often unsatisfactory. Any means, therefore, which will facilitate the earlier steps of the scholar can not fail to commend itself to teachers.

A careful examination of the above series of Readers convinces us that the great objects aimed at in learning to read can be more readily and satisfactorily accomplished by the method of instruction presented in these books than by any heretofore suggested. The method of teaching by words, adopted in the first of this series, must be regarded as superior to any other. The child becomes acquainted with the names of the various objects around him, by the ear, long before entering the school-room. He has also learned to express judgments concerning these objects. To teach a child to read is merely to teach him to recognize these judgments by means of the eye. An object is placed before the pupil. He expresses an opinion in regard to it. If the sentence to be read is this opinion, he is at once taught, not only the names of the words of which it is composed, but their practical value. So he might read many sentences without knowing the name of a single letter of the alphabet. The tendency of the system adopted is to develop, not subvert, the order of nature.

*Second and Third of the Series.*—The child having become familiar with words, their combination into sentences, and the method of reading these, is here instructed in the nature of the elements or sounds of which words are composed, and letters, the representatives of those sounds. The elementary sounds and combinations are carefully distinguished and illustrated. The fundamental principles of elocution are clearly explained. Then follows a series of reading-lessons, admirably adapted to the comprehension of those for whom these books are intended, and calculated to improve their moral and intellectual faculties.

*Fourth and Fifth of the Series* contain carefully-prepared summaries of rules for pronunciation and elocution. The reading-matter is judiciously graded to suit the growing capacities of the reader. The selections are from the best authors, and have as much that is valuable, with nothing objectionable, as any books of



the kind seem capable of containing. Pupils carefully instructed according to the plans here laid down can not fail to become intelligent readers.

LIFE OF DOUGLAS JERROLD, by his son, BLANCHARD JERROLD. BOSTON: TICKNOR & FIELDS. 1859.

Few authors have stamped their individuality upon their works more completely than the subject of this memoir. His earnest love for the true, his scorn of hypocrisy and cant, and his genuine sympathy with unobtrusive worth, are felt in every page of his writings. His sketches in *Punch*, particularly the *Candle Papers*, have been universally read, but in his less humorous essays, as the *Chronicles of Cloverbrook*, we best appreciate his true character. The work before us is the generous tribute of an affectionate son to a father whom he venerated. From the numberless opportunities which he of course possessed for comprehending the character of DOUGLAS JERROLD as he was in his own home and among his friends, the work is highly valuable. Yet the book assumes too much the nature of a defense; there is in it too much of special pleading; too great anxiety to convince the reader of the warmth and generosity of JERROLD'S nature. The character of DOUGLAS JERROLD is not generally misunderstood. We love him with all his faults, and perhaps with less faults might have liked him less. We know him to have been merciless and unsparing in sarcasm when provoked by cant and pretense; we can readily forgive his petulance and severity. The book gives us many interesting sketches, much insight into the domestic character of DOUGLAS JERROLD, for which we are grateful; yet it is very far from presenting a comprehensive, dispassionate analysis of his character, and does not, we think, appreciate his true relations to English literature.

#### CORNELL'S GEOGRAPHIES.

These books are the pioneers of that system of *omission* now the basis of all works on Geography for the common schools. We mean by 'omission' the leaving-out of a large number of places and dead matter which had heretofore cumbered the pages of geographical text-books, and staggered the faith of young learners. Miss CORNELL swept this useless verbiage from the text, and erased three-fourths of the towns from the maps. The gain was so great that forthwith new editions of old works exhibited evidence of having taken a hint.

Another feature of these books, which at the time excelled all others, and now are equal to any, was the copious illustrations. These are life-like, and catch the eye of the child, making an impression which will go with him to his grave; as the illustration of the old man pelting the apple-thief from his tree, first with turf, then with stones, in *Webster's Spelling-Book*, is fresh in the memory of all who learned orthography from that famous book.

It is doubtless true that there is a large margin for improvement in geographies; but among those now before the country those of Miss CORNELL take deservedly high rank. The earlier works are simple and attractive, and the later well arranged and contain as much valuable information as the space will hold. The *High-School Atlas* is so meritorious that it has found its way into schools where they use Gazetteers and Dictionaries as *text-books*, and pursue the study of Geography much further than in the common schools.

ELEMENTS OF MAP-DRAWING; with Plans for sketching Maps by Triangulation, and improved methods of Projection. Designed for Schools and Academies. By C. S. CARTER, A.M. BOSTON: CROSBY, NICHOLS & Co.

A practical work on map-drawing has long been needed, and the above work supplies the desideratum. It is a well-executed octavo of twenty-two pages of letter-press and six plates. *Part First* has exercises for training the eye and hand, directions for representing coasts, mountains, rivers, etc., and remarks on the use of certain instruments. The process of sketching by triangulation, in *Part Sec-*

ond, will be found useful for classes of beginners, and will furnish a wide field for the practice of the elements given in *Part First*. *Part Third* treats of the principles of map-projection, taken from a work by W. M. HUGHES, Esq., Civil Engineer, London.

A WOMAN'S THOUGHTS ABOUT WOMEN. FOLLETT, FOSTER & Co., Columbus. Chicago: S. C. GRIGGS & Co.

This is a good book. It treats plain questions plainly—in a common-sense way suggests common sense to many persons who need it. It is a reprint of an English book, but has an introduction, written expressly for this edition, by Mr. SMYTH, the State School Commissioner of Ohio.

ATLANTIC MONTHLY.—The April number of this journal maintains the high literary reputation it had acquired by previous numbers. Among the articles are *Agrarianism*, *Letter to a Dyspeptic*, *The Utah Expedition*. Mrs. STOWE's serial, *The Minister's Wooing*, is continued. Mrs. STOWE has entered in this tale completely into the homely, simple life of New England's early days. *The Professor at the Breakfast-Table* is unusually good: the closing poem, *The Crooked Path*, is alone worth the price of the book. The Book Notices are more than usually extended. They have evidently been prepared with great labor, and contain much valuable criticism.

BARNARD'S JOURNAL OF EDUCATION comes in an enlarged form this year. There is much interesting matter in the March number, before us. It contains seven portraits of leading educators and friends of education, with sketches, among which are those of Mrs. EMMA WILLARD, Hon. T. H. BURROWES, and SETH J. NORTH. There is much else, as *History of Common Schools in Ohio*, and *The German Universities*, which one must read to know the value of. Mr. BARNARD's devotion to the cause, and manner of redeeming pledges, may be seen from the fact that he pledges 256 pages and one portrait in each number for \$4.00 a year, while the number before us has seven portraits and 320 pages. No man who means to keep at all informed of educational matters can possibly dispense with this journal. The five volumes completed contain more valuable matter relating to education than can elsewhere be obtained for the same price.

HARPER'S MAGAZINE.—The March number of this magazine sustains its usual ability in the general interest of its articles, and is not at all inferior to previous numbers in *piratical* skill. An interesting article, entitled *Croton Water and its Inhabitants*, is taken almost bodily from Dr. LARDNER's *Microscope*, published in London in 1856. The illustrated plates are from the same source. The whole is ingeniously modified to adapt it to New York. The curious reader is referred by the Editors, for further information, to Dr. CARPENTER's work on the Microscope. Would they have considered it altogether indiscreet to refer to Dr. LARDNER?

THE AMERICAN JOURNAL OF SCIENCE AND ART contains a large number of articles of popular scientific interest. In a letter from G. MATHIOT to Prof. BACHE are discussed the difficulties of the working of the Atlantic Cable. Prof. LOOMIS has an article on the variations of the Magnetic Needle at Hudson, Ohio. *Dynamics of Ocean Currents*, *Anomalies in the Florida Gulf-Stream*, are interesting articles. No quarterly published in this country is worthy of a more liberal support.

THE TYPE OF THE TIMES, published semi-monthly by LONGLEY & BROTHERS, Cincinnati, will contain, during 1859, a course of *Easy Lessons in Phonetic Shorthand*. They will be written in familiar colloquial style; every principle will be thoroughly explained, and amply illustrated with engraved examples and exercises, procured especially for the purpose. These *Lessons* will be simplified, and will teach the art of reporting without any great tax on the time of the pupil. No person will regret the time spent in learning this accomplished art.

# ILLINOIS TEACHER.

---

VOL. V.

MAY, 1859.

No. 5.

---

## READING AND SPELLING.\*

---

READING, the most important branch of school instruction, is generally the most imperfectly taught, especially in the Primary Schools. If we listen to a child who is reading the most colloquial piece that can be chosen, how marked do we find the difference, in most cases, between the tones and modulations he employs and those of common conversation. And why do we not find the same natural and easy tones and inflections in reading as in conversation? The answer is a sad reflection upon the manner in which reading is generally taught in elementary schools.

That this evil is necessary, no intelligent teacher believes. If we look for the seat of the difficulty, we shall probably find the principal cause in the fact that most children are first taught to call the names of a large portion of the words they read without understanding their meaning. The remedy of the evil is suggested by the cause. Let no unmeaning words be presented to the young learner, and let no word ever be read without being understood. It is not enough that the word has a meaning, and that the child is *presumed* to understand what it is: the teacher should be sure that the child actually does understand every word that is read. The first words introduced should always be the names of common and familiar objects. The objects themselves should be referred to, and if possible presented to the test of the senses. The teacher should talk with his pupils about the objects, and employ the words in simple and familiar sentences, so that the reading may be associated with common conversation, and be made as nearly like it as possible. These directions are very few and very simple, and they have been given, substantially, many times before; and yet,

\* Extract from the Report of W. H. WELLS, Superintendent of Public Schools, Chicago, for 1858.

if they had been faithfully followed in all the elementary schools of the country, we should probably find less than half the unnatural reading which we now witness.

In respect to the manner of giving children their first lessons in reading, a considerable diversity of practice still exists in different places. Some teachers still adhere to the system of teaching the *alphabet* first, then short syllables, and then words and sentences; others commence with the *sounds* of the letters, and then proceed to their combinations in words; others commence with *words*, and afterward introduce the sounds and names of the letters of which they are composed; others teach a few letters first, by their names, and then proceed to combine these letters in simple words: thus teaching the alphabet and words simultaneously. There is, however, at the present time, a very decided tendency to what is called the *word method*. Wherever this method has been tried, it has been found to possess important advantages over all other systems, and it is safe to predict that it will soon find its way into all the best elementary schools of the country. Words have meaning; letters have none. Words are as easily learned as letters, and they naturally precede letters. It is to be hoped that the time is not distant when the philosophy of education will be better understood, and when all teachers will learn that it is safe to follow nature in our efforts to cultivate the minds of children. Who would think of teaching a child the different parts of which a tree is composed before he had learned to distinguish the tree itself? A child does not learn to call the name of a house by studying the windows, doors, chimneys, roof, etc., but he first learns to recognize the house as a whole, and the parts that compose it are learned afterward. So in reading, the natural order is to learn the whole word first, and afterward to learn the names and sounds of the letters composing it.\*

But the best recommendation of the *word method* is the success that has attended its introduction. We have in our own schools some very marked examples illustrating the superiority of this system. Several of our teachers have, during the last year, by employing this method, advanced their classes more rapidly and successfully than would have been possible by any other means. One great excellence of the system is the aid it affords in teaching children to read naturally and with correct

\* "When I first began to visit the Prussian schools, I uniformly inquired of the teachers whether, in teaching children to read, they began with the names of the letters, as given in the alphabet. Being delighted with the prompt negative which I invariably received, I persevered in making the inquiry, until I began to perceive a look not very flattering to my intelligence, in considering a point so well settled as this to be any longer a subject of discussion or doubt. The uniform statement was, that the alphabet, as such, had ceased to be taught as an exercise preliminary to reading, for the last fifteen or twenty years, by every teacher in the kingdom."—MANN'S *Seventh Annual Report to the Massachusetts Board of Education*, 1844.

expression. If no other object were accomplished, this alone would be sufficient to recommend it to the favorable regard of school-officers and teachers.

The exact point at which the names of the letters are to be introduced is not a matter of much importance, so that we preserve the main features of the system unimpaired. The natural order of the different steps is manifestly the following: First, the *object itself* is presented to the senses; next, the *name* of the object is pronounced and learned. As the spoken word consists of *sounds*, the next step in order is to analyze the sounds and utter them separately. After this, the *names* of the letters are to be learned.

If any teachers prefer to teach the *names* of the letters as fast as they occur in the words learned, no harm can result from such a course. But the *sounds* of the letters, which are the real elements of all spoken words, should by all means be learned as early as the names.\*

If, in any case, a teacher has not herself been accustomed to give the elementary sounds of the letters, she can easily acquire this power, by first pronouncing a word slowly and distinctly, fixing the attention upon the sound of any particular letter, and then, while this sound is still on the ear, uttering it alone. If it is desired to learn the sound of *a* in *all*, first speak the word *all*, and then commence the word, and stop on the first sound. So, also, if the sound of *r*, as in *harm*, is to be learned; first speak the word with the attention directed to the sound of *r*, then speak the first part of the word, stopping with the sound of *r*, and finally utter the sound of *r* by itself. Any teacher may, in this way, become her own instructor, and if she is able to utter correctly all the sounds of a word as they occur in combination, she will readily learn to give them separately.†

The charts prescribed by the Board of Education for the use

\* "The old, and in many places obsolete method, first, of teaching the Alphabet by showing the letters, causing their names to be repeated without any regard to the sounds they represent, and then of teaching spelling by calling the names of certain letters in combination, and of pronouncing the syllable or word without any reference to the separate elementary sounds which, when united, constitute the word, will now find but few intelligent defenders."—DR. SEARS.

† "To teach enunciation and articulation properly, the teacher needs to be able critically to analyze words, so that he can detect the *precise fault* of his pupil. That the word does not sound correctly to his ear, and to repeat it for the imitation of the scholar, is not enough. He must be able to show him just what organs of speech are employed in the pronunciation, and to train him in their proper use. For instance, a pupil pronounces the word *divide*, *divide*. To repeat the word correctly a hundred times, in his hearing, is scarcely of any avail. He does not know how to use the *tongue*, *teeth*, and *lips*. His teacher, detecting in what syllable and in what sound the difficulty lies, must show him that the lower lip must be placed under the upper teeth, and the upper lip kept from touching it, by the fore-finger, if necessary, and that, the organs being thus held, he can hardly help giving the sound correctly."—*Report of A. J. RICKOFF, Superintendent of Common Schools, Cincinnati.*

of our Primary Schools are a very successful embodiment of the *word method* of teaching, and the schools have already derived material benefit from them. In a few instances, teachers who were not accustomed to this method have reversed the order of the charts, and commenced with *No. 6*, which embraces the *alphabet*, instead of *No. 1*, which is composed mostly of *words*. The directions at the bottom of each chart are so plain and full that it is difficult to account for any such mistake in regard to the proper manner of using them.

Another important direction to be observed in teaching the elements of reading is, to give constant and special attention to *articulation*. There can be no good reading without correctness of articulation; and it is far easier to form good habits at first than to correct bad ones at a later period. I am happy to be able to speak in terms of the highest commendation of many of our Primary teachers in this particular. In several instances, teachers who are very unfavorably situated have triumphed over all obstacles, and imparted to their pupils a uniform habit of accurate and distinct articulation. Whole classes of children, who at home speak and hear only a foreign language, have been taught to enunciate English words with the greatest clearness and precision. There are, however, other examples, in which much less attention is given to the subject than it deserves.

As fast as words are learned, and the names and sounds of the letters composing them, the pupils should be taught to spell the words, both by the sounds and by the names of the letters; and this practice should be carried forward simultaneously with the exercises in reading.

It can hardly be necessary to say that while a class is engaged in reading it should receive the undivided attention of the teacher. If the teacher is necessarily called away, by all means suspend the exercise. It is far better to omit a lesson altogether than to leave the pupils to read by themselves. The voice of the teacher should be frequently heard in every reading exercise, as an example for the scholars to imitate. It is by imitation that children learn to talk, and their skill and accuracy in reading will depend mainly upon the models which are brought before them. A child may make a dozen trials in reading a sentence, and not only fail every time, but read it worse and worse, if he does not hear it read correctly by the teacher or by some member of the class. So, also, in preparing an exercise in spelling, it is highly important that young pupils should hear the words pronounced by the teacher. A very useful method is, for the teacher first to pronounce all the words of the lesson distinctly, while the pupils listen attentively and point to the words in their books, as they are pronounced. Next, the teacher pronounces one word, which is repeated by the first scholar in the class; then another word, which is re-

peated by the second scholar—and so on. After this, the teacher and the class pronounce in concert, and then the class pronounce in concert without the teacher. The exercise may be varied, by having the first scholar pronounce a word, which is repeated by the class in concert; the next scholar the second word, which is repeated by the class—and so on. Or, the scholars collectively may alternate with the teacher, she pronouncing one word, and the class the next.\*

The following method will be found highly useful in securing the attention of Primer classes, and giving to each pupil the benefit of reading the whole lesson, or such portion of it as may be desired: Let one scholar read the first sentence; then let the class follow, reading the same in concert, and pointing to all the words as they read. Let the next scholar read the second sentence, and the class follow in concert as before—and so on. If this exercise is properly conducted, it will advance a class very much faster than the method of hearing each pupil read a sentence in turn, without the concert practice.

Great care should be taken, in all concert exercises, to secure free and natural tones of voice. It is always better to dispense with exercises in concert than to have them become a means of forming bad habits in modulation and inflection. We have in our schools a large number of teachers for whom this caution is specially intended. The most marked examples of these unnatural tones and modulations are witnessed in the classes that repeat in concert the arithmetical tables and the sounds of the letters.

---

R E A D I N G . †

---

UTTERANCE, or sound, throughout animated nature, is expressive of but only two things—IDEAS or THOUGHTS, and EMOTIONS or FEELINGS. Human beings have the power of communicating to one another both IDEAS and EMOTIONS; while the lower animals can communicate nothing but their emotions. The means or instrument through which all our IDEAS are communicated is human language, or speech, or mere WORDS. This is wholly arbitrary and conventional in its nature and use. The means or instrument, on the other hand, through which all animal being,

\* See BUMSTEAD'S *Spelling and Thinking Combined*.

† A Discourse prepared for the Illinois State Teachers' Association, and delivered at their request at Galesburg, at their Annual Meeting of 1858. By J. B. TURNER.

from man downward, expresses its emotions, is **EMOTIVE TONE**, which is in no sense either arbitrary or conventional, but is innate, spontaneous, and universally the same, not only among all human beings, but throughout all animal nature endued in any degree with the power of utterance. True, the perfection of this power of expressing emotion through emotive tone is, like other gifts of God, infinitely various in degree, not only in different classes or species of animals, but in different individuals of the human species. And as, *intellectually*, it is hard to find any absolute vacuum in the great scale of being, from the Newtons and Bacons of our race all the way down even to the oyster, so, *emotively*, the whole space seems filled with beings of diverse capacity of emotive utterance, all the way down from our most accomplished actors and orators to the lowest range of animal and instinctive life. But, amid all this variety of capacity, the great law of tone, or of emotive utterance, unlike the law of speech, or the utterance of mere ideas, is not in any degree conventional, but is fixed by the hand of God himself; not only in men, but in all that moves or creeps or flies—ever the same.

So also the scale of mere pitch, or the mere sharpness or heaviness of the natural tone, varies almost endlessly: as in the case of children, and men and women, the larger and smaller animals, the beasts, and the birds. But still the great law every where holds, that a certain note on the natural scale of each individual being, whether man, woman, or child, whether born in America or in Africa, whether a four-footed beast or a flying bird, or fowl, or creeping thing, means one and the same thing, and *only* one and the same thing. For example, nature's cry of distress is every where the **SEMITONE** in some of its forms, in all men and in all animals alike; and their several cries of fear, hate, rage, and joy, are in the same manner analogous, and in the same manner strictly universal. All human beings, however diverse their birthplaces or their languages, understand equally well the meaning of a groan or a note of distress, or of defiance, or of command, whether attached to words they understand or not, or to no words at all; and if the same notes are transferred to the natural scale of the horse or the dog, or any other animal, or a bird, they show at once that they understand and sympathize with them equally well. But human beings alone have the power of expressing minute gradations of passion or emotion: that is, they *alone* have any language of words expressing ideas; so they also alone have a full and complete language of tone expressive of passion and emotion.

It was, doubtless, on this principle that St. Bernard roused all Europe to arms, and made his voice thrill, with almost equal power, through the hearts of those who knew not a word he said, as of those who heard him in their own native tongue. And, on the same principle, a few simple words spoken by the



truly magical voice of the venerated Miss Dix have proved, in innumerable cases, both upon sane and insane men, upon citizens and grave senators, and recently even upon Pope Pius the Ninth himself, more effective than the labored remonstrances of all the statesmen of two continents combined, uttering merely ideas. On this principle, too, from time to time, a Whitefield, or a Gough, or a Spurgeon, arises, to re-inspire and thrill the soul of the multitude with the enrapturing tones of passion and emotion attached to words and ideas that are in print, perhaps, common-place and insipid, and some times childish, nonsensical, and absurd in the extreme. One often wonders, in reading the written thoughts of such men, how such stuff could ever have had power to move a mouse, not to speak of thousands of men; and yet this same wonderer, like Franklin of old, will be sure to be borne away with the magic of the crowd, if only for once but caught in it; or, if not, he must brace himself steadily and unnaturally against it; such is the resistless and almost omnipotent power of this emotive tone, in the hands of a real master, over beings of wonderful capacities of emotion like ourselves.

This, then, is what Demosthenes truly means, when he says that utterance, or delivery, is the *first, second, and last* thing in eloquence—not ACTION, as it is some times absurdly translated and reported, but DELIVERY. It is mainly on this same principle, also, that some men possess such an almost absolute control over brute animals, while others can only with great difficulty scare a cat out of the larder. I never want to hear a man speak but three words, to know whether he can learn to drive a horse or not—and there is not one in a hundred who can learn.

Moreover, present emotion and passion, of all sorts and all grades, can never be *expressed* by words, but by emotive tone alone. True, it may be described by words, and still more vividly by a picture or painting, just as any other subject or object which the mind contemplates may be described. But then it is described only as an *idea* existing in the *mind* of the describer, and not expressed as an *emotion* existing in his *soul*; and all men see and feel at once, instinctively, the vast difference between the two—between an emotion *described* in fit words, as an *idea* existing only in the *head* of the speaker, and an *emotion expressed* in fit *tone*, as existing in the *soul* of the speaker.

As proof that no form of words whatever can express any present emotion, even though chosen purposely to describe it, we need only to reflect how common it is to make words of deepest reproach the chosen epithets of our dearest objects: for example, our children and others, such as ‘you little villain’, ‘rascal’, etc., etc. Persons of intense emotions are most likely to do this, because selecting words of directly the opposite meaning to the tone in which they are uttered only makes, by

contrast, the tone more impressive and effective. Or we may take any English sentence whatever, intended to be a description of any passion or emotion, and put upon it the tone most opposite to that passion, and we shall find all attempts at verbal description utterly overwhelmed by the superior force of the emotive tone applied to the words; for example: read the first or any other line in the 'Beggar's Petition', intended and written to express grief and invoke sympathy when uttered in a semitone—read this, I say, in the downward slide of contempt, instead of the recurrent semitone, and we shall find the force of the words wholly overborne by the new tone.

"Pity the sorrows of a poor old man,  
Whose trembling limbs have borne him to your door."

So of any other English sentence, or other sentence in any language whatever. Hence, the most bitter and biting of all forms of sarcasm and irony, as well as the greatest and most mischievous and most prevalent of all possible modes and forms of lying, consists in repeating with entire accuracy another man's exact words in some new emotive tone.

Not only, therefore, is this law of tone instinctive and universal, fixed by the hand of God in all human and all animal nature under one and the same inexorable law, but no words whatever, and no combination of mere words, can in any case express an *existing emotion*, though they may describe a past one; but all really existing emotions are and must be expressed by this emotive tone alone, in some of its varied inflections and uses.

It is, moreover, true, that for every possible varied human emotion there is a correlative and characteristic expressive tone, which the great masters of tone, like Garrick and Sheridan, have ever at command, just as readily as a great master in language has ever the fit words expressing his ideas at his tongue's end; and if he has nothing but the bare words and ideas at hand, without any power over this emotive tone, he will be like the celebrated Edmund Burke, with a rhetoric fitting for an angel, but, withal, with an elocution, or power of expression, that leaves him still only the 'Dinner-bell of Parliament', as he was facetiously and aptly called. On the other hand, a great master in this power of tone may utter the merest twaddle in your ears for a whole hour, and you will be spell-bound, without knowing the reason why yourself.

Now we need not at all wonder at the resistless force and power of these emotive tones, when we reflect that it is the sole office of ideas to *instruct men*, and that of emotions to *move them*; and that mere ideas have no power in any case to move men to action, till they first become transformed, or invested with the moving power of the sentiments and emotions. A mere idea, that takes no hold of our sentient being, allies itself with no

passion, emotion, sentiment, or desire, has no more power to move to action than an icicle or the reflected image of a mirror. We move only when we are excited by desires and feelings, never without. Simply to know is to sit still and look; but to feel is to act. So the Scriptures every where recognize the great fact that the steam-power of the man is in his heart, the symbolic seat of his emotions—never in his head, the mere kaleidoscope of his ideas.

We remark but once more, that, as there are only about forty-two or three, more or less, *elemental sounds*, by which we express all our infinitely-varied ideas, so there are only about the same number of *elemental emotive tones*, by which we express all our infinitely-varied passions and emotions of whatever sort; and these tones express in all cases only their appropriate passion, whether put upon words descriptive of that passion or not, or if put upon no words at all, or even upon words naturally carrying directly the opposite meaning, as we have already seen in the examples cited. All these elemental tones are also just as susceptible of analysis and description on a musical scale or on a blackboard as the eight notes in music are, or as the elemental sounds of ideas or mere words are; and any child of common capacity can be taught to acquire a distinct idea and a prompt and ready mastery and command over the one as well as the other.

I have dwelt upon these common-place preliminary remarks so long, merely to gain a stand-point from which we may see clearly what is implied in reading, and what is meant by teaching a child to read, or rather what *should be* meant—not, alas, as we shall see, what *is* meant, at least as a general rule.

Now every writer, who has common sense, means some times to convey upon the printed page, so far as possible, both his ideas and his emotions—as nearly as possible, he *describes both*; and expects the reader, from his description thus given, to catch and sympathize with the tone of his peculiar emotions, no less than with his ideas, and in his reading truly to *express* both alike.

To read, therefore, is to utter, not some part, but *all* which the writer designs to convey to the listener; and if it be correct reading to mumble and halt and stumble over and misrepresent all his natural tones and emotions, it is equally correct to do the same to all his words and ideas. But if it be right truly and distinctly to pronounce his words, and correctly to represent thus his ideas, it is surely equally right at least not to misread and misrepresent all his tones and emotions.

In a catalogue of names, or a bill of sale, or writ of law, or an advertisement, and in many other writings, nothing but bare ideas may be expressed or intended; and the words, rightly and gracefully pronounced, give us the whole. But most of our school-books, from which we attempt, to say the least, to teach

our children to read, are purposely made up of no such material, but of the most passionate and expressive utterances found in the English language; still they are all read in multitudes of schools as though they were, from beginning to end, a mere bill of sale, and with some detestable rising slide or school-boy twang on every line at that, with no more even pretended regard to this *great, all-pervading law of tone*, that runs through all human and even through all animal beings, than was exhibited in the blast of the ram's-horns that blew around old Jericho. I ask, can this be correct reading, or teaching a child to read? Such schools ought surely to step down one letter in the English alphabet, and instead of saying the three *R's* are taught here, '*Readin, Ritin, and Rithmetic*', they ought to say "the three *S's*, '*Squalling, Sputtering, and Squawking*'—done up here to order, day in and day out." But, not to ask too much at once, we may perhaps consider reading under these aspects, 1st, *as correct*; 2d, *as tasteful*; and 3d, *as impressive*.

Reading may be considered as in one sense correct when all the mere ideas of the writer are clearly and *naturally* expressed, while all his peculiar emotions are left to the inference of the listener. But it is essential here that there shall at least be no utterance *contrary* or *adverse* to the three emotions designed to be conveyed. Nothing short of this can be called in any sense correct reading. We thus convey all the writer's ideas to the listener correctly and truly; and we at least throw no obstacle in the way of his inferring truly for himself his emotions—though we give him little or no aid in that line.

How seldom even this lowest form of reading is achieved or even attempted, in our schools, alas! all of my years well know to our great sorrow; we all know that we contracted habits during our first school-boy days, which the painful effort of a long life has not been able to wholly eradicate, even under better knowledge and better instruction; we are still left, as human depravity left the aged Paul, *knowing*, indeed, but 'how to perform we find not'. Even in all our school-books, in that day, we were taught always, or at least generally, to give a rising instead of a falling inflection at a comma, or other pause where the sense is still incomplete; and our teachers, of course, did not know enough to correct the books. So we went on, day after day, squawking by rule, "*No—man—can—put—off—the—law of—God,*" etc., etc., while both we and our teachers were, in fact, putting off *all* God's laws of human utterance in every syllable we read. So what men could not do the teachers and the boys all surely did do, and with a vengeance too.

I will dwell for a moment here on this first, almost universal and fatal blunder of the books and the teachers; for it is widely extant in our day, and utterly destructive of all probability of even *correct* reading, to say nothing of that which is *tasteful* or *impressive*.

This vicious element, incorporated into most of our books, and sanctified by long usage in our schools, like the Scotch nasal-twang in the pulpit, is the basis, or first element, in what all know to be the school-boy's twang, and what is called the sophomoric twang of the college, and the ministerial twang of the pulpit. Insomuch that you can generally tell through a thick board partition whether any one of these is reading out of a book or simply naturally talking, and can readily distinguish, as he passes from one to the other, precisely where the natural talking and the terrible reading begins and ends. Add to this horrible and almost universal apostacy from all correct reading—an apostacy among Englishmen and Americans almost as wide as Adam's fall—add one fact more, namely, that a child when it first begins to read is naturally inclined, for the sake of distinctness of utterance on the vanish, to pronounce every word with a rising slide of a third, instead of a second, on every final element, and that his teacher indulges him in *this* habit also, often-times till it becomes thoroughly fixed on many if not all his words, and you have cause enough for the miserable drawling reading, which inevitably becomes the fixed habit of so large a portion of our population. It would usually be far easier to take a child twelve years old, who had never been to school a day, and teach him to read correctly, than it is to take one who has been in school all his life, under such instructions, and break up his old habits.

At this point in writing my lecture, I sent my little daughter to bring me the book she last read in at school, not knowing precisely what one it was, as she had been out of school for some time. She brought me *Swan's District-School Reader*, a book which I never used, or examined until now, and, I judge, a book containing many fine selections, and probably, as a whole, as many rare excellences as any other. Not being familiar with our present school Readers, I suppose I may take this book as a fair and respectable specimen of the whole class now in use, and shall therefore refer to it on this occasion.

Well, now, on page 29, speaking of the inflections of the voice, and having described them in the usual meagre general terms correctly, he gives his first rule, as follows :

RULE 1. In all cases where the sense is incomplete or suspended, the rising inflection should be used.

The third rule is of similar vicious character. Now I undertake to say that there never was a man born on this continent that talked according to this rule or read according to it, if he read correctly as he and all others talk. And I will convince every one of my hearers of the truth of my remark by simply reading the very sentence Mr. Swan has selected as an example, first with his rising inflection at each pause, and then with

the proper and natural falling inflection, and every man in America will decide at once instinctively which is correct, without any knowledge of books whatever.

The simple fact is, most of our writers of school-books, as well as our teachers, do not know enough about the subject to know the difference between a change of radical and vanishing pitch or slide. And this appears to be precisely Mr. Swan's case: and therein he is not below, but simply on a level with, his compeers. But what would you say of a man who should undertake to teach music who could not tell the difference between *pitch* and *time*, and often mistook the one for the other, both in his rules and exercises? Yet that is the precise nature of the mistake here made, and the primal origin of the awful 'harsh discordance' that 'brays on the air' in so many of our schools and public assemblies, and from which the best of us, who have been once thoroughly drilled into the nonsense, can only with great difficulty, and at set times, thoroughly clear ourselves. We have been drilled in it, in all our readings and recitations of all sorts, till it has fairly become a second nature. The child still in his monosyllables gives it to you, a full rising slide of a third on every word, stop or no stop; and as he grows up to read and recite, on whatever subject or from whatever book, gallops and gabbles along as rapidly as possible, minding neither stops nor sense, except he is careful to keep this vicious twang; wherever sheer exhaustion compels him to stop for breath, then out comes this twang of a rising slide, and on he goes faster than ever. So the whole school go, for six whole hours per day, all unchecked and uncorrected by the teacher, till, by the constant recurrence of these unearthly sounds in the ears of all the children, their whole taste and their very nature seems changed, and no one thinks of reading or reciting except in a perfect gabble, unless, indeed, now and then one, for the sake of a little variety, may take it into his head to squall or to squawk—still holding on, however, to this vicious rising slide, with the tenacity of a death-grasp, through all possible variations of gabbling, squalling, and squawking. It is lucky for parents that such schools are not held out in the bushes, or near the pools; for some unlettered sportsman of our backwoods country would surely fire upon them, innocently mistaking them for a grand carnival of loons and geese.

Our detestable mode of spelling tends also, through a whole seven years' war with its follies, only to confirm the pupil's error and to corrupt his ear and his taste. Step for one moment into an old-fashioned common school, and hear a class 'read in spelling', as it is called, all on a vile rising slide of a third at every utterance, and at the top of all manner of human and inhuman voices, and then ask yourself if bedlam itself could more thoroughly complete this work of vocal corruption than such a place.

*Illustration.*—The head one leads off, while sundry querists keep up the running fire of *sum, fire, out, pen, etc.* ACCOMMODATION; *sum.* ALLEVIATION. CONCATENATION; *fire.* ALLITERATION; *out.* ABOMINATION; *pen.*

That last is both a sensible and descriptive word—so we will stop with it.

Now I do say that the child that can stay in such a bedlam till he can learn to spell through the whole chaos of our English spelling, without having both his tones and tastes wholly corrupted, can also go through the fires of purgatory and never singe a hair.

As the boy gets up into the college he somewhat clears his enunciation and moderates his speed, but still prances off on the same vicious slide, in the genuine sophomoric twang, thus: "Mr. President', it is natural for man' to indulge in the illusions of hope. We are apt to shut our eyes' against a painful truth', and to listen to the song of that syren', till she transforms us' into beasts." Instead of reading it correctly thus: (Here repeat with falling slide.)

It would be well for such students also to remember that it is natural for boys of their age to indulge in the sophomoric twang; that is, it has now become a thorough second nature, and, although it must be confessed that there is not much of song about that syren, they still listen to it most greedily.

Finally the pupil mounts the pulpit with this same vicious note, interspersed, perhaps by some form of a semitonic recurrent melody, and he reads, "And I heard' a voice' saying', blessed' are' the dead' who die' in the Lord'." And I do n't wonder they think themselves blessed if they have got out of the reach of the preacher's voice.

The old Scotch woman who boxed her son's ears for reading the newspaper in the 'Bible twang' showed some good sense, for it is well to leave at least our newspaper advertisements to nature, even if we can not trust our school-books and our Bibles there: and the story also most clearly shows how thoroughly the ear and taste of all classes, young and old, become thoroughly perverted and corrupted by these awful sounds at home and abroad.

[To be concluded next month.]

---

THERE'S many a little book that reads right nice,  
 The reader never cares to see again;  
 But whatsoe'er is not worth reading twice  
 Was not worth reading once, I do maintain.

Rückert.

W I L L I A M   H .   P R E S C O T T .

---

WILLIAM HICKLING PRESCOTT was born at Salem, Mass., May 4th, 1796, and died at Boston, January 29th, 1859, in the sixty-third year of his age. His writings had made his name familiar in literary circles, where all knew him as an author, and knew him but to admire; but his private life was little known. His modesty, his laborious, studious habits, and his infirmity of sight, had kept him from those arenas of exhibition by means of which most of our writers become known in public; and when his departure removed the obligations of privacy, his friends suddenly showed the world what untold nobleness had gone; and we found what vast labor had been done that we might be instructed and delighted. We had been like those who eat from a basket of rich fruit without knowing with how great pains and expense the orchard and vineyard have been planted and tended. Those who had only known the author and scholar may now thank God that there lived so good a man: one whose life bears such lessons of patience, and hope, and good works.

Mr. Prescott's father was eminent as a lawyer and a judge, and highly esteemed as a citizen and a scholar. His grandfather was the Col. William Prescott who commanded at Bunker Hill; and his ancestors, back to the time of the immigration of the family in 1640, were noted and honorable in social and political life. Mr. Prescott entered Harvard College in 1811, and graduated in 1814, with a high reputation for scholarship, and especially for good taste and for purity of style and elegance of expression. A short time before the close of his college course a fellow student had playfully thrown a crust of bread across the table at him: the ill-fated missile injured one eye so much that it became blind; the other, from sympathetic irritation, was long diseased, and seemed likely to be lost entirely. For months he was confined to a darkened room. His mother said to Dr. Frothingham, "In all that trying season, when so much had to be endured, and our hearts were ready to fail us for fear, I never in a single instance groped my way across the apartment to take my place at his side, that he did not salute me with some hearty expression of good cheer—not in a single instance; as if we were the patients, and it was his place to comfort us." With such sweet courage he bore that solitary darkness which symbolized the obscuration of his hopes and the narrowing of his ambition and of his labors. He had intended to study law; but after two years spent in traveling in Europe and in efforts to restore his sight, he returned, unable to use his one unquenched eye for reading and writing, except for a short



time each day; and some times even this pleasure was denied him when the privation was peculiarly hard to bear.

Mr. Prescott was not poor: no external necessity urged him to exertion. He might have seated himself at ease, to enjoy himself without labor; but an internal necessity, arising from a spirit that could not bear idleness and uselessness, moved him to action. As he said, "A man must find something to do." Writing to Rev. Geo. E. Ellis, he says, "I had early conceived a strong passion for historical writing, to which perhaps the reading of Gibbon's autobiography contributed not a little. I proposed to make myself a historian in the best sense of the term, and hoped to produce something which posterity would not willingly let die. In a memorandum-book as far back as 1819 I find the desire intimated; and I proposed to devote ten years of my life to the study of ancient and modern literatures, chiefly the latter, and to give ten years more to some historical work."

Thus, forty years ago, with his life's purpose in heart, with steady enthusiasm and power of patient endurance, and with the difficulties to be encountered in full view, the young man sat down to his work, postponing willingly all visible success for a score of years. Appreciating the method of Nature, he would take full time to gain great results. Fortunately he was not hampered by poverty. For such vast researches as he purposed abundant means were necessary, and he had them. His first published productions were articles in the *North-American Review*, beginning in 1824. A collection of these essays up to 1845 has been published. Selecting at length the reign of Ferdinand and Isabella for his first great historical effort, he began the accumulation of materials. Dr. Sparks says of him, "I can say with entire confidence, after my historical studies, such as they have been, that I know of no historian in any age or language whose researches into the materials with which he was to work have been so extensive, thorough and profound as those of Mr. Prescott." Purchasable books he bought; such as could not be bought were sifted, and all that could be of use to him was copied; public libraries were ransacked by zealous agents; and huge folios of manuscripts were copied from documents in Spanish and other national archives which had before been carefully kept in secrecy. His success in getting at such treasures was wonderful. After he had become known by means of his first work, such respect and esteem was felt for him in Europe that even the most private records were subject to transcription for his use. He was never content with second-hand information, but always sought out the original sources. Truth was his first object; its jewels were to be gathered at whatever cost.

Just before the great mass of materials collected for his first work arrived in this country, his one eye, which had allowed considerable use for a while, grew much worse, and never again recovered its former strength. He experienced a feeling of

'blank despair' when his literary treasures arrived from Spain and he could not use them. He determined to use the eyes of others. He employed a reader who knew no tongue but his own to read Spanish books to him until he became familiar with the language in that form. As the reading proceeded he dictated copious notes, which he had read to him till they had become familiar, after which he would write his chapter on the subject under consideration. His manuscript was then transcribed for printing, and his book was printed in large type for his own perusal. It then received his final alterations and corrections. He wrote without seeing his manuscript, by means of a writing-frame invented for the use of the blind. He some times attempted dictation, on the recommendation of Thierry, the blind French historian, but preferred his writing-frame generally. Such, essentially, was his method of preparation of all his works; though he obtained better assistance afterward, getting readers and secretaries who were acquainted with ancient and modern languages. The following sketch of his personal habits is derived mainly from an article in the *New-York Tribune*, written by a gentleman who was his secretary for the year prior to May, 1848.

Mr. Prescott was very methodical in all things. His time was regularly assigned, each hour to its own special purpose. He rose early, at the summons of an alarm-clock. He determined the amount of his clothing for the day by inspection of the thermometer. He walked half an hour before breakfast, alone. His defect of sight did not interfere with his moving about freely, or with the recognition of his friends. After breakfast his wife read to him for an hour, while he shaved and made his toilet. The book for the hour was generally a novel; he said that books of this sort stimulated his imagination and contributed to picturesqueness in his style. When the hour expired the book was laid aside, at whatever point of the story. At ten o'clock, the close of the reading, he took another half-hour's walk, and returned to his study, and spent the time till noon in the work in hand. From twelve till one he walked again, and in Boston took this hour for the transaction of business. Then followed the labors of study for an hour and a half. At half-past two he dined. After dinner he heard the light reading for another hour, while he smoked his daily one cigar, to which he limited himself. Again in the afternoon he walked half an hour, his daily stint of exercise being five miles; if storms prevented his going out, he would put on his hat, boots, and gloves, take his cane, and walk the house through the regular time. At six o'clock he was again in his study, and spent two hours in labor. His rule was to spend five hours of the twenty-four, and never any more, in his study.

In his study he would have those books, and those only, which were of use in the work immediately before him. His own

desk was in the middle of the study, and was contrived to suit his special needs and purposes. He kept it scrupulously neat and orderly: any defacement or disorder annoyed him. He never laid down a pen without wiping it and putting it into its own place. Of his secretaries he expected a similar attention to order, and to punctuality. Any neglect would be noticed quietly in some way. In writing letters, which he generally dictated, he was very particular about their style and appearance, the space allowed for his signature, the manner of the folding and sealing. The tone of his letters was cheerful and even sprightly, and he was careful in every thing to avoid saying what could injure the feelings of any one. It is generally the case that persons who are so precise and orderly are peevish and unpleasant to those who are less careful; but genuine kindness and good humor controlled all Mr. Prescott's words and actions. A glance at his watch was all the reminder that an instance of unpunctuality on the part of his secretary produced; or if his parting salutation of 'good evening' was not responded to, its repetition would remind of the neglect. One-tenth of his annual expenditures were for charity. He was very careful to see that it was well bestowed.

Mr. Prescott had houses at Nahant and at Pepperell, in which he would spend his summer and fall months, carrying with him so much of his library as was necessary for the work upon which he was engaged. The house at Pepperell was more than a hundred years old, and the property had been in the family for two centuries. It was a favorite resort with him. He had many friends, and with a warm, sensitive, and loving nature was ardently attached to them. All the friends and associates who since his death have spoken of their intercourse with him, testify with glowing words of his cheerfulness, amiability, gentleness, and loveliness. His modesty was remarkable. When he had spent ten years upon his first work, he showed it to Pres. Sparks, modestly doubting its value, and the propriety of publishing it as it then was. He never even seemed to overpower by any assumption of learning or ability those with whom he talked: he seemed simply the well-bred man in society.

His decease was sudden. Two years ago he had a stroke of paralysis, from which he never entirely recovered; it seemed to have made him older. On the day of his death he was seized with apoplexy at noon, and at two o'clock had passed away. He was in the midst of his work: the third volume of his Philip II had just been issued, and two days before his death he expressed to Mr. Milburn a hope that he might live to finish it, it being now three-fifths done. It is not our place to speak of the character of his works: that belongs to the history of American literature: we have sought only to indicate the principal events of his life, the leading traits of his character, and the methods by which he surmounted the great obstacle of lack of vision. We

have found the gentleman, the scholar, the laborious student, the genial companion, the warm and constant friend, so united in a single person that all who had the honor of knowing him were strongly attached to him; and we see that our country has lost not only an eminent scholar but also a man of rare sweetness and nobleness.

I. I.

---

## DIRECTIONS FOR THE STUDY OF NATURAL HISTORY.

---

IN December last a series of directions for collecting and preserving specimens in the various departments of Natural History was prepared, published in *Emery's Journal of Agriculture and Prairie Farmer*, and distributed at the last State Teachers' Association. In order to make the study of Natural History easy and familiar to all, such facilities can not be too abundant. However, to him that wills nothing is hard, and common sense will suggest a great deal that need not be written on this subject. Doubtless the best general direction is to become filled with a zeal that will employ all the leisure hours, and to 'seek out many inventions', such as the circumstances may require.

Directions for the study of Geology, Botany, Ornithology, Ichthyology, Conchology, and the other *ologies* into which Natural History is divided, are generally found in the works on those subjects. The Smithsonian Institution has compiled and put in pamphlet form an excellent set of directions to aid amateurs in this delightful study. A letter to the Secretary, Joseph Henry, requesting a copy will be promptly attended.

We need, however, a few special directions adapted to our own State. To supply this want some of our home naturalists have written at length. The circular of Robert Kennicott is perhaps the most complete. Dr. Geo. Vasey, of Ringwood, and Cyrus Thomas, of Carbondale, are still engaged in making collections of our Fauna and Flora, and they will gladly furnish, on application, such directions and advice as their experience approves. We have condensed the set of directions from R. Kennicott's circular, and offer them to the public through the pages of the *Teacher*, hoping thus to contribute something to the study of Nature during the present season.

### GENERAL DIRECTIONS.

In collecting animals the most common should be secured as well as those which are rare. A large number of specimens of each mammal, bird, reptile, fish, insect, etc., from any locality will be wanted for comparison or exchange. Any person while walking in the fields or woods, by carrying in his pocket a small bag for reptiles and a half-ounce wide-mouthed vial of alcohol for insects, could secure many valuable species. Several hours spent among grasses and flowers, turning over stones and old logs, and stripping off dead bark, could scarcely fail to expose species entirely new.

**MAMMALS.**—The various kinds of field, meadow, and marsh mice, rats, moles, bats, shrews, pocket-gophers, and weasels, are, most of them, easily collected. Mouse and rat traps, baited both with meat and vegetables, and placed by their burrows or near their places of resort, will often secure species unknown before. Many mice, shrews, etc., are found under corn-stocks, hay or grain stacks, piles of rails and logs, etc., etc. The species in the woods often differ from those on the prairie. They may be drowned out of their burrows, plowed out, or thrown out with a spade. Care must be taken not to mutilate the specimen. All the above mammals may be preserved in alcohol without skinning, the bowels having been removed by a small incision in the body. The larger mammals must be skinned and stuffed, care being taken to keep the skin entire. Skulls and skeletons also of every mammal are desirable. These are readily obtained by boiling in water containing a small quantity of ashes, when the flesh will easily separate.

**BIRDS.**—Specimens of birds can be preserved only by persons acquainted with the proper mode of skinning. Skins need not be wired, but may be temporarily stuffed out with cotton, tow, etc.,

and placed in paper cones. Birds' eggs are very desirable, especially those of hawks, owls, and the water birds. Eggs are easily collected and preserved. A hole should be made in each end and the contents blown out; or, if the chick is partly formed, a larger hole may be made in one side by pricking a circle of holes with a pin. The name of the bird may be written on large eggs, or a number, corresponding to a numbered catalogue, on the smaller. The shells should be sent in boxes, filled quite full, between layers of cotton, to prevent jarring.

REPTILES.—These are easily collected, and should be preserved in alcohol. Snakes, lizards, salamanders, toads, frogs, and tree-frogs, should be secured in unlimited numbers, and the small species carefully sought for, as among these small ones will be found many more than are generally supposed to exist. Numerous salamanders, and occasionally small snakes, will be found under rotten logs and rails. When convenient, specimens should be thrown into alcohol alive. Care must always be taken not to crush or injure the head. Collectors should always have a small bag of cloth in the pocket in which reptiles may be conveniently carried.

FISHES.—These should be secured in great numbers, especially the small fry, and preserved in alcohol. The species of fishes are much more numerous than is usually supposed. Among the small minnows, chubs, shiners, etc., will be found new species in every considerable stream, while many inhabit each little brook and run. A very large number of specimens of each are desirable to show the difference in age, sex, etc., while it will often happen that among specimens which the collector supposes to be all alike there will be a number of species. Opportunities occur for securing specimens caught by fishermen; the smaller kind should be carefully sought for with small seines and dip-nets, in creeks and shoal water, in the mud, under roots and weeds, and especially under stones and among gravel, close to the bottom. Many can be caught with very small fish-hooks: a few of the smallest hooks in the hands of boys will be the means of securing many kinds. Fishes over five or six inches in length should have an incision made into the abdomen for the entrance of the alcohol. It is better to throw them into strong alcohol alive, as this preserves the color. All animals, but especially fishes, should be placed in alcohol as soon after death as possible, as decay quickly begins in warm weather. In packing for transportation, small fishes must be wrapped in paper or rags, else the scales will be lost by chafing. If specimens from different streams are preserved together, they should be kept in separate bags and the locality of each be written on a bit of parchment or leather attached; it is of the greatest importance to know the locality from which all specimens are obtained.

INSECTS.—Beetles, bugs, grasshoppers, wasps, and all other orders of insects, excepting butterflies, dragon-flies, and flies, may be preserved in alcohol. Butterflies, millers, dragon-flies, and flies, must be preserved dry, as alcohol spoils their wings; they are best pinned in boxes. Bees, wasps, and ants, are best preserved dry, though they may also be kept in alcohol. Where they can not be pinned, flies, dragon-flies, and those insects which are hurt by alcohol, may be preserved dry in little square bags of paper, formed by pasting three sides like seed papers. The insect may be killed by the vapor of chloroform, or by crushing its thorax—taking care not to crush it too much, nor to break the head, antennae, or wings. The wings may then be placed in their natural position and the specimen slipped into the paper bag. Grasshoppers and bugs may also be preserved thus very well, and these, with flies and beetles especially, may be preserved in quills. All specimens must be kept in perfectly tight boxes, provided with camphor and tobacco, else they will be destroyed by mites and larger predaceous insects. Wingless insects, such as spiders, scorpions, centipedes or 'thousand legs', earth-worms, etc., may be preserved in alcohol. Insects are easily collected and preserved, and should be secured in great quantities. There are hundreds of common species in every locality unknown to the careless observer. The numbers that may be found upon search are astonishing. Particular attention is called to the beetles; these will be found under logs, sticks, stones, bark of dead trees and stumps, carrion, dung, among the grass, in flowers, among seed-pods, and in the water. Many will enter houses in which lights are burning on summer nights. The minute beetles, many of them smaller than a pin's head, should be carefully sought for and preserved separately in small vials of alcohol, if convenient, and in unlimited numbers. Wasps and bees may be captured on flowers by brushing them into a wide mouthed vial of alcohol, or they may be disabled by being pinched between two sticks or the hands slapped together and quickly removed to avoid stinging. Many burrowing wasps may be found on the ground. Bugs will often be found on berries and flowers. Collectors will find it very convenient to carry a small, strong, wide-mouthed vial of alcohol in the pocket at all times; into this insects, and even small reptiles, may be thrown as soon as captured. The specimens must be emptied as often as possible from this into a larger bottle, as they will become broken from the shaking if carried in the pocket vial for more than a day. These pocket-bugging bottles are easily carried, always useful, and are the means of securing many a valuable specimen that would otherwise be lost. Insects should, if convenient, be preserved in small bottles, apart from the other animals; they should be kept in the strongest alcohol and not much crowded; if weaker liquor is used it must be changed occasionally. In packing for transportation, the bottle must be filled quite full; or, if not filled with specimens, rags or paper may be placed on the top; the whole must then be covered with alcohol and tightly corked. A cone-shaped bag of mosquito-netting, supported by a circle of small wire attached to a handle several feet long—the whole resembling a small scoop-net with a long pointed bag, will be very useful in catching insects on the wing, sitting on flowers or on the ground, and for sweeping them from the grass. Another similar frame, with a shorter bag of strong netting, can be used advantageously for catching small fishes.

MOLLUSCA (*Muscles, clams, snails, etc.*).—The naked mollusks may be preserved in alcohol. The shells of muscles (*Unio, Anodonta, etc.*) should have the flesh removed after immersion in hot water, or it may be cut out after opening them with a knife. Each pair of shells should then have the name of the river and locality written on the inside with ink or pencil, and be well wrapped in paper and packed tightly in full boxes to prevent shaking. Good specimens can some times be found cleaned by muskrats; old, worn, or broken-edged shells, of common species, are of no value. The spiral water-shells should be thrown for a minute into hot water and the animal removed with the hooked point of a pin; if it be not all removed the shell must lie till this is dried up, and then

be wrapped in paper. Particular attention is called to the land snails. These will be found best in early spring, when the buds first expand. Our species are subterranean; they should be sought around the roots of grass, other plants, and under leaves, in swamp moss, under bark, logs, sticks, and stones, and especially in rotten wood, and even two or three inches under the surface in rich, loose soil of woods. The shade of woods is the best place for snails. The very minute species should be especially sought for and carefully preserved; many are so small as to escape any but the keenest search. Later in summer snails only come out at night and early morning, and after warm rains. Snails may be killed by a short immersion in hot water; the large ones should be cleaned, the minute species permitted to dry; they are then to be packed in cotton in strong little boxes.

**CRUSTACEA.**—Crayfish in large numbers from various localities should be preserved in alcohol. The smaller crustaceans are more particularly desirable, as very little is known of the species in our State. Of these, many species of Oniscide, known as sow-bugs, pill-bugs, etc., and resembling short, flat myriapods, will be found under logs, sticks, etc. These can be preserved in small vials of alcohol. In the southern part of Illinois, many species of Gammarus will be found in small streams and pools. They are some times called 'water-fleas' and 'side-swimmers', and are seen darting actively about under water.

**PLANTS.**—Plants should be gathered in flower and placed between folds of absorbent paper (old newspapers will do), and pressure applied by laying the papers between two boards, with a stone or other weight of about fifty pounds on top. Care must be used to display the flowers and leaves fairly. Several thicknesses of paper should lie between the plants, and these should be changed and dried and the plants aired often for the first few days. The date of gathering, locality, common name, and scientific name if known, should be written on a bit of paper attached to each specimen. Donations are solicited from botanists. Labeled specimens of the seeds, in paper bags accompanying the plants, would add much to the value of an herbarium.

**MINERALS AND FOSSILS.**—Collections in mineralogy and palaeontology are valuable and easily made and preserved. Specimens need only to be wrapped separately in paper, with a label inside for the locality, etc., and packed in boxes so closely as to prevent rubbing. Minerals and small samples of rock from all localities are desirable, if the locality be given on a label attached. Unlimited numbers of fossils of all kinds should be secured. Bones, teeth, shells, and all vestiges of extinct animals and vegetables, impressions on coal shales and slates, in sandstone and limestone, or buried in the bottoms of caves, bogs, springs, streams, alluvial soils, fissures in rocks, etc., should be diligently sought out and preserved; a single bone or tooth, or even fragment, may show a new species. The attention of persons quarrying stone, working in excavations for canals, railroad-cuts, etc., and in coal and other mines, is particularly called to this subject.

The scientific survey of the State, now in progress under the auspices of the Natural History Society, is most intimately connected with our great educational movement. In fact, the Illinois Teachers' Association acted as godfather to the enterprise. It derives no small amount of its vital force from the encouragement given to it by the teachers of the State. Its object being to make the study of Natural History accessible to all, why should it not enlist the energies of every intelligent and enterprising teacher? It meets with favor and sympathy in all portions of the State, because of its utility, in that it provides means for a familiar acquaintance with the works of the Creator, as they are displayed in this most beautiful portion of his heritage—the Prairie State.

We ask the earnest and active coöperation of all, especially during the coming summer—the season of harvest to students of Nature. With the above directions great progress can be made in one year, if no opportunities are lost. Specimens in any department of Natural History are solicited from all parts of the State. Ample provision has already been made for them at the rooms of the Society in Bloomington. It is also a part of our work to collect all books, documents, pamphlets, etc., in any way relating to this subject. Works that have long been out of print, Congressional documents relating to scientific surveys or exploring expeditions, and scientific works in any language, are solicited; they will find a welcome and appropriate place in our Library of Natural History. All packages of books or specimens should be sent by express, marked 'Illinois Natural History', care of C. E. Hoovey, Cor. Sec.

Extra copies of the above directions can be obtained of Messrs. Nason and Hill, Peoria, or C. D. Wilber, General Agent Illinois Natural History Society, Bloomington. C. D. W.

---

Do n't run about and tell acquaintances that you are unfortunate. People do not like unfortunate people for their acquaintances.

## A F I R S T L O S S .

FIRST griefs are bitter; even more, I think,  
 Than the deep cup that years bring some of us:  
 When we are strong, and trample down life's sobs  
 With nerved will to silence; or, leaning back  
 On Christian faith, we learn to leave our woes  
 Calmly with God.

We all came slowly in,  
 And took our places — all but one;  
 And he would need no place amongst us more.  
 As if a shiver crept about the desks,  
 Our veins grew icy, though a June sun shone;  
 For all had loved him — from the tall boys, that next year  
 Would be college men, to me, the smallest there.  
 And when the 'master' rose and spoke his name,  
 You might have heard an angel's whisper,  
 'T was so still — so hushed!

He was a stern old man,  
 This 'master', with cold, clear eyes, that looked  
 One through, and found one's failings easily;  
 Yet we knew he had some pulses beating  
 To Love's chimes, and that the boy had touched them.  
 "But yesterday," he said, "and *he* was here;  
 His young face all aglow with noble thoughts  
 And boyish beauty, and his merry laugh  
 Ringing the loudest; his brave heart strong as  
 A man's, and yet as tender as a girl's!  
 And now — and now — O God, '*Thy will be done*'."

When they were gone, and the gray shadows lay  
 Thickly upon the floor, I stole beside his desk,  
 And sobbed my grief out, with the keen,  
 Deep stabs a child's first sorrow gives.  
 Was he to *them* what he had been to me,  
 Who 'd shared in every row across the shining bay,  
 And every ride adown the winding roads —  
 Who 'd felt one mother's arms around us both,  
 And in whose veins the same red life-blood flowed?  
 Ah! there, beside the quaint old window,  
 He had scratched our names, saying, with boyish boast,  
 We yet should reach high up, and write them deep  
 In what the world called *Fame*.

Now, his sweet face  
 Lay paled for ever; and *through my life's woof*  
*The shadow of his grave must weave itself.*  
 O, it is hard to feel the steely hand  
 Of Death laid on a fond affection! — hard,  
 In the heart's spring-time, to look 'round and see  
 But wastes of endless snow!

The shadows came  
 Thicker and darker o'er the school-room floor;

And the high, cold walls were hung with their dim  
 Draperies. So I slowly folded up  
 My first great grief, and turned a page of life  
 In years that leave their traces on our lives.  
 But often it has seemed to me, since then,  
 As if I stood nearer to Heaven through him ;  
 As if I held assurance that, through all  
 The long, gray years, a Light would guide my feet  
 To him at last: It may be so.

A.

---

A P L E A F O R T H E L I T T L E O N E S .

---

IN our country school-houses the instruction of small pupils is very often little cared for either by parent or teacher. They are sent by the former on pleasant days because in the way at home, and are regarded by the latter as a set of chance scholars, who can be attended to when there is nothing else to do. Very many school-houses, too, are built seemingly to make the child hate school as much as possible. In the ruder houses he is seated on a slab, in those a little better on a planed board, and, with his feet in mid air, must sit still, till it is like getting out of a prison to escape. His confinement would be intolerable but for studying the sly pranks of those a little older, and this relaxation some times brings him to grief, by making him laugh aloud when he dare not tell the cause of his laughter, and so earns him a cuffed ear or a hearty shaking. Children are gregarious, and they will often endure six hours of misery and discomfort for the sake of being together; and their misery is lightened by the thought of a wade in the stream after school with some boy who lives in another part of the district, or by a scheme for a profitable trade of marbles. It is not always so. There are spots where the children love to go to meet their teacher; where the desire to obey and please gives tone to the manifestations of youthful life; where study is pleasure, and the confinement not martyrdom. Yet the want of permanent system, the ignorance of teachers, and the prejudices of parents, render these brighter cases exceptional.

Let us visit the Graded School, the People's College in these latter days. Others often confine their attention to the High School at its head; but we will leave the Algebra and Philosophy and Latin, and the learned *Professor*—they are almost all *Professors* now that the Free Schools equal the Colleges; we will pass by the departments where talented and highly-educated ladies from Mt. Holyoke, or our own Rockford or Jack-



sonville or Galesburg preside, and will urge the committee-man who tells us how much the people are doing for schools to let us go down into this basement, undeterred by his deprecating assurance that we won't find much to interest us, or by his statement that the teacher was one who needed a place very much, and the Board thought she would do to teach a Primary school. Thank you, Mr. Committee-man, we will look at the foundation of your system, if you please. We step in—here are gathered a numerous multitude, many of them so young that you think at once of a nursery, and the foul smell from that damp, low, ill-ventilated room is almost intolerable. Ah! here is the Primary Department. Primary in sowing the seeds of disease, primary in confirming or teaching improper habits of speech, primary in forming precocious bodies and precocious intellects, primary in furnishing business for physician and surgeon. Why is not the indignation of community aroused against such sepulchres? Why do men mob an institution in which a single body is known to be placed for medical examination, yet pride themselves on paying largely to prepare the living with crooked spines, consumptive lungs, misshapen shoulders, and distorted limbs, for a similar examination? Medical brethren, cease your body-snatching (the very few who do it), wait a little till our glorious free-school system has a few more underground basements for young children, and you can find every form of malformation and disease in your own community. Can it be that our children are denied pure air and free, wholesome exercise? Thank God, all primary schools are not in such sunken spots. We find some where a more liberal policy is pursued, where teachers 'only fit for primary schools' are not deemed fit for those, and where the *best* teachers are not deemed too good for pupils whose habits are being so rapidly moulded. We will look at one of these. Let us select about an average case among the better primary schools. We enter the lower story in a large building two or three stories high, but we are this time above ground. The air is not so pure as it might be, but does not produce *immediate* nausea. A lady of fair attainments and some skill as a teacher is in charge. We find furniture for the most part adapted to the age of the pupils. A set of Mitchell's Maps, perhaps, is in the room, and a small globe on the desk. The children look happy, and sing with energy some spirited song at our request.

If we stop but a half-hour, we may go away thinking we have seen perfection in the way of a primary school. But it will bear a close examination. Did we notice how often recesses came? Did we bear in mind that these children need more frequent exercise and more fresh air than when older? *Do they get it?* No; they are in a building with hundreds of others whom their childish glee would disturb if they had separate recesses. Do they at the recesses get opportunity for free exercise? They

may be turned into a little yard by themselves, or run the risk of headlong falls from being in the way of some heavy fellow who, in his zeal at 'tag', thinks of nothing but keeping out of the way of his pursuers. Crouching at the steps, or getting a bruised body and clothes if he ventures away, he can in our huge schools have little of the real freedom he ought to enjoy. Then, again, he hears older boys, whom he regards with reverence, use strange words. Unable to run as fast or knock a ball as far, he tries to equal them in the only department where there seems hope of success—he tries to *talk as large*. In this way children learn many bad words, and use them freely oftentimes when they attach no special meaning to them.

Without pausing to look longer at the pupil in the primary department, let us visit his older brothers and sisters in the high schools, academies, seminaries, and colleges. The most highly-educated teachers are sought, neat furniture and expensive apparatus are provided, and no expense is deemed too great to educate the advanced scholar. Men give money by thousands of dollars for completing the education of children when the moulding of thought and the early formation of habits and character in the primary school receives reluctant support.

We have reversed the natural order of things. He who would have a good house does not spend all his money on the roof. A reaction has commenced. It is found that college-graduates, by reason of faulty training in the spelling-books, may have more serious defects in their education than Professors can remedy, or a 'sheepskin' suffice to conceal. Wherever you find a healthy movement for education, look for improvement in the elementary schools. Even if the improvement begins elsewhere, it must reach the Primary. Each grade will demand that those admitted to its ranks be better prepared. Educators will not bear the disgrace of failures due to faults of training before the pupils came under their control, if the public are looking closely at their work. If we are to have *better* teachers in one part of the educational work than in another, it must be in the primary department.

We would prefer for primary pupils a separate one-story building, with its own grounds, with shrubbery and a flower-bed. We would have Nature come to the very door—yes, come in, for the vase might stand with its blooming burden in winter to gladden that spot. We would have seats adapted to the size of the scholar. We would have maps, and charts, and pictures upon the walls. We would have apparatus for the teacher. We would have apparatus to some extent to develop and exercise the muscular vigor. We would place over them good Christian teachers, who could draw a lesson from the coloring of the flower or the enameling of a shell, the wing of a butterfly or the leaf of a rose, the pelting rain or the snow crystals, as well as from First Lessons in Geography or a Mental Arith-

metic. There are also moral advantages resulting from a separate primary department. In a mixed multitude, as they pour forth from one of our large graded schools, a little pupil is thrown in direct contact with those in whose mouths bad words are common things. If taught by himself he learns to avoid those who use bad language, and is far more likely to preserve purity of thought and speech. When he goes to a more advanced school, he not only is somewhat fortified against wrong, but if his fellows go with him he will be in the influence of a better moral sentiment than exists where all departments are united. Teachers who have had charge of large schools with many departments know some of the difficulties in trying to keep all morally uncontaminated.

Then how much better to be where their own good, not the convenience of other classes, regulates their recesses, their sports, their studies. It is to some extent the unconscious recognition of this truth that has sustained private primary schools with no furniture beyond a few low benches, in places where the lower story of a great public school-house was fitted with improved furniture, and other improvements.

Put as many as you will in a single building, but for the sake of health, comfort, and morality, let us have the primary schools in separate buildings. Let us fit them up with as much regard to the good of the pupil as in our higher schools. Let us have our best *teachers* here to interest and instruct children, not to keep them 'out of the way'.

---

#### THE CULTIVATION OF FRUIT, FLOWERS AND SHRUBBERY.

---

THERE are many considerations which should incite us to greater attention to the cultivation of fruits and flowers. The actual value in dollars and cents of a good crop of apples is several fold greater than that of a good crop of wheat, and is obtained at a moiety of the expense. In some old sections of the country, where orcharding has been followed for years as a business, it has been found that a good, well-tended apple-orchard yields as an average not less than fifty dollars per acre. Along the borders of the Hudson the fruit from the strawberry and the red Antwerp raspberry plants have been sold at \$200 to \$300 per acre, and the purchaser has gathered them himself. The truth is, an acre of strawberries can be grown at less expense than two acres of corn, and the risk of the crop is less than that of wheat.

The subject is one in which teachers are interested not less than others. What though you may not teach but a short time in any place, it will be pleasanter for you if your school-house is surrounded by shade-trees. If none are near to cast their grateful shade, you will leave a lasting memento behind you if you are instrumental in setting out a few rows or clumps that shall wave their foliage many years to generations of school-children. How is that teacher to be pitied who through the long summer months is pent up six hours of the day in a six-walled box! How to be pitied are those luckless wights whose parents are rich enough to release them from the active duties of the farm and kitchen and garden, and consign them through all the live-long summer days to such a cage! See them, with the window raised, panting for air. Delicate Julia walks a mile or two to school, is the first in her class; but see how thin she grows! Her cheeks wear no more the ruddy flush of the cooler days. When nature dons her robes of beauty and sings songs of melody to all the world, the bright little Julia pines with the very unnaturalness of her employment. Turn her loose with Charlie on the prairie, let them run wild if you please, like the colts, while the birds are full of glee. She may not have a clear conception of the solution of puzzling problems that never existed except in the brain of the cloistered author and in the printer's 'stick'; but her cheek is all aglow with the beauty of the wild rose, and her eye flashes with the cerulean hue of heaven.

Now why not imitate in some small degree the better state of things? If people will have their witless children schooled in summer, and you are willing to work for a fair compensation, why not look beyond the term for which you are engaged, and do a little to make some one else happy, if you yourself can not have the full benefit of your labor? During every term of school, in winter or summer, there is a good time to set out trees: Nature points to the period; she suspends her operations for various causes, and then is the time, while trees are dormant, or during the interval between the falling and starting of the leaf. In fact, the work may be done at almost any time, provided care be taken to keep the roots moist, and to remove them all perfect, and then to secure for them a good resetting, so that they shall be as nearly as possible in the same situation as before. The whole work is pleasant. By a little tact it may be made the occupation for a gala day, and furnish recreation and profit to all. Let the trees be the *children's* trees—planted by their hands, tended by their care, protected by their watchfulness. As they grow, many a merry time will be had under their shade. How much pleasanter to spend the nooning there than in the pent-up school-room. In process of time, by adding little improvements every year, greater attractions will be gained. Bowers with twining vines, arbors and play-houses, even at last a fine, large school-room in the heated days, cool

and delicious in ambrosial wealth. Shall we not have school-houses replete with beauty—not merely inside, but without? The humblest cabin around which we played in boyhood was deeply embowered in the orchard and flower-garden, watered by a sparkling little brook, and all was sheltered from the northern blasts by tall dense pines, which tossed their heads disdainfully when the winter winds raged above them.

Stephen Girard, who, from a street-peddler trundling his wares about Philadelphia in a wheel-barrow, counted his treasures by millions, said, "I would plant a tree to-day, though I knew I should not live to see it to-morrow." The remark is replete with instruction. In early life he learned to work and wait. We of the West have been willing enough to work, but have not yet learned the waiting part. We have been glad to sow to-day, but must first feel assured that we could reap to-morrow. Shame on such time-servers. Thanks to the noble-hearted corps of teachers, they do not all belong to this class. No; nor do a majority of them. Who will say that the pittance they receive for consigning their lives to the duties they daily perform is their best reward? Not one who knows them. They work with the valor of heroes, and wait with the wisdom of true philosophers. When the devoted teacher who has finished the fight and kept the faith looks back upon the fruits of his labors, he sees honors and blessings following him, and, with an eye all upward turning, he beholds the crown of glory garlanded with fadeless amaranths.

C. T. C.

---

## M A T H E M A T I C A L .

---

SOLUTIONS TO QUESTIONS IN APRIL NUMBER.—I. The number of *square rods* in the field must equal 10 times the number of *linear rods* in the circumference; but the area of a circle may be found by multiplying its circumference by  $\frac{1}{2}$  its radius: hence 10 must be  $\frac{1}{2}$  the radius, and the radius will be 20 rods. Therefore the area is  $20^2 \times 3.1416 = 1256.64$ , or 7 acres, 136.64 square rods. [We have received the same result from 'D. E.', Grundy county.]

II. We have received an answer to this question which is correct, but no explanation accompanies it. The following is a method by which all similar questions may be easily solved: Had the 15 yards been lining, its cost would have been  $15 \times 80$  cents, = 450 cents. But the actual cost is 250 cents more than this; and each yard of silk bought instead of a yard of lining increases the cost 50 cents; hence 5 yards of the 15 yards must be silk; or, had the 15 yards been silk, the whole cost would have been 1200 cents: therefore 10 yards must be lining instead of silk.

*Ans.* 5 yards of silk, 10 yards of lining.

[Question I in this number is of the same kind. Will some of our school-boys, or girls, send us a solution and explanation in time for our next number?]

III. We think it quite necessary that the *shape of the box* should be given, as a correspondent suggests. We have received a solution based upon the supposition

that the box is a cube, and also stating that  $\frac{1}{2}$  is allowed for waste in computing quantities of *unshelled* corn. We prefer to give no solution till next month.

PRACTICAL METHODS IN ARITHMETIC.—VII. *To square a number near 100.* Find the difference between the number and 100; subtract this difference from the number; call the remainder hundreds, and add to it the square of the difference. *Square 88.* Take 12 from 88, leaving 76. To 7600 add 144, or  $12^2$ , = 7744, the answer. If the squares of the differences are learned previously, the work is easily done mentally. What young student of Algebra will demonstrate the rule?

VIII. *To multiply when the multiplier is expressed wholly by ones.* Write for an answer the first figure of the multiplicand, then add the first and second, then the first, second and third, etc., using each figure as many times as there are ones in the multiplier. *Example:*  $4354 \times 111$ . The first result is 4, the second 9, the third 12, the fourth 12, the fifth 7, and the sixth 4. 'Carrying' as usual, the entire result is written at once as in the margin. Were the multiplier 666, we would multiply this product by 6; if the multiplier were 8888, use it first as if it were 1111, then multiply the result by 8; and so for any other figure.

4354
111
483294

*Ans.*

PROBLEMS IN ARITHMETIC.—I. Hiero, king of Syracuse, had given a workman 10 pounds of gold with which to make a crown. The work being done, the crown was found to weigh 10 pounds; but the king, suspecting that the workman had alloyed it with silver, consulted Archimedes. The latter, knowing that gold loses in water 52 thousandths of its weight, and silver 99 thousandths of its weight, ascertained the weight of the crown, plunged in water, to be 9 pounds 6 ounces. This discovered the fraud. Required, the quantity of each metal in the crown. (From *Hackley's Algebra*.)

The pound given above is the *avoirdupois* pound.

II. A. and B. dug a ditch 100 rods long, A. digging for 75 cents and B. for 125 cents per rod. If each received \$50, how many rods did each dig?

[We give this question as communicated: it has been put in a great variety of forms, first and last.]

III. In *Ray's Arithmetic*, Alligation, case V, is this question: How much lead, specific gravity 11, with  $\frac{1}{2}$  oz. copper, sp. gr. 9, can be put on 12 oz. cork, sp. gr.  $\frac{4}{5}$ , so that the three will just float—that is, have a sp. gr. (1) the same as water?

[Ray's result is evidently absurd, as well as the work in the *Key* by which he obtains it. Will some one give us the true solution and result?]

IV. *Theorem for students in Geometry.* Prove that if two circles cut each other the greatest line that can be drawn through either point of intersection is that which is parallel to the line joining their centres.

V. In Gray's *Lessons in Botany*, p. 75, he gives  $\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{3}{8}, \frac{5}{13}, \frac{8}{21}, \frac{13}{34}$ , as a series by which the leaves are arranged upon the stem. The first five terms are taken from the plants themselves, by noting the actual arrangement, and the last two are deduced from the law of the series. What is that law?

[We hope the correspondents of the *Teacher* will not forget the 'Mathematical' Department.]

STATISTICS.—The States and Territories of the United States are forty in number, besides the District of Columbia, including within their organization sixteen hundred (1620) county divisions. The total number of farms and plantations is about a million and a half (1,449,075), the number of improved acres is one hundred and thirteen millions (113,032,614), of unimproved one hundred and eighty millions (180,528,000); the farms average two hundred and three acres to each farm, and average in value two thousand two hundred and fifty (2,258) dollars. The implements and machinery on each farm average in value one hundred (105) dollars.

## EDITOR'S TABLE.

---

A CURSORY survey of the educational movements now in progress in this State can not fail to impress us with the rapid development of our system of Free Schools, whether we regard the increase in the number of pupils, the great expenditures of money, or the increasing excellence of the various institutions. It is a matter of regret that no arrangement was made by the Legislature for the distribution of the Report of the late Superintendent of Public Instruction, which exhibits so fully the achievements of the past two years.

There are few grander spectacles, viewed in the light of their importance and ultimate results, than that of a great State voluntarily and energetically employing its resources to elevate to knowledge and usefulness all under its government. Such an act effects in society a moral revolution — a revolution in sentiment, in principle, and in action, which is second in importance to none other.

An infinite labor in educating the masses will always remain; yet the system by which results are to be accomplished may be greatly improved and ultimately brought near to perfection. Judged by the interest manifested in educational matters, by the efforts of teachers to inform themselves and to increase their usefulness, by the numerous agencies employed to promote a thorough and comprehensive system of Free Schools, and by the general activity and zeal — zeal not without knowledge — exhibited in all kindred matters, we think that Illinois may well take her stand in the front rank among her sister States.

Much remains for immediate labor to perform: there are many old, deeply-rooted prejudices to overcome, there is much ignorance among parents and citizens, there are great deficiencies in the education and earnestness of teachers, a false economy is too prevalent; yet the work progresses, and the obstacles to success are rapidly disappearing.

The number as well as the excellence of our school-houses has been greatly increased; the number of judiciously-selected text-books purchased and brought into use is almost fabulous; libraries, apparatus and improved school-furniture are making their way into every township; a Normal School has been organized, and is beginning to make its influence felt in elevating the character of our teachers and exalting the standard of excellence; the earnestness of the teachers of the State in endeavoring to improve themselves and extend their usefulness is exhibited in the Institutes organized in many counties, in the support of educational journals, in the adoption of improved methods, and in an intensified earnestness in their work. Parents and communities also are becoming interested, the influence of the press throughout the State is made available, and the school system every day is gaining confidence and strength.

With half a million of scholars in our Public Schools, with fifteen thousand teachers, and seven or eight thousand school-houses, with our whole array of school-officers, with the additional weight of parents and others immediately in-

terested in the movement, the strength and vigor of our school-system can hardly be overrated.

In individual cases causes for discouragement may exist; yet when we survey the whole field we feel that we have every reason to look upon the past with pride and to the future with confidence.

**TO CONTRIBUTORS.**—Several contributions received are postponed for want of room, and will appear hereafter. We are indebted to friends in various parts of the State for valuable articles, reports of Teachers' Institutes, etc. The large number of Institutes held in the State during the past month renders it impossible to present more than brief notices of them; we have endeavored to select such items as are of more general interest. Correspondents will confer a favor by adopting the following suggestions: 1. All articles should be of general importance, and not merely of local interest; 2. Condense as much as possible—aim at brevity—exclude every thing not essential; 3. All articles intended for publication should be of literary excellence—the language should be grammatical, the ideas distinctly stated, and the expression appropriate; 4. Write legibly, and only upon one side of the paper. Articles occasionally embody valuable ideas and display considerable merit, yet are so carelessly prepared and so greatly extended as to render their rejection necessary.

Whenever any valuable thought is gained, any improvement adopted, any change made, which will be of general interest, their communication for the pages of the *Teacher* will always be gratefully appreciated by editors and readers.

**MAINE.**—The Annual Report of the State Superintendent of Schools in Maine exhibits fully the condition of educational matters there. It also conclusively shows the untiring industry and vigor of Mr. DUNNELL'S efforts. It contains many valuable statistics and suggestions, which will be of great service in the State. We collate a few items of general interest:

There are in Maine 240,000 children who should attend school; the average attendance is less than half that number. Between 7,000 and 8,000 teachers were employed the past year, of whom nearly one-half were males. The average wages of the latter, board included, were \$21.86 per month. Teachers' Conventions, continuing in session about five days, have been held in each county of the State. They have furnished much valuable instruction, and awakened much interest among teachers and parents. The *Maine Teacher* has been recently established, and bids fair to be an efficient advocate of the cause. Efforts are being made to establish a State Normal School.

**WISCONSIN.**—The Report of Hon. LYMAN C. DRAPER, Superintendent of Public Schools for Wisconsin, is a very valuable document, presenting full statistics of the schools of that State. The whole ground is carefully surveyed, methods are discussed, plans proposed, all intelligence and sentiment which could be brought to bear on the subject is collated. The Report will be of great value at home and abroad. We shall make extracts from it frequently for the benefit of our readers. It is a mine of information. The report upon school-libraries is of especial value.

**OHIO.**—The *Ohio Journal of Education* states that the number of its subscribers has gradually increased from 1285, seven years ago, to 3079 at the present time. There are now 20,240 teachers in Ohio.



"THE BIBLE IN COMMON SCHOOLS" is a subject which has received a great deal of attention during the last four months in California, Ohio, Missouri, Iowa, and part of Wisconsin. Serious difficulty has occurred in Boston in consequence of the refusal of the Catholic children in the schools to participate in the devotional exercises required. A large number were consequently expelled from the schools. The Catholic Priests in some instances supported the movement; a portion of them, however, took different ground, urged the children to return to their schools and support them and their regulations. Most of the pupils have since acquiesced in the rules and returned to their places.

**PRASEWORTHY CONTRIBUTION TO SCIENCE.**—Professor AGASSIZ has offered to the Massachusetts Legislature his very extensive Cabinet, in the collection of which he has expended \$22,000, besides twelve years of the best portion of his life. Of this museum he says, he had endeavored to collect a complete form of the physical nature of North America. He had not gone to any unnecessary expense, nor had he bought those things which were readily for sale. But the collection consisted of those things which money could not buy—which required, in their collection, knowledge as well as opportunity. He had, after a time, received liberal assistance from all parts of the country, and the specimens constantly arriving were greater than the resources of any museum in the world. If the collection already made could be properly exhibited, in a proper building, it would favorably compare with any museum in Germany.

**ANTIOCH COLLEGE.**—An order for the sale of Antioch College has been issued by the United States District Court in Cincinnati, at the suit of the Connecticut Mutual Life-Insurance Company, for the foreclosure of a mortgage for \$27,361.17, principal and interest.

**PROF. NOAH PORTER** has accepted the Dwight Professorship of Didactic Theology in the Yale Theological Seminary, made vacant by the death of Dr. TAYLOR.

**NO NORTH?**—The northernmost paper in the world is the *Tromsø Times*. It is printed at Tromsø, a little island village of about 4,000 inhabitants, on the coast of Norway, at three degrees within the polar circle, and is a four-paged semi-weekly sheet, with only two columns on a page, about the size of a quarto book-form. The style of type is the Gothic.

**NEW-JERSEY NORMAL SCHOOL.**—RUFUS SHELDON, Principal of the Auburn (N.Y.) Academy, has been tendered the Professorship of Languages in the New-Jersey Normal School.

**H. N. DAY** has been appointed President of the Ohio Female Seminary, College Hill, Ohio.

**REV. CHARLES MIEL** has been appointed teacher of French in Harvard University.

**PROF. MORSE IN SPAIN.**—Queen ISABELLA has created Prof. MORSE a Knight-Commander of the Order of Isabella the Catholic; and he has been elected an honorary member of the Swedish Royal Academy of Science.

Century.

**BOOKS OF 1858.**—There were 913 new books and new editions published in

America during 1858: of these 690 were new American works; 177 were reprints from English books; 111 were translations from the French and German; and 35 were new editions of books previously published. Century.

ATTENTION, STUDENTS!—THEODORE SEDGWICK well says that “It is the man of robust and enduring constitution, of elastic nerve, of comprehensive digestion, who does the great work of life. It is SCOTT with his manly form. It is BROUHAM with his superhuman powers of physical endurance. It is FRANKLIN, at the age of 70 camping out on his way to arouse the Canadas, as our hardiest boys of 20 now camp out in the Adirondaeks or on the Miramichi. It is NAPOLEON, sleeping four hours, and on horseback twenty. It is WASHINGTON, with his splendid frame and physical strength.”

REV. C. T. LEWIS, teacher in the Illinois State Normal University during its first year, has been appointed Professor of Pure Mathematics in the Troy University, N. Y.

THACKERAY has been offered twenty-two thousand dollars for two years' literary work, to appear in a London periodical.

CANNON.—A new publishing house in New York—S. A. ROLLO & Co.—on the occasion of the opening of their establishment, caused a salvo of cannon to be fired in the Park, much to the surprise of the politicians, who were astonished to see their favorite racket so used.

OBITUARY.—T. K. HERVEY, the poet, died in England, Feb. 17th, 1859, in the fifty-fifth year of his age. He was Editor of the *London Athenæum* from 1846 to 1854.

DR. WILLIAM TULLY, formerly Professor of Materia Medica at Yale and in other medical colleges, died at Springfield, Mass., February 28, 1859. He assisted in the preparation of Dr. WEBSTER'S great dictionary.

DR. WILLIAM A. ALCOTT died at Auburndale, Mass., March 29, 1859, in his sixty-first year.

OFFICIAL LITERATURE.—One of the Tennessee postmasters writes to the Auditor's office as follows:

“Auditors Offis send me one quoir of wabills “JUNO TENNESSE HENDERS COUNTY.  
“Yours & so forth B BEAL P.M.”

To which he adds a postscript:

“All so some Cont curent. “JUNO TENNESSE HENDERSON COUNTY March 16  
B. BEAL P.M.”

SHOCKING IRREVERENCE!—A correspondent of the *Century* says that “B. F. BUTLER was engaged as counsel in a case in which one of the witnesses was Prof. HORSFORD, of Cambridge. When BUTLER came to cross-examine him, he began in his usual style of unceremonious ferocity. The judge mildly interposed, and said perhaps brother BUTLER did not know who the witness was; it was Prof. HORSFORD, Professor in Harvard College. ‘Oh, yes,’ mumbled BUTLER, as he leisurely stroked his chin, ‘Professor HORSFORD! Harvard Professor! Professor of Harvard College! Yes, we hung one of ‘em t’ other day!’”

GALENA.—J. N. WAGGONER has recently been elected City Superintendent of the Galena Schools. A better man for the schools of Galena would be hard to

find. He is an earnest worker, and his work will tell in behalf of the Free Schools of the city.

D. F. EDWARDS, recently principal of the Academy at Dover, Bureau county, has gone to Kansas for his health.

REV. MR. ETHRIDGE will have charge of Dover Academy for the coming year.

MR. COOK, a gentleman from Michigan, has been employed to take charge of the public school at Amboy. He will have an excellent Board to sustain him.

G. THAYER succeeds DANIEL WILKINS as Superintendent of Public Schools at Bloomington, by recent appointment.

REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS OF CHICAGO.—The annual report of the Chicago Schools for 1858 is an interesting document of some ninety pages, and includes reports of the President of the Board of Education, of the Superintendent, and of the Principal of the High School.

The Superintendent's Report contains many valuable suggestions for practical use. We present to our readers this month that portion of it which relates to *Primary Instruction*. The average number of pupils belonging to the Public Schools for 1858 was 5,316; the whole number enrolled was 12,873; whole number of teachers employed, 101. The average number of pupils has more than doubled during the last three years. The per cent. of average attendance on the whole number belonging to the Primary and Grammar Schools for 1857 was 77; for 1858, 87. The increase is attributed to the rule adopted at the commencement of the year 1858, in accordance with which, pupils absent six half-days in four consecutive weeks, without satisfactory excuse, forfeit their seats in school.

The whole amount of the School Fund is \$977,000. The expenditures for the support of schools for 1858 amounted to \$70,341.10. The expense per scholar was \$12.75 in the Grammar and Primary Schools; in the High School, \$60.12. The per cent. of attendance in the High School was 96.7; the attendance of the boys in the High School, 98.7.

PHILADELPHIA.—The Fortieth Annual Report of the Controllers of the Public Schools of Philadelphia, for the year 1858, exhibits a highly-prosperous condition of the schools. The whole number of scholars in the Public schools for 1858 was 59,400, showing an increase of 9,315 in five years. The number of schools is 314; whole number of teachers 1,013. The expenditures for the year were \$475,781.49. The cost per pupil in the High School was \$35.03; in the Grammar and Primary Schools \$6.24. These estimates are based upon the whole number enrolled. JOHN S. HART, LL.D., who for sixteen years sustained himself so honorably as Principal of the High School, is succeeded by NICHOLAS H. MAGUIRE, A.M.

CHICAGO THEOLOGICAL SEMINARY.—The catalogue of this new institution shows that it has an efficient and vigorous existence. The Faculty consists of Rev. JOSEPH HAVEN, lately Professor in Amherst College; Rev. SAMUEL C. BARTLETT, lately pastor of a Congregational Church in Chicago; and Rev. F. W. FISKE, recently Professor in Beloit College. The whole number of pupils, 28; of these 5 have just graduated.

OUR ADVERTISEMENTS.—Our readers will do well to give our advertising pages a careful examination. Many of them are from the largest and best publishing houses in the country, and contain notices of the most valuable school-books which are published. They present exactly that information which is needed by teachers and school-officers. We had intended to speak more particularly in regard to them in the present number, but circumstances render it necessary to postpone this until another month.

ERRATA.—Several errors occurred in our April number, which the reader will please correct as follows: On p. 135, 12th line from foot, and on p. 136, 13th line from top, for 'partially' read 'practically'; p. 138, 23d line from foot, for 'old' read 'new'; p. 140, 22d line from top, for 'greatly-increased facilities' read 'greatly increased the facilities'; p. 161, 2d and 3d lines from top, reverse the order of the two expressions 'a teachers' candidate' and 'the teachers' candidate'.

---

#### TEACHERS' INSTITUTES AND ASSOCIATIONS.

---

THE ST. CLAIR COUNTY TEACHERS' INSTITUTE was organized at Belleville on Monday, April 4th. A Constitution was adopted, and sixty-one persons registered their names as members. The exercises were highly entertaining, and were continued during the week. Lectures were delivered by the following gentlemen: Mr. MERWIN, of Chicago; Prof. HOYT, of the Washington University; and Mr. EBERHART, of Chicago. Many matters of interest were discussed, and all the teachers present coincided in the opinion that the week had been most profitably spent. Among other resolutions adopted, we observe the following:

*Resolved*, That, inasmuch as the exercises and drills of a well-conducted Teachers' Institute add to the thoroughness and efficiency of all the teachers who attend; therefore, we would most respectfully suggest to the directors of each school-district in St. Clair county that they afford all facilities possible, by closing schools, etc., for the teachers to attend the semi-annual sessions of the Institute.

*Resolved*, That we, the teachers of St. Clair county, most cordially indorse the *Illinois Teacher*, and recommend it as an able and efficient organ of our profession, and pledge ourselves to sustain and extend its circulation as widely as possible.

The Institute adjourned to the first Monday in October. GEO. BUNSEN, Pres't.

THE CHRISTIAN COUNTY TEACHERS' ASSOCIATION convened at Pana on the 17th of March. Addresses were delivered by B. R. HAWLEY on *Duties of School-Directors*, and by Dr. L. M. CUTCHEON on the very important subject of *Physical Education*. The following resolutions, among others, were discussed in an animated manner and adopted:

*Resolved*, That the most beneficial results of the common school can not be realized until there is a more general visitation by its patrons.

*Resolved*, That the teacher has the right to control his pupils beyond the school-house.

*Resolved*, That the office of School Commissioner and the service of that officer as usually performed in this State is merely nominal, and demands a change in its requirements.

*Resolved*, That we earnestly recommend to the County Court of Christian County that they use their influence to procure the swamp lands for school purposes.

*Resolved*, That school-directors should require the attendance of their teachers at the Institute or Association, and continue their pay.

*Resolved*, That female teachers should be paid an equal salary with the males.

A number of excellent essays were read by the lady members of the Association. Adjourned. Dr. H. T. O'FARRELL, President.

THE SCHUYLER COUNTY TEACHERS' INSTITUTE met at Rushville April 12th, and continued in session two days. Lectures were delivered by WM. ELLIS, Esq., and WM. H. HASKELL, President of the State Teachers' Association. Several teachers

gave their experience in teaching, management, etc.; after which the following resolutions were discussed and unanimously adopted:

*Resolved*, That the sexes should be educated together.

*Resolved*, That the plan of graded schools is preferable to our present system.

*Resolved*, That females should be as liberally educated as males, and that the general interest of community demands it.

R. M. HOSKINSON, Secretary.

THE LEE COUNTY TEACHERS' ASSOCIATION met at Amboy April 11th, and continued in session five days. Public lectures were delivered by ALEX. M. GOW, of Dixon; D. WILKINS, of Bloomington; C. E. HOVEY, Principal of the State Normal University; and Rev. — STOUGHTON, of Freeport. Commissioner HAWLEY was assisted by the following teachers: A. H. FITCH, WM. S. WOOD, and JAMES GOW, of Dixon; H. K. NEEDHAM, EDWARD COOK, Miss H. N. TUCKER, and Miss D. FORD, of Amboy; Miss H. P. HILLS, of Lee Centre; WM. MONROE, of East Paw-Paw; JAMES TOURILLOTT, of Sublette; H. L. BOSWORTH, of Nachusa; and M. E. KELLOGG, of Mendota. The following questions were discussed:

*Resolved*, That Vocal Music should be taught in our common schools.

*Resolved*, That all our institutions of learning should be open to both sexes.

*Resolved*, That a teacher may ever have sunshine in the school-room.

The following gentlemen were chosen to deliver lectures before the next Association: Messrs. E. COOK, of Amboy; A. H. FITCH and WM. BARGE, of Dixon. A large number of teachers were present, and the greater part of the time a large audience from the city and adjoining towns; and we believe the good effects of the Institute will be noticeable in our schools.

WM. S. WOOD, Rec. Secretary.

THE FULTON COUNTY TEACHERS' INSTITUTE began its sixth session April 5th, with the usual 'social' and general exercises. During the session there were thorough drills in the various branches, and the great benefit sought thereby was to ascertain the *best method* of teaching and illustrating the branches. Many new points of interest were elicited. The competition for prize readings became spirited, and a large number entered as competitors. The decision was made by ballots of the members and a large and intelligent audience. Miss SPARKS was declared the best reader of 'The Model Teacher', and Mr. ROBINSON of 'Those Merry Days'. Several fine essays were presented, and some read; but the time was extended, and prizes were deferred until the fall meeting, to be held September 5th. The evening sessions were well attended, and gave an earnest of the interest and regard which the good people of Lewistown have in our organization. On Wednesday evening WM. H. HASKELL spoke upon the question *What shall we do in the cause of Education?* On the next evening Dr. C. C. HOAGLAND gave the *Power of the Pen*. Afterward there were some readings. On Friday evening there was a general discussion. The following, among other resolutions, were discussed and adopted:

*Resolved*, That teachers should receive compensation in proportion to the value of their services as educators, regardless of sex.

*Resolved*, That we hail with gratification the introduction of libraries into our districts, as being preëminently calculated to aid the work of the teacher, and we earnestly recommend to our patrons the importance of securing one or more of the Illinois District-School Libraries.

*Resolved*, That the grading of schools should receive the earnest attention of all friends of education, and that the system should be immediately adopted wherever pupils enough can be found within a convenient distance to require two teachers.

*Resolved*, That it is the duty of every teacher to introduce the exercises of the day by reading, or causing to be read by the scholars, a portion of Scripture.

*Resolved*, That the *Illinois Teacher* is 'our teacher', and no member of this Institute should be without its aid.

A resolution was also adopted thanking Mr. HASKELL for his excellent lecture, and requesting a copy for publication in the Fulton county papers. The thanks of the Association were also tendered to Dr. C. C. HOAGLAND, for his efforts to elevate the character of teachers, and to the citizens of Lewistown for their hospitality.

STEPHENSON COUNTY.—Pursuant to the adjournment of the Teachers' Institute of Stephenson county last October, the teachers met at Lena on the 20th of April, to hold their semi-annual meeting. The interest of the previous session had not

abated, but, alive to the work in which they were engaged, a goodly number were prompt at the time and place. They were deprived of the teachings of their efficient School Commissioner, Mr. H. FREEMAN, who, from ill health, could not be with them except upon the last day of the session. The usual drill exercises were had through the day, and addresses in the evenings by the Rev. Mr. VAN ZANDT, Rev. Mr. JOHNSON, Mr. FREEMAN, J. B. MERWIN, and S. WRIGHT. The largest rooms that could be obtained were filled by the teachers of the county and citizens of the place. Stephenson county can show the friends of education a few good schools. The Graded Schools of Freeport, under the charge of Mr. H. FREEMAN, are 'good enough for the richest, and cheap enough for the poorest'. The school at Cedarville is doing well. Could all the inhabitants of this village believe that education of a high order could be secured under our Free-School Banner, better schools, a greater number, and at less expense, would be the result. The citizens of Lena have done well, but committed a great error in dividing their district. Two or more Primary-School houses were needed, but not two or more school-districts in their village. Other schools might be noticed, did space admit. The *Illinois Teacher* is taken by many of the teachers of Stephenson county, and appreciated. x.

**SANGAMON COUNTY.**—Sangamon is now doing a good work for the cause of education. Since the present efficient County Commissioner, Rev. FRANCIS SPRINGER, entered upon the duties of his office, there has been organized an Institute in each of the North, East, South, and West divisions. Mr. SPRINGER has taken a lively interest in these various Institutes, and they have been well sustained. They all hold their meetings monthly. In November last a new system of superintendence was initiated, and at that time the 'Springfield Teachers' Institute' was organized, embracing all the teachers of the city public schools. The semi-monthly meetings have been very fully attended and the exercises interesting.

In March the Springfield Institute extended an invitation to other Institutes of the county to meet in Springfield for the purpose of organizing a County Association. The invitation was accepted, and on the fifth of March a County Institute was organized by electing Rev. FRANCIS SPRINGER President, and A. C. FLOWER, of Berlin, Secretary.

A paper on 'Teachers' Literature' was read by Mr. BRONSON; 'Model Teacher', by S. M. CUTCHEON; 'Elocution', by Mr. ROSS; 'Arithmetic', by A. C. FLOWER.

The County Institute is to meet quarterly. The Committee on 'Order of Exercises' presented the following for fourth of June: 'Plan of Conducting Institutes', J. H. LAWTON; 'Æsthetics', Miss J. E. CHAPIN; 'Recitation', Miss M. M. EASTMAN. In afternoon, An Address by Hon. N. BATEMAN. II.

**THE LASALLE COUNTY TEACHERS' INSTITUTE** opened at Mendota, at 2 o'clock P.M., April 18. The meeting was organized by the appointment of the following temporary officers: Rev. J. S. HENDERSON, President; WELLS WAITE (County Commissioner), Vice President; J. H. BLODGETT, Secretary. A paper was read by J. H. BLODGETT on *Teaching as a Recognized Profession*. The following resolution was then discussed:

*Resolved*, That corporal punishment in our public schools is unnecessary.

After an animated discussion, the question was laid upon the table. At half-past seven the members of the Association and friends present met at the Collegiate Institute for a social gathering. On Tuesday the exercises were opened with music. O. SPRINGSTEAD conducted a class in Written Arithmetic, followed by remarks from various members. J. H. BLODGETT presented the subject of teaching Grammar to beginners, illustrated by an exercise with a class from his school. After a recess, Miss ELLEN MOORE read an Essay on *Primary Instruction*. An exercise in Elocution was conducted by L. D. PADDOCK. A very satisfactory exercise in Mental Arithmetic was conducted by Mr. JOHN MONROE. An Essay read by Miss M. B. KEELING, on *The Ideal Perfect*, was well received by the audience. An exercise in Physical Geography was conducted by Mr. HESLET, which was followed by remarks by various persons. An exercise in Spelling, in which J. H. BLODGETT presented various modes of spelling, called forth much interest and discussion.

In the evening, addresses were made by MESSRS. J. F. EBERHART, of Chicago, and President STURTEVANT, of Illinois College. Subsequently the following resolution, among others, was discussed:

*Resolved*, That the custom of requiring declamation and composition *as usually* pursued in our public schools fails of its desired purpose.

No action was taken in regard to it. Resolutions condemning the use of tobacco by teachers, and recommending the daily reading of the Bible in all our schools, were adopted. The following officers were elected: ISAAC STONE, President; S. M. HESLET and M. O'CONNOR, Vice-Presidents; —— BALL, Secretary; O. SPRINGSTEAD, Treasurer. Resolutions were adopted indorsing the *Illinois Teacher* and other educational journals, and measures were taken to extend their circulation. Various other resolutions were discussed and adopted, and several interesting addresses delivered, which space prevents us from commenting upon. The Association adjourned to meet at Lasalle in April, 1860.

The teachers and others remaining repaired to the Collegiate Institute for a reunion. The Institute was the largest ever held in Lasalle county. The large room in the public-school house was constantly full. Some eighty-nine names were enrolled as regular attendants upon the exercises, of whom some forty were from other points than Mendota. Quite a number were in attendance regularly whose names failed to be secured. The chief fault found with the exercises was that they closed too soon. May every teacher in the county be at the next meeting, and may each enjoy it as well as those who attended this.

PEORIA COUNTY.—Mr. McCULLOCH, the worthy and active School Commissioner of Peoria County, and a friend of his, made their appearance in the quiet village of Brimfield on the 12th of April, to hold an Institute. They found the citizens of B. ready to do their part, and their teacher, Mr. N. E. WORTHINGTON, fully equipped for the work assigned for the week; but the elements were unfavorable, the roads were so near impassable that but few teachers attempted to pass over them, and it was thought advisable, after two days' session, to adjourn until the last of August or the first of September—not for the want of an audience, for the room was well filled day and night during the session, but to give the teachers of the county an opportunity to attend; and we bespeak a pleasant and profitable time to all who attend the next meeting.

The citizens of Brimfield have taken an important step to advance the interests of free schools in their vicinity, in the purchase of the academy building for their public schools. From a brief acquaintance with the School Directors, we feel sure that the building will be refitted and furnished adequately for the noble object for which it was purchased; and with their present teacher a school established which will obviate the necessity of a private enterprise to secure a good, practical education to *all*.  
x.

WHITESIDE COUNTY TEACHERS' INSTITUTE met at Sterling, during the week beginning March 28. Besides the ordinary drills during the day, the performances of the evening were of quite an interesting character. In the course of the week, essays were read by MISS GILMAN—*Moral Power of the Teacher*; by Mrs. MITCHELL—*A Few Thoughts on the Duties of the Common-School Teacher*; and by Miss SMITH—*The Pens, the Writers, and the Books*. Addresses were delivered by Mr. C. F. KIMBALL—*Teachers' Mission*; and by W. W. DAVIS—*Mental Culture of the Teacher*. Dr. HUDSON, of Sterling, had an able dissertation on *Type of Life*, proving that the cell is the basis or type of animal and vegetable tissue; and J. H. HASKELL, Esq., of the same place, gave us a lecture on *Wit, Enthusiasm, and Heroism*, illustrating the nature and tendencies of each by historic example. Mr. CLARK, of the *School Visitor*, Pittsburg, dropped in on Friday, and pleasantly entertained the teachers and citizens with some funny and pertinent remarks in regard to the 'old-school' method of instruction. The little folks, to whom he especially addressed himself, were delighted. Our sessions were opened and closed with excellent singing by a choir composed of our own members. Among resolutions thanking the people of Sterling for their hospitality, and the press of the county for its aid in extending the influence of our meetings, one was adopted commending the *Illinois Teacher* to every one of the profession, as a valuable

auxiliary to his labors. The time of our semi-annual fall session has been changed from the last Monday in September to that of August. The attendance of teachers was quite good, and, from the interest manifested by the citizens in the deliberations, it is evident that our Institute is fast improving the popular mind of this county on all that relates to the culture of the rising generation.

W. W. DAVIS, Secretary of the Institute.

TEACHERS' INSTITUTE AT WARREN was held on the 8th and 9th of April. It was well attended by teachers and citizens, and every thing went off both with interest and harmoniously. The citizens of Warren, by attending the sessions and entertaining teachers and strangers with hospitality and kindness, are entitled to their warmest thanks. The next meeting will be held in Galena, in August.

MCLEAN COUNTY.—The exercises of the Institute commenced at half-past nine o'clock on Tuesday morning—Mr. ANDERSON presiding. After prayer by Prof. WILKINS, the Committee on Exercises reported the following question as a subject for discussion: "What is the best method of conducting an Institute?" After a brief discussion, the members of the Institute formed themselves into a class for drill, under the tutorship of Prof. WILKINS, who spent the remainder of the morning in exercising the class in orthography. The exercise of choosing sides caused a lively time, but at length all came down on the word 'Calais'. The first hour of the afternoon was devoted to geography, after which Dr. WILLARD instructed the class in the analysis of sentences. The following resolution was then offered by Dr. ROE:

*Resolved*, That the teaching of grammar, in all its higher branches, should be postponed until the pupil is well advanced in education and in intellectual development.

This resolution was laid upon the table for future consideration; and Rev. Mr. TAYLOR was called upon the stand, who spoke briefly but pointedly upon the importance and influence of moral training in our public schools.

*Evening Session.*—Lecture by Dr. ROE on *The Elementary in Education*. In his classification of the elementary branches, the Doctor gave as first in importance the mother tongue; second, reading and writing; third, arithmetic; fourth, moral and religious training; fifth, physiology; sixth, vocal music; seventh, graphics; eighth, natural philosophy; ninth, chemistry. The reasons for this classification were clearly given, and the importance of the introduction of all these branches into our public schools strongly urged. The subject of the lecture was then discussed at length by Mr. EBERHART, of the *Home Journal*, and other gentlemen.

The Committee on exercises reported the following as a programme for Wednesday morning: 1st hour, subject, arithmetic; 2d, discussion; 3d, grammar. On Wednesday evening, lecture—subject and speaker not announced. Institute then adjourned to 9 A.M., Wednesday.

*Wednesday Morning, April 6th.*—Institute met at 9 o'clock. After prayer by Dr. WILLARD, Mr. ANDERSON took charge of the class, and an hour was spent in demonstrating principles and discussing methods of teaching arithmetic. The remainder of the morning was devoted to grammar, Dr. WILLARD acting as instructor. The first hour in the afternoon was occupied by an exercise in reading. The following resolution was then adopted:

*Resolved*, That when we adjourn, we adjourn to meet on Monday evening, October 17, 1859—the time subject to change by the Executive Committee.

Officers for the ensuing year were then elected.

*Evening Session.*—Lecture by Dr. WILLARD; subject, *Study of our Language*. The importance of good reading, writing and speaking in our public schools was strongly urged, and many hints of practical utility to teachers were given. In closing his lecture the Doctor demonstrated Crosby's method of representing the analysis of sentences, showing very clearly the relation which the several elements of a sentence sustain to each other. The following resolution was then taken from the table, discussed, and adopted:

*Resolved*, That the teaching of grammar in all its higher branches, should be postponed until the pupil is well advanced in education and intellectual development.

The Institute then adjourned to Monday evening, October 17, 1859.



## BOOKS AND PERIODICALS.

RUDIMENTS OF NATURAL PHILOSOPHY AND ASTRONOMY. By DENISON OLMSTED. COLLINS & BROTHER, New York.

This work is well adapted to the use of pupils in our Grammar Schools. It presents the rudiments of Natural Philosophy in a clear and simple form, and is quite free from all those technicalities which so greatly embarrass the young student. The language is simple, and the illustrations are such as will give clear conceptions of the objects presented. The matter is well selected.

The topics treated in Natural Philosophy are such as awaken the interest of children at an early period, and they are constantly led to reflect upon them and to ask questions in regard to them. The want of a text-book adapted to their comprehension is one of the principal reasons why the subject has not been more frequently pursued in the Public Schools of our State. The present work supplies the desideratum.

The author has succeeded in attaining great simplicity of language, yet he makes a common mistake in implying that words of Saxon origin are, of necessity, more easy to comprehend than those derived from the Latin and Greek. The author says: "This quality (*simplicity of language*) is sought to be secured, not by adopting a *puerile style*, but by employing, for the most part, Saxon English, and avoiding, as far as practicable, *technical terms*." We have italicized in this sentence the words which certainly are not of Saxon origin.

The following sentence, selected at random, shows the extent to which the author applies the plan proposed: "Among *cultivated nations*, also, a *total eclipse* of the sun is regarded with great interest, as *verifying with astonishing exactness* the *predictions of astronomers*," etc. (Page 231.)

The book is none the worse because the author found it impossible to employ only Saxon words. Still, 'Render unto CÆSAR the things that are CÆSAR'S' is a sentiment based both on morality and good sense.

BIOGRAPHIES OF DISTINGUISHED SCIENTIFIC MEN. By FRANCOIS ARAGO. Translated by Admiral W. H. SMYTH, Rev. BADEN POWELL, and ROBERT GRANT, Esq. Boston: TICKNOR & FIELDS. 1859.

These works contain an autobiography of ARAGO, and biographies of BAILLY, HERSHEY, LAPLACE, FOURIER, CARNOT, MALUS, FRESNEL, THOMAS YOUNG, and JAMES WATT. The memoirs of these illustrious men, so distinguished for the discovery and application of the laws of the physical sciences within the last half-century, present to us sketches of their character and history, and popular accounts of their discoveries in the various departments of science to which they were devoted.

The account by the author presupposes a considerable familiarity with scientific technical terms. Whenever this is the case, the translators have introduced original notes sufficient to make the text intelligible to the general reader.

Hardly any work has been recently issued which has greater claims upon the attention of scholars than this. The lives of these eminent men, whose names are household words, whose labors have so greatly extended the domain of science, the fruits of whose genius we are daily reaping, can not fail to interest and instruct. As a compendium of modern discoveries in science the work is also eminently valuable. The history of Astronomy, Animal Magnetism, Optics, Laws of Heat, Air Balloons, Polarization, Light-Houses, Egyptian Hieroglyphics, the Steam Engine, etc., are all, with many other subjects, presented in a luminous, popular form. The essays also contain much interesting historical and biographical information relative to the campaigns and rule of the NAPOLEON, to the various revolutions, and to the position of science and scientific men in France.

No books will more eminently repay perusal and study.

DAVIES'S UNIVERSITY ALGEBRA. §1.25. New York: A. S. BARNES & BURR.

Many treatises on the subject of Algebra, some possessing much, some little merit, have appeared during the last five or six years. It can not be expected that each of a multitude of authors should pursue a course entirely distinct from that of all others. This is not claimed as a peculiarity of the University Algebra of Prof. DAVIES. The work contains many excellent features, among which may be mentioned the simplicity and accuracy of its definitions—a matter of great moment, as upon a perfect understanding of definitions all sound progress depends—and the brevity of its rules, each being a complete summary of the operations which it includes. The problems are well chosen, and sufficiently numerous to show the application of the principles which the book unfolds.

The external appearance of the work is all that can be desired. Its type is large, clear, and open, giving to the page an attractive appearance, not always possessed by books of a mathematical nature.

The series of text-books of which this is a part covers the whole ground of mathematical instruction. They are deservedly in extensive use in this country.

FRANKLIN GLOBES. MOORE & NIMS, Troy, N. Y.

The manufacturers of the *Franklin Globes* have lately made several valuable additions to their list. These are a 16-inch terrestrial and celestial globe, \$75; a 30-inch terrestrial globe, \$100; a 16-inch slate globe, \$12; a 30-inch slate globe, \$40. They also publish the *Franklin-Globe Manual*, designed to facilitate the use of the globes, and to explain the various terrestrial and celestial phenomena.

The reputation of these globes is already such as to preclude the necessity of more definite description. The immense advantages to be gained in the study of Geography and Astronomy by the use of these aids are patent to all teachers who have employed them. With them the work of imparting to the pupil an accurate conception of the form of the earth, the relative positions of its localities, and the laws of planetary motion, can be greatly simplified. The imperfect knowledge gained by years of labor by the aid of the map and verbal description is now replaced by the perfect comprehension derived from a few hours' study of the globes. A school can as well dispense with blackboards or with geographical text-books as with globes. They should be in every school-room in the State.

The Slate Globes have a smooth, black surface. Upon them are marked the meridian and parallel lines. They are then to be used for exercises in map-drawing, by the aid of the slate-pencil. It is evident that this exercise will be much more valuable than when a plane surface is used.

WHITE'S SHAKESPEARE. 12 vols. 8vo., \$1.50 per vol. LITTLE, BROWN & Co., Boston. Chicago: S. C. GRIGGS & Co.

A reliable edition of *Shakespeare*, neatly printed, in a form convenient for use, has long been a great desideratum. WHITE's edition exactly supplies the deficiency. The works in full consist of 12 vols. octavo, bound in muslin. The paper is white and firm, the type exactly the proper mean between the usual extremes of a detestably small and the large staring size. The margins are wide. In a word, the execution is faultless. Vols. II, III, IV, V, containing the comedies, are already published. The remainder are passing through the press. Those who for years have handled the awkward, bulky editions of the immortal author's works, whose eyes bear sad testimony to their devotion to his plays, will thank us kindly for calling their attention to these volumes, which can easily be held in the hand, can be carried in the trunk or portmanteau. *Delectant domi, non impediunt foris.*

The author has paid great attention to the restoration of the text. The explanations are full without being verbose. No Johnsonian criticisms, with sweeping assertions, stare the reader in the face. In the pleasure we have derived from the perusal of the present edition, we are disposed devoutly to bless Mr. WHITE as a benefactor of his race.

# ILLINOIS TEACHER.

---

VOL. V.

JUNE, 1859.

No. 6.

---

## R E A D I N G . \*

---

THERE can, then, be but one true general rule for all *correct* reading: namely, that the reader should, in spite of both books and teachers, pronounce on all occasions, in *all recitations* as well as in *all readings*, every word and syllable slowly and distinctly, and, whether he uses a greater or less volume of voice, always use the *same slide* at every rest, of whatever sort, which a man of uncorrupted taste and habits always uses in common conversation; and this is in almost all cases the *falling* and *not* the *rising* slide, as the books pretend and teach. I say recitations; for it is self-evident that, if we would teach children to read and speak correctly, our care must extend equally to all acts of utterance, in which *habits are being formed*. For what would you say of a singing-master who should allow his pupils to snort or snore some six hours per day, till their organs became attuned and fixed for such noises alone, and should then bring each one up to practice him on the gamut some three minutes, perhaps, per day? Would not the organs and tastes inevitably conform to the longer practice and the stronger habit? And if a child is allowed to gabble and squawk through all his other exercises, is it to be expected that one or two minutes each of even correct reading will counteract the preponderating evil habit of hours, it may be?—for the child studies, be it remembered, with the same tone in mind, all the time, in which he is allowed and accustomed to recite.

If these remarks are true and, as it seems to me, self-evident, in how many of our schools is, after all, even correct reading really taught?—nay, more: in how many of them is it really possible for the best of teachers to teach it, without *more time* and *aid* than we foolish parents are willing now to give him and pay him for?

\* A Discourse, etc. Concluded from last month—page 181.

We all say, we teach reading in all our schools. But in my humble apprehension, as things now are, and are likely to be, the last of all things that will ever be *really taught* in any of our schools or colleges is the correct reading of our own mother tongue. The absurd whims of both parents and teachers now compel the poor urchin to grapple in with and caterwaul over all the languages and 'ologies' of heaven and earth before he ever begins to think of reading correctly his native tongue; though, in my humble opinion, a man who can read the English language *really well* has a better education, both for all practical and for all truly disciplinary purposes, than he could get from such smatterings of all the other languages and sciences of the globe. And so great is this neglect that, to this day, even a tolerable reader from any of our schools is regarded as a sort of prodigy, a kind of *lusus nature*; and if he has also a tolerable character, and mind of his own, and gets fairly loose in the world, he is in real danger of turning it upside-down.

II. TASTEFUL READING.—Tasteful reading must go one step beyond that which we have called simply correct — beyond the attempt to convey clearly and forcibly the bare ideas of the writer; it must also give you, here and there at least, the *key-note* to his passions and emotions, through this emotive tone of which we have spoken above.

Now every emotive utterance has connected with it some peculiar and expressive emotive tone, which stands as the *key-note* to the writer's passion or emotion, and often, in some of its forms, recurs so long as the same passion continues or prevails; then it changes to some other note, or tone.

Tasteful reading, therefore, in addition to what has been mentioned as essential to simple correctness, implies, also, that the powers of emotion, or emotive sympathy, and emotive expression, or utterance, should have had some good degree of culture and habit and skill of use. The pupil ought here to know and to feel that he is approaching in this line the highest and most difficult, and by far the most useful, of all the fine arts, though commonly not so classed — the first human art ever attempted, and the last one that will ever be perfected. Singing, music of all sorts, painting, sculpture, and architecture, are nothing to be compared with it, either in the difficulty of their achievement, their elegance as an accomplishment, or the beneficence and universality of their use. True, some read tastefully from a natural gift — by gift of God, as it would seem — just as some few learn to sing, to dance, to play, or to paint, by natural genius, and almost without effort. But such cases are very rare; and the only way that the vast majority of children can be taught to read even *correctly* is by a long and continuous daily drill on each and all of the forty or more elemental sounds of our language, till the organs of speech have a prompt, ready

and distinct control over each and every element; at the same time they are compelled to read slowly and observe all the proper slides and rests of the voice.

In like manner, the only way in which children and youth can ever be taught to read *tastefully* is by a *like protracted daily drill on the forty or more radical elements of emotive utterance, or tones of emotion*,\* till both the mind and the organs of speech acquire an acute sympathy with and a prompt, clear and ready use of each and all of them, in all their varied combinations and inflections; at the same time that the best pieces of the great masters of composition should be critically analyzed, both in respect to their passion, or sentiment, and the emotive tones which most appositely express it. In short, the philosophy of teaching to read is precisely analogous to that of teaching the art of singing; and necessarily implies the same careful, systematic and patient training, both of the voice, on the proper elements and their combinations, and of the mind and the taste, on the pieces selected for performance. And when the reader is far enough advanced to convey all the ideas of the writer correctly and naturally, and also to aid the hearer by giving him, occasionally, the *key-note* to the writer's passions, emotions and sentiments, in a proper and tasteful manner, he may be said to read both tastefully and correctly — a degree of perfection to which, as our schools are now conducted, for the most part, few ever will attain; for all we mean now by teaching children to read is simply that we teach them to call words, and that but indifferently — which comes about as near teaching a child to read as teaching him to say '*fa, sol, la*' does to teaching him to sing.

I would not discourage correct pronunciation, but would by all means exhort it; still, there is extant a sort of pedantic littleness in this regard which I would rebuke. As regards the mere style of pronunciation, if only it be *distinct* and *clear*, it really matters little whether it is after Webster or Walker, or no one in particular. I am aware of the sort of vulgar mania on this subject; and as among dandies a man may behave like

\* Our elemental books should exhibit as fully and completely the analysis of these forty or more *emotive tones* as some of them now do the analysis of the *sounds of mere words*; but, so far as I know, none of them even attempt it! Since delivering this lecture, a friend has put into my hands for examination all the best elemental reading-books now in the market; and, though I find some of them most excellent in all that relates to mere sounds of words, or elements of ideas, I can not find one, *not one*, in which any analysis of *tones* is even attempted! and the writers still quote Sheridan and Walker — '*id omne genus!*' — and themselves mistake radical pitch for slide on almost every page! their labored rules of tone, of course, are nonsense — confusion worse confounded. What should we say of an astronomer, in these days, who was quoting from Plato, or Aristotle, or Thales, and showed that he had not a single idea from Copernicus or Newton, or any of their followers? The same, if we say truly, as we must say of those elocutionists or writers who still quote Sheridan and Walker, etc., and show an utter ignorance of Rush and Barber, and of all others who have truly analyzed human utterance.

a pig, and be a pig, if only his coat and his shirt-collar are *à la mode*, so among these literary pedants a man may tear the sentiments of his author all to tatters, or put all his hearers to sleep over a description of the final judgment, and if he only pronounces every word according to their whims, or the whim of their peculiar lexicographer, it is all quite right with them. How beautifully he did pronounce! How nice his shirt-collar was! Dear creatures! the criticism of syllables is the hight, the sole aim and end, of their capacity in the great and sublime art of human speech, the mighty and unfathomable mystery of human emotion and thought; and some teachers, even, never seem to rise above the dead level of this petty verbal criticism. It is well to teach a child to have his dickey and his syllables all *à la mode*, all right — mainly, however, because there are so many fools in the world who will judge him by these alone; but it is not well to lead him to suppose that his eloquence, or his influence, or his everlasting salvation, depend on any small matters of this sort. The constant aim should be to invest him with the *soul* and the *power* of the true man and the reader, and his mere syllables, as such, will then take care of themselves — and the less he thinks of them while he speaks, the better. We should do all that work in the drill room, just as we do our dressing in our bed-rooms; and it should never be thought of in any other place.

III IMPRESSIVE READING.—The style of reading which I have chosen to call *impressive* rises still above that denominated ‘tasteful’, and is, perhaps, strictly appropriate only before audiences on set occasions; there is no danger, however, of its becoming too common. By it I mean the *full expression* of the *sentiment* or *passion* appropriate to the piece read, by the ever-varying tones of the voice. This is, of course, always attempted, and some times attained, on the stage, and at rehearsals before popular assemblies, and is the perfection of the great art of all arts — the art of reading; for I suppose thinking can hardly be called an art, and speech is the gift of God to man next in order to thought itself.

I know not even how properly to describe this branch of my subject; for, from causes of early drill and early habit, as before intimated, as well, perhaps, as from want of native capacity, I can not execute it. But I will still, if you will pardon the attempt, try in brief to give you some idea of my true meaning, both by fact and an illustration.

It is related that “the great tragedian Booth, and several of his friends, had been invited to dine with an old gentleman in Baltimore, of distinguished kindness, urbanity, and piety. The host, though disapproving of theatres and theatre-going, had heard so much of Booth’s remarkable powers, that curiosity to see the man, in this instance, overcame all his prejudices. After

the entertainment was over and the company reseated in the drawing-room, some one requested Booth, as a particular favor, and one which all present would doubtless appreciate, to read the *Lord's Prayer*. Booth expressed his willingness to comply, and all eyes were turned expectantly upon him. He rose slowly and reverently from his chair. It was wonderful to watch the play of emotion that convulsed his countenance: he became deadly pale, and his eyes, turned tremblingly upward, were wet with tears; but, as yet, he had not spoken. The silence could be felt, it became absolutely painful—until at last the spell was broken, as if by an electric shock, as his rich-toned voice, from white lips, syllabled forth, 'Our Father, who art in heaven,' with a pathos and sublimity that thrilled all hearts. He finished. The silence continued. Not a voice was heard, nor a muscle moved, in his enrapt audience, until from a remote corner of the room a subdued sob was heard, and the old gentleman, their host, stepped forward with streaming eyes and tottering frame, and seized Booth by the hand. 'Sir,' said he, in broken accents, 'you have afforded me a pleasure for which my whole future life will feel grateful. I am an old man, and every day from my boyhood to the present time I have *thought* that I *had* repeated the Lord's Prayer; but I never heard it before—NEVER.' 'You are right,' replied Booth. 'To read that prayer has caused me the severest study and labor for thirty years, and I am still far from being satisfied with my rendering of that wonderful production. Hardly one person in ten thousand comprehends how much beauty, tenderness and grandeur can be condensed into a space so small, and in words so simple. This prayer itself sufficiently illustrates the truth of the Bible, and stamps upon it the seal of Divinity.'

"So great was the effect of this reading, says our informant, who was present, that conversation was sustained but a short time longer, in subdued monosyllables, and soon after almost entirely ceased, and the company, at an early hour, broke up, and with sad and full hearts retired to their several homes."

Now this simple fact tends to show what I mean by *impressive reading*: next to virtue and thought, the greatest of all human attainments and gifts. Will any man attain it by attending a mere goose-and-gander school, with only a stray cat, mousing among the flock, for a teacher? And if the great genius of Booth spent thirty years' hard labor on these few words, at repeated efforts, to master them, could not many a child afford to halt long enough in his galloping readings in our schools to pull at least that vicious rising slide of which I have spoken, and all its cognate and engendered twangs, back upon their haunches, and give them a somerset-turn into some proper element of common humanity and common sense?

Moreover, all think they can read the New-Testament, at least, well enough. But I will now venture to say, that, as real read-

ing is the very last of all things that will ever be taught in our schools or colleges, so the New-Testament is the very last of all books that will be correctly and properly read in any of our schools or public assemblies whatever. I confess that I am ever conscious that I can not read a single line of it; and I would go to Europe to-morrow morning to hear, but for once, the 'Sermon on the Mount' read with even respectable, truly impressive power. What did Christ after all say? in this discourse, is still an open question. Some read it in the sharp tones of a pert querist or special pleader, as though they were arguing the contested value of a dead horse before a court of justice; still more mumble it over as though it were an inventory of stock in trade, or a bill of sale; others still, give it in a half-nasal and half-semitone twang, as though they deemed it the funeral service of a race already in the grave-clothes of a predestined damnation; and still more read it as though it must be something awfully solemn, but they know not exactly what. But what Christ really and truly did say in that Divine discourse, no man will probably be able to tell us till the whole race of earth have had a far higher discipline and schooling, and development in piety, emotion, faith, eloquence, and devotion, than any of our present sectarisms and priesthoods can give to any portion of us now. Still, the laboring ages will ever struggle upward to attain this utterance, and the mumbling pietism of the successive generations of men will each in their turn fade away and give place to a higher and truer effort, till at last a full utterance, amid angel shouts and angel songs, like the fabled music of the spheres, shall encircle the globe, equally regenerating the heart and entrancing the ear of its enraptured millions. And precisely here, too, let me say, lies the eternal, the irresistible and the inexhaustible force and power of Christ's words—so simple and so plain, they are ever *so chosen* that the serious reader feels that there is concealed beneath their unrivaled simplicity of idea a depth and power and sweep of mighty, mysterious, unearthly, and Divine emotion, for which he for ever strives and sighs and grasps in vain, without being able even fully to comprehend, much less to realize and appropriate it. Or, to speak it briefly, they are words, after all, to the *heart*, not to the *head*—to the *emotions*, not the *intellect*; hence just as new the thousandth time they are read as the first, or even more so, as all such words ever are: and heaven and earth will surely pass away before such words can ever fail—so long as human hearts still live to struggle upward toward their mighty mystery and their mighty love.

How foolish—I had almost said how wicked—to read such a book, then, above all other books, as it is often read in our schools. I say foolish, because I am looking at the subject now only rhetorically, as a matter of pure taste and skill in the great art of reading. Were I speaking of it in any moral and



religious sense, I would drop this term and call it, as it in that view truly is, *downright wickedness*—an apostacy from God's natural reading, from God's word, and from God's truth, all in one and the same breath. But *I am, at all times and in all places*, speaking religiously—far enough, at least, to express my own personal detestation and abhorrence of that mighty moral and spiritual, as well as rhetorical apostacy, which, foretold as the Antichrist to come, began with the Council of Nice, and even now, according to the prophecy, covers all peoples and all lands. I allude to the silly attempt to compress the soul of these Divine words, uttered only to the heart of man, into the metaphysical and dogmatic twaddle of our creeds, addressed solely to the head, if, indeed, it rises even to that bad eminence. I *confess*, I never hear one of these nasty things whined or mumbled over, as they usually are in our churches, whether true or false, without wishing to crawl through some knot-hole and get out of sight and hearing of such combined apostacy of both faith and sound. But I protest against this world-wide apostacy here, not so much in the holy name of religion of that Divine truth spoken to the heart of every son of Adam, as in the name of *utterance* of that Divine rhetoric and elocution which the simple words of the New-Testament *alone* can convey to the uncorrupted taste and soul of man.

Teachers, how will you teach your children to read? Do you, in fact, teach them at all? or are you leaving them simply to grow up and call, or, rather, mumble words, as we did when we were young? Do you know how to teach them? If not, I beseech you go to our Normal School at Bloomington, where I know they can teach you; for at a recent examination in that school, I heard a class, not more than about three feet high, read this very blessed old King-James, Anglo-Saxon English language, this mother tongue of yours and mine—not as well, to be sure, as Mr. Booth, or Mr. Sheridan, or many others, could read it; but still far better than I ever heard any other class read it, in any school or college in these United States, East or West. And I trust they could teach you that detail to which I now, of course, have not time even to allude. Probably others among you may teach just as well—possibly better. But, if so, I have not heard it; and if others know it, as they soon will if it is a fact, it is still just as well, and your works shall follow you—every where. But I have said enough on this point to show you two things: *first*, by my words, *what I think*; and *second*, by my tones, *how badly I was taught*; and if the first is not good advice, the last, I am sure, should be a *good warning* to you never to teach another boy in like manner, lest he should not recover from such treatment even as far as I have done under better teaching since.

To conclude, then. I am in favor of common school and *un-*common schools, of graded schools and ungraded schools, of

high schools and low schools, private schools and public schools, male schools and female schools, normal schools and abnormal schools, and male and female colleges, too—of every sect and tribe from Dan to Beersheba, all the way down from Catholic to Mormon, from the banks of the Tiber to those of Salt Lake. I am also in favor of AGRICULTURAL SCHOOLS and COLLEGES—not of such as are some times caricatured in your hearing, thereby showing that the speaker knows nothing and therefore might well say nothing upon the subject; but of such agricultural colleges as are proposed in the Morrill Bill, and which, too, even our present administration, if it ever ‘feels the rod and blesses God’ till it comes to its right senses on this subject, will also indorse and sustain. But, over and above all, I am in favor of READING SCHOOLS, in which good old King James and Aunt Bessy’s great and glorious *Anglo-Saxon tongue* shall be truly, and persistently, and triumphantly, both read and taught, till it thrills both the mind and heart of the nation and the world as no other language ever did or ever can.

---

#### A M E R I C A N I S M S .

---

AN Americanism, says *Webster*, is “an idiom peculiar to America.” The *New American Cyclopædia* more accurately says “a peculiar form of the English language, used in the United States.” Perhaps a better definition would be this: “A word, or a phrase, or a signification of a word or phrase, which is current in America and is not used in England.” There is no propriety in calling those words or forms of speech Americanisms which are in fact English provincialisms, transferred by emigration and preserved in the traditional speech of the people.

There are used in England and in America many words and phrases and meanings which are current either to a great extent or in small districts only, and which have no recognition as a part of the language by use in its literature. There are two parallel streams; one which appears in books and in the language of the educated and cultivated circles, and another which passes from generation to generation on the tongues of the common people and which gets recorded only in dramatic literature, of which novels may be called a species, being, in fact, dramatic history. The former of these is generally called ‘good English’, and the latter ‘bad English’, though it is more often only antiquated, or unwritten, or uncouth English. We may often hear from the lips of the illiterate expressions and

words which Spenser, Bacon, Shakspeare, Raleigh, Queen Elizabeth, or any of her court, would not have hesitated to use, but which modern writers and speakers would carefully avoid as vulgarisms; for such they have in fact become. Macaulay would not venture to write *fire-new*, or *heft*, with Shakspeare; or even *cruddle* (for *curdle*) with Dryden: Everett would not say *rightest*, or *clim* (for climbed), with Spenser, or pronounce *contra'ry* with Shakspeare, or *blasphemous* with Milton. Some of these old forms still survive in America; and as our population is more nearly homogeneous than that of Great Britain, and expression of thought and feeling by means of the press is more easily obtained by those who have but little education, variations from English fashions of the present time are very noticeable to English people; and they often ascribe to us as Americanisms what really are English provincialisms, and have not extensive currency here; and our own writers often erroneously agree with our accusers.

In the *New American Cyclopædia*, article 'Americanisms', we have a few instances of these English Americanisms, and suspect that more of the list might be so classed. *Brash*=*brittle*\* is given: but in Gloucestershire soil that is brittle is called *brashy*, and in North-England they use the word *brassish* with that meaning. *Clever* is named as meaning in England *intelligent* and in America *good-natured*; but Halliwell ('*Dict. of Archaic and Provincial Words*') and Wright ('*Dict. Obsolete and Prov. English*', Bohn's Library) give the word as meaning *affable*, in southern England. *Fall*=*autumn* is English; so is *to fall*=*to cause to fall*: e.g., to fall a tree. Says the Cyclopædia, "*Mad* is frequently used by Americans to signify angry: it is not so used by the English." The use of the word in Acts xxvi:11, and the definition given by Webster seem to be against this statement; but, as the Greek carries the idea of *craziness* as much as anger, we yield that instance; but Halliwell gives *mad*=*angry* in various dialects; and Webster quotes the authority of Arbuthnot for that meaning. "*Stall* is used in the United States to signify *stick fast*; as, 'the horses are stalled.'" Yes, Mr. Cyclopædia, it is so used in England, Wright and Halliwell being witnesses. Perhaps, however, the Cyclopædist did not mean to deny the English use of the above terms, though the manner of mentioning them implies such denial. We are told that *autumn* in England includes August, September, and October, while in America it denotes September, October, and November. Bailey defines autumn as the season of fruits after harvest: thus a difference of climate would require a difference of application of the word without change of essential meaning. But Brande says that autumn astronomically begins with the

\* The sign of equality is used to signify 'equivalent to', or 'in the sense of', or 'meaning'.

equinox, Sept. 22d, and this was the original meaning of the term, as appears in Latin writers.

Some times an American word—one which originated in this country—is adopted in England, so that it ceases to be an Americanism. Trench mentions *starvation* as of this class. It never appeared in any dictionary in England until Webster was republished there, and Smart first gave it formal recognition as a word in good use. DeQuincey uses it in a striking sentence in which he says that 'Russia can entice an enemy into vast circles of starvation whose radii measure a thousand miles'. In this derivative, as in the root-word, *starve*, the English idea is *causing to perish by cold or hunger*, while the American refers to hunger only.

Prof. Fowler, in his 'English Language in its Elements and Forms', §§93-96, gives a classification of Americanisms, with specimens. He gives *releasement* as one specimen: Webster refers us to Milton for authority for its use; *requirement* (=requisition) was used by Scott, Chalmers, and J. M. Mason. So *obligate* was used by Proudfit and Churchill. *To flare up* and *to take on* are in Halliwell. *Mighty*=very is quoted by Webster from Prior. The following, named by Prof. Fowler, are to be found in Halliwell or Wright, in the works above named. Plaguy=very; bossy=calf (Dorset); bang=excel; chomp=champ; chore=small work; clip=a blow; cracker=a small hard biscuit (Smart recognizes *cracker* as English); breachy=disposed to break fences; foggy; green; goings-on; gully; leg-gins; lick=beat; heap=a great deal; holp=helped; het=heated; housen=houses; hide=beat; likely=handsome; keeping-room=sitting-room; muss; nary one; kink; peek=peep; pimping=little; race=a strong current of water; reckon, and guess,=to think; snicker; tall=excellent, fine; traps=goods; spry; shorts=coarse part of ground wheat; out of sorts=out of order; slice=a fire-shovel; snooze=a brief sleep; smart=considerable, as in the phrase 'a smart chance'. All these may be found without change in the vocabularies referred to.

Fowler gives in his list *desk*=pulpit. We find it in an English vocabulary. *Used to could* is a Lincolnshire phrase: see Halliwell's Introduction, p. xxiv. *Bottom*, meaning low land on the bank of a river, is given by Webster with English authority, and I have found it in my reading. Many other terms are but slightly varied from the English provincialisms. Such are *a most*; *to slick up*; *varmint* (English *varment*); *sozzle*; *limp(s)ey*; *to jump at*=to take eagerly; *to have a say*; *done for*; *full*, as used in the expression *full-chisel*; *e'en a'most*; *to keep company*; *meechin* (Wright gives *meech*, and Halliwell gives *mich*).

Fowler gives *squat*=to settle on new land without a title, as an Americanism; and DeQuincey speaks of those 'locally called *squatters* both in the wilds of America and Australia'; but this is not an Americanism: though the word is not in any vocabu-

lary in my possession, I find the verb in '*Tom Brown's School-Days at Rugby*', chap. iii: it is, therefore, a Berkshire word, at home within a few miles of London. *Had ought* is Lincolnshire; even worse than that is given by Halliwell, thus: 'he should have ought to do it'. Trench says that *plunder* as an Americanism (with meaning of *baggage*) is an old English term. Any careful reader of '*Tom Brown*' will not fail to notice often expressions which have a colloquial currency in parts of America, and which most would suppose to be peculiar to this country.

It must not be forgotten that not every new and unusual expression is to be regarded as belonging to the language. Neither N. P. Willis's fanciful escapades nor Carlyle's wild onslaughts upon the vernacular are to be cited in discussion of the language. Fantastic words and phrases used by but a single writer are of no value to us. The Crockett Almanac and Sam Slick may be amusing, but are not authorities even for provincialisms. A careful comparison of the literature and dialects of the two countries will show that there is not a very extensive list of real current Americanisms; and that those which do exist are mostly new terms — or new applications of terms — arising from our local and political peculiarities, or words regularly formed on common English roots, or figures of rhetoric expressed in two or three words, having such force or pithiness that they deserve the adoption which they have won. Q. Q.

---

A L O N E

---

FAR in a boat,  
 Alone to float,  
 With never a human being near,  
 But the waves beneath me bright and clear,  
 And the blue sky overhead ;  
 With here and there a soft, small cloud,  
 Pure and white as a maiden's shroud,  
 'Gainst the dark vault lightly spread :  
 To loose my sails  
 In fainting gales,  
 And idly watch the sea ;  
 Knowing that none,  
 'Neath star or sun,  
 Was half so free as me,  
 Alone at sea !

Alone through life,  
 Free from all strife,  
 Steering still right through the world's wide sea,  
 And timing the oar-strokes merrily ;

Rowing far from men's discord,  
 From sunken rocks and narrow creeds,  
 Petty souls and pettier deeds,  
 That the shores of Life afford :  
     Hating no one,  
     Fearing no one,  
 Trusting to God alone ;  
     Watching the years,  
     Undimmed by tears,  
 Bringing me safely home —  
     Alone !

A.

---

### A T E A C H E R ' S E X P E R I E N C E .

---

THE methods suggested in the following article are, from the nature of the school described, necessarily peculiar. They indicate an excellent fund of common sense, keen insight into human nature, and ready tact in the solution of difficulties, and will suggest many valuable methods to all who have similar obstacles to surmount.—EDITOR.

[MESSRS. EDITORS: A teacher in another State, who had conversed with several persons who had visited my school and spoke well of it, sent me a number of inquiries. The following is an answer to his letter, not an attempt at a full statement of any theory or practice.—X.]

I am quite at a loss how to answer your inquiries. No servile imitator of another will ever succeed well as a teacher. There is nothing that I more carefully explain to my pupils than that they must not, when they become teachers, imitate me in the details of the school-room.

Good order and no visible government is the point to be aimed at. I see one man rise to address a mixed multitude. Soon all the crowd are listening eagerly, apparently oblivious to every thing but the speaker and his theme. Another speaker, under equally favorable circumstances, addresses the same or a similar audience on an equally interesting subject, and, so far as I can judge, his matter and manner are as good as the first; yet, under his speaking, a large part of the crowd soon become listless. At the risk of exciting your ridicule, I admit that I incline to the belief that the different effects produced by the two speakers depend to a great degree on the difference in the power of the two men to produce a mesmeric effect upon a person by any means, and that this power depends to a very great degree upon the physical condition of the operators, as speakers or otherwise. I find that some of the most effective

speakers of the day, who repeat the same lecture many times, fully believe this, and are some times painfully conscious before they begin to speak at some places that they are not in a condition to *hold* their audience. What this power is I do not pretend to know; but I think that I have seen the effect of it, and the effect of the want of it. It is only upon some such hypothesis as this that I can account for the difference in the success of different individuals in teaching, or, rather, in governing, when, so far as I can discover, they use equally good means. One takes charge of a school, and in a short time every thing seems to move, without friction, according to the dictates of his will. Another takes a similar charge, and, so far as I can discern by frequent visits and free intercourse with teacher, parents, and pupils, manages equally well, and yet has very little influence with his pupils. I have advised such a one to use all possible means to improve his health, to bathe regularly, exercise freely, eat moderately, avoid every approach to any evil habit, and, unless he succeed after a reasonable time in getting his school to go willingly in the best paths which he can show them, to change the field of his operations. I try hard to inspire him with full faith that he will succeed in his new location. In most cases the second attempt has been successful. But if his management in his second location is such that his friends can suggest no material improvement of it, and yet he fails to produce the desired effect, I say to him, You are not well fitted to operate on *mind*; you had better operate on *matter*. I believe that no man ever went into a school believing that he could *not* govern it by moral means and was disappointed. A man of no moral power may train a school as he would a mule team, so that they will yield a prompt obedience from fear of chastisement, and afterward from habit. But I rejoice to know that this kind of government now meets with very little favor.

Our school-house was not completed till after the school began last fall, and the drainage of the school-house lot was not completed till this spring. Much of the time that the school was in session we could hardly go off the platform without stepping into mud or water. At such times we could not go out to play during the day. At all times, each day, every scholar was at liberty to go out when he pleased, also to go to the fire, and to get water. If one abused the privilege, I said to him that I hoped he would be able to make such arrangements as would enable him to avoid interrupting the school so much. If he did not reform, I said to him that I had wished him to govern himself, but as he had shown himself incapable of self-government, he must be governed by some body else, and that until further orders he must not leave his seat without leave from me or some discreet school-mate that I named, who sat near him, and to whom the matter was explained. In a school of fifty schol-

ars, ranging from five to twenty-five years of age, not more than ten were placed under this restraint at all, and no one was kept under it more than two days during six months. These remarks to the delinquent were made to him alone, other scholars having no reason to suppose that I was not explaining to him his lesson. I was ready for the reception of scholars at forty minutes past seven. When the weather was not very bad the little ones were all there by eight. They numbered over twenty. At eight we commenced giving instruction to them. They were divided into two classes: I drilled them until 9:30. Then, while I was giving instruction, not to a class, but to single individuals, the little ones took a recess, in-doors or out, according to circumstances. With a few exceptions, the scholars were regular in their attendance. Some who came over three miles were not absent one day in four months. Nearly every scholar was in school at 8:30. As soon as they arrived, they took their books, and generally united with some others in getting the lessons for the day, enjoying all the liberty which they could have enjoyed in getting their lessons at home. At about 9:35 the school was *formally* opened. A slate was suspended in a conspicuous place, on one side of which was *B*, and on the other *M*. When school was formally opened, the slate was suspended so as to show *B*, and every scholar understood that while *B* was out I wished the room to be as still as possible, and that I disapproved of *any* communication between the pupils: that each one was to judge for himself whether it was *necessary* for him to go out, get a drink, warm his feet, etc. I was careful to have all, and especially the girls, understand that it was wrong to sit with cold feet, that they should warm them if necessary. At the opening of the school I informed them whether there would or would not be a recess during the half-day. When the ground was tolerably dry we always had recess during each half-day. If I said there would be a recess, scarce a scholar would go out except at recess-time. If I said there would not be a recess, about one-sixth of them, on an average, would slip out and in as quietly as possible during the half-day. When we could not have recess *confusion* was called for each half-day, and lasted about ten minutes—a social, merry time. At eleven o'clock the little folks ate their dinners, and amused themselves as well as they could till twelve. My dinner was placed upon the table at 11:15. At the same time the best grammar class came upon the recitation-bench. I heard them, and talked with them, and ate, until twelve. This was my recreation. At twelve the larger scholars ate their dinners, and did what they pleased till one, being careful not to make *much* noise in the house. Not one went home to dinner. Some of them came four miles. At twelve I again commenced with the little folks. At 2:30 they were dismissed. A signal was



given ten minutes before me and at one every scholar was in his seat, and as the date was *M* day and they would work together if they chose till *B* was dismissed, which was generally about two. At four school was dismissed, immediately after this the class in Natural Philosophy recited. After this I examined the manuscript spelling-books for which purpose I frequently required a candle. This ended my labors at the school-house. My preparations for the next day were made at home.

During the day I frequently left the school in charge of a pupil, and took a walk. No one who is permanently engaged in teaching can endure so much confinement. But our school-house will not admit of two teachers at once, and I wish to have the school kept together, hoping that we may have a graded school instead of having the district divided.

With little folks who begin their school-days with me, and with scholars twelve years old and upward, I had to trouble about whispering. The little trouble was it was not that I had was with younger pupils who had learned the habit of whispering in other schools, and who had not wisdom enough to resist the force of habit. I do not prohibit whispering, but try to prevent it in *B* time. If I see one whisper to another, I say to him privately, "It is not best to interrupt another scholar in *Book* time. If you need any thing, they shall raise your hand, and I will come and see what you want, and probably I can get it without interrupting any body." If after being admonished he does not reform, I say to him, "I am sure that you do not wish to continue doing wrong and thus get the name of being a bad boy. You have been trying to overcome your habit of whispering for some time, and you appear unable to overcome. I believe that the only way for you to get over this habit is for you to be out of the reach of temptation. Now occupy this seat until you are confident that the habit is broken up, so that you are sure you will not have any more trouble with it. The seat designated is a comfortable one frequently occupied by a scholar who has temporarily relinquished his own seat to give another a better chance to write, so that others do not suspect any thing is the matter when they see the delinquent in it. But when he has finished in it more than one half-day they suspect the truth, and at every recess are quick sure to inquire if him how he is succeeding in breaking up bad habits. He soon gets confidence in his power to resist temptation, and is allowed to resume his own seat, and there is no more trouble with him on this score. Long sessions to a school on repentment are, by no good. The great art in government of a school is to keep all usefully employed. Let them all know that you believe they intend to be right. The boys of governing a school by having the scholars in fear of the infliction of bodily pain are fast passing away.

## H E N R Y   H A L L A M . \*

THE news of the death of HALLAM, the last of the great British Historians of the past age, was received with sadness by every literary man in America. Occurring at nearly the same time with that of our own loved Prescott, we were called upon to mourn at once the loss of the most profound and the most fascinating of historians.

His first great work, a *View of the State of Europe during the Middle Ages*, was published in 1818. Midway between the fall of the Roman Empire and the rise of the great empires of Modern Europe, lay a long track of ages, filled with gloom, uncertainty, and barbarism. Superstition was universal and omnipotent. The various elements of our modern civilization were slowly disengaging—developing themselves. This chaotic period was one about which thousands of volumes had been written, but about which the world knew really little. It remained for some great genius to undertake the herculean labor of writing a history of the intellect of the world as it came up from the ocean of darkness which surrounded it. About ten years were spent by Hallam in collecting and reducing his material before he presumed to write a single line; and even when he produced his first great work, which displayed a degree of research and a force of genius that surprised his contemporaries, he seemed almost to doubt the propriety of the step, and, with a degree of modesty which even greatness has seldom exhibited, he spoke discouragingly, although sincerely, of his own efforts. He had surveyed an illimitable field, and with the whole scope of it on his vision, in contrast with his contributions to history, he felt that he had achieved but little. The world saw, however, that he had achieved much. He had cast over the dark ages a flood of light. He had traced the progress of the intellectual regeneration of Europe, with a calmness, distinctness, and ability, which no other writer had displayed or approached.

One of the hardest tests to which Hallam was subjected was the scrutiny of the Italian critics. During the entire period of his investigation of the Middle Ages, he was compelled to rely mainly upon the writers of the Peninsula. It was a difficult

\* *View of the State of Europe during the Middle Ages.* By HENRY HALLAM.

*Constitutional History of England, from the accession of Henry VII to the death of George II.* By the same author.

*Introduction to the Literature of Europe during the Fifteenth, Sixteenth and Seventeenth Centuries.* By the same author.

Southey's *Review of Constitutional History.* Macaulay's *do.* *Edinburgh Review*, xxxv. *British and Foreign Quarterly Review*, iv. *North American Review*, 56 and 58. *Eclectic Magazine*, 2. *Democratic Review*, xv. *Bib. Rep.* vi.

as well as a delicate task to unravel from the all-but inextricable fabric of history, legend, poetry, and tradition, the great structure of simple, well-authenticated truth, in regard to facts so difficult to arrive at, a period so remote and inaccessible, and objects of such vital interest and importance to the human race; and yet it would seem that higher honors have been accorded to him by Italian scholars than he has ever received in his own country. He is universally believed to have accomplished for the mediæval history of Italy quite as much as Gibbon achieved for its history of an earlier period. There is found throughout this *View of Europe* the charm of romance that belongs to the age of chivalry; and we involuntarily gather around every object that belongs to that period whatever is brave and beautiful in the new civilization and hopeful in the resurrection of letters.

Hallam's second great work, *The Constitutional History of England*, the result of nine years' hard study, was published in 1827. This, like Hallam's other works, was admitted as a standard production from the day of its publication. As a critical and argumentative history it is admitted to have no superior. It shows its author to have been possessed of great industry and great acuteness. His knowledge must have been extensive, various, and profound. The work is eminently judicial. Its whole spirit is that of the judge and not that of the advocate. The author sums up with a calm, steady impartiality, turning neither to the right nor to the left, glossing over nothing, exaggerating nothing, while the advocates on both sides are alternately confounded to hear their conflicting misstatements and sophisms exposed. The style is as it should be—not florid or impassioned, but grave and sober: such as would become a state paper, or a judgment delivered by a great magistrate. Macaulay, although differing from Mr. Hallam on many important points, does not hesitate to say that '*The Constitutional History* is the most impartial book that he ever read'.

In 1837 Hallam published his *Introduction to the Literature of Europe, in the Fifteenth, Sixteenth and Seventeenth Centuries*. Before the publication of this work no English writer had attempted to give a general history of letters, or a particular account of the literature of his own country. No one was willing to undertake a task for the due performance of which so many qualifications were required. Accurate learning, much general information, a fair acquaintance with all the sciences, a perfect mastery of the languages of Modern Europe, a discriminating taste, a sound judgment, and a pleasing style, were some of the essential requisites for success in such an enterprise. Only the veteran in the literary field, therefore, could grapple with such a gigantic undertaking. Southey, with his fine taste, his great learning, and his German industry, might, perhaps, have succeeded; but Hallam possessed all the qualifications of Southey, besides having much greater profundity and simplicity. We

find Hallam's literary criticism neither common-place nor affectedly profound. So much had already been written upon the authors of the sixteenth and seventeenth centuries that it was difficult to say any thing having the semblance of novelty and truth. Still, Mr. Hallam's remarks have, in most cases, the air of freshness usually found only in connection with new subjects, and his criticisms upon Danté, Milton and Shakspeare are very ingenious and interesting. If any part of this work is open to the charge of dullness, it is the rather diffuse analyses of some ponderous works on political and ethical science. The general reader will doubtless fail to be as much interested in these as the author was. The philosophical systems of Bacon, Descartes, and others, are fully explained, and the influence exerted by each upon the literature of the age pointed out. The remarks upon the Reformation and its effects are very brief, but well-considered, and display Mr. Hallam's cool and impartial judgment. The influence of this great religious movement is very apparent in letters, and, moreover, it gave rise directly to a great number of works. The greater part of Luther's productions Mr. Hallam very irreverently characterizes as 'bellowing in bad Latin'. In short, the *Introduction to the Literature of Europe* is a monument of literary industry—a vast storehouse in which are garnered the rich accumulations of an active scholar's life.

Looking at Mr. Hallam's works as a whole, we should say that the leading characteristic was the grave and dignified impartiality of the author. No political bias makes him do injustice to any party. His taste is not warped by modern associations, nor blinded by national feeling. He is never carried away by his enthusiasm so as to indulge in rash and extravagant assertions, although he pays the tribute of hearty admiration to his favorite heroes and authors. The Boswellian disease of inordinate admiration never fastens upon him, nor is he seemingly ambitious to personate Johnson's favorite character of a 'good hater'. Many historians, especially among the French and Germans, are accustomed to introduce much general speculation into their works. After an event has taken place it is easy to lay down general principles, in virtue of which it may be demonstrated that it must have happened precisely in that way, and in no other. The would-be philosophical historian too often fixes upon some theory of cause and effect, and then writes his history to support that opinion. Hallam, if he has erred at all, has erred upon the other and safe side. We feel certain that he has gone honestly to work—that the story is freely and fully told, without mutilation or coloring to suit a preconceived theory. Facts are not overlaid with speculation, nor wrested into unnatural conformity with it. The history suggests general reflections instead of furnishing them ready made.

## ELEMENTARY INSTRUCTION IN READING.

THE word is the unit of language. To the unlearned man it is the simplest element; the child's first articulate utterance is a word. It is as indivisible to the ear as is the crystal to the eye, and, as the crystal, is to be resolved into its elements only by the chemist—the analyst of speech.

There are two analyses—one of the spoken word into elements of sound; the other of the written into symbols called letters. The first aids in securing a good pronunciation; the second is for convenience of writing. In our language these two analyses do not at all coincide—the written symbol, or letter, often representing two or more vocal elements, and being used so capriciously in the word that the spelling is no guide to the pronunciation. It is the want of harmony between the two, a real want, which has given rise to phonetics, so called.

But I have little hope that phoneticians will ever accomplish much for us. They have been much more successful in inveighing against the present form, in tearing down than in building up. Their alphabets yet differ widely among themselves, and not one among the number I have seen yet approaches perfection. For instance, A is usually allowed but four sounds, while our orthoëpists allow it seven—six principal sounds and one obscure; and those who analyze soon find out that the obscure A covers the shortened sounds of all the six principal sounds, making at the least twelve. The spoken will not change to accommodate itself to the written, and we may well despair of making an alphabet large enough to represent all our shades of sound; and if this can not be attained, why change from the present?

Again: The present spelling leads to the origin of the word; and as much as phoneticians like to laugh at those who cling to this means of tracing words to their source, a real loss must be sustained by giving up this old form. It is not a solace for savans and a study for scholars only; the head need be neither very old nor learned to find delight and profit in it.

But were this radical change in spelling desirable in every point, I should still have little hope of it. The bull-dog conservatism of the English blood, clinging to old abuses, and spurning radical reform, stands directly in the way: true, the change from Chaucer until now has perhaps been as great, and the next six hundred years may witness greater. But it must be the work of time, and not the capricious reform of a day.

Thus it seems the part of wise men to deal with the language as it is, instead of vain efforts to revolutionize it. The history

of the world has yet afforded no sufficient precedent that so sweeping a measure can succeed, nor do the signs of the times seem very strongly to indicate that the Nineteenth Century is destined to see it.

Nearly every man rides some hobby (you and I, dear reader, are of course exempt), and with many of our most prominent educators-at this hobby takes the form of 'elementary sounds'. As a consequence, we can hardly visit a school-room without running the imminent risk of being saluted with a mingled jargon of discordant noises, hissings, splutterings and bellowings, such as human beings would have been thought hardly capable of making fifty years ago. The vowels with their *ä ä ä*, etc., are gone through with, loudness being the only excellence aimed at; the school is praised by the visitors for wonderful proficiency, especially in the elementary sounds, and the teacher rests satisfied in the full assurance of having done all that man could do for the advancement of human knowledge, and never fails to pride himself especially on the elementary sounds.

This, of course, is all a farce. The child who has learned all the sounds of A correctly is no nearer the pronunciation of any given word in which it occurs than before. How does he know which of the many sounds it should have in that particular place? Take, for instance, the word *equal*, and suppose a child who has learned the sounds of all the letters in the alphabet, but has not before seen this word, to attempt its pronunciation. I hope some of my fellow teachers skilled in calculating probabilities will give us in the next *Teacher* the exact number of times he will probably try before a bystander would recognize the word. Indeed, so far as I know, teachers seldom make an attempt to pronounce by means of the elements: they are taught as an end, not as a means.

The word is the unit; as at present constituted, it is equally absurd for the child to attempt its mastery by letters or by elements of sound. Those who teach first the letters, then their combinations, will bear me out in the assertion that the word as a single thing must be taught at last; the little student comes to a difficult word—a full stop;

*Teacher.*—Spell it.

*Child.*—P-l-a-n—(full stop).

*Teacher.*—What does p-l-a-n spell?

(Child is silent.)

*Teacher.*—Plan.

*Child.*—Plan.

If the teacher be a poor one, the child passes on with the lesson, and no more notice is taken of the word; if good, he writes the word on the blackboard in print letters, leaving the child to imitate and thus fix it in his mind as a word; or sets him to find the word elsewhere in the book, and thus fix it. In either case the word is learned as a whole, and not as an aggregate of

parts. The child has learned to read, in the usual acceptation of the term, only when he has learned to recognize and pronounce the words instantly upon sight: so that, whatever the method of learning, he comes at length to the same result—the word must be known and recognized as a word.

His pronunciation may be faulty, and will almost certainly be so in some respects. To correct this, he should separate the word into its elements of sound, and, after having by repeated trial succeeded in giving these correctly, rebuild the word. A clear and accurate pronunciation is the result. The separation should always be made by the ear and not by the eye—the teacher pronouncing a simple word and requiring its analysis, then another, until the habit is formed. The child may then analyze without fear that he will give the long sound of *o* in *dog*, or a in *man*. A pronunciation correct so far as the habits of the country allow will soon be formed; and if, in after reading, he should show a tendency to sound the *d* and *t* alike, or follow the Yankee custom of shortening the *o* in such words as *stone* and *home*, he should be brought back to his analysis until the correct sound be fixed by habit.

“WHAT WILL A GLASS OF WATER HOLD?”

UNDER this title we found the following in an educational monthly about a year ago. We had seen it occasionally in newspapers before, without thinking it worthy of notice, as it had not indorsement to give apparent value or reliability; but when it was sent out to schools and teachers as scientific fact, we thought that it ought to receive some attention.

It is generally thought that when a vessel is full of water any solid substance immersed in it will cause it to overflow; and such will be the case if the substance is not soluble in the water; but the philosophic truth, that in dissolving a body you do not increase the volume of the solvent, may be proved by a simple and interesting experiment.

Saturate a certain quantity of water, at a moderate heat, with three ounces of sugar; and when it will no longer receive that, there is room in it for two ounces of salt of tartar, and after that an ounce and a dram of green vitriol, nearly six drams of nitre, the same quantity of sal-ammoniac or smelling salts, two drams and a scruple of alum, and a dram and a half of borax: when all these are dissolved in it, it will not have increased in volume.

Now the given experiment which is to prove such a *philosophic truth* breaks down at the very start. Sugar and water

unite so readily that no point of saturation has been determined: syrups made with one part of water to two of sugar have but little tendency to deposit crystals, and may be reasonably called saturated solutions, though a much larger amount of sugar may be dissolved in the same water. Starting from this basis, we should take an ounce and a half of water for the three ounces of sugar; but that would not dissolve the quantity named of the other salts, not even of the most soluble, unless the heat be raised above what we should term moderate. The relative solubility of the salts is not correctly given.

Besides, the sugar *will increase* the volume of the liquid; we do not remember the exact proportion, but know from experiment that it is increased largely. Every lady that has made grape or currant jelly knows that when to a pint of juice she adds a pint of sugar and dissolves it with heat, she has, in spite of evaporation, nearly three half-pints of liquid. We shall find, too, that the simple solution of salts does increase the bulk of the solvent; some times, indeed, the increase is but little in proportion to the added bulk.

There is a fact in chemistry which probably served as a basis for the above erroneous article: namely, that the saturating of water with one substance does not prevent its dissolving another; and in some cases the presence of one substance aids the solution of another—thus, water containing sugar in solution will dissolve more lime than pure water. It is also true that soluble matters do not increase the bulk of the water by an amount equal to their own bulk.

We find it necessary to exercise a constant scepticism about asserted facts which have no responsible source. Even our 'Natural Philosophies' for schools are some times too carelessly got up, and are unreliable.

U. U.

---

#### THE CALCULATION OF PROBABILITIES.

---

QUESTION VI in the March *Teacher*, and a similar question proposed in the April number of Vol. IV (1858), are proposed as mathematical questions. In practical life, questions of the sort are decided upon grounds which do not afford data for mathematical reasoning. However, the whole business of insurance, annuities, etc., must be conducted upon calculations of probabilities, the original data for which are obtained by observation of the actual occurrence of fires, wrecks, and mishaps, and by observation of the actual length of life in regions where records



of deaths are kept. It is a singular fact that many events depending upon human will can be counted upon and their probability can be estimated as readily as the merest contingency. A French statistician will tell you for each season of the year how many bodies will be found in the Seine at Paris; how many suicides will occur in the city; how many marriages, how many homicides, how many arrests by the police, may be looked for; and in all these things the variation of his calculation from the actual occurrence will be but small. While, then, in individual instances we constantly overlook mathematical probability in matters affected by human will and character, on the large scale such probabilities might be ascertained, and we may treat such questions as we have referred to in our first sentence above just as we would treat those relating to the throwing of dice or the drawing of balls from an urn.

The probabilities for and against an event jointly amount to unity in our calculations. Thus, if we cast a die, some one of its six faces must turn up, and as there is no reason for the upturning of one face in preference to another, all six faces have an equal probability. As there is but one throw contemplated, each of the the six faces has an equal share of one throw, in probability; or, mathematically, the chance of ace is  $\frac{1}{6}$ , the chance of deuce is  $\frac{1}{6}$ , and so on—the sum of the several chances amounting to unity, or one. So, the chance in favor of an ace being  $\frac{1}{6}$ , the chances against it are  $\frac{5}{6}$ . If a man is so careless in his observations and statements that he tells the truth but three times out of four, the probabilities of his correctness in any one case, so far as they depend upon the one fact ascertained—namely, his customary accuracy,—are to be expressed by  $\frac{3}{4}$ , and the probability that he is not correct is expressed by the complementary fraction  $\frac{1}{4}$ —the probabilities for and against his correctness jointly amounting to unity. (See *Davies and Peck's Mathematical Dictionary*, article 'Probability', and *Brande's Encyclopedia*, 'Theory of Probability'.)

We now quote Question VI: "A. tells the truth one time in two, B. one time in three, and C. one time in four: if A. asserts a certain thing to be true, and B. and C. deny it, what are the chances of its being true?" Let us first see how the union of B. and C. affects the result. Of course they must be independent of each other in their denial. If B. asserts any thing the probability for it is  $\frac{1}{3}$  and the probability against it is  $\frac{2}{3}$ . If C. asserts any thing the probability for it is  $\frac{1}{4}$  and the probability against it is  $\frac{3}{4}$ . Now will the joint probabilities of the two assertions amount to  $\frac{1}{4} + \frac{3}{4} = \frac{1+3}{4}$ , or to  $(\frac{1}{4} + \frac{3}{4}) \div 2 = \frac{7}{8}$ ? To the latter only; for the same reasoning must apply to the joint adverse probability; and if we take it to be equal to the sum of the separate adverse probabilities, we shall have  $\frac{2}{3} + \frac{3}{4} = \frac{2+3}{4}$ , as the probability against the correctness of the statement, and  $\frac{1+3}{4}$  as the probability in favor of it; but, by the laws of the calculation,

the sum of the favorable and adverse probabilities must equal unity; and this result is obtained if we estimate the probabilities favorable to the correctness of B. and C. at  $(\frac{1}{3} + \frac{1}{4}) \div 2 = \frac{7}{24}$ , and the adverse probabilities at  $(\frac{2}{3} + \frac{3}{4}) \div 2 = \frac{17}{24}$ ; the sum of these probabilities is then one.

Now the chances in favor of A.'s correctness are expressed by  $\frac{1}{2} = \frac{12}{24}$ ; but these must be diminished by the amount of the joint probability of the correctness of B. and C.; from  $\frac{12}{24}$  we therefore deduct  $\frac{7}{24}$ , and the remainder,  $\frac{5}{24}$ , is the real probability. In effect, then, the conflict of testimony reduces the probability of the occurrence below what it would have been upon the simple assertion of C.

Take A. B. Scribner's question in Volume IV, p. 114 (April, 1858). "A. speaks the truth three times in four, B. four times in five, C. six times in seven: what is the probability of an event which A. and B. assert and C. denies?" C.'s probable correctness is  $\frac{6}{7}$ ; the joint probability of the correctness of A. and B. is  $(\frac{3}{4} + \frac{4}{5}) \div 2 = \frac{31}{20}$ ; the resulting probability is  $\frac{6}{7} - \frac{31}{20} = \frac{23}{70}$ , or a little less than  $\frac{3}{5}$ .

In the April (1859) *Teacher*, Question VI seems to me to be answered as if the truthfulness of C. could affect that of B. I calculate the events as strictly independent. It does not seem to me to resemble the case stated in the *Mathematical Dictionary* under the title of *Probability of the simultaneous occurrence of two or more events*. Let us suppose that A., B., C., D. and E. each of them tell the truth once in two assertions; the correctness of each of them will be represented by  $\frac{1}{2}$ . Now if the correctness of E. is contingent upon that of D., and that of D. is contingent upon C.'s, and so on, the probabilities diminish in a geometrical ratio, and are  $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{32}$ . In short, if such a principle is admitted to govern the case, the accumulative independent assertion of the same thing by five men would diminish the probability of it to  $\frac{1}{16}$  of what it would be if only one asserted it! The principle which I adopt views them as not contingent upon each other in any sense; and hence we have not to seek the probability of a probability, but the average of a probability and a probability. By the same principle, the average probability of the correctness of A., B., C., D. and E. is only  $\frac{1}{2}$ . Mathematically it is no more; but in fact every one would consider it to amount nearly or quite to certainty. This practical result does not arise from the mathematical data—namely, that each tells the truth one time out of two; but it comes from an opinion which we hold, the force of which can not be estimated mathematically, that independent but coincident testimony is cumulative in its effect. The degree of such cumulation has no representative in any arithmetical operation. Addition will not answer the purpose, for 1 is the symbol of actuality or certainty; and the addition of the fractions which separately represent the correctness of A., B., C., D. and E.

would give  $2\frac{1}{2}$ , or  $2\frac{1}{2}$  times certainty, which is absurd. Dr. Whately (*Logic, Bk. III, § 14; Boston Edit. of 1857, p. 232, foot note*) says: "Observe, however, that in some cases a *perfectly distinct* argument arises from the combination of certain circumstances which have, each separately, no force at all, or very little, toward establishing a conclusion which yet may be inferred perhaps with a *moral* [he does not say *mathematical*] certainty from that combination, when those circumstances are such that the chances are very great against their accidental concurrence: *e.g.*, when two or more persons undeserving of credit coincide (where collusion would be impossible) in a full and circumstantial detail of some transaction." Moral certainty and mathematical here differ widely. Let the credibilities of the two persons supposed by Dr. Whately be severally  $\frac{1}{3}$  and  $\frac{1}{4}$ : he estimates the moral certainty of their truthfulness to be complete: mathematically by my view it will be  $(\frac{1}{3} + \frac{1}{4}) \div 2 = \frac{7}{24}$ ; while by the other method it will be  $\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$ . If we add the testimony of one generally truthful—say that his fraction is  $\frac{1}{12}$ —in practical estimate of the testimony, any reasonable man would feel his conviction of certainty vastly strengthened; by my method of estimate the mathematical value of the testimony would be increased to  $(\frac{1}{3} + \frac{1}{4} + \frac{1}{12}) \div 3 = \frac{1}{2}$ ; while by the method of compounding the fractions it would be reduced from  $\frac{1}{12}$  to  $\frac{1}{144}$ . The perusal of Dr. Whately's chapter on *Testimony* in his *Rhetoric* will exhibit the futility of such mathematical estimate of evidence. We might as well measure thought by the linear foot, or emotions by the cubic yard. The question is as really unsolvable by mathematics. The mathematical form of reasoning affords no greater protection against error when a false premiss is assumed than the logical one; as appears from those cases in which  $x \pm a = 0$  enters as an element into the statement of an algebraic question.

L. D.

---

 O B J E C T L E S S O N S.\*
 

---

No form of instruction is better adapted to the Primary room than that which is usually denominated 'Object Lessons'. These lessons admit of an endless variety in their application to the objects of common life, and furnish the happiest and most certain means of imparting useful knowledge. They educate the perceptive faculties of the pupil, develop his common sense,

\* Extract from the Report of W. H. WELLS, Superintendent of Public Schools, Chicago, for 1858.

cultivate habits of careful observation and reflection, and give a more ready command of language than can be acquired by any other means. Many of the Primary teachers of this city have already introduced this class of exercises very successfully into their course of instruction.

Conversational teaching has at all times been regarded by eminent educators as the most effective process of early education. Pestalozzi and Follenberg made it their great instrument of instruction; and it has long been employed in all the best elementary schools of Europe. It was introduced about ten years since in Upper Canada, and since that time it has been extensively adopted in the schools of the United States.

As some of our teachers are not familiar with the process of conducting an *object lesson*, I take the liberty to introduce a few hints which may serve to aid those who are just commencing this class of exercises. It should, however, be borne in mind that no second-hand models can be safely relied on. The teacher must carefully study each subject herself, and adopt a system and method of her own.

The origin of our ideas is in our senses. In all languages, the words which stand for immaterial objects are borrowed from those which are applied to objects of perception. It is, then, of the greatest importance that a child should acquire clear ideas of *things* as a preparation for a knowledge of *words* and the uses to which they are to be applied. Words should never be taught apart from the ideas signified.

One of the best methods of introducing these *developing exercises* is to teach the properties of objects separately. By directing the attention of a child for a considerable time to a single property, a distinct and lasting impression is made. Thus, one or more lessons may be devoted to *form*, others to *size*, *color*, *weight*, *motion*, *number*, *taste*, *sound*, etc. Young, in his *Teacher's Manual*, remarks, "We have found, in practice, that *form* is the most striking quality of bodies, and therefore the best to commence with, as, from its being capable of clearer definition, it is more easily comprehended than any other." The first exercise may be devoted to *length*, or extension in one direction. The teacher draws a fine, straight line on the blackboard, and explains that it has length, but no breadth or thickness. He then measures it, and gives illustrations of length, as the length of the floor, the height of a man, the distance across a field, etc. A *surface*, which has *length* and *breadth*, may be explained and illustrated in a similar manner; and from these the teacher will pass, by natural and easy steps, to *lines*, and their various relations and conditions, as *horizontal*, *perpendicular*, *oblique*, *parallel*, *diverging*, *curved*, *waving*, *spiral*, etc.; to *angles*—*right*, *acute*, *obtuse*; to *plane figures*—the *triangle*, *square*, *rectangle*, *rhombus*, *oblong*, *rhomboid*, *trapezium*, *pentagon*, *hexagon*,

*heptagon, octagon, circle, ellipse*; and finally to the different forms of solids—*tetrahedron, pyramid, prism, cube, cylinder, cone, sphere, spheroid*.

As the pupils advance they will be able to study the parts of which an object is composed, and examine its properties in their various combinations and relations. They will learn to distinguish *animal, vegetable* and *mineral* substances, and to make a correct application of such terms as *natural* and *artificial, simple* and *compound, native* and *foreign, indigenous* and *exotic*. "Every new discovery which results from the investigation of objects exercises the understanding, leads to a knowledge of the true essence of things, and stores the memory with adjectives and abstract nouns, the chief materials of descriptive and philosophical language."\*

Object lessons should always be brief, especially with the youngest pupils. They should be so interspersed among the other exercises of the day as to afford an agreeable variety and relaxation to the learner, and prepare his mind to engage more heartily and successfully in other duties.†

\* MARCEL.

† The following sketch is adapted to the more advanced pupils of a Primary School. It was prepared for use at one of our monthly Teachers' Institutes, and is introduced here as a *specimen lesson*, in the hope that it may afford some practical hints that will be of service to inexperienced teachers.

#### A B O O K .

[*Holding a book before the class.*]

*Teacher*—What are the parts of which this book is composed?

*Pupils*—Cover, paper, leaves, back, printing, ink, pages, etc.

*T.*—Let us examine the covers of books; what are they composed of? *P.*—Leather, cloth, paper, pasteboard, glue, gilding, etc.

*T.*—What kinds of leather are used in binding books? *P.*—Sheepskin, calf, Russia, Morocco, etc. *T.*—Which are the strongest kinds of binding? *P.*—Russia and calf. *T.*—What leather is used most in binding? *P.*—Sheep. *T.*—Why? *P.*—Because it is the cheapest.

(*Passing a book in Russia binding around the class.*)

*T.*—What do you find peculiar in Russia leather? *P.*—It smells different from other leather. *T.*—Can you tell me what gives it this peculiar odor? *P.*—We do n't know. *T.*—It is the oil of the bark of the birch tree, that is used in currying it. Do you know what *curry* means? *P.*—It means to dress the leather, to cleanse and color it, and prepare it to be used. *T.*—Russia leather is very much valued in binding, because it is not liable to mould, and insects never injure it.

*T.*—Are all books bound in leather? *P.*—Some are bound in cloth and some in paper; some have leather backs and cloth or paper side-covers.

(*Exhibit specimens.*)

*T.*—What is used to give strength and firmness to the cover of a book? *P.*—Pasteboard.

(*Exhibit different kinds and qualities of pasteboard.*)

*T.*—What is used to fasten the cloth or paper to the pasteboard? *P.*—Paste. *T.*—Of what is paste made? *P.*—Flour and water, boiled.

Special pains should be taken in all these developing lessons, to secure as complete and accurate an answer as possible to every question. In the sketch given below, the answers have necessarily been considerably abridged, but this should not be allowed in the answers given by the children. As fast as new words are learned the pupils should be required to embody them in spoken or written sentences, and thus fasten their meaning and uses securely in the memory. The first efforts of children in the art of composition should consist of the easiest forms of simple sentences, but a shade removed from common conversation. These may first be given orally, and afterward copied on a slate or on paper. By this means the pupils will not only be spared the troubles that usually accompany the first introduction to this art, but they will probably find some difficulty in fixing the exact point at which they really commence writing compositions.

*T.*—What is used to fasten the cover to the back of a book? *P.*—Glue. (*Exhibit a piece of glue.*) *T.*—Of what is glue made? *P.*—We do n't know. *T.*—It is made of the clippings of hides and hoofs of animals, by boiling them to a jelly. (*Put a piece of glue between two books or pieces of paper.*) *T.*—Why do not these books stick together. *P.*—Because the glue has to be softened first in water, and then heated.

*T.*—Can you think of any thing that resembles glue? *P.*—Jujube paste resembles glue. (*Exhibit specimen of jujube.*) *T.*—In what are they alike, and in what unlike?

(*Examine and test their properties, and introduce and explain the words adhesive, brittle, flexible, elastic, edible, animal, vegetable, etc. Compare also with other adhesive substances, such as shoemakers' wax, wafers, gum-arabic, mortar, solder, etc.*)

*T.*—What are the letters on the back of the book made of?

One pupil says, gold; another says, I do n't think it is real gold.

*T.*—Yes, it is genuine gold. Gold-leaf is first spread over the back of the cover, and then stamped down through it into the leather or cloth. *P.*—I should think it would cost a good deal. *T.*—Gold-leaf is very thin. (*Exhibit a specimen.*) It would take 280,000 leaves to make the thickness of a single inch. This would be more than you can count in two days. Of course one thickness of it would not be very costly.

*T.*—What is the use of the book-cover? *P.*—To preserve the book and keep it neat.

*T.*—What do you call the person that covers books? *P.*—Bookbinder.

In a similar manner the teacher can proceed to speak of the ink employed in printing a book, and compare printers' ink with writing ink. Different kinds of books may be explained and illustrated, as writing books, account books, blank books, pass books, pocket books, etc. The terms *folio*, *quarto*, *octavo* and *duodecimo* may here be learned and applied; also the words *author*, *compiler*, *editor*, *publisher*, *copyright*, the difference between *publisher* and *bookseller*, etc. The attention of pupils may be called to the title-page, the phrases *first edition*, *stereotype edition*, *revised edition*, *preface*, *dedication*, *running title*, *table of contents*, *index*, *margin*, *signatures* at the bottom of the pages, etc. The value and uses of books will also furnish a fruitful topic of useful conversation. Children will be interested in talking of the books that are most read—the Bible, Pilgrim's Progress, Robinson Crusoe, etc.

The manufacture of paper, of which books are chiefly composed, will, of itself, furnish a theme sufficient for one or more object lessons, and the foregoing sketch covers ground enough for six or eight separate exercises.

## M A T H E M A T I C A L .

SOLUTIONS — MAY NUMBER.— *Problem I.* 'D. E.', of Grundy county, sends the solution, in substance as follows: Had the crown been gold, its loss in water would have been 8.32 oz.; consequently, it has silver enough to increase the loss 1.68 oz. Each oz. of silver loses .047 oz. more than an oz. of gold; hence the number of ounces of silver instead of gold will equal  $1.68 \text{ oz.} \div .047$ .

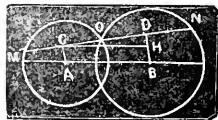
*Ans.* 2lb.  $3\frac{3}{4}$ oz. silver, 7lb.  $12\frac{2}{7}$ oz. gold.

[We received from 'D. L. F.', of Pike county, the same explanation of Problem II, April number, which we gave in our last; it came to hand, however, after our own solution had gone to press.]

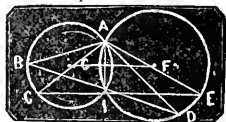
*Problem II.* This is an impossible problem: if A. received \$50 at 75 cents per rod, he must have dug  $66\frac{2}{3}$  rods; and if B. received \$50 at 125 cents per rod, he must have dug 40 rods. The total number of rods, therefore, could not be 100. Algebraically the question would give two independent equations with only one unknown quantity; its conditions are therefore *incompatible*.

*Problem III.* Ray's problem in Alligation has not been explained by any correspondent. We will defer its explanation until next number, and hope for many answers before that time.

*Problem IV.* Several communications have been received, and some correct demonstrations. The following *neat and simple one* is from 'J. J. C.', Macoupin county: Prove that a line through O parallel to AB is greater than any inclined line MN. Draw from the centres AC and BD, perpendicular to MN; then  $CD = \frac{1}{2}MN$ . Draw CH, parallel to AB; then  $CH = AB$ , and, being the hypotenuse of the right-angled triangle CHD, is greater than CD. Now conceive MN to revolve on the centre O until parallel to AB ( $\Delta C$  and  $\Delta D$  continuing perpendicular). MN will still be double CD, and CD will be equal to AB; therefore MN will be greatest when parallel to AB.



'A. E.', of McLean county, sends the following: Let CE be parallel and BD inclined to GF. AIE is a right angle; therefore AE is a diameter. Now the angle E is equal to D, both being inscribed and measured by half the arc AI; the angles B and C are likewise equal; therefore the triangles ABD and ACE are similar: whence,  $AE : AD :: CE : BD$ . Now the diameter AE is greater than any chord AD; therefore CE is greater than BD.



*Problem V.* Numerous communications attest that Gray's law of the arrangement of leaves on the stem is understood. Each term is derived by summing the numerators and denominators of the two preceding terms.

PRACTICAL METHODS IN ARITHMETIC.—IX. *Compound Addition.* Make up in each denomination, as many times as possible, the number of units necessary to make one of the next higher; in doing this, select the most convenient numbers.

*Explanation:* 4 farthings make one penny; each of the 3 farthings lacks 1 of a penny; the 2, therefore, put with 2 threes will make 2 pence, and three farthings will remain. These 2 pence put with the 10 will make 1 shilling; the 11 lacks 1 penny of a shilling, and the 9 lacks 3; 4, then, from the 8 will make 3 shillings in this column, and 4 pence will remain. The 3 shillings will make a pound each of the 18 and the 19 shillings; and 4 from the 13 put with the 16 will make another pound, with 9 shillings left. The total number of pounds is 12. It will be seen that by this process a knowledge of Division is not necessary in Compound Addition. Besides, it is impossible to work *mechanically*; one must think; and, with the young learn-

<i>Example:</i>	£	s.	d.	gr.
2	16	11	3	
1	18	10	2	
		19	8	3
	6	13	9	3
	12	9	4	3

*Ans.*

er, the process has all the fascination of a 'game'. Some examples, of course, can be managed more conveniently than others; but the above is the first example in one of our popular Arithmetics.

X. *Compound Subtraction.* When 1 is taken from a higher denomination to make the subtraction possible in a lower, take the subtrahend from the reduced unit, and add the remainder with the given minuend.

*Explanation:* 100 inches can not be taken from 17 inches; but 100 inches from 1 foot, or 144 inches, leaves 44 inches, which with the 17 inches makes 61 inches. 7 feet can not be taken from 4 feet; but 1 yard equals 9 feet, which diminished by the 7 feet leaves 2 to add to 4, making 6 feet. 4 yards from 18 yards leaves 14 yards. In many cases this process makes us deal with much smaller numbers, and in all cases it is as easy as any other.

*Example:*

<i>sq. yd.</i>	<i>sq. ft.</i>	<i>sq. in.</i>
19	5	17
4	7	100
14	6	61

*Ans.*

PROBLEMS IN ARITHMETIC.—I. There is a number such that if its square root be taken from it, and the remainder multiplied by its square root, one-half the square root of the product will equal the square root of the number. N.B. We shall not publish an *algebraic* solution.

II. 'W. B.' tells us that the box intended in Prob. III, April number, should be cubical. Will some one send us an *arithmetical* solution? we have received several *algebraic* solutions which are doubtless correct.

III. *Geometry.* 'N. H.', of Tamaroa, sends us the following method of finding a circle inscribed in any given triangle: "Divide the area of the triangle by its perimeter, and the quotient will be one-half the radius of the inscribed circle." The demonstration of the above rule is easy: will some of our *young* geometers send it along?

IV. *Trigonometry.* From the top of a mountain 3 miles high the visible horizon appeared depressed  $2^{\circ} 13' 27''$ : required the diameter of the earth, and the distance of the boundary of the visible horizon.

J. J. C.

We suggest to our friends who send us problems that solutions ought generally to accompany the problems.

We propose next month to give a class exercise on *the nature of numbers*, and *the methods of writing them*.

---

## COMMENTS ON THE SCHOOL-LAW.

---

DEPARTMENT OF PUBLIC INSTRUCTION, }  
Springfield, Illinois, June, 1859.

*Questions.*—Can Trustees lawfully borrow the whole or any part of their own township funds? Would they be indictable for so doing? Can the withholding of interest due be construed, under the statute, as 'appropriating the funds to their own use'? Is it the duty of the Treasurer to enforce the collection of money from Trustees when due? Can he collect funds due the Township without a special order from the Trustees? Is he penally responsible if he fails to do this? How long will a mortgage be valid as a prior lien against subsequent mortgages if it be not foreclosed?

*Remarks.*—There can be no question, I think, but that the loaning of any portion of the school-fund under the control of the Trustees, by themselves, to one or more of their own number is wholly without any sanction of law. It brings their individual interests in conflict with their trust duties, and, aside from the express provisions of the 42d section of the Act, is contrary to the general principles of law governing trust relations and official conduct. Such a trans-



action is of the nature of a 'contract' in the sense of the statute, and, as such, is explicitly prohibited in the 42d section of the law. The question as to whether the Trustees are indictable or not falls more properly within the province of the prosecuting attorney; but it by no means follows that they can be proceeded against criminally because they have made an illegal contract. The simple failure to pay the interest on the money borrowed would not bring the case within the provisions of the Act in regard to appropriating funds to their own use, nor could they be indicted for the same. The law undoubtedly makes it the duty of the Treasurer to enforce the payment of interest from Trustees when it becomes due. From a careful examination of all the different sections of the Act which bear upon the question of the duties of the Treasurer in respect to collecting moneys becoming due to the Township, it would seem that the law intended to give the Board of Trustees a controlling power over that officer in this particular, *if they see proper to exercise it*. This is more especially manifest from the 64th section of the Act. The 61st section makes it the duty of the Treasurer to proceed to the collection of all claims due to the Township, when they mature; and if any loss accrues from his neglect in this particular, he and his securities become liable (*see section 64*), unless he acted, or was warranted in his failure to act, by an order of the Board of Trustees, entered upon their journal and subscribed by the President and Clerk; in which case, if loss accrues, the Trustees become responsible. In case of loss by the neglect, he is responsible for failing to collect, in proper time, the debts due the Township, unless he was ordered, in the manner prescribed above, not to collect. A mortgage upon real estate does not lose its lien or priority, if it has been recorded, by failing to foreclose when it becomes due. It retains its lien until the debt becomes barred by the statute of limitations.

Q.—The apportionment of the public money in the manner prescribed in section 34 is often grossly unjust to the weaker districts: in such cases may not the inequality and injustice be remedied by *averaging* among the several districts the aggregate of all the days' attendance certified in the schedules? — would not such a course be in accordance with the *spirit* of the law, and therefore justifiable?

R.—While it would not be difficult, perhaps, to suggest modes by which greater uniformity might be secured in the practical bearings of the school-law in extraordinary circumstances (and the same is true of any statute), yet it is obvious to remark that *the law as it is*, in its most plain and simple acceptation, is our only safe rule of official conduct. To claim the right to deviate from the clear provisions of statute because, in our judgment, considerations of equity demand it, would be fraught with the most dangerous consequences. The general exercise of such a discretion would lead to utter confusion in the practical working of the system; become a prolific source of controversy and litigation; convert the imperative requirements of law into a dead letter or a series of mere impotent suggestions, and virtually abolish the high prerogative of the Legislature. It will, of course, be observed that I am now speaking of the necessary tendency and logical results of the *principle* objected to, not at all of the particular departure from the instructions of the statute submitted in this case for my consideration. To the latter there can be no special objection urged, perhaps, save that it is *totally illegal*. In a section of law so explicit as that which prescribes the manner of apportioning the public school-fund (section 34 Amendatory Act of 1859), but one rule of interpretation is possible. So clear and exact are its provisions, that no latitude of construction is afforded — no issue can be made between the *letter* and the *spirit*. It is not denied, of course, that where the language of the law is ambiguous, or the meaning uncertain, there is a margin for the exercise of a legitimate discretion; but in the case under view the language is *not* ambiguous, the meaning is *not* uncertain. I can not doubt that, upon further reflection, you will concur with me in the opinion that, as public officers, whose duty it is faithfully to interpret and execute existing laws *as they are*, not to change, modify, or ignore them, we are absolutely restricted to the view of the case which has now been presented.

*Q.*—The 42d section of the law, as amended, fixes the time for the election of Directors on the first Monday of September, 1859. Now, in case a district is newly organized, may there be an election for Directors prior to the time fixed by law? Would such an election supersede and take the place of the one required to be held in September? Should the officers chosen at this prior election organize under the Act of '57, or that of '59? How may Union Districts be formed, under section 35?

*R.*—(1.) There must be an election for Directors, in every district in the State, on the first Monday in September next, the time fixed by law. A prior election, as in the case of a newly-organized district, may, of course, be had; but such an election can not supersede the necessity of a new election in September. In the notice of such prior election it should be stated that it is only for the time till next September. (2.) The practical application of the provisions of the 35th section is involved in some difficulty. I am disposed, however, to take the following view of it: A Union District may be formed under two conditions—the separate district organizations may be continued after the union, or they may not. In the former case the Union Board is *perpetuated* as it was first created, that is, by *appointment* of the separate Boards in joint session—*one annually*, as the law requires—the Union Directors having, at the first meeting after their appointment, drawn lots for one, two and three years. In the latter case, which is more common, the separate Boards cease to exist from and after the appointment of the Union Board, the latter immediately assuming all the powers and jurisdiction of ordinary Boards of Directors over all the territory of the Union District, and being ever after elected by the people directly, as other Directors are. If this view be correct, and I think it is, it only remains for the Directors of the several districts to decide, when they meet to form the Union District, whether their separate organizations shall remain, or whether the Union Board shall act as sole Directors for the whole consolidated district. This point being settled, the way is clear.

*Q.*—A certain district lacked a little more than two weeks of having a six months' school in the year ending October 1st, 1858, for the following reasons: The school was suspended one week for want of fuel. At another time there was a religious meeting of much interest in progress in the neighborhood, and the Directors authorized the teacher to close the school for a week or more, to allow all an opportunity to attend. The Trustees rejected the schedules, on the ground that the six months' rule had not been observed. Were they justifiable in so doing? Can the Trustees withhold district-tax money from the district to which it belongs?

*R.*—A six months' free school during the year next preceding that in which demand is made for payment is a fundamental and mandatory requirement of the law. In default of this no district is entitled to a participation in the distribution of the school-fund, unless good cause can be shown why this necessary legal requirement was not fulfilled. By a strict construction of statute, therefore, the Trustees were undoubtedly correct in ruling out the schedule above referred to. But were the reasons given for suspending the school satisfactory? If so, it would certainly be competent for if not incumbent upon this Department to direct that the funds should not be withheld. A moment's consideration must suffice, I think, to convince us that those reasons were *insufficient*. Directors can hardly expect to be excused for so palpable a neglect of duty as that of allowing their schools to be suspended a week for want of fuel; nor can they find any warrant in law, or even in sound discretion, for closing the *public schools* a week or more on account of a religious meeting, however important, in itself considered, the latter may be. I am forced, therefore, to the conclusion, based upon the state of facts presented, that the district in question has forfeited its share of the public money for the present year, through no illegal act of the Trustees, but by the neglect and wrong judgment of the Directors. The Trustees have no control whatever over special district taxes. The law places them under the exclusive authority of the Directors, upon whose order alone the Treasurer is required to pay them out.

N. BATEMAN,  
State Superintendent of Public Instruction.

## EDITOR'S TABLE.

---

TO THE PUBLIC.—We reprint this month a few of the very many complimentary notices that the *Teacher* has received during the present year, both throughout this State and in other States. We have also received many private letters containing encouragement and expressions of regard. Our pages are filled with original contributions from the ablest educational men of the State. Many of them have been reprinted in the newspapers of Illinois and by other educational journals throughout the Union. One thing only is needful: we wish to *double our subscription-list* during the coming month. We shall gladly be more useful to ourselves and others. Will not our friends, during the coming month, canvass their respective districts, and send us additional names and dollars?

RHODE ISLAND.—We have received the Fourteenth Annual Report of the Commissioner of Public Schools of this State (HON. JOHN KINGSBURY), for 1858. Mr. KINGSBURY has visited all the school-districts and nearly every school in the State. Fifteen years ago HON. HENRY BARNARD commenced his labors in this State. There was then no systematic digest of the school-law, and no concert of action in sustaining public education. The school-houses were small, badly located, and in general unfit for school purposes. There were few blackboards, little apparatus, and a general destitution of conveniences of all sorts. The passage of the school-act of 1844 gave an impetus to the schools. Districts were authorized to purchase, build and repair the houses, and a plan of taxation was established that has worked admirably. A large number of the school-houses are creditable, and some elegant. They are generally furnished with maps, blackboards, etc., and many have spacious grounds and are surrounded by shade-trees.

In summer schools there were 86 male and 466 female teachers—total 552; 35,682 pupils, with an average attendance of 19,240. In the winter schools, 273 male and 336 female teachers—total 609; 29,081 pupils, with an average attendance of 21,506. The amount of money appropriated from the general treasury is \$49,996.82; raised by town taxes, \$107,021.82; received from registry taxes, \$10,162.95; from rate-bills, \$5,250.95—total, \$195,512.74. The amount expended on school-houses was \$23,098.05. The attendance upon the means of instruction shows a large increase over last year.

LOUISIANA—There are two graded schools in the State, except in cities where they have regular public schools; and consequently, if the teacher makes his school profitable he must instruct pupils of all grades of advancement, from the alphabet until the scholar is prepared for college. This, of course, renders him less efficient than he would be teaching in a graded school. Academies, as schools of a higher grade, do not exist; the higher branches are taught, but so are the primary ones in the same school, and generally by the same teacher. In these schools boys must be prepared for college, or, what is worse, be sent to the preparatory department of some college. Schools of this character seldom contain

more than forty scholars. They are some times 'made up' by subscription, each patron pledging himself to send so many scholars, at the rates stated in the agreement. Others depend on 'day scholars' for a support, which is certainly a very feeble one. The rates of tuition vary in different sections, and also with the *popularity* of the teacher—generally from one dollar and a half to five dollars per month; five dollars is, I believe, the very highest country price.

With regard to the system of public instruction (if such it is right to call it), I will be brief. There is an appropriation made by the State of about four dollars annually to every child between the ages of six and sixteen years; but so small a sum tends rather to embarrass the interest than otherwise. There is no authority to which the teacher is to look for his license, other than himself and patrons. There were, a few years since, in every parish, legally-constituted persons to examine teachers; but the 'assembled wisdom' at Baton Rouge deemed them no longer necessary, and accordingly these commissioners were discontinued. A majority of the parishes are divided into school-districts, but it is optional with them whether they be or not.

Mass. Teacher.

OREGON.—"Teachers in this wild country do not interest themselves much in the cause of education, although the prospect seems cheering for the future. Oregon has made ample provision for educational purposes, having given the sixteenth and thirty-sixth sections of all lands in her broad territory for that object. The harvest is great, even now, but the laborers are few, and those few none of the best. There is a wide field here for several practical reform teachers. There is hardly one of my acquaintance that understands arithmetic or grammar to any thing like perfection."

MICHIGAN.—From the Annual Report of the Superintendent of Public Instruction of the State of Michigan, it appears that there are 3,945 organized school-districts in the State, in which there are 225,550 resident children between the ages of four and eighteen years. This is an increase during the past year of 9,622 children within the legal ages, residing in districts reporting. The reports for the present year indicate an attendance of 173,550 out of 225,550, or 77 per cent. of the whole. The average length of time that schools have been maintained in districts reporting is six months. The number of teachers employed in them is 7,238, of whom 2,329 are males and 4,909 females. The salaries paid these teachers amount in the aggregate to 443,113.71. A correspondent sends us his opinion of the Superintendent: "Hon. IRA MAYHEW's Report does not amount to much, in my estimation. He is a small pattern of a man, or he would not have withdrawn the State support from their educational journal, hoping to secure a reelection by so doing. He was justly repudiated."

CONNECTICUT.—Gov. BUCKINGHAM's message informs us that the capital of the State School-fund is \$2,043,372, and the interest for the past year has been \$142,203, about 7 per cent. A dividend of \$1.30 has been declared for every child in the State between four and sixteen years of age. The State Normal School is also maintained, and the Principal, D. N. CAMP, is also State Superintendent of Schools and must hold County Institutes. The several towns are not obliged by law to maintain school six months, though they have no share of the State fund unless they do so: and they are not required to tax themselves to pay the deficit of tuition. So Connecticut has not quite a free-school system yet. She maintains an active militia force of 2,465 men, which costs, besides time and damage to good morals, \$25,238, or \$10.23+ for each man. The towns are required to board the teachers of the public schools, and in a large number of places they

still 'trot 'em round', and many hire cheap teachers and shorten the terms to make the money from the State fund pay the teachers' wages.

CANADIAN CENTS.—The Canadas have adopted a decimal currency, and their cent pieces, struck at the British mint, serve as standards of weight and measure; each is one inch in diameter, and one hundred weigh a pound.

ANTIOCH COLLEGE.—This institution was sold at public auction on the 20th of April to satisfy a mortgage. It was purchased by Mr. FRANCIS A. PALMER, of New York, for \$40,000 cash. The institution was in debt to Mr. PALMER to a large amount, and it would have required \$20,000 more to secure him from loss. Mr. PALMER, however, at once transferred the whole property to its old friends and owners at the purchase price. This is equal to a gift of more than \$15,000 to the institution. He has before given the institution money, and has acted as Treasurer and as Assignee without charge for his services.

The institution is reorganized under a new charter, which prohibits the trustees from contracting any debt, and from mortgaging or pledging the property. The trustees are to be twenty in number, twelve of whom are to be of the denomination called 'Liberal Christians', and eight Unitarians. The Unitarians generously furnished the greater portion of the purchase money. HORACE MANN is President of the new corporation and remains President of the college; ARTEMAS CARTER, of Chicago, is Secretary and Treasurer. The sum of \$5,000 annually for three years has been pledged by responsible parties to meet current expenses. The institution is open to both sexes. The annual commencement is upon the Wednesday next preceding the 4th of July.

TRANSATLANTIC BALLOON.—Mr. LAMOUNTAIN, the newspapers tell us, has nearly completed the huge aeronautic machine in which he expects to cross the Atlantic. It is in building at Lansingburgh, N.Y.; the balloon is 65 ft. in diameter, to hold 150,000 cubic feet of gas, with power to elevate 3½ tons. The car, or boat, is large enough to hold twelve persons in the roughest sea, should they be so unfortunate as to light there.

MUSIC IN JACKSONVILLE.—Some beneficent citizens of Jacksonville have made arrangements to give every child in the place a course of musical instruction. A convenient church-building has been obtained, and instructors are employed; free tickets to the course are given out in the Sabbath schools and by three gentlemen well known in the town, so that every one may receive the benefit. Those who attend are to be divided into three classes, each of which is to have two lessons a week; the hour of meeting is at half-past four, afternoon; thus it is immediately after school.

'EVANGELINE'.—An Italian translation has lately been issued at Florence.

PEOPLE'S COLLEGE, N.Y.—This institution is expected to go into operation in September, 1860. The walls of the building will be up by next August. The Trustees have resolved to endeavor to endow and sustain eighteen professorships. They establish two regular courses of study: one like the usual college course, with the same degree; the other a scientific course, with a special diploma; and any pupil may select his own course and receive certificate of proficiency.

**ILLINOIS IN EARLY TIMES.**—We find an item in one of our exchanges stating that there was originally but one county in this State. That was formed by Virginia, in 1778, and called Illinois county. A magistrate was appointed over it with extensive powers, styled Lieutenant-Governor. TIMOTHY DEMONBRUN was appointed to this office. The Territory was afterward ceded by Virginia to the United States, by whose authority it was divided into two counties, called St. Clair and Randolph. This was done in the year 1795. Johnson, Gallatin and Madison counties were formed in 1812; Edwards in 1814; Crawford, Monroe, Jackson and Pope in 1816, and Bond in 1817. It has been eighty-one years since the formation of the county of Illinois, and sixty-four since the formation of St. Clair and Randolph.

**BIBLE IN SCHOOLS.**—The Board of Education of New-York City instructed its By-Law Committee to report at the first meeting in June a by-law compelling the reading of the Bible in all the schools. As many of the new members secured their election by pledging themselves to force the reading of the Bible into those public schools in which it is not read, there is little doubt of the adoption of this by-law.

**PHONETIC INSTRUCTION.**—The controllers of Girard College have started a trial class of thirty-six boys in their institution on the phonetic plan of teaching, as a test, for their own satisfaction and that of the city schools.

**IRELAND.**—The 24th Report of the Commissioners of National Education in Ireland shows that at the end of 1857 there were 5337 schools in operation, an average daily attendance of 268,187 children, the average number in the rolls being 514,445. There were 13 district model schools and 106 national agricultural schools. The total receipts of the commissioners amounted to £302,224, and their expenditure to £289,425.

**NOBLY ENDOWED.**—The University of Texas is nobly endowed for a new institution. From a sale of a portion of certain lands appropriated for its benefit, \$280,000 have been realized. The lowest price obtained for the lands was \$3 per acre, and the highest \$11.50. At the former price they would realize \$650,000, and at \$5 \$1,250,000. It has also \$100,000 appropriated to it from the State Treasury for buildings.

**AMERICAN JOURNALISM.**—An editorial article in *The N. Y. Tribune*, on American Journalism, mentions that not less than *four thousand* newspapers, at least five hundred of them daily, and five hundred semi-weekly, are now published within the limits of the United States. It says:

Their average circulation we estimate as two thousand each for the dailies, twenty-five hundred for the semi-weeklies, and fifteen hundred for the weeklies, making a total circulation in this country of more than *four hundred millions* of newspaper sheets per annum. Yet in 1813—less than half a century ago—the total circulation of newspapers in this country was estimated by ISAIAH THOMAS, in his 'History of Printing', at a little more than twenty millions of sheets per annum.

**ORATORICAL PARAPHERNALIA.**—They have another p-r-o-d-i-g-i-o-u-s preacher down south, of whom Dr. CROSS, writing to the *Richmond Advocate*, says: "He encompasses himself with rainbows, and meteors, and earthquakes, and cataracts, and hurricanes, and waterspouts, and showers of gems, and torrents of fire, and

boundless conflagrations, and marshaled philosophers, and trooping seraphim, and the stupendous wheels of Providence, and the silver-chiming of the spheres, and the weltering chaos of demolished worlds." O Hercules! who can get that fellow out of that.

**L**AIDLAW'S DICTIONARY.—The newspapers announce a new School-Dictionary, by A. H. LAIDLAW, Principal of the Monroe Grammar School, Philadelphia, in which words differently spelled by the Websterian and by the Worcesterian or 'conservative' orthography are given in both forms; the author gives preference to the Websterian.

REV. ROBERT T. S. LOWELL is named in the *Tribune* as the author of *The New Priest in Conception Bay*.

**S**QUARING THE CIRCLE.—For the benefit of the curious we give the following, from the *Tribune*: "MR. ASA W. BROWN, of Cincinnati, says that he solved the long-mooted question of the squaring of the circle, on Monday, April 25, 1859 [why did n't he tell the hour of the day?], with the following result: 'A field of 1,728 yards round is 100 yards across, and contains precisely 49 acres (cube of 12, square of 10, and square of 7).' The numbering was reached unexpectedly, through investigations formerly made in the vibrating of musical notes."

**O**BITUARY.—LADY MORGAN died in London, April 14, 1859. She was the daughter of an actor named OWENSON, and was born in Dublin about 1789. She became known as an authoress by a volume of poems, *Lay of the Irish Harp*. In 1816 she married Sir CHARLES MORGAN, a physician. She was a woman of much spirit, and wrote several romances, besides works on France and Italy, and the more noted book, *Woman and her Master*.

DENISON OLMSTED, LL.D., died on the 11th of May, 1859. He was born in East-Hartford, Conn., June 18, 1791. He graduated at Yale in 1813, and became a tutor there in 1815. In 1817 he was appointed Professor of Chemistry in the University of North Carolina; and while in that office began the first State geological survey that was ever attempted in this country. In 1825 he became Professor of Mathematics and Natural Philosophy in Yale College. The chair of Mathematics he resigned in 1835; the other department he held at the time of his death. He was the author of text-books for colleges on Natural Philosophy and Astronomy, and of similar works for schools. He was an early and zealous friend of popular education, and proposed normal schools in his 'master's oration' in 1816.

BARON HUMBOLDT died at Berlin on the 6th of May. He was born in the same city September 14, 1769, and lacked four months and ten days of being ninety years old.

PROF. AGASSIZ, in a recent letter addressed to Hon. GEO. S. BOUTWELL, of Massachusetts, makes a very generous offer to the teachers of the Public Schools in Massachusetts, viz: to throw open the rooms of his new Museum to their full capacity, for the free instruction of such teachers in the science of Natural History. We give a copy of his letter:

MY DEAR SIR: It is my intention to do my full share in promoting the study of Nature in this part of the world. What is most needed at present to diffuse a taste for these studies is to prepare competent teachers. Thus far I have been limited to admitting a few students into my private laboratory — want of room has prevented me from doing more; but as soon as the contemplated Museum building is erected, every thing of that kind will become easy, and it will give me the greatest pleasure to admit to my laboratory any teacher connected with the Public Schools of the State desirous of fitting himself to study Natural History, and to give him such information as I can, free of charge, during as long or as short a period as he may desire — setting no other limit to their admission than the capabilities of the rooms devoted to the instruction of pupils. As I hope the building may be erected during the summer, I wish you would inform all the teachers of the State of these my intentions, as soon as you find it convenient.

Very truly yours,

L. AGASSIZ.

CAMBRIDGE, March 31, 1859.

THE First-District School-Board of New Orleans have resolved "that hereafter no young-lady teacher will be allowed to contract marriage while occupying the position of teacher, and that such an act on her part shall be virtually considered a resignation."

NEW YORK.—The tax-payers of New York were assessed \$1,744,395.71 for the support of Common Schools for the year 1858. This is nearly one-quarter of the whole tax.

WHAT OHIO IS DOING FOR SCHOOL LIBRARIES.—The State of Ohio annually appropriates about \$82,000 to the purchase of school apparatus and books for her school libraries. This large amount is raised by a tax of one-tenth of a mill on the dollar of the entire property valuation of the State. Under this law the Hon. ANSON SMYTH, State Commissioner of Schools, concluded a contract last September with the Messrs. APPLETON, of New York, to supply the State with her library books for 1859. Accordingly, all the free space on the floor of the immense sales-room at APPLETONS' is now occupied by a great mass of these books, piled solidly like bricks, ready for packing and shipment. In bulk they measure over twenty-five solid cords, and they weigh seventy-five tons. Piled on end, on a shelf, in the usual manner, and as closely together as possible, they would extend from the City Hall to Union Square, or a distance of two miles. We understand that the Messrs. APPLETON have made arrangements to transport the entire mass by a special freight train, to be run straight through from New York to Columbus. The binding, which is uniform, is beautiful and substantial. Each volume is lettered on the back with the title, the author's name, and the mark of the 'Ohio S. Library, 1859.'

N. Y. Paper.

THE WAR.—The absorbing topic of the day is that which relates to the war now ready to burst upon Southern Europe. Probably those incercunial French will fight none the less bravely for knowing how to read, as we may infer from the following statement of Dr. TYNG that they do:

Three years ago, LOUIS NAPOLEON, finding that most of the soldiers in his army were unable to read, advertised for a contract to teach them. A single gentleman undertook the task. He asked for no books — nothing but slates and pencils. He brought up the men in a line, and by the use of large letters, at his dictation, they all learned the alphabet, and then to read. He then asked for one single tract. He was permitted to choose, and selected from all the tracts in the language the most beautiful and affecting — the Gospel by John; and in less than a year, he had taught 50,000 French soldiers to read the Gospel, and received copies enough to put one into the hands of each soldier.

SCHOOLMASTER ABROAD! — The citizens of Janesville, Wis., must either kill their dogs or refrain from 'running *at large*' hereafter, as may be seen from the following proclamation:

TAKE NOTICE! — All Persons residing in the city of Janesville, owning, or having in his or her possession, any dog or bitch, and suffering the same to run at large, without being securely muzzled, so as to prevent their biting, will be killed if found running at large after April 26th.

PRESCOTT'S PHILIP II.—It is said that Mr. PRESCOTT'S *History of Philip II* is not to be completed, but will remain a fragment, like the last works of NIEBUHR, MACKINTOSH, ARNOLD, and some eminent historians.

THE *Connecticut Common-School Journal*, in an article on *Foolish Economy*, says: "When you hear a man uttering his aversion to spending money to educate 'other folks' young ones', you may safely conclude that his father was a man not very liberal in the education of his own; for the educated are invariably the most earnest champions of education."

The number of letters written in France does not, it is calculated, exceed  $9\frac{1}{2}$  per annum, on an average, for each inhabitant. In England it is 21; in Scotland 16; in Ireland 7. As to journals, the proportion of the number of copies to the population is in England 249 per cent., while in France it is 255.



INSCRIPTION ON THE TOMB-STONE OF WM. H. G. BUTLER—the teacher who was killed by Mat. Ward, at Louisville, Kentucky:

“A man without fear and without reproach, of gentle and retiring disposition, of clear and vigorous mind, an accomplished scholar and successful teacher, a meek and humble Christian.

“He fell by the hand of violence, in the presence of his loving pupils, a martyr to his fidelity in the discharge of duty.

“This Monument is erected by his pupils and a bereaved community, to show their appreciation of his worth, and to perpetuate their horror at his murder.”

WHAT A WASTE!—A British statesman publicly declared that the cost of the Russian war for a single year was \$250,000,000. In order adequately to comprehend the amount thus employed for human destruction, consider what it could have done if expended for the benefit of mankind. It would build 5,000 churches at a cost of \$5,000 each; 5,000 school-houses at \$2,000 each; 5,000 mechanics' institutes at \$6,000 each; 5,000 public libraries at \$4,000 each; 5,000 reformatories for young criminals at \$5,000 each; 5,000 public bath and wash houses at \$5,000 each; 20,000 life-boats at \$500; 50,000 houses for the laboring poor at \$500; and leave \$85,000,000 for Foreign Missions, Bible, Tract, Sunday-School, Temperance and Peace Societies, and Orphan Asylums.

Artisan.

RULES FOR THE TEACHER.—1. From your earliest connection with your pupils, inculcate the necessity of *prompt* and *exact* obedience.

2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.

3. Never tell a pupil to do any thing unless you are sure he knows how it is done.

4. Always punish a pupil for *willful disobedience*, but never in anger; and in no case should a blow be given on the head.

5. Never let your pupils see that they can vex you or make you lose your self-command.

6. Never allow pupils to do at one time what you have forbidden, under like circumstances, at another.

7. Teach the young that the only sure and easy way to *appear* good is to *be* good.

8. Never allow tale-bearing.

9. If a pupil abuses your confidence, make him, for a time, feel the want of it.

10. Never speak in a scolding and fretful manner, but use tones of gentleness. Some teachers defeat their objects by using harsh and boisterous tones.

Maine Spectator.

VERY touching and beautiful were the words of the old schoolmaster, as life passed away: “It is growing dark—the school may be dismissed.” Down to the very gates of the unseen world he carried his love and regard for the children whom he had trained.

A HAPPY ILLUSTRATION.—“I think every man ought to carry his boughs so full of fruits that, like the apples which drop from silent dew, they will fall by the weight of their own ripeness, for whoever needs to be refreshed. We should go home to the threshing-floor like a great harvest-wagon full of sheaves, which at every jolt casts down ears for the gleaners, and stray seeds for the birds, and now and then a chance handful, which, blown by winds into nooks and corners, comes up to grow, and to bless another generation.”

BEECHER.

---

#### LOCAL INTELLIGENCE.

---

MACOUPIN COUNTY INSTITUTE.—This body met pursuant to adjournment, April 11, 1859. ASA POTTER, President; J. H. POTTER, Secretary. The meetings were well attended, and the exercises spirited and profitable. Among the resolutions discussed and adopted were the following:

*Resolved*, That every teacher and patron of schools ought to become a subscriber and, as far as possible, a contributor, to the *Illinois Teacher*.

*Resolved*, That teachers present a report at our next meeting of the location and condition of their school-houses, of visitation by parents and school-officers, uniformity of text-books, regularity of attendance, punctuality, and any thing else that may affect the welfare of their schools.

*Resolved*, That a thorough supervision of our common schools is essential to the best interests of our common country, and the plan proposed by the late State Superintendent in his report to the Legislature, of appointing county agents, meets our hearty approval.

*Resolved*, That, as a means of preparing the public mind for this, we recommend the employment of agents to call upon school-officers and others, visit schools, lecture, collect and diffuse information, and in a kind, earnest manner, awaken an interest in the cause among all parties.

*Resolved*, That to carry out the purport of this project, we adopt as a plan of action, the following rules:

Art. 1. The President, Vice-President and Executive Committee constitute a Board whose duty it shall be to appoint and secure the coöperation of one or more persons to each election-precinct to raise funds by subscription or otherwise.

Art. 2. Said funds, together with the surplus funds of this Association, to be appropriated toward the employment of a County Agent.

Art. 3. It shall be the duty of said County Agent to visit each school-district in the county, if practicable, visit schools, lecture to the people, gather statistics of schools, and use every suitable means to awaken a deeper interest in the cause of Education.

Art. 4. The Board designated in Article 1 shall appoint said Agent, and he shall act under their authority and direction until our next meeting.

Art. 5. All funds designed to carry out this project are to be forwarded to the Treasurer of this Association, or if handed to the County Agent, he shall report the same at our semi-annual meetings.

*Resolved*, That this Association earnestly solicits the aid and coöperation of the citizens of this county, to enable us to carry out this enterprise, whose object is to increase the facilities for school purposes, create a higher standard of qualification on the part of teachers, inculcate correct modes of teaching, and, finally, to make Macoupin County, in her educational facilities and interests, second to none in the State.

*Resolved*, That this Association approves the plan to open a Teachers' Intelligence Office at Carlinville.

THE HANCOCK COUNTY TEACHERS' ASSOCIATION held an Institute at Carthage, April 27th to 30th. J. H. BLODGETT was employed to conduct it. It was the first County Institute ever held in that county, and we regret our inability to give an extended notice. Commissioner HAWLEY deserves great credit for his earnestness in the work. Some forty teachers, besides other friends, were present, and the meeting is reported highly satisfactory to those who attended. Mr. BLODGETT received some aid in presenting modes of instruction from MESSRS. CASE and CHAMBERLAIN, of Warsaw. The Conductor of the Institute delivered addresses on Wednesday and Friday evenings, and Mr. CASE on Thursday evening. Various essays and discussions added interest to the session. The Court-House was the place of meeting, and looked quite like a school-room, with its walls covered with maps and charts, and its tables bearing the school apparatus used by those conducting the exercises.

Among other resolutions, the Association passed one recognizing associations as being for the teacher what other professional conventions are for clergymen and physicians; another recommending the purchase by every school of Outline Maps and Holbrook Apparatus; one recommending reading of the Bible daily in school; another expressing the duty of the members to secure an educational periodical, and recommending *Barnard's American Journal of Education* and the *Illinois Teacher*; and one indorsing the view that ladies should have the same compensation as gentlemen, when they perform the same work.

The Association adjourned to meet at Warsaw the last week in August next. An enthusiastic meeting is looked for. Every Warsaw teacher but one was at the past meeting, and she sent ample apology for absence.

CARROLL COUNTY TEACHERS' INSTITUTE.—The spring session opened on Tuesday, April 19, 1859. The attendance from the country was hardly as large as could have been desired, but the exercises were highly interesting and instructive. The following is a brief synopsis of the exercises of the week: *Tuesday*—Miscellaneous business; making out programme; appointment of committees; Elocution, by Mr. ARMOUR; Written Arithmetic, by Mr. CADMUS; Spelling, by Mr. FORBES. Evening session—Discussion; Essay, by Mr. EDDOWES; Address, by Mr. CADMUS. *Wednesday*—Geography, by Miss HOLMES; Grammar, by Mrs. FISHER; Lecture

upon *Geology*, by Mr. SHAW; *Spelling*, by Miss GREGORY; *Addition*, by Mr. CADMUS; *Elocution*, by Mr. SMITH; *History of the United States*, by Mr. ARMOUR. Each of these exercises was followed by a general conversation of a few minutes. A discussion upon *Geology* followed Mr. SHAW'S lecture. A debate also was had upon a resolution recommending Ford's *History of Illinois* to be introduced into our common schools. The resolution was defeated. *Thursday*—*Reading*, by Miss GREGORY; *Arithmetic*, by Mr. CADMUS; *Method of Alligation*, by Miss DEEDS; *Lecture on Physical Geography*, by Mr. SHAW; *General Conventions*; *Resolution* passed recommending the introduction of the study of *Physical Geography* into our common schools; *Discussion* upon the resolution "that the sexes ought to be educated together".

The closing exercises were held at Mt. Carroll Seminary, where the members of the Institute had been invited to spend the evening in a social entertainment.

The following resolutions were passed unanimously:

*Resolved*, That the *Illinois Teacher*, as an educational journal, is every way worthy the confidence of the friends of education; and that teachers and school-directors who do not subscribe for it are depriving themselves of a very important means of information.

*Resolved*, As the sense of the members of the Teachers' Institute of Carroll county, that we hereby express our most hearty thanks to the citizens of Mt. Carroll for their hospitality in the entertainment of the teachers and friends of education, and the use of their churches during this session of the Institute.

Mr. C. B. SMITH and Miss GREGORY then read a spicy and entertaining paper, composed of essays, poems, puns, etc., contributed by the members. Mr. SMITH then read some excellent toasts. The sentiments were responded to with eloquent enthusiasm. Altogether, this session of our Institute, and especially the closing exercises at the Seminary, will be one of the *many spots* along life's pathway over which the memories of all those present will love to linger in the by-and-by.

**ROCK-ISLAND SCHOOLS.**—Three years ago the schools of Rock Island were not even *common*. At the town of Moline they have now a Graded School in a fine brick building costing \$15,000. At Rock Island there are five school-buildings: two of the old order, two first-class graded-school buildings, costing \$60,000 and \$10,000 respectively, and one magnificent High-School building erected at an expense of \$25,000. They are a credit to any community and to any board of directors who projected and carried through the work of erecting them. The various departments are well filled and well conducted. The management at Rock Island is under the charge of B. M. RAYMOND, who first commenced his labors at Moline three years ago. He can but feel a peculiar satisfaction at the good work which has grown up under his hand. He has been fortunate in having efficient directors to second his views for the education of the youth in the best and most available manner of the age. The schools are an honor to teachers, parents, and children. Many who were at the Galesburg Convention will remember with pleasure the happy and practical remarks of Mr. MIXER concerning them. A grateful concourse of children meet him in the streets and at the schools of his own town and honor him; and the community appreciate his disinterested endeavors which contributed so largely to securing them the blessings of free schools of a high order.

THE next Annual Meeting of the Illinois Natural History Society will be held at Bloomington, on the 29th of June. The usual favors of several railroad companies have been granted. Further notice will be given in the various newspapers of the State.

**NOTICE OF ADVERTISEMENTS.**—We trust that the readers of the *Teacher* will not fail to examine our advertisements, in which they will find complete information in regard to every thing needed in connection with schools. They are from the prominent establishments in the country—from those who, conscious that they possess that which will be valuable to the community, are desirous of having its merits investigated.

Teachers and school-directors needing books, apparatus, school-furniture, will find it for their interest to communicate with the firms represented in these pages.

## BOOKS AND PERIODICALS.

## WEBSTER'S UNABRIDGED DICTIONARY. Pictorial Edition.

A new and pictorial edition of the Great Unabridged is now in press, and will soon be issued by the enterprising publishers, Messrs. G. & C. MERRIAM. Some fifteen hundred new pictorial illustrations are to be added. We have seen specimen pages in Architecture and Ornithology, and find them of great artistical excellence and practical value. Many thousands of new words have been added to the vocabulary, and much new matter in a Table of Synonyms. The work also contains a Table giving the pronunciation of the names of eight thousand distinguished persons of modern times, also a Table exhibiting the peculiar use of words and terms in the Bible, also tables of the phrases, etc., of various languages rendered into English. Those who have heretofore been the possessors of that compendium of knowledge which was 'good enough for the best', will soon have a dictionary of the English language which we might naturally claim to be better than the *best* merit.

The publishers are evidently determined that nothing shall be wanting to sustain in the work the decided superiority it has always possessed over all other dictionaries of the English language.

## PARKER &amp; WATSON'S SERIES OF NATIONAL READERS. A. S. BARNES &amp; BURR, New York. W. B. KEEN, Chicago.

This graded system of readers comprises five different Readers, with Primer and Speller. The style and appearance of the books is every thing that can be desired. The reading books are, we think, of somewhat unequal merit. The selections for reading and declamation in the Third, Fourth and Fifth are excellent in character, being selected from our best authors, particularly from those of a recent date. The general directions with reference to elocution in these works are also highly valuable. With the First and Second of the *Series* we are not quite so well pleased. The method of *word-building* presented we regard as a less natural and easy method of learning to read than the method suggested in several other series. As a whole, the series of Readers must be regarded as a valuable accession to our list of text-books.

CHASE'S HANDBOOKS OF KNOWLEDGE FOR PRAIRIE LIFE. No. 1. *The Prairie Fruit-Culturist; or, What to Plant and how to Cultivate in the West.* By C. THURSTON CHASE. Price 25 cts. Chicago: S. C. GRIGGS & Co.

Much difficulty has been experienced in the West in fruit culture. Many have become discouraged from repeated failures and the want of reliable information how to proceed. Others, under certain modes of treatment, have continued to enjoy an almost unvarying success. The course by which they have succeeded is here presented in a plain, practical form, available alike to the man of limited means and the extensive cultivator of many acres. Such a work can not be too widely circulated.

## RAY'S MATHEMATICAL SERIES. W. B. SMITH &amp; Co., Cincinnati. Chicago: W. B. KEEN.

No department of science has been so extensively and so variously treated as Mathematics. Its elementary branches, Arithmetic, Algebra, and Geometry, have been given to the world in a multiplicity of forms, rendering, it would almost seem, further improvement impossible, or, at least, improbable. We are charitable enough to believe that no author would issue a text-book on a subject so thoroughly investigated and so perfectly developed as that of Arithmetic, without the consciousness that it possessed, in some respects, a superiority over others.

From an examination of the *Higher Arithmetic* of Prof. JOSEPH RAY, we have been convinced that its merits are so great and so numerous as to recommend it warmly to public favor. We observe, first, that none of the principles of which the book treats are so perfectly explained as to enable teacher or pupil to dispense with the invigorating labor of investigation and study. Enough is done, however, to initiate the student in the true methods of arithmetical analysis. The subjects of Notation and Numeration contain many admirable links, which, fully developed by the teacher, can not fail to render these most important but much neglected elements well understood. Again, the arrangement of the topics—a matter to which little attention has been given, we should judge—is judicious. For instance, who can doubt the propriety of placing the subject of weights and measures, and the operations to which they give rise, before the subject of fractions? In connection with weights and measures much useful information, not usually found in Arithmetics, is given. The more practical topics, Percentage, Interest, Banking, Equation of Payments, etc., do not merely illustrate theory, but likewise prepare the student for the real business of life. The problems of the book have been selected, not for the purpose of puzzling the pupil, but to show him the application of arithmetical science in the practical affairs of the world. In view of its many excellencies, we commend the book to the careful attention of teachers.

*Ray's Algebra—Part Second.*—Our acquaintance with the Higher work of Prof. RAY has been obtained not by a cursory review, but by the actual use of the book in the school-room. Hence we know that whereof we speak. One of the chief merits of this work consists in the clearness with which the elementary principles of the science are explained and illustrated. The subject of multiples and divisors has received more attention and a more complete development in this than in any other treatise with which we are acquainted. The process of factoring, of great utility in Algebra as in Arithmetic, is here treated in the most lucid and practical manner. The fundamental operations on negative quantities are divested of the obscurity in which, almost always, they have been involved, and the difficulty of understanding these matters has, in a great measure, disappeared. To other elementary and to the higher principles similar remarks would apply. The work, though less extensive than some others, contains all that is essential to a liberal mathematical education.

LECTURES ON METAPHYSICS. By Sir WILLIAM HAMILTON, Bart., Professor of Logic and Metaphysics in the University of Edinburgh. Boston: GOULD & LINCOLN. Chicago: S. C. GRIGGS & Co. Svo.

The subject of Metaphysics, although it has always received great attention from the learned, has never been regarded with much favor by general readers. At the same time, the fact that the most popular works are such as are liberally specked with metaphysical speculations proves a natural fondness of the mind for such questions. The popular disfavor for works avowedly on this subject is owing, doubtless, in a great measure, to the vague conceptions, contradictory conclusions, and unintelligible language, of those who have attempted to elucidate the subject. The work before us, however, is not liable to these charges. Sir WM. HAMILTON, with great industry and vast learning, was distinguished for the comprehensiveness and acuteness of his intellect. He understands his subject perfectly—he is precise in his language, and consequently conveys to his readers his ideas as clearly as they exist in his own mind. The work must, therefore, prove interesting and instructive, both to the student and the general reader. Sir WM. HAMILTON'S Lectures on Logic are in course of preparation for the press by the same editors.

A SCHOOL-REGISTER, for recording Attendance, Recitations, and Deportment in Classes, designed for the use of Colleges, Academies, and Schools. By N. C. BROOKS, A.M. New York: A. S. BARNES & BURR. Chicago: W. B. KEEN.

A register of lessons and deportment, properly kept, is of great importance to a school. In bringing directly to the mind, at each recitation, the standing of all the pupils, it insures a careful supervision on the part of the teacher; while the natural desire to occupy in the Record a respectable rank for intellectual advancement and moral deportment promotes a laudable emulation among the pupils.

The Register is arranged for eleven weeks, the usual length of a quarterly term, and presents at one view a record of the attendance, recitations and deportment of the pupils for the entire term. The manner of keeping the Register is clearly exhibited. The book forms a cheap, compact and complete means of recording every thing of importance relating to the standing and progress of pupils in schools. If introduced into our schools, it will materially reduce the friction often evolved in the discipline of a school-room, and will obviate the necessity of resorting to punishments at once odious and ineffectual.

THE LITTLE ORATOR, OR PRIMARY SCHOOL SPEAKER. By CHARLES NORTHEND, A.M. New York: A. S. BARNES & BURR. Chicago: W. B. KEEN.

This little book contains a great variety of well-selected articles in prose and poetry, and numerous dialogues well adapted to interest and instruct children in primary schools. Its judicious use can not fail to instruct them in reading and speaking, and it will contribute greatly to increase the happiness of the little folks who will use it.

The reputation gained by Mr. NORTHEND as author of 'The Teacher and Parent', 'Teacher's Assistant', etc., is an assurance of the adaptation of the work to the wants of the school-room.

CHEMISTRY. By JOHN A. PORTER. New York: A. S. BARNES & BURR. Chicago: W. B. KEEN. 1859.

The above work will be found to fill an important place in our list of books for schools. The author has endeavored to disencumber the subject of chemistry of much detail and technicality; and a careful perusal of his book will convince the reader that he has fulfilled his purpose. The apparatus described is all of simple construction, and, by a little mechanical ingenuity, places the experiments within reach of the veriest tyro in science. The chapter on Heat and Vaporization contains much valuable practical matter, and the same may be said of the Organic and Agricultural departments.

The style of the work also commends itself—the paper is clear, the type large, and the *tout ensemble* elegant.

MICROSCOPIST'S COMPANION. By JOHN KING, M.D. ROBT. CLARKE, Cin., Ohio. 1859.

In this age of progress and perfection of the instruments aiding the human eye, both in its researches after the infinite and the infinitesimal, the student must be up and doing in order to keep pace with the discoveries which are being constantly announced. Microscopy has become a science, and he who would investigate its new world of knowledge understandingly can do no better than to purchase one of Mr. KING's books. He will find the subject handled in a practical way. The book contains much valuable information upon the modes of procuring and preserving specimens. The author brings down the science fully to the present day. We commend his work to all who have a desire to see the beautiful world revealed by the microscope.

FIVE ESSAYS BY JOHN KEARSLEY MITCHELL, M.D., late Professor in Jefferson Medical College, Philadelphia, etc., etc. Containing essays upon the Cryptogamous origin of Malarious and Epidemic Fevers; upon Animal Magnetism; on the Penetrativeness of Fluids and of Gases, and a new practice in Acute and Chronic Rheumatism. Phil.: J. B. LIPPINCOTT & Co. Chicago: S. C. GRIGGS & Co.

A PRACTICAL TREATISE ON THE HIVE AND HONEY BEE. By L. L. LANGSTROTH. New York: A. O. MOORE & Co. Chicago: S. C. GRIGGS & Co.

MOAICS. By the author of 'Salad for the Solitary'. Boston: CHARLES SCRIBNER. Chicago: S. C. GRIGGS & Co.

A capital book, the result of ripe scholarship, judicious and extensive reading, and excellent taste.

# ILLINOIS TEACHER.

---

VOL. V.

JULY, 1859.

No. 7.

---

## TEACHERS' INSTITUTES.

---

'RESOLVED, That the exercises of a well-conducted Teachers' Institute add to the thoroughness and efficiency of all the teachers who attend' has been, in substance, adopted in more than a score of counties in this State during the past spring. In every county where a 'well-conducted' Institute is held the same sentiment will be indorsed. While this is the fact, a resolution 'that a *poorly-conducted* Institute *may* be intolerable to those in attendance' would find many supporters.

He who would ascertain what has been done by Institutes in Illinois up to the present time will find that through their instrumentality something has been accomplished in elevating the public mind, something in enlisting and improving teachers; but he will find no means of gathering accurate, reliable information respecting them by any less laborious and tedious mode than visiting the several points where they have been held. Even then the information can not always be obtained. In short, there has been no acknowledged head: each Institute has been an isolated affair, sending, perhaps, a newspaper item to the *Teacher*, but farther making no report that could be compared with similar ones from other points, and some have not done even so much as report to the *Teacher*.

There should be some acknowledged head, some systematic arrangement by which the efforts and labors of one year and in particular localities might be rendered available for guidance in future years and in new localities. In several States the Department of Public Instruction forms the centre for Institutes, both in furnishing instructors and gathering records of results. At present we can have no provision for that in this State. The present head of the Department is ready to do all he can; but he has not at his disposal for all this great State the means which little Connecticut spends annually on her Institutes.

Our Institutes are very fluctuating and irregular in their ar-

rangement and influence. This is partly owing to the want of acknowledged connection with each other. Another cause lies in the manner in which the funds are raised for conducting them. In some of the northern counties the Boards of Supervisors have granted from twenty-five to one hundred dollars to defray the expenses of a single Institute. Perhaps at the next Institute of the same Association no appropriation at all would be given. At the first perhaps able men have been employed; at the next, the expense of obtaining others has led the teachers in a county to select inferior men to conduct their exercises. Some times the Institutes are dependent wholly upon membership fees, some times upon contributions; either reliance being fluctuating and uncertain. Some times they have been conducted without any cash expense, the labor of the teachers being given. A certain Institute within five years was conducted by three or four of the leading educators of the State. The expense of the whole was the cost of oil for the evening sessions. The members of the Association voted that they had good enough instructors among themselves, and that it was unnecessary to provide funds to employ any help for the next meeting. Considerable interest was elicited by the Institute held, and the audiences were good, though not many teachers were present. The *Teacher* contained the report of that first meeting; the report of the next one is not publicly received, but private report represents that on the morning of the appointed day two or three might be seen standing about waiting for the doors to be opened where they were to meet, which doors are not reported as open yet.

In another instance, a large and enthusiastic Institute was conducted by a gentleman who was fairly paid for his labor. The Association adjourned with money in the treasury; but, for some reason, the officers of the Association concluded to save money by having free teaching and lectures, and even neglected to notify lecturers already appointed, who lived at a distance, of the time of the next meeting. It is easy to decide which Institute was most effective.

The fluctuation in interest and influence dependent upon the *purse* can not at once be remedied; but there are points where a remedy can be at once applied, by those who wish to do it, in their own counties. As much care should be taken in selecting instructors for Institutes as in obtaining teachers for the best schools. This is too often neglected. The drill exercises are left very much to the arrangement of the hour, while the correspondence and care of days and weeks previous is regarding the public addresses. See the May number of the *Teacher*. Of twelve reports of Institutes, one-half omit even to mention drill exercises, and 'usual drill exercises' comprehends the notice in half the remainder, while only *two* omit the specific men-



tion of the lecturers or essayists. It is well to provide good lecturers for the general audiences, but it must be remembered that teachers will be as much benefited by presenting good modes of instruction. The drill exercises are not only made of secondary importance, but some times left wholly to the arrangement of the moment.

An Institute had its evening lecturers appointed for a whole week. Some had PROFESSOR (*legitimately*) attached to their names. The following is a sample of the teachers' exercises. The presiding officer would ask of the Committee on Programme, "What's the exercise for this hour?" The answer might be, 'Reading'. "Miss C., will you take this exercise?" "I would rather some one else would." "Mr. P., will you take it?" "I guess you'd better get some one else." And so, with more or less urging, time would be wasted, till some one would consent to act to prevent a total failure, doing by no means so well as in his or her own school-room. Some times the mode of presenting exercises would have led the County Commissioner to refuse a certificate of qualifications to teach a common school. This may seem an extreme case, yet it is one of those Institutes at which was passed a strong resolution in favor of Teachers' Institutes and condemning teachers who would not attend.

It is only the presence of those ready to go on that has saved some of the apparently best Institutes from as miserable work as the above. In a certain instance, the teachers of the county were tolerably well represented: that is to say, out of one hundred and twenty five were present. All were reasonably enthusiastic, and the exercises, as a whole, passed off profitably. Yet much of the work was *impromptu*—in some instances essays and persons to conduct the drill exercises being 'looked up' within five minutes of the time at which they were to be presented! There was, consequently, a want of system, and an amount of misstatement of fact not at all creditable to a company of teachers.

An Institute in which the arrangement and performance of duties is left to the facilities of the moment falls as far short of its proper efficiency as does a school in which is no order of exercises. Much of the enthusiasm and zeal in Institutes that has been heralded throughout our State is from the fact that they are educational picnics. The teachers are usually entertained freely by the people in the place of meeting, and, under the genial influence of good fare, new acquaintances, and social fellowship, they go home, after voting thanks to all that deserve them, with perhaps a little more enthusiasm for teaching, since teaching is beginning to be regarded as an honorable calling, and declaring that they 'have had a good time'; which is about as much of a testimony to the educational influences of the occasion as is a child's exclamation as he comes in at night, 'Moth-

er, we had a real good time at school to-day', to the amount he has learned.

The best teachers in the State are needed for instructors in Institutes. As far as is possible, such men as the RUSSELLS for Elocution, GREENE or WELCH for Grammar, GREENLEAF or COLBURN for Arithmetic, CAMP for Geography, are wanted to make Institutes in Illinois as valuable as those conducted by these teachers in other States. But there are as yet insufficient means provided to employ such men to any great extent. Further, the Institutes at present come so closely together (some twenty in April last) that many such men would be needed if we were prepared to employ them.

But every Institute can be arranged so that the work may be systematically done by the best persons obtainable. Many of the best teachers are also among the best lecturers: so that arrangements can be made to have lectures as good as in the past, while the drill exercises may be greatly improved.

The County Commissioner will properly give form and direction to the Association in those counties where he is interested, and he can do much to enlist others. Where the Commissioner is not interested, it is not so easy to make an efficient, comprehensive organization. Those able to lead feel a delicacy in doing what properly belongs to another to do. The day is dawning when school commissioners will be so in more than name, and already many of them are faithfully laboring for the schools.

The Institutes, with all their drawbacks, are great aids in combining and improving educational effort. If they are not now equal to the ideal, they still are valuable. Amid all their fluctuations, general progress still is found. New County Associations are organizing, and by increased attention to making the exercises valuable and interesting those now enlisted will draw in those who stand aloof, from the unprofitableness or tediousness of the exercises, and public sentiment will drive out of the schools those who stay away because utterly unqualified to meet with teachers.

We shall yet have Institutes that will be, to every reasonable extent, MODEL SCHOOLS. Means will yet be provided ample enough to prevent a *free pass* on a railroad being an argument for summoning its holder so as to save expense. We shall have Institutes where the exercises are conducted with as close regard to time as a railroad-train. Many an Institute has been rendered tedious by prolonging an exercise beyond the fixed limit, or beginning it later than announced.

More than fifty counties remain in which no County Institute has ever been held. May the associated teachers of these counties soon have opportunity to indorse a resolution of an existing association, 'that we have had a good time', adding the word PROFITABLE.

## PUBLIC SCHOOLS OF MICHIGAN.

---

THIS State has taken the lead of all the Western States in educational movements, and in many respects still maintains her advanced position. Her system of Primary Schools is liberal, and supported by a liberal class of citizens. Magnificent buildings are provided in the cities and principal villages, and schools good enough for all classes established. If any one doubts the efficiency of the free-school system, let him visit the Graded Schools of Michigan, and those doubts will be dispelled. The school at Marshall, under the superintendence of Prof. G. A. Graves, is worthy of more than a passing notice. The systematic arrangement and quiet manner which pervades the room show the hand of a workman. Here we heard selections read by a class of pupils in a manner that would have been creditable to a class of instructors—all were interested. Other studies appeared to be pursued with equal profit and pleasure. The grounds about the building are arranged with taste and ornamented with choice shrubs and plants, rendering it truly a pleasant resort.

The free schools of Ann Arbor are creditable to the State. The large building for the higher departments is one of the finest structures we saw; it is built of brick, is spacious and convenient, and when occupied by its four or five hundred pupils it still retains the quiet appearance of a private residence. Principles are taught here which will be of service to the youth in after life, and, in connection with their primary schools, it is able to take the child as he starts from his paternal roof, and lead him on, step by step, until he is fitted to enter the State University, the pride of the State. The school-yard here is as attractive as could be wished, and blends its influence with the worthy band of teachers who teach audibly the principles that it is silently proclaiming. A friend of education would feel richly rewarded for spending a few days in the schools of this city.

The State University, which is located here, is exercising an influence in behalf of learning that is not confined within the limits of the State. It affords superior facilities to the student, and justly occupies a position second to no other similar institution in our republic; and when we consider that it has but just started on its great mission, we are unable to conjecture the result.

The Normal School at Ypsilanti is liberally patronized from all parts of the State, and is now provided with its living ad-

vertisements in nearly every county. It is doing a good work for the present and future.

Hon. J. M. Gregory, the present Superintendent of Public Instruction, is constantly in the field, laboring in behalf of the Graded School, holding Teachers' Institutes, and maturing their noble system of instruction, which extends from the primary school through the University. Michigan presents many examples which Illinois might follow with profit.

A department of Law has been added to the University, and will commence its operations in October of the present year. Its by-laws make the following provisions for the instruction of pupils:

"There shall be at least three professorships in this department, to be denominated as follows: (1.) A Professorship of Common and Statute Law; (2.) A Professorship of Pleading, Practice, and Evidence; (3.) A Professorship of Equity, Jurisprudence, Pleadings, and Practice.

"To entitle an applicant to admission to this department, he must have attained the age of seventeen years, must have paid his initiation fee, and must furnish to the President satisfactory evidence of good moral character. There shall be one law term in each year, commencing on the first of October and continuing until the Law Commencement in the last week of March ensuing. A system of lectures, study, practice and examinations shall be pursued in the law department, and shall extend through a period of two years. There shall be at least ten lectures and examinations each week during the entire course. The general subjects of Constitutional, International, Maritime, Civil, Commercial, and Criminal Law, Medical Jurisprudence of the United States, and other branches of law, shall be assigned to the several Professors as may be determined by resolution of the Board of Regents. The Law Faculty shall devise and recommend a course of study and exercise in detail, to be pursued by students during the entire course, and submit the same to the Board of Regents; and they shall also submit such modifications of the same, from time to time, as they may deem expedient. The course shall be so arranged, as far as may be, that students may begin with any term. Moot-Courts shall be organized, and such other measures adopted by the Law Faculty as may most effectually promote the practical knowledge and application of the principles taught."

---

A PARENT who sends his son into the world uneducated does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen and bequeaths to it a nuisance.

Chancellor KENT.

## THE GYMNASIA OF GERMANY.

GERMANY is emphatically the land of scholars. No other country, at the present moment, contains an equal number of eminent men in any department of learning whatever; and no other country affords such facilities for the prosecution of study.

Germany has attained that distinction among European countries somewhat suddenly, and the causes which have contributed to it are well worthy the study of all practical educators. No doubt the extraordinary freedom which is enjoyed in the Universities—those republics in the midst of despotisms, instead of despotisms in the midst of a republic, like many American colleges—is among the chief causes of German intellectual advancement; but active as this cause may be, it is less marked and important than the peculiar organization of the Gymnasia.

Much has been said in this country, and especially in this State, of the *Prussian* system of education, and perhaps no two men have attached the same idea to that term. Both the meaning of the term and the intentions of those who have used it have probably been misunderstood, and by a very natural consequence have been abused. It may be as well to cease quarreling about terms, and to look earnestly at things, especially at things which reveal to us our own deficiencies, and the best method of remedying them.

The great feature of the Prussian, or, what is nearly synonymous, the German, system of education, distinguishing that system from our own, is the Gymnasium. Our best Universities, in the facilities which they afford for mental improvement, are not so far inferior to those of Germany as many persons imagine. The weak point in our educational system is to be found elsewhere, precisely where we find the strongest point in the German system. *It is in the schools preparatory to the University.* They may be called the intermediate schools, since they stand between the primary schools and the University. These preparatory or intermediate schools are called in Germany the Gymnasia.

No one at all conversant with the facts will take offense at the statement, that a well-organized preparatory school or Gymnasium, according to the German standard, does not exist in this country. A view of two principal features in a Gymnasium will make this apparent. Perhaps the first thing that will strike one on becoming acquainted with a German Gymnasium is the number and character of the teachers employed in it. The Friedrich-Werder Gymnasium, in Berlin, had, for example, in 1851, according to a Programme for that year, twenty-five

instructors, while the number of pupils was not greater than the average number in the Union Schools of Michigan. What would one here think of a Union School with twenty-five instructors? *What a waste of money!* would doubtless be the first thought of many persons. Of these twenty-five instructors, a considerable number were authors; while all were thoroughly-trained and highly-educated men.

We have selected the above example as a specimen of the instructorial force of a well-organized Gymnasium. What a contrast does it present to the Union Schools and Academies of this country, where one or two, or at most five or six, men are employed to do the work of twenty. The teacher in a Union School is taxed beyond the powers of the most gifted man. To teach advanced classes well, six or eight hours in as many different studies daily, and to continue this exhausting process year after year, would be too much for even a HUMBOLDT or an ARNOLD. The consequence is that teachers in the Academies of this country seldom continue to teach many years without falling behind the age in their scholastic knowledge. In Germany, on the contrary, the teacher continues to make intellectual progress though he may teach fifty years. Instead of becoming daily less efficient and more superficial, from unnatural and mental exhaustion, he is continually becoming more and more thorough. We have not space to pursue this suggestive topic further. We hope it may be carefully considered by those who have the welfare of our Union Schools at heart, and that the day may not be far distant when many an exhausted and overburdened teacher shall have some relief from excessive toil, and thus be able to regain his wonted elasticity, and to replenish his stock of knowledge.

The second and only remaining feature in the German Gymnasium which we propose to notice is the course of study. According to the Programme of the Royal Gymnasium in Stuttgart for the last year, it appears that the course in that Gymnasium, which may be taken as an example, continues *ten years*. Lads are admitted at the age of eight or ten, and are consequently ready for the University when they are eighteen or twenty. The study of Latin is pursued from the beginning to the end of the course. This language, together with the mother tongue, occupies the most prominent place. Next to this is the study of Greek, which is commenced at the end of the third year and continued through the remaining seven years. The study of mathematics is commenced after the sixth year, and continued through the remaining four years. History and geography, the natural sciences, the modern languages, logic, Hebrew, the Christian religion, and music, constitute the remaining studies of the course. The French language, especially, occupies a prominent place, being continued through six years of the course.

There is also a parallel course of study for those who do not intend to enter the University, and who wish to prepare themselves directly for some department of business, in distinction from one of the learned professions. This parallel course is continued only six years instead of ten, and the French language is pursued as a substitute for Greek. The Latin language is, however, a required study through the whole of this parallel course, which is intended to correspond, in its general character and aim, to the Scientific Course in the University of Michigan.

In looking at the above courses of study, nothing is so striking as the prominence given to the study of language, literature, and history—in other words, to the study of humanity—in distinction from materialistic subjects. All liberal culture must, necessarily, according to the German theory—and, we may add, also, according to the European theory—be laid in the study of humanity. Without this man is no where, in Europe, recognized as liberally educated.

The question may arise, If so much time is given in Germany to the study of language, how does it happen that the mathematics and the sciences are prosecuted there with such distinguished success? The answer is simple: The languages are mastered at the proper period of life, when the memory is most retentive and the tastes most plastic, but when the reasoning powers have not become fully developed nor the judgment matured. Nature indicates this as the appropriate period for the study of language; while the abstruse sciences may be better learned at a later period.

We are far from discouraging the habit of observing Nature in her manifold developments, even at an early period in life. Quite the reverse, we believe that many of the principles of natural philosophy may be so simplified as to be profitably presented to the minds of youth, but that science in its severer forms is manifestly the appropriate pursuit of maturer years. Such is the theory in Germany, and the facts so fully and so long developed vindicate its correctness.

Michigan Journal of Education.

---

VALUE OF PHYSIOLOGICAL KNOWLEDGE.—Every person should be acquainted with the organization, structure and functions of his own body—the house in which he lives. He should know the conditions of health, and the causes of the numerous diseases that the flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.

Dr. COMBE.

## G O I N G   H O M E .

“GOING HOME!” ’t is a joyous sound,  
That stirs the pulse with a quickening bound.  
It lights the eye with a gladdening glow,  
Like sympathy’s voice in the haunts of woe.  
It falls on the heart like a gleaming ray  
Of the morning sun on the fountain’s spray.

They are *musical* words, whether cottage or hall  
Echo the tones as they lightly fall.  
Though uttered by peasant or haughty lord,  
Though in scenes of sorrow or gladness heard,  
Visions of love and quietness come  
To each absent one who is ‘going home’.

“I am going home” is the invalid’s cry,  
Who has sought for health ’neath a milder sky.  
The flowers are fair and the breezes bland  
In that tropic clime, but his native land  
Containeth the turf ’neath the maple shade,  
Where his pain-worn limbs to their rest are laid.

“I am going home!” the sailor cries,  
As swift through the billows his good ship flies.  
There’s a little cot by a rocky shore;  
On its cherished inmates he’ll gaze once more;  
For, leagues away o’er the breakers’ foam,  
They wait him now in that sea-girt home.

‘Going home!’ ’t is a *frolicsome* word  
When by the ear of a school-girl heard:  
The idle, the studious, teachers, taught,  
Alike rejoice in the gladdening thought,  
And lips that were sullen and brows that frowned  
Grow bright with the chorus of ‘Homeward-bound’;

For now we are free as the fetterless air,  
Wearisome school-duties enter not there,  
Hands of warm welcome are clasping our own,  
Children are lisping how long we’ve been gone,  
Sisters and brothers rejoice that we’ve come;  
At last we are with them, the ‘loved ones at home’.

But, in joy as we gather around the hearth,  
Let us think of the desolate ones of earth,  
To whose eye no brightness these words may call,  
For on hearts that are homeless they *sadly* fall,  
And pray, when the weary shall cease to roam,  
That the angels may whisper a ‘Welcome home!’

M.

*Normal University, Illinois.*

---

A COLD head and a colder heart make many things easy.



## R E C I T A T I O N S . \*

THE purpose of a recitation is not so much to see whether a set lesson shall have been committed or not, as to teach the pupil to think for himself by using each day's lesson as a text upon which a skillful teacher may build, and from whose every line the pupil may gain instruction. A recitation to be instructive must be interesting; and whether it be interesting or otherwise depends far more upon the teacher than the scholar. Practical illustrations must take the place of tedious explanations. The mind drinks in at a glance what one hour's talking would not so well place there, and he who teaches most from practical illustrations will be the most successful.

Are you to conduct a recitation in Arithmetic? Do not think of venturing upon a recitation until you are sure *you* understand every step, and be sure you do not leave it until it is all perfectly plain to your pupils. Leave your text-book and imprint indelibly upon the mind of your pupils a few of the properties of numbers. An abstract concerning the origin of numbers would not be out of place, and would be sure to incite a spirit of inquiry, and consequently an interest. Show him, if you please, some of the wonderful properties of the number 9. Let him see upon what is based the whole series of rules by which he solves his problems in Circulates. A great many exercises may be given upon the number 9, and, although perhaps of no practical value in life, I believe they afford mental discipline of the highest character. Lead him unawares to see the reason of the rules for finding the 'Greatest Common Divisor' and the 'Least Common Multiple'. Let him consider you a tyro, and show you why in 'Division of Fractions' he inverts his 'divisor', or in 'Reductions' why he multiplies his 'means' and 'extremes' together to simplify a Complex Fraction. Let him show you why in calculating Interest at six per cent. he takes for a multiplier half the number of months and one-sixth the number of days. Has he the subject of Square or Cube Root under discussion? Let in upon his soul the beauties of the Binomial Theorem. What if he knows nothing of Algebra!—if you are fit for the position you occupy, you can in half-a-dozen ways show him its truths. Is he working among triangles and squares and rhomboids? Show him the why; you can teach him a few of the principles of Geometry without his knowing it. Is he discussing solids? A potato affords a fine field for

\* Extracts from an Essay read before the Illinois State Teachers' Association at Galesburg, by SAMUEL A. BRIGGS, of Atlanta.

the exhibition of your skill in presenting the subject before him in such a manner that he can not fail to see each successive step. Truly, 'seeing is believing'.

Have you a recitation in Algebra? Lead your pupils in such a way that they shall deduce every formula for themselves, then will they hardly fail to understand it. Are you conducting a recitation in Physiology? If possible, have a manikin and a skeleton; but if neither can be obtained, call into use the cranium of a sheep, the vitals of a hog, the limbs of a fowl, and the bones of any domestic animal, as necessary aids. Have you a class in Astronomy? Regard your book only as an aid. Teach the constellations from the heavens themselves, and begrudge not an evening a week thus spent. If you have no orrery, do as I remember of reading of some energetic teacher's doing: Resolve your class into a solar system, and set it in motion. If there be snow on the ground so much the better, the *boys*—I mean the *planets*—can better keep their orbits. Take the largest boy in the class and place him in the middle for the Sun, next a little fellow for Mercury, then a girl for Venus, then a representation of the Earth, next a red-headed little fellow for Mars, and so on, until you have your planetary system arranged, and explain to each how fast he must turn on his heel as he goes around his orbit. Then giving the Sun a signal, as the Sun commences revolving away will go the whole train of planets around him, each boy keeping the proper distance from the centre, trotting with his proper velocity in his orbit, and whirling around in due proportions as he performs his revolution. Introduce a comet or two, if you have to dispense with the train, and, if you are a believer in the theory, instruct one of them to annihilate a planet for the sake of illustration. It will be a rare sight and a lesson which they will retain; for do you think that John, who represented Mercury, will ever forget that he has an easy time walking around the lubber in the centre, while Will, who represents Herschel, must be out of breath in scampering around his orbit? Have you no celestial sphere, and have your scholars any difficulty in getting a correct idea of the Zodiac, the Ecliptic, the Equinoctial, or the Colures? A small pumpkin and a barrel-hoop, with a few wires, will illustrate them perfectly.

Are you in the habit of conducting your Reading exercises without previous reference to the lessons? Examine them—read them over several times, and see whether this rising or that falling inflection best conveys the author's ideas.

---

Do what all men if they knew it,  
 Could not choose but praise;  
 Then let no one know you do it,  
 Double price it pays.

RÜCKERT.

## MUSIC IN SCHOOLS.

THIS is eminently a practical nation. Hence any system of instruction to be successful in this country must furnish a practical education. "What is the use?" is the first question that arises when any thing new is introduced into the school-room; and if the real ring of the gold dollar is not heard in the answer the innovation is apt to meet with disapprobation. Undoubtedly the practical is proper education, and the only chance for a difference of opinion is in regard to what constitutes such an education. On this point men's views differ as widely as their attainments and characters.

One passed a few months of his boyhood in a log school-house — on the rough benches learned to write his name, and ciphered, perhaps, to interest. With this *practical* education he entered upon the duties of life. But his associations, his business, his reading (what little he may do), are all for the purpose of accumulating wealth, and in no way calculated to expand his mind or enlarge his views of education. If the old school-house has not decayed and fallen, it is good enough for his children; if it has passed away, do not talk to him about the neat little cottage, of easy seats, of walls covered with charts, maps, drawings and paintings, of apparatus and library. Unless you would have him deem you insane, do not speak to him of grounds ornamented with walks and flowers and trees by the pupils' own hands. Folly and extravagance! Has he not gathered together his thousands and tens of thousands? and yet he saw nothing of all these. Music in schools! What next? He thinks you will soon advocate furnishing them with sofas, and providing strawberries and cream for the children. Less a musician than the mule he drives, there is less music in his soul. The sublimest symphony to which the spirit of Beethoven ever gave birth might burst upon his ear, and no such thrill of exquisite joy possess him as when the dime tinkles on the counter. That is the music for him: there is something *practical* about it. Just at the hush of a Sabbath evening there comes from the open window of his neighbor's dwelling a sweet sacred song. The holy love and harmony of a happy home finds fittest expression in the voice of music. But the breeze thus freighted with the breath of peace and thanksgiving passes by him like the idle wind. Music has no charms for him; he cares not for it.

It is not with such we would plead for the admission of music into our public schools. If you tell him it is an admirable means of governing a school — he prefers the rod; that it exerts a sub-

the refining influence over the hearts and minds of the young—he hates fops; that it is an excellent medium for imparting moral instruction—he likes the catechism better. It is useless to reason with him who can not, because he *will not*, be convinced.

It has been believed that the ability to sing is a gift with which but few are blessed. But this error is fast yielding to the truth that all, or nearly all, may learn. All may not sing equally well—neither do all read equally well. But that is not assigned as a sufficient reason why the poor reader should not be taught to read at all. Generally the boy can run who walks; so can he sing who talks. Why should they not have an opportunity to learn?

Those who have experienced the great advantages of musical exercises, especially in primary schools, deem them absolutely indispensable to complete success. Scores of little ones unused to restraint are gathered together in the school-room. Wearied and restless, it seems to the exhausted teacher as though the very evil one possessed them. She tries this expedient, then that; but all her efforts to quiet them are vain. At length she selects an appropriate song, with which they are all familiar. At the thought of having a sing their eyes sparkle, they sit erect, inhale a good full breath, and enjoy the exercise heartily. A few minutes thus spent, the restlessness has passed away, the pupils attend with renewed vigor to their studies, and the teacher is allowed to devote her whole attention to the class. Thus they are at once rested, quieted, and pleased. The same thing is true, perhaps to a somewhat less extent, in more advanced departments. Hence every teacher should be able to sing.

In cities, when it is practicable, it is best to have a special teacher of music, who shall devote his whole time to that subject; but even then the regular teacher should be able to join with the school, and lead them when the music-teacher is not present. It will give him a desirable influence over his pupils. It is frequently the case that most school duties are considered by the scholars as tasks imposed upon them by their teacher. Hence he is looked upon as a task-master, rather than as a friend who feels a lively interest in their welfare and is laboring for their good. Whatever tends to remove this impression and convince them that he only desires to benefit them will be of great service to him.

Pupils always regard the exercise of singing with pleasure and not aversion; and if they see that the teacher delights in gratifying them, they will reciprocate by striving to do whatever pleases him. This will become a new tie by which teacher and pupil will be led to know each other better, and by which they will be bound more closely together.

The object of education should be the highest happiness and greatest good; its end, a perfect man. Music sheds a refining

and elevating influence over the heart, which prepares it for greater happiness and greater usefulness. It is a source of equal pleasure to the rich and the poor. From the humblest heart of the humblest cottager a song of praise may rise to the Giver of all good, bearing up with it the spirit of the lone one to the very bosom of the Father. Exquisite bliss inwraps the soul, and it rests, as it were, on the silver edge of the cloud above the storms of life.

Music removes the roughness of one's nature, and prepares him to move with less friction among his fellow men. Harshness of action, of speech, and of manners, is mollified. While music may, and should, accomplish much good, it may, on the other hand, be made the instrument of evil. The sentiment of song insinuates itself into the heart, and unconsciously gains control of it. 'Let me make the songs of a nation, and I care not who makes their laws', is frequently quoted, because men discover in it the soul of an important and far-reaching truth. The author, with a keen insight into human nature, watched the secret springs of action, and saw how powerfully they were moved by song. The oration reaches the reason, but the song the heart. Song raises one man to place, while it digs the grave of another. It was late at night when Marshal Luckner requested Rouget de Lille to compose a soul-inspiring song. The following morning the Captain presented to his superior officer the words and music of the *Marseillaise*. Who will dare to tell the influence of those few hours' labor of an obscure individual on the destiny of nations? Music loaded down with low, vile thoughts carries death to the soul; but of itself, or when made the medium of expressing beauty and truth, it gladdens and purifies the heart.

The school-room is the place to take possession of this power for good. Fill the mouth and heart of the child with pure and beautiful songs, and the low and vulgar will find no place. Provide against the bad by furnishing the good. Give vocal music its appropriate place in the schools of the land, and there will come after us a singing generation more refined, happier, and better than the present.

M.

---

IT IS THE INTEREST OF PROPERTY TO EDUCATE ALL.—Property is deeply interested in the education of all. There is no farm, no bank, no mill, no shop (unless it be a grog-shop), which is not more valuable and more profitable to its owner if located among a well-educated than if surrounded by an ignorant population. Simply as a matter of interest, we hold it to be the duty of property to itself to provide education for all.

HOBACE GREELEY.

“NO NIGHT THERE.”

---

BEYOND these changing scenes below,  
Where darkness lowers and tear-drops flow,  
There is a land so pure and fair—  
The home of God! “No night is there.”

No clouds e'er dim its roseate skies;  
Sun, moon nor stars to light them rise;  
But rays more bright than moonbeams are  
Flow from the throne: “No night is there.”

No chilling blasts shall e'er distress,  
No storms annoy, no heats oppress;  
Perennial flowers shall load the air  
With fragrance sweet: “No night is there.”

And when life's trials all are o'er,  
The ‘pure in heart’ shall reach that shore,  
And claim their heavenly ‘mansions’ where  
Is endless day: “No night is there.”

Then in one full, harmonious song,  
With hearts attuned, the happy throng  
Their Savior's praises shall declare,  
Through ceaseless years: “No night is there.”

---

H U M B O L D T .

---

FOR more than a score of years undisputed preëminence in science has been assigned to one man. Others have excelled him in their special departments of investigation and knowledge; but in the power of generalization, in that fullness of information which authorizes decisive judgment, in acquaintance with the connection of the sciences with each other, he has stood before all the great minds of this age; while he has had singular advantages in the vigor of body and mind which prolonged his life and activity, and in the assistance afforded him by the governments of Europe in furtherance of his investigations. But he has gone from the world, and we write of one whose work is finished.

FREDERIC HENRY ALEXANDER VON HUMBOLDT, generally known as Alexander Humboldt, to distinguish him from his brother Charles William Humboldt, was born at Berlin, September 14,

1769, and died in the same city, May 6, 1859, being nearly ninety years old. His father was a soldier of distinction and a wealthy man. Humboldt was born in the same year with Cuvier, Wellington, Chateaubriand, and Napoleon; Walter Scott, Wordsworth, and Hegel, were born within the next two years. He was left fatherless at the age of ten. His education was obtained at the universities of Berlin and Goettingen, and extended, for special pursuits, at the commercial school of Hamburg. His scientific tastes led him to pay special attention to geology, mineralogy, and mining. In 1790 he traveled along the Rhine to Holland and England, and published, in 1793, 'Observations on the Basaltic Rocks of the Rhine'. In 1791 he studied mining at the mining-school of Freyberg, and in 1792 was appointed by the King of Prussia assessor in the mining and smelting department. Soon he went to Bayreuth as overseer of the mines in Franconia, where he introduced many improvements. He was at the same time pursuing other studies. In 1795 he he gave up his office, desiring to travel for scientific purposes. He went through Switzerland and into Northern Italy, but the war in that region prevented him from continuing his work there; his purpose was the study of the volcanic rocks and mountains of all Italy. In 1797 he went to Paris, where he became acquainted with Bonpland, whose plans and purposes and tastes were like his own, and who had just been appointed naturalist to a scientific expedition under the command of Admiral Baudin. The war preventing the expedition, the two friends started to travel in North Africa, but could not get farther than Marseilles. Turning aside into Spain, Humboldt was so warmly recommended to the Spanish government that it granted him permission to travel in the Spanish colonies in America, and promised him assistance. The friends planned to travel for five years. In 1799 (June 4) they sailed from Corunna, and, escaping the English cruisers, landed at Teneriffe, where they ascended to the crater of Pico to make observations upon the atmosphere. Thence they sailed to South America, arriving at Cumana July 16th. They first explored Paria, visited the Indian missions of that region, and traveled in Spanish Guiana. Then going to Caraccas they explored the valleys, mountains, rivers and lakes of that vicinity, as far west as Valencia. From Porto Cabello they went southward nearly as far as the equator, wandering upon plains (the Llanos) where the thermometer stood in the shade at 106°-115°, and the vast extent of 42,000 square miles seemed nearly level. Reaching San Fernando of Apure, they began a voyage of 1,500 miles in canoes upon the Apure, the Guaviare, the Orinoco, and its branches and connected waters. From the western part of the Guaviare they crossed to the Negro, descended it to San Carlos, then back again by way of the Cassiquiare to the Orinoco, up the Orinoco to Esmeralda, when the hostility of the savages ar-

rested them. Then they went down the Orinoco to its mouth, thence back by land to Cumana; then to Cuba, St. Domingo, and Jamaica. Thence they intended to go to Vera Cruz, through Mexico, to the Philippine Islands, to Bombay, Bassora, Constantinople, and so home again; but false reports respecting Baudin's scientific expedition to Australia induced them to try to join him upon the coast of Peru. Sending their manuscripts and collections to Europe (a part of the latter were lost by shipwreck) in March, 1801, they hired a vessel at Batabano, sailed along the southern coast of Cuba, took observations in the islands called Jardinos, and in the harbor of Trinidad, and went to the mouth of the Zinu, near the Isthmus. Finding that they could not cross the Isthmus at that time, they ascended the Magdalena to Honda, crossed to Bogota, visited the fall of Tequendama, the natural bridges of Icononzo, and the mines; thence westward, crossed the Andes by the pass of Quindiu in September, 1801, and arrived, barefooted, wet, and worn-out, in the valley of the Cauca. Resting at Cartago and Buga, they explored the province of Choco, from whose mountains platina is obtained, and the gold region of Quilichao, passing on to Popayan. In this region they climbed the volcano Purace, whose crater is full of boiling water in the midst of snow, and which sends out sulphureted hydrogen perpetually. From Popayan they went by Almaguer and Pasto to Quito, where they arrived January 6, 1802. They spent nine months in that kingdom, climbed the volcano Pichincha twice, and ascended Tunguragua, Cotopaxi, Antisana, and Chimborazo. Southward, then, by Riobamba, Cuenca, Loxa, Jaen, to the Amazon, they embarked upon a raft and explored the upper part of the stream until their observations connected with those of Condamine. For the fifth time they crossed the Andes, to Truxillo, then went south through the deserts of Peru, to Lima. In January, 1803, they sailed to Guayaquil, and thence to Acapulco. Next to Mexico, by the valley of the Popagayo and by Mescala, where the heat in the shade was  $104^{\circ}$ , and traversing the table lands of Chilpanzingo and Tasco, where the climate is mild, and oaks and wheat grow, in April, 1803, they arrived at Mexico. Here they delayed some months, going out from this city as a centre, through the adjacent country. Next they go through Queretaro and Salamanca to Guanaxuato, and here they stay two months; after which they pass to Valladolid, the capital of Mechoacan, descend to the plains of Jorullo on the coast of the Pacific, where they go to the bottom of the crater of the volcano which rose in one night in 1759; hence they return to Mexico, and employ themselves in arranging their collections, making calculations upon their astronomical observations, and drawing up their maps and charts. Leaving Mexico in January, 1804, they passed through Puebla, visiting Popocatepetl and Iztaccihuatl, then by Perote to Jalapa and Vera Cruz. After



halting at Havana two months, they came to Philadelphia, remained two months more in the United States, and at length, in August, 1804, landed at Havre, having been absent five years and two months.

We have given this outline of the route of this journey, that it may be traced in part by the map, and that the reader may see upon what labor of travel the first great fame of Humboldt was built. During all the weary time the associates were observing the celestial phenomena to determine longitudes and latitudes, observing meteorological phenomena, examining mines and the geological formations, collecting specimens—mineralogical and botanical, entomological and zoölogical—studying the habits of plants and animals, making acquaintance with Indian tribes and investigating their modes of life and their languages, climbing mountains, descending into volcanoes, observing temperatures and barometrical indications and electrical and magnetic phenomena, analyzing the air in various places, determining the courses of rivers, the position of mountains and ranges of mountains and coasts and islands, and ascertaining the industry and character of the people among whom they traveled. Their botanical collection alone included 6,300 kinds of plants. Humboldt was occupied twelve years in preparing for publication the account of the expedition; it comprises seventeen volumes folio and eleven volumes quarto, and costs two thousand dollars a copy. He resided in Paris, principally, during its preparation, which occupied him till 1817. The work was called “a work of gigantic extent and richness, to which the modern literature of Europe can hardly offer a parallel.” The several divisions of it, besides narrating their journey, treat of zoölogy and comparative anatomy, astronomy, mineralogy, magnetism, and botany.

From this time Humboldt lived in Paris till 1826, when he returned to Berlin. He traveled in Italy, England and Germany, and planned a scientific journey to the East Indies and Thibet, for which the King of Prussia granted him a pension of twelve thousand dollars and the necessary instruments; but he finally gave it up. He was appointed a councilor of state, and was some times sent on diplomatic missions; but he was an avowed republican, and had no liking for European and absolutist politics. In 1829, at the special request of the Czar, Nicholas I, he made a journey with Gustav Rose and Ehrenberg into Siberia. The route was about 2,150 geographical miles; it led from Novgorod to Kazan, Ekaterinburg, Tobolsk, Barnaul, Zyrianski, and Bukhtarminsk, even to the Chinese frontier; on the return they came by Ost-Kamenogorsk, Omsk, Orenburg, Astrachan, and Moscow. The journey benefited the Russian Government by giving it information about the Ural mountains and the character and resources of the country.

In 1831 Humboldt, now sixty-two years old, began his *Cosmos*, a work presenting his views of the harmony and unity of the universe, and illustrated by the most extensive knowledge of nature and its laws. The first volume did not appear till several years after it was commenced, and we are told that he put the last line to the work on his eighty-ninth birth-day. It has been said of it that "it contains the sum and reason of the knowledge of the most comprehensive mind of the present age."

Of the characteristics of his mind much may be inferred from the foregoing outline of what he has done. Comprehensiveness, quickness and clearness of perception, the faculty of analyzing, grouping, and deciding upon facts ascertained, and great versatility,—these are most noticeable. Every where and at all times he was learning. If disappointed in one object he gained a new one. Tuckerman has said of him, "If delayed by the events of war from embarking on his American expedition, he occupied himself in ascertaining the height of the central plains of Castile; when becalmed on soundings, he examined the weeds collected on the lead to gain new light for the theory of the coloring of plants; the haze that for many hours concealed from his sight the Peak of Teneriffe induced ingenious speculations on the effects of the atmosphere upon vision." While in Havana he gave his attention to a new mode of boiling cane-juice into sugar, and aided with his counsel in the construction of a new furnace.

Dr. Lieber says that Humboldt read and spoke English and Italian; that he read and spoke Spanish with ease and correctness, and that French was almost as familiar to him as German. He was very social in disposition, eminently kind, unassuming, never puffed-up by the honors and attention that he received, nor by consciousness of his own great attainments. He was a lover of his race, and looked for a brighter day for humanity; he who had seen so many men, from the most enlightened to the most savage, was full of faith in the ultimate high destiny of mankind. He took great interest in America and in the progress of republican institutions. He had great abhorrence of slavery. His memory of persons was very tenacious, especially of those who obtained his good opinion, and he never forgot attention or kindness shown to him. The King of Prussia felt a strong personal attachment to him, and his last years were spent at the Prussian court, where a place was assigned for him every day at the royal table.

His death was quiet and with little pain, his mind remaining clear to the last. The sun shone into his room, and his last words, addressed to his niece, were, "Wie herrlich diese Strahlen! sie scheinen die Erde zum Himmel zu rufen!" "How grand these rays! they seem to call Earth to Heaven!" I. I.

MUSICAL INSTRUMENTS IN SCHOOL.

---

THE utility of music in schools is no longer problematical. All those objections and doubts which found place in many honest minds formerly have vanished in the light of experimental facts. School instructors, directors, and committee-men, almost every where regard it favorably; not only those who themselves have a practical acquaintance with music, but others. It is no uncommon thing to hear teachers say, "I can n't sing myself, but I have found it to be a capital thing among scholars." A little singing diffuses a spirit of cheerfulness which makes pleasant that which otherwise often proves irksome. Harmonious voices inspire harmonious feelings. The school-song makes the school-room attractive. When the place is attractive the lessons are easy.

How shall singing be made in the highest degree to fulfill its design? Any thing which has the effect to draw out the voices is of importance. All teachers of singing are accustomed to avail themselves more or less of instrumental assistance in imparting instruction. In Germany, from whence we have drawn so much that is valuable in educational matters during years past, musical instruments are considered as indispensable to the complete furnishing of the school-room. If an instrument, say a piano-forte or melodeon, assists the singing-teacher, it may also be made in a degree to supply the place of one. A great deal of early instruction must of course be by imitation. Now if a tune be played over in the hearing of the pupils, they having the words before them, they soon begin to sing it. In almost any place where a school of eighty or a hundred scholars is in operation, more than one miss can be found among the number capable of playing the tunes in our school singing-books. As far as singing of tunes is concerned, an instrument correctly played will insure correct performance without the presence of the living teacher, when the teacher without the instrument would be obliged to leave some things faulty. The pitch of instruments like those named is fixed, and so offers a standard to the ear to which the voices must conform.

Not only the melody may thus be taught, but also accompanying parts. Many a singing-teacher has found himself nonplused by certain kinds of 'natural second-singers', who follow or accompany the melody persistently at the interval of a third, whatever may be the harmonic requirements of the part. If it diverges to a sixth or takes a direct motion, still the third is as inseparable as a man and his shadow. If he attempts to have the pupil learn the part by itself, and sings it with her, she pro-

vokingly *sings second to that*. Now an instrument capable of presenting the parts in their true relation remedies this difficulty at once, and makes correct singers at least as far as pitch is concerned.

The effect of instrumental music as being a language in itself we have not time to dwell upon. Who has not felt his nerves thrill under it? If manhood is susceptible of its influence, how much more childhood, fresh, pure, and innocent. Give us then the instruments: piano-fortes if possible, otherwise melodeons. As manufacturers of the latter, Prince & Co., of Buffalo, N.Y., have been longest before the public. Dealers in musical merchandise every where have them for sale; and, beginning with Messrs. Root & Cady, of Chicago, would doubtless be glad to furnish them at a reduced price to schools, should a movement be made for their introduction where a piano-forte would be considered too expensive.

Give us the instruments, and give us the voices to sing, and hearts to praise which their tones inspire.

---

#### PHYSICAL EDUCATION.

---

SOME seem to make it almost a virtue to forget that we have a body. It is said, "This body is only a clod; after a few more years or months, it will mix again with common earth; its component parts will go make up the trees, the grass, the flowers, and even the noxious weeds." All very true: the mind is doubtless the more noble part of man; it seems to be that which most allies him to his Maker. And yet this godlike part, this wonderful mind, which measures the distance of the stars, which weighs the sun, which studies its Infinite Author, and then bows in humble adoration before his revealed presence, ever has acted, and in its present state must ever continue to act, through the medium of its earthy companion. That Divine Author has so closely joined and linked these two essential portions of what we call *the man*, that when we observe their mutual actions we are constantly embarrassed if we attempt to use the terms 'cause' and 'effect'. At one time we see the entire mental life shaped and colored by bodily weakness and suffering; again, we see the body daily gaining in health, elasticity and vigor, from the mental stimulus which joy, hope, cheerfulness or simple activity of mind supplies; or we see, as in the

case of Benton, the steady and sure approach of death delayed until a strong will has accomplished some cherished purpose.

As a consequence of the comparative estimate of mind and body to which we have already alluded, it is naturally thought that the bodily condition of the student, teacher, or man of science or literature, is of little relative importance, because his labor is almost wholly mental. And yet how often is the disappointment and sickness of heart of the fretted and perplexed teacher or the baffled student wholly due to the over-taxed nerves of a neglected body! If the soul of such a man shall be strong enough in its purposes to urge on its weak companion until it reaches the goal of comparative success, with how much of pain and suffering is it accomplished, and too often with an exhaustion and prostration which will not allow him to triumph even in a victory won.

Not so with a man like Agassiz: one who looks upon his portly figure, and jolly, good-natured face, can see there the physical power which enables him to do with joy and singing twice as much labor as would slay a frailer man, even if he possessed the transcendent mental powers of the great naturalist.

The complaint is common, and we think too well founded, that our American schools of all grades give their entire attention to the development of the intellect, leaving in neglect both the moral and the physical training of their pupils. One who reads 'Tom Brown at Rugby', or other books giving account of some of the great schools and colleges of England, must be reminded at almost every page of the very different estimate which is there placed upon manly frames and skill in athletic sports. Who can doubt that it is to this fact that the Englishman owes much of his remarkable physical vigor, and that 'pluck' which he esteems almost a cardinal virtue?

And we have some times thought that a person can not be a safe teacher, either in the pulpit, the school-room, or the author's study, if he has not a body in tolerable health and vigor. The chances are very great that the teaching of a dyspeptic will be 'dyspeptic'. It is a matter of rejoicing that manly sports and exercises are gaining favor in our colleges and in the community; in fact, we may say that the time has come when an hour or two a day given to boating, cricket, ball-playing, skating, etc., is not regarded as spent in 'frivolous amusement', and therefore lost. Our thought has recently been turned to this subject by reading a lecture\* given before the American Institute of Instruction at its last meeting. We had the pleasure of hearing this discourse: we have since read it and re-read it, and each time with new delight. The lecturer himself, in his

\* *A Lecture on Physical Development, and its Relations to Natural and Spiritual Development*, delivered before the American Institute of Instruction at their Twenty-ninth Annual Meeting, in Norwich, Conn., August 20, 1858, by S. R. CALTHROP, of Bridgeport, Conn., formerly of Trinity College, Cambridge, England. Boston: TICKNOR AND FIELDS.

well-knit, sinewy English form, jolly face, and cordial, earnest manner, was a capital recommendation of the system he advocated; and the enthusiasm with which his lecture was received by the hundreds of prominent educators who heard it gave good reason to hope better things in the future. At the close of the lecture, Gideon F. Thayer, of Boston, moved that five thousand copies be printed for gratuitous distribution, and, when a doubt was expressed concerning funds for the purpose, Gov. Buckingham stepped upon the platform and urged to go forward, promising that the funds should be forthcoming. The motion was carried unanimously. We wish the lecture could be in the hands of every teacher in the Prairie State, and many, we hope, will send and obtain copies. We are sure that no analysis of ours, even if accompanied by more copious extracts than we feel at liberty to make, could enable one to dispense with the portion we should still be obliged to omit.

Here is his analysis of Man: "Let us say, then, that there are five grand divisions in Human Nature: the physical, the intellectual, the affectional, the moral, and the devotional; or, in other words, that man has body, mind, heart, conscience, and soul." He then proceeds to show that the development of all these is necessary to produce the complete man. Develop the devotional element alone, and we have the recluse, St. Simeon Stylites, who passed all his life in devotion on the top of a tall pillar. Put with devotion *conscience*, and we have the grand inquisitor 'torturing the life out of human sinews because he ought'. Conscience and devotion then need a *heart*. If this alone be added we have a man of the order of Saint Theresa. But the day of nuns has gone for ever; we must have the *intellect*. Will devotion, conscience, heart, and intellect, suffice? "Let Charlotte Brontë answer—Charlotte Brontë, the gifted and the feeble, the lynx-eyed and the blind, so full of glorious strength and pitiable weakness! Charlotte Brontë, who feels the pressure of every-day life to be as hard as a giant's grasp upon her throat! Let Charlotte Brontë answer, dying before her time at thirty-nine years of age, when the path of fame was just opening before her and the world was just beginning to know how much it wanted her. The pale-eyed school-girl who never played along with the other children, never ran and laughed and shouted with the rest, little knew what days and hours and years of dullness, of pain, and agony, she was laying up for the future, what a premature grave she was digging for herself. Intellect, then, needs *body*. Come, then, and see me build a Man! A calm, silent devotion, a conscience pure and reverent, a heart manful and true, an intellect clear and keen, a frame of iron, with these will we dower our hero and call him WASHINGTON!" The lecturer then goes on to point out the lack of physical development in the educational systems of our country; in the course of which he speaks of the New-York Public

Schools in terms of the highest praise, coupled with the plainest reprehension for their want in this particular. He next gracefully introduces the following curious and cutting allegory :

“One can some times, in a smiling way, give utterance to truths which seem hard and stern when spoken in grim earnest. Let us see whether we can not find some allegory to represent what I mean.

“Some time ago, I read a tale which related that a certain gentleman was, once on a time, digging a deep hole in his garden. He had, as I myself had in my younger days, a perfect passion for digging holes for the mere pleasure of doing it; but the hole which he was now digging was by far the deepest which he had ever attempted. At last he became perfectly fascinated, carried away by his pursuit, and actually had his dinner let down to him by a bucket. Well, he dug on late and early, when, just as he was plunging his spade in with great energy for a new dig, he penetrated through and fell down, down to the centre of the earth.

“To his astonishment, he landed upon the top of a coach which was passing at the time, and soon found himself perfectly at home, and began to enter into conversation with the passenger opposite to him, a very gentlemanly-looking man enveloped entirely in a black cloak. He soon found out that the country into which his lot had fallen was a very strange one. Its peculiarities were thus stated by his gentlemanly fellow passenger: ‘Ours, sir,’ said he, ‘is called the country of Skitzland. All the Skitzlanders are born with all their limbs and features perfect; but when they arrive at a certain age, all their limbs and features which have not been used drop off, leaving only the bones behind. It is rather dark this evening, or you would have seen this more plainly. Look forward there at our coachman: he consists simply of a stomach and hands, these being the only things he has ever used. Those two whom you see chatting together are brothers in misfortune; one is a clergyman, the other a lawyer: they have neither of them got any legs at all, though each of them possesses a finely-developed understanding; and you can not help remarking what a massive jaw the lawyer has got. Yonder is Mr. —, the celebrated millionaire; he is just raising his hat. You see he has lost all the top part of his head—indeed he has little of his head left, except the bump of acquisitiveness and the faculty of arithmetical calculation. There are two ladies, members of the fashionable world. Their case is very pitiable; they consist of nothing whatever but a pair of eyes and a bundle of nerves. There are two members of the mercantile world; they are munching some sandwiches, you see, but it is only for the sake of keeping up appearances, as I can assure you, from my own personal knowledge, that they have no digestive organs whatever. As for myself, I am a schoolmaster. I have been a hard student all my life, at school and

at college, and, moreover, I have had a natural sympathy with my fellow men, and so I am blessed with a heart and brain entire. But see here.' And he lifted up his cloak, and lo! underneath, a skeleton, save just here! 'See, here are the limbs I never used, and therefore they have deserted me. All the solace I now have consists in teaching the young children to avoid a similar doom. I some times show them what I have shown you. I labor hard to convince them that most assuredly the same misfortune will befall them which has happened to me and all the grown-up inhabitants; but even then, I grieve to say, I can not always succeed. Many believe that they will be lucky enough to escape; and some of the grown-up inhabitants pad themselves, and so cheat the poor children into the belief that they are all right, though all the elder ones know better. You will now perceive the reason why all the gentlemen you see wear such tight pantaloons: they pretend that it is fashionable, but in reality it is in order to prevent their false legs from tumbling out. Surely, my case is miserable enough; my only hope consists in the idea of educating the rising generation to do better. No doubt it is easy to persuade them to do so in the country from which you came, but I assure you,' added he, with a heartfelt sigh, 'that it is some times very hard to do so here. Nearly all of us, then, have lost something of our bodies. Some have no head, some no legs, some no heart, and so on; and our aristocracy, the governing body, consists of the few individuals who have used all their faculties, and therefore possess them all.' At this moment a dreadful earthquake broke out, and an extempore volcano shot the gentleman who had listened to this interesting narration right up to the crust of the earth again, and by a strange and fortunate chance shot him up into the very hole which he had been digging; and he discovered himself lying down at the bottom of the hole, feeling just as if he had awakened from a dream, and, to his surprise, heard distinctly the voice of his wife crying out from the top, 'Come, come, dear, you 're very late, and supper is getting quite cold.'

A remedy for these evils, so tormenting to the Skitzlanders, and so commonly found in our every-day world, is suggested by introducing and encouraging manly sports and games as a constant practice and *study* in school. Said the lecturer: "I learned to play and love these games at school and at college. I have now given them nearly four years' trial in my school, and every day convinces me more and more of their beneficial results. I can not tell how much physical weakness, how much moral evil, we have batted and bowled and shinnied away from our door; but I do know that we have batted and bowled away indolence and listlessness, and doing-nothing, which I believe is the devil's greatest engine; and I also know that the enthusiasm of the boys in these games never dies out, their enjoyment never flags, for these games supply the want of the boys' na-



tures, and keep their thoughts from straying to forbidden ground." Then follows, at considerable length, a plea for the so-called 'sporting world', who have kept alive and encouraged such games and sports. Real benefits are pointed out as having come to the world from this much-abused class, notwithstanding the evil which has accompanied them. The 'fast young man' is not to be cured by 'crushing out'. Sympathize with him in what is noble, manly and right in his nature and practices, and thus gain an influence over him to help him to correct the evil.

But the question is asked, "Are not these games dangerous?" Says the lecturer: "I have played at cricket or shinny, or boated, since I was nine years old. During the last three years and a half, I have played at one or the other almost every day. I have played at shinny or hockey, as we call it, all through the winter, through snow a foot deep, and when the thermometer was below zero; I have played at cricket in the summer with the thermometer at 90°, and I have never yet seen one serious accident. The fact is, that I have a theory that Nature loves young men and boys, and loves to aid them in their sports. She sends her ice and snow to educate them and make them hardy, while we are sitting by the stove and abusing the weather. She won't let them be hurt half so much by a blow or fall as older people, who do not love her half as well. She breaks the young one's fall, and herself puts the plaster on his little fingers. She is delighted at every conquest these young children of hers make over herself; just like some big boxer she stands who is teaching his boy to box. He feints and threatens and looks big, but who so pleased as he when the young one gets in his one, two!"

He glances at the 'good time coming', when we shall have a true education of the *whole man*, as follows: "When the great coming race, prophesied of so long, shall at last inhabit the earth, they shall see no more glorious stars, no bluer atmosphere, than we do to-day; the moon shall pour forth no more silver from her bounteous horn; the sun shall lavish his golden rays no more freely than he does to-day. But yet the whole world shall be unimaginably brighter and more beautiful to that crowning race. And why? Because their natures shall be in tune with the outward universe, their eyes and ears, and all their senses, shall be unimaginably more acute than ours, their bodies shall be perpetual sources of joy to them, and their souls shall be awake to knowledge, truth, and love.

"Put together the fragments of men that we have among us to-day—the physical joy in existence of the western hunter, the intellectual keenness of the man of science, the love of nature of the artist or poet, the love for each little bird and insect of the naturalist, the justice of a Washington, the love for God and man of a Florence Nightingale, and then we gain some glimpses of the men of the future, who, God has willed, shall pos-

sess the planet at last. For assuredly the race is safe, though nations or individuals fail and perish. Safe, because God has not built the planet in vain; safe, because his long patience shall have its full satisfaction at the last. How shall these things be? God will give this blessing to human labor directed by truth and love."

He closes with some hearty words of exhortation and cheer to the teacher, a part of which we quote:

"See to it then, educators! that young Human Nature has its due. See to it that conscience and soul have their rightful supremacy, that intellect and sweet human affection walk hand in hand. And lastly, see to it, educators! that these young bodies have their due. Learn for yourselves numberless manly games and sports, and resolutely continue to teach them and practice them yourselves in the midst of your scholars. Love open air and exercise yourselves first; this love will be contagious, and will communicate itself to those around you. No atom of true dignity will be lost, and a priceless fund of good humor will be gained for yourself, and a natural good feeling will be established for ever between you and your scholars. Do this, and we shall no longer hear of schoolmasters becoming old men before they are forty; but the schoolmaster will be known as the youngest-looking, healthiest, and happiest man in the district."

---

#### TEACHING A PROFESSION.

---

WITHIN the last few years, every one connected with common schools or interested in educational progress has observed, wherever the common-school system has been successfully started, a growing and laudable desire on the part of teachers that the business of teaching should be recognized as a learned profession; that it should hold that position in the public estimation to which its great importance entitles it.

In no State, perhaps, has greater progress in this direction been made than in ours. In our County Commissioners we have, to a considerable extent, a protection from the abuses of the system, formerly so prevalent, arising from the employment of incompetent teachers. The success of our Normal School promises a still greater improvement, at no distant day, in the qualification of teachers, both in regard to the extent and accuracy of their acquirements and their ability to impart instruction, and, as a consequence, a better appreciation by the public of the dignity and responsibility of our vocation. Institutes

will soon be formed in every county in the State, affording teachers the opportunity of meeting for mutual improvement and pleasure. Thus we have all the facilities necessary to render our school system efficient, if they are but properly employed. In regard to the first and the last of these, the Commissioners and the Institutes, we would say something.

As a professional teacher, we felt no little pride at the result of the last election for the office of Superintendent of Public Instruction, when a professional teacher was elected to that office, one who has all his life (we believe) been identified with the school interests of our State, and hope it is a precedent from which the common-school interest and influence of Illinois will allow no departure hereafter; if so, we have made a long advance toward the position of a recognized profession. Nor should this policy be confined to this State office alone: the same should be pursued in the county. Teachers should use their influence in their Institutes and elsewhere, and demand that a professional teacher be selected for the office of Commissioner. It is not enough that Rev. A., Lawyer B., Dr. C., or book-agent Prof. D., who have not sufficient ability to secure a living by their own profession, and not sufficient 'sharpness' to be successful politicians, are active and undoubted friends of common schools, and have education enough to fill the office well: they are not the men to select; their interest in educational progress is no greater than their interest in any thing else that has money in it. We do not believe there is a county in the State that does not contain one or more professional teachers well qualified for this office. Now if we have the learning and talent among us, sufficient to entitle our business to be considered an independent profession, let us show it by no longer relying upon those who are not practical teachers to be our representative men.

We would say the same with regard to Institutes. We attend them and hear a great deal of talk on the dignity and the responsibility of our business; we hear loud demands that it shall be a recognized profession. And who conducts the drills of these Institutes? a teacher, either from home or abroad? Perhaps so; but quite as likely some lawyer, preacher, or doctor, whose knowledge of school necessities is limited to his experience as a pupil, is invited to do it. Who make the addresses? Some of the ladies, perhaps, write essays; but who make the addresses? Why, the same gentlemen. On what subjects do they write? subjects bearing practically upon education? No; how could they? They have had no experience to enable them to do so: if upon education at all, it is generally a recommendation of its value; but too frequently it does not even bear the name of education, it is *literary*, its subject is the 'Unseen', the 'Ethereal', 'Truth', 'Spirit-Culture', or 'Soul-Development', and treated in the same style which Amyrilda,

Zanet, etc., employ in their contributions to our 'literary newspapers'. To such persons too often is committed the direction of the Institute, and sensible people wonder what Teachers' Institutes are intended for.

It is high time that we should either stop talking of the dignity and importance of our business, or show that we are in earnest by being independent of outsiders, on whom we now rely so much for assistance.

---

M A T H E M A T I C A L .

---

**CLASS EXERCISE IN NUMBERS.**—The following exercise seems to us to bring out the main points to be presented in teaching the elements of numbers and notation, although the precise method may or may not be the best adapted to any particular class of pupils.

*Teacher* (showing a piece of chalk).—What do you see? *Pupils*.—A piece of chalk. *T.*—How many pieces of chalk? *P.*—One piece of chalk. *T.*—Say 'one piece of chalk'. *P.*—One piece of chalk. *T.*—What do you see now? *P.*—A pencil. *T.*—Say as you did about the chalk. *P.*—One pencil. Several other things are shown, and the reply is given in the same way. *T.*—In what were all the things I have shown you alike? *P.*—There was one every time. *T.*—Charles, you may write 'one' on the board: who can tell me how he must spell it? *P.*—O-n-e. *T.*—Suppose we could write this word with only one mark: why would that be better than to write it as Charles has? *P.*—It would not be so much work. *T.*—Yes, and there would be other advantages, which you will learn by-and-by. Well, Charles, you may now make a straight mark like this (1), and we will let that mean 'one'. May this mean one chair, just as well as one piece of chalk? *P.*—It may. *T.*—How will you know what sort of a 'one' it means? *P.*—We must have some word with it.

*Teacher*.—Now, again, tell me what you see. *P.*—A piece of chalk. *T.* (holding up another piece in the other hand).—What do you see here? *P.*—Another piece of chalk. *T.*—You may say each time just as you did before. What do you see now? *P.*—One piece of chalk. *T.*—And now? *P.*—One piece of chalk. *T.*—Let us put them together: now tell me what you see. Some may say, 'one piece of chalk and one piece of chalk', and some probably would say, 'two pieces of chalk'. Accept the answer 'one and one', and dwell upon it for a while, trying the same exercise with pencils, books, etc. *T.*—Now, scholars, let us have a short word for 'one and one', so that we shall not have to say it so often; you may call it 'two'. How many pieces of chalk now? *P.*—Two pieces of chalk. *T.*—Henry may write this word: see that he spells it right. *T.*—How did we write one after we had written it with letters? *P.*—We made a mark for it? *T.*—Well, you may make this mark (2) for two. What is 'two'? *P.*—One and one. Again repeat the exercise with a piece of chalk in each hand, then put them together, and once more get the answer, 'Two pieces of chalk'. *T.* (holding a pencil before the class).—What do you see now? *P.*—One pencil. *T.*—And now (showing a piece of chalk)? *P.*—One piece of chalk. *T.*—We will put them together: now what have we? *P.*—One pencil and one piece of chalk. *T.*—Why do you not say 'two'? *P.*—We ca'n't say two pencils, or two pieces of chalk. *T.*—Can you call them by any name such that you can say 'two'? *P.*—We can call them things. *T.*—One thing and one thing is what, then? *P.*—Two things. *T.*—When can you call 'one and one' 'two'? *P.*—When they are alike, or only things. *T.*—Yes, when they are of the same kind:

what, then, is two? *P.*—One and one of the same kind. *T.*—What do you see now? *P.*—Two pencils. *T.*—And now (showing the other hand)? *P.*—One pencil. *T.*—We'll put them together: what now? *P.*—Two pencils and one pencil. After this exercise is repeated once or more, call two and one three, and write the word and figure as before. *T.*—What is three, then? *P.*—Two and one. *T.*—And what was two? *P.*—One and one. *T.*—Then what else can you call three besides two and one? *P.*—One and one and one. *T.*—Must these all be of the same kind? *P.*—They must. In a similar manner bring out four. *T.*—Now, what is four? *P.*—Three and one. *T.*—Or what else? *P.*—One and one and one and one. *T.*—Yes, you can say ones for any number, but you need not say them any longer. Can you think of any thing else to call four? *P.* (after a little study)—Two and two. *T.*—Yes; you see we can make four by putting ones together or twos together. After bringing forward five, *T.*—Can we make five by putting together any thing except ones? *P.*—Yes, three and two. *T.*—Yes; but I mean by putting *the same number with itself once or more?* *P.*—We can not. *T.*—Then you see that four and five are very different numbers; we shall have more to say about them at another time.

Let the work be carried on in this way until ten numbers are formed and *nine* of them written by figures. *T.*—Now, how have we made every number since one? *P.*—By putting one with the last number we had. *T.*—How must the numbers be that were put together? *P.*—Of the same kind. *P.*—What, then, are all numbers made of? *P.*—Ones of the same kind. *T.*—Can some numbers be made by putting some other number than *one with itself once or more?* *P.*—They can. *T.*—How can eight be made? *P.*—Of fours or twos. *T.*—Six? *P.*—Of threes or twos. *T.*—Can seven be made in this way? *P.*—It can not. *T.*—Have we given every new number a new name? *P.*—We have. *T.*—What kind of a mark have we made for every number? *P.*—A new one. *T.*—But how long can we make new numbers in this way? *P.*—As long as we please. *T.*—What will be the trouble, then, if we give each a new name and a new mark? *P.*—We never could learn the names and marks; or, We never should get done. *T.*—Well, then, next time we will contrive some way to name and mark numbers *without making a new name and mark for each number.*

**SOLUTION.**—*Ray's Arithmetic: Alligation, Case V, Ex. 1.* (In May number.) "How much lead, specific gravity 11, with  $\frac{1}{2}$  ounce of copper, sp. gr. 9, can be put on 12 oz. cork, sp. gr.  $\frac{3}{4}$ , so that the three will just float; that is, have a sp. gr. (1) the same as water?"

The sp. gr. of the cork is taken from the first edition. In the later edition this is changed to  $\frac{1}{2}$ . This, while it makes the given result ( $\frac{1}{2}$  oz.) more absurd than before, shows us how it is obtained.

With the sp. gr.  $\frac{3}{4}$ , 12 oz. cork displaces 16 oz. water; the buoyant tendency over the weight of the cork is, then, 14 oz.; and as lead and copper weigh less in water than out, there must be more than 4 oz. of both, or more than  $3\frac{1}{2}$  oz. of lead. If the sp. gr. of cork be taken  $\frac{1}{2}$ , 12 oz. will displace 48 oz. water, and 35 oz. clear weight of copper and lead will be required, or more than  $35\frac{1}{2}$  oz. lead.

I have taken this example to illustrate the wrong application of Alligation to specific-gravity questions from Ray's work, as from the one best and most favorably known in the State. Most of our higher arithmetics contain the same error, which may be thus stated: Specific Gravity deals at once with weights and volumes. With equal volumes the numbers by which the sp. gr. is represented give the ratio of the weights; with equal weights these give the ratio of the volumes. Here the density is to be the same as water, or the weight equal to it; hence the numbers give the ratio of the volumes. In applying Alligation they have always been taken as the ratio of the weights; hence the error.

This example may be thus wrought: 12 oz. cork displaces  $12 \div \frac{3}{4} = 16$  oz. water; the weight in water of copper and lead must, then, be  $16 - 12 = 4$  oz.  $\frac{1}{2}$  oz. copper displaces  $\frac{1}{2} \div 9 = \frac{1}{18}$  oz. water. Its weight in water is  $\frac{1}{2} - \frac{1}{18} = \frac{4}{9}$  oz. The water weight of the lead must be, then,  $4 - \frac{4}{9} = 3\frac{5}{9}$  oz.; and as it displaces  $\frac{1}{11}$  of

its weight of water, its air weight will be  $\frac{1}{10}$  of its water weight.  $\frac{1}{10}$  of  $3\frac{5}{9}$  oz. =  $3\frac{4}{5}$  oz., which is the correct result.

'I', of Bloomington, sends us the above solution, which deals thoroughly with an error very common, and we think little understood by many of our teachers.

We have received several answers to questions in the last number, but insert none of them this month; hereafter the solutions will be given two months later than the questions, because by our present system we have not time to hear from all who wish to send solutions.

**PROBLEMS.—Arithmetic. I. A Problem for the School-room.** When the air is still and at the temperature of  $80^{\circ}$  (Fahr.), sound travels 1144 feet in a second. Under such circumstances a locomotive is traveling at the rate of 60 miles an hour, and is distant from you 572 steps of 30 inches each (about a quarter of a mile), when the engineer sounds the whistle: how far will the locomotive go before you hear the sound of the whistle? How far if the rate of running is twenty miles an hour? How far if 40 miles? Can this question be stated for solution by cancellation? Let your answer be in feet.

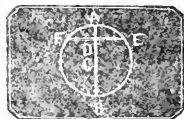
II. A stick of timber of equal size from end to end, and 24 feet long, was so placed upon a wagon that one end extended two feet forward of the centre of the fore axle, and the other end six feet back of the centre of the hind axle: we wish to know the number of feet (in length) supported by each axle. N. H.

III. The difference between the cube root of a number and the number itself is 120 times the cube root of the number: what is the number? (See Problem I in June Teacher.)

IV. One of two poles is just  $\frac{3}{4}$  as long as the other, and they are set up, in a vertical position, at a distance apart equal to the sum of their lengths. Moreover, a point on the ground between them just  $\frac{3}{7}$  of the distance from the foot of the longer pole to the foot of the shorter is 30 feet from the top of each. What is the length of each pole? How far apart are their tops?

Questions III and IV are from *D. P. Colburn's Common-School Arithmetic*. Some of the questions in this number are quite easy; and we intend to give one or more questions every month so easy that the pupils in our common schools can solve them. Will our teachers please set them at work?

*Finding Square Root by Geometry.* 'J. J. C.' sends the following neat method: To take the square root of 13, for instance. Divide the number into two convenient factors, as  $6\frac{1}{2}$  and 2; lay off, with a scale, on a straight line,  $BD = 6\frac{1}{2}$ , and  $AD = 2$ . With  $AB$  as a diameter, draw the circle, and through  $D$  draw  $FE$ , at right angles with  $AB$ . Then will  $DF$  or  $DE$ , measured by the scale, be the square root required; for  $\sqrt{AD \times DB} = DF$  or  $DE$ . (See Geometry.)



**PRACTICAL METHODS IN ARITHMETIC.—Multiplication of Compound Numbers.**  
 XI. When the numbers in the multiplicand are convenient, as in the following *Ex.*:  
 What cost 8 watches at  $3\text{£ } 15\text{s. } 11\text{d.}$  each? 11d. lacks 1d. of 1 shilling; hence 8 times 11d. = 8s. lacking 8d., = 7s. 4d.  $3\text{£ } 15\text{s.} = \frac{3}{4}\text{£}$ ; hence 8 times 15s. = 8 times  $\frac{3}{4}\text{£}$ , =  $\frac{3}{4}$  of 8£, = 6£, leaving 7s. to write. 8 times  $3\text{£} + 6\text{£} = 30\text{£}$ .

$$\begin{array}{r} 3\text{£ } 15\text{s. } 11\text{d.} \\ \quad \quad \quad 8 \\ \hline 30\text{£ } 7\text{s. } 4\text{d. } \textit{Ans.} \end{array}$$

XII. When the multiplier is a convenient number. Multiply 2 yd. 2 qr. 3 na. by 8. 8 times 3 na. = 3 times 2 qr., = 6qr., = 1 yd. 2 qr. 8 times 1 qr. = 2 yd.; hence 8 times 2 qr. = 2 times 2 yd., = 4 yd. We now have 5 yards to add to 8 times 2 yards, making 21 yards. It is evident that both these *conveniences* will often occur in different operations in the same example; and one has no idea how often he may thus take advantage till he tries the experiment.

$$\begin{array}{r} \textit{Example:} \\ 2\text{ yd. } 2\text{ qr. } 3\text{ na.} \\ \quad \quad \quad 8 \\ \hline 21\text{ yd. } 2\text{ qr. } \textit{Ans.} \end{array}$$

EDUCATION BY ROTE, SUPERFICIAL.—Walking to church one Sunday in Skye, we were followed by a slip of a lad some 10 or 12 years of age, who, on putting some questions to him, volunteered to name all the *capitals* in Europe, which he did with marvelous dexterity. From Europe he crossed to South America, and rattled out the names of the *capitals* with the accuracy of a calculating machine. From South America he started off to Asia; and finally he brought up at Jeddo in Japan. We were rather sceptical as to the value of such acquirements, and, indeed, as to the reality of any information having been conveyed to the lad's mind by the formidable muster-roll of words that had been stuffed into his mouth. We therefore asked him, "Can you tell us the name of the island you live in?" But, notwithstanding his lore, he had not learned that he lived in the Isle of Skye. To make quite sure of the fact, we requested the captain of the steamer to repeat the question in Gælic; but there was no Skye forthcoming. He knew the name of the parish, and of all the capitals in the world, but not of the island which he lived in. There being a schoolmaster present accidentally, we thought the occasion too good to be lost to show the worthlessness of word-stuffing, and ventured another question. Now, my lad, you have told us the names of nearly all the capitals in the world: "is a capital a man or a beast?" "It's a beast," said the boy, quite decisively. So much for words without understanding; in the next school inspection that boy will probably pass for a prodigy, and will figure in statistical reports as an example of what good education can do.

English Ed. Paper.

---

## EDITOR'S TABLE.

---

IN compliance with repeated requests, we present some suggestions as to the conduct of an Institute.

The *best* teachers that can be had should be procured to conduct the exercises. All regular labor should be as well defined as in the well-regulated school. The following Programme may serve as a guide in marking out the work for an Institute. It includes but the exercises for a single day. On different days it may be arranged to place some other branches in stead of those named. The opportunity for criticism and remarks after each exercise develops much that is valuable, while it extends a courtesy to those present who may have suggestions to make, but may not be generally known as prepared to do so. The evenings may be occupied by lectures from those engaged in the exercises or by discussions of some educational questions. Essays may be prepared, to be presented either in the evenings or at the times marked as 'miscellaneous'. Considerable interest may be added by having a box placed to receive questions (indorsed with the name of the questioner), which may be disposed of at 'miscellaneous' time, in the evenings, or at a time set apart for that. An informal social gathering at the close makes teachers feel better acquainted, but it is unnecessary to incur the expense of a feast for the body at such a time.

## PROGRAMME.

9	A.M.	Opening Exercises — (Devotional, Singing, etc.).
9.15		Arithmetic, by ———.
10.		Criticism and Remarks.
10.15		Miscellaneous.
10.30		RECESS.
10.40		Spelling.
11		Reading, by ———.
11.45		Criticism and Remarks.
12		Close.
1.30	P.M.	Opening Exercises.
1.40		Grammar, by ———.
2.30		Criticism and Remarks.
2.45		Miscellaneous.
3.		RECESS.
3.10		Geography, by ———.
4.		Criticism and Remarks.
4.15		Miscellaneous.
4.30		Close.

Much may often be added to the interest and value of an Institute by the appointment of general critics for each half-day, who shall, just before dismissal, report such errors of speech or fact as they may have noticed.

PRESCOTT'S PHILIP II.—It was reported after PRESCOTT'S death that this work would be continued by his late Secretary, Mr. KIRK, who knew Mr. PRESCOTT'S outline and plan for the rest of the work and was acquainted with his materials; but it is now said to be given up, principally on account of objections urged by Prof. TICKNOR.

AMERICANS AT HUMBOLDT'S GRAVE.—The U.S. Minister, Gov. WRIGHT, of Indiana, attended the funeral, attended by a representative from each State in the Union, says *The Century*. No other foreign nation showed such special interest in the man and the occasion.

LONDON now covers an area of 121 square miles, and its population in 1858 was 2,362,336. The London of 1858 is equal to three Londons of 1801. *Century*.

## OBITUARY.—

WALKER, JOHN.—This gentleman died recently at the age of 78, in Stockton, Scotland. The English papers say that he was the inventor of lucifer matches, and that he kept his processes secret for a considerable time, making large profits by his sales. But FARADAY, passing that way, heard of these wonderful matches, bought a box, and made known Mr. WALKER'S secret.

We suppose that Mr. WALKER'S matches were the antimonial matches so common twenty years ago, which were lighted by drawing them through a fold of sand-paper; for we have seen the invention of loco-foco or phosphorous matches ascribed to an American, who died within a few months. This later invention has entirely superseded the lucifers.

DR. HENRY ABBOTT died at Kafir-el-Aish, March 30, 1859. He was an enthu-



siastic investigator of Egyptian antiquities, and had spent many years in Egypt. He entered the service of Mohammed Ali as a surgeon, and concluded to make Cairo his home; at that place he married an oriental lady, and began his famous collection of Egyptian antiquities, which cost him over \$100,000, and is the best in the world. It has been for some years in New York on exhibition.

MR. CHARLES LESLIE, R.A., a celebrated artist, born at London, Oct. 19, 1794, died in that city, May 5, 1859.

DR. DIONYSIUS LARDNER died early in May, aged 69; he was born at Wexford, February 23, 1790. He was a poor boy, but made his way by his talents to eminence as a man of science. He was once in holy orders in the Episcopal church. He wrote works on mathematical and scientific subjects, and was the projector of the Penny Magazine and the Cabinet Cylopædia, which placed information at a cheap rate within the reach of the poor of England. Dr. LARDNER came to the United States in 1840, and delivered popular scientific lectures, which were published and had an extensive sale.

DR. LARDNER has been charged with shallowness, as men often are who write for the people on scientific subjects. He has been charged with saying that no steam-vessel could cross the Atlantic. A writer in the *Tribune* says that he was present when LARDNER said what has been so interpreted, and that LARDNER only said, in speaking of the subject of ocean steamers, that no steam-vessel that he had seen could possibly carry fuel enough to accomplish the passage. This was in 1835 or 1836. A statement is given in Brande's Encyclopædia, that many who had given attention to the subject believed in 1835 that in the then existing state of steam navigation the success of the project as a commercial scheme for profit was more than doubtful. Dr. LARDNER was one of these doubters; and we believe the owners of ocean steamers may be counted in the same list at the present time, in spite of all improvements.

CUBANS.—The number of Cubans now at school in the United States is estimated at from six to ten thousand.

TWO JUVENILE COMPOSITIONS.—*On Dancing*—Some people think dancing is right, but I do not. I think dancing is wrong. People who go to balls lose their night's rest, and get up in the morning feeling very bad and cross. My advice to all is not to dance on no occasion whatsoever.

*On the Elephant*.—The elephant is the largest animal in the world. He eats hay and cakes. You must not give the elephant tobacco, for if you do he will stamp his great big feet on you and kill you dead. Some people think the elephant is the most noble animal in the world; but as for me, give me the American Eagle.

WHOLESALE ABUSE OF OPIUM.—One of the curious facts recently revealed by the publication of custom-house tables is, that there was imported into this country last year three hundred thousand pounds of opium. Of this amount, it is estimated from reliable data that not more than one-tenth is used for medical purposes. The habit of eating opium is known to be spreading rapidly among lawyers, doctors, clergymen, and literary men, and enormous quantities are used by

the manufacturers of those poisonous liquids which are dealt out in drinks in the saloons and grogeries that infest every city and village in the country.

THE oldest graduate of Yale — in academic age — the Rev. GAD NEWELL, long pastor of the Congregational Church in Nelson, New Haven, died at that place, February 26, aged 96. He was graduated in the class of 1786, seventy three years ago. By his death, Mr. JOSHUA DEWEY, of Brooklyn, N.Y., of the class of 1787, becomes the oldest graduate. He is 93 years old. Next to him ranks Rev. DANIEL WALDO of the class of 1788, now residing in Syracuse.

NATIONAL TEACHERS' ASSOCIATION.—The Second Annual Meeting of the National Teachers' Association, will be held in Washington, D.C., on the second Wednesday, the 10th, of August next, commencing at 9 o'clock A.M.

At this meeting, lectures are expected from the following gentlemen, viz: Introductory Address by the President, ANDREW J. RICKOFF, of Cincinnati, Ohio; Lecture by ELBRIDGE SMITH, of New England; Lecture by J. N. MCJILTON, of Maryland; Lecture by JAMES LOVE, of Missouri; Lecture by Mr. ———, of the Southwest. Several other Essays and Reports are expected from gentlemen of different sections of the country.

The order of exercises will be announced at the meeting. Measures have been taken to make this the largest, most interesting and influential Educational Meeting that has ever been held in the country. A large number of the most distinguished educators, representing every department of instruction, are expected to be present and participate in the deliberations of the meeting.

It is proposed, in order to the fullest discussion of such subjects as may be presented for consideration, that the Association divide itself into *sections*, after the manner of the 'Scientific Association', and thus afford time for freedom of debate and mature action on all subjects presented. This arrangement will afford the members an opportunity to engage in such *sections* as have under consideration questions in which they are particularly interested.

It is expected that papers embracing the several departments of instruction, from the Primary School to the College and University, will be presented.

The Local Committee, at Washington, the chairman of which is Prof. Z. RICHARDS, is actively engaged in making preparation for the meeting. Gratuitous entertainment will be given to ladies, and a reduction of fare made to such as put up at the public houses. A reduction of fare has also been secured on the principal lines of travel. Thus all who are interested can attend this meeting, and at small expense.

Educational Journals and other papers, friendly to the objects of the Association, are respectfully requested to insert this notice.

Further particulars may be had by addressing the President, A. J. RICKOFF, Cincinnati, Ohio; Z. RICHARDS, Washington, D.C.; D. B. HAGAR, Jamaica Plains, Mass.; C. S. PENNELL, St. Louis; or the Secretary, J. W. BULKLEY, Brooklyn, N.Y.

HOME DEMAND FOR SCHOOLMASTERS.—At the Normal University building, now being erected at Bloomington, is this notice: "No Smokeing Allowed ware their is aney Shaveings About."

**PROF. MITCHELL — CINCINNATI AND ALBANY — ASTRONOMICAL MEETING AT CINCINNATI.**— At a meeting of the Cincinnati Astronomical Society on Friday last, Prof. MITCHELL read a proposition from the Directors of Farmers' College, looking to the removal of the institution to College Hill. These Directors propose to convey to the Society four acres of land at College Hill as a site for an Observatory, and also to guaranty to that Society the sum of \$7,000 on condition the above subscription shall be invested in a suitable building, and \$2,000 in procuring and mounting a transit instrument for an Observatory.

Prof. MITCHELL, in the event of the success of the movement, proposes to connect the Cincinnati Observatory with the Dudley Observatory at Albany, by an independent telegraph wire, to communicate between the two institutions. In this way, he argued, great results might be secured to the science of Astronomy. This scheme contemplated a division of his time between Albany and Cincinnati. He would be glad to do so, if an arrangement could be made at the two places. He referred to his labors in behalf of the Cincinnati Observatory, and remarked that one hundred thousand observations had been made on Mount Adams.

**IMPORTANT DISCOVERY IN PHOTOGRAPHY.**— GALIGNANI announces a new discovery in Photography. It consists in the invention of an artificial light, so wonderfully luminous and so steady as to produce the effect of the most brilliant noon-tide sun in photographic operations. The light being contained in a portable apparatus, portraits can be taken in private residences, even in the darkest room, wholly independent of the state of the atmosphere; and those parts of cathedrals, or other picturesque architectural monuments, where the light of the sun never penetrates, and which, in consequence, have been wholly shut out from the photographer, will be as accessible to the artist as any part of the exterior.

THE best definition we ever heard of 'bearing false witness against your neighbor' was given by a little girl in school. She said it was when no body did nothing, and some body went and told of it.

**PHYSICAL EDUCATION.**— Great attention is now being paid to this subject throughout the country. The Gymnasium is being introduced into very many schools, and in cities has in several instances supplanted military companies.

**COMMON SCHOOLS IN SOUTH AMERICA.**— It is worthy of note that the Government of Buenos Ayres recognizes the principle that the education of the masses as the only safeguard to a Republic, and has taken the instruction of youth from the priesthood and placed it under the charge of a Common Educational Department, organized after the common-school system of the United States. The school funds are placed in the hands of the Governor, to be distributed in certain proportions to the districts, the tax-payers being taxed from one-fourth to half as much as the donation. A monthly paper has also been started, devoted entirely to school interests.

A CERTAIN divine at a Sabbath-School Celebration said that not more than one public school in twenty had any outward form of Christianity. Is it so? If so, what is the remedy? Our schools must not be Godless schools.

## L O C A L I N T E L L I G E N C E .

STATE NORMAL UNIVERSITY.—The second annual examination is just past, and was an occasion of unusual interest. Strangers from distant parts of the State, and from other States, were present. The first day was occupied with an examination of the Model School, under the immediate charge of Miss Brooks, and the students' classes in the Normal School. I can hardly speak too highly of the success and real value of the Model School, which is a model in fact as well as name. It is perhaps unnecessary to single out any one branch and call special attention to it; but if I should, that branch would be Reading. Here children are taught to *read*, not to *mumble*. Clearness of enunciation and comprehension of what is attempted to be read are insisted on; and, as a consequence, the children read excellently. In the Normal Department Mr. BURNHAM examined a class in Arithmetic, Mr. NORTON in Grammar, Mr. HITE in Arithmetic, Mr. WILLIS in Geography, Miss PETERSON in Reading, and Prof. HEWETT in Physical Geography; all but the last-named examiner being students.

On Thursday the examination was resumed, and the regular teachers were in charge. Rev. Mr. CLOVER, instructor in Drawing, had the first hour, and confined himself to the *dements* of drawing. He was succeeded by Dr. WILLARD, with Sections A. and B. in Latin, and he, in turn, by Prof. MOORE, with Section D. in Algebra. In the afternoon Prof. MOORE examined a class in Botany, Prof. HEWETT a class in Reading, and President HOVEY in the Theory and Practice of School-Teaching. An hour was devoted to each exercise, so that only about one-third of the classes were heard, and this third was selected by members of the Board of Education. Messrs. BASS, REX, WELLS, BATEMAN, and others of the Board, plied the classes constantly with test questions, to determine whether they could 'give a reason for the faith that was in them'. Messrs. MOULTON, BATEMAN, WELLS, BASS, SWETT, and BUNSEN, gave their views of the school and the results already made manifest, in very complimentary speeches, when the examination was declared ended.

In the evening B. F. TAYLOR, Esq., of the *Chicago Journal*, delivered a finely-written oration before the literary societies, and Section A., in charge of Prof. CADY, 'discoursed most excellent music'. It was a pleasant *finale* to the rigors of the day.

x.

HON. S. W. MOULTON, of Shelby county, is the newly-elected President of the State Board of Education.

At the late meeting of the State Board of Education, Dr. SAMUEL WILLARD tendered his resignation of the Professorship of Language, owing to ill health. The labors of the place proved too great. Mr. MOORE'S salary was raised from \$1,200 to \$1,400 per annum, and Mr. HEWETT'S salary from \$1,200 to \$1,300. The Principal and the Committee on Officers were empowered to appoint a Professor of the English Language and Literature.

REV. B. G. NORTHRUP, of Massachusetts, recently gave a course of lectures before the upper classes in the Normal University on Mental Philosophy. He treat-

ed the subject practically, and abundantly sustained the reputation which he has earned at home, of being a skillful mental anatomist.

CHICAGO HIGH SCHOOL.—The Third Anniversary exercises of the Chicago High School were held on the 8th inst. Diplomas were presented to thirty-one graduates. The exercises were highly interesting, and were attended by a very large audience.

The boys of the school have recently erected, at their own expense, a gymnasium, well supplied with all the means for taking exercise.

At a concert recently given by the pupils of the school sufficient funds were raised to enable them to purchase one of STEINWAY AND Co.'s seven-octave pianofortes.

HENDERSON COUNTY.—The teachers and friends of public schools are at work in Henderson county. An Association has been formed, and an Institute is to be held in September next, commencing the last Tuesday. Many good school-houses are being erected, and a good sentiment prevails. The schools at Oquawka are good, and with an additional building they would be able to inaugurate a system that would afford all an opportunity to prepare for the duties of life that await them. J. SIMPSON, Esq., the present School Commissioner, is an active, energetic worker, and knows what is required of a teacher, and the elements of a good school. His labors are bringing about a correct sentiment in behalf of the schools in the county.

Mr. M. T. BURTON, the Principal of the Schools at Oquawka, is showing the efficiency of our system by unmistakable signs in a school which is under his charge, which is all that could be asked or expected in excellence. He is assisted by six female teachers, whose classes show their ready adaptation for the work in which they are engaged.

MONMOUTH.—The citizens of Monmouth are laying the foundation for a noble system of instruction. The vote recently given in favor of another building shows fully that the cause has true advocates; the plan decided upon is good; the house will cost \$8,000 when completed, and will be an ornament to the city.

We found an almost entire change of teachers in her schools. The services of Mr. A. H. TRACY could not well be dispensed with; he has been tried and found worthy of the trust committed to his care; he is doing a good work, and has as fine a class of students as a teacher could wish. The city employs eleven teachers; retrenchment has driven out some whose places it will be hard to fill.

ALEDO.—At Aledo we found the schools in a prosperous condition, under the superintendence of Mr. G. J. DAIRD, a teacher of much experience. He is awakening much interest. His reviews, or public exercises, held once a month, can not fail of interesting his patrons and stimulating his pupils; we heard productions that would have been creditable to any institution of learning. He is aided by such a Board of Directors as every school needs. The worthy Editor of the *Aledo Record*, Mr. J. H. REED, whose pen never wearies in urging the claims of our free-school system upon the people, is one of the Board, and gives instruction in Vocal Music, from his strong desire to have its influence on the school, and appreciating its benefits as a discipline to the mind. With such aids the success of the school is sure.

One of the College buildings at Aledo will be completed this season; the hard times does not abate their interest in the cause of universal education.

The County Institute is to be held at Keithsburg next September. Their Institutes are well sustained.

BEARDSTOWN.—The citizens of Beardstown have a monument of their interest for the youth that is an honor to the place—a fine brick school-house that cost them \$7,000, on a beautiful site, yard well shaded with forest trees. The school was organized under the superintendence of Prof. J. S. BOREBECK, a teacher of fifteen years' experience. He has two male assistants, and two female. The school is deservedly popular, and the District is fortunate in securing the services of a ripe scholar and experienced teacher.

HAVANA.—The public schools of Havana are equal to the schools of any place of its size in the State for thoroughness of recitation, discipline, and good order generally. Their building and yard cost \$9,000, is beautifully situated and inviting in appearance. House seated with Eastern furniture. Prof. D. T. BRADFORD, the present Principal, is possessed of those elements essential for success in teaching. Any friend of education will find enough to interest him in spending a half-day or more in his room. Would that we had more of such teachers. He has three assistants, whose labors speak well for them.

MR. E. B. LEONARD has recently been appointed School Commissioner of Cass county. A true friend of education, and a man well adapted for the place which he has been called to fill.

---

B O O K N O T I C E S .

---

*HYMNS OF PRAISE: A Collection of sixty Hymns, with appropriate tunes, for Devotional use in Schools*, is the title of a work prepared by Mr. WM. TILLINGHAST, and issued by RUSSEL & TOLMAN, Boston. The Hymns seem to have been selected with care; and the tunes, which, we take it, are all original, are well adapted to the words. Mr. TILLINGHAST, having been a long time engaged in teaching music in schools, knows well what is requisite in the department for which this work is intended. We heartily commend it to all schools in want of new and fresh music for devotional purposes. For sale by ROOT & CADY, Chicago.

*THE TIN TRUMPET; Or, Heads and Tails for the Wise and Waggish. A new American edition, with alterations and additions.* D. APPLETON & Co., New York. Chicago: S. C. GRIGGS & Co.

This work was first published in London in 1836, but has for some time been out of print. It has lately been revised. It contains very much of wit and humor, a great deal of anecdote and caustic sarcasm. As a book of reference and a mine of illustration it will prove highly valuable.

# ILLINOIS TEACHER.

VOL. V.

AUGUST, 1859.

No. 8.

## TEACHING AS A RECOGNIZED PROFESSION.\*

No calling in society is so full of anomalies and contradictions as that of the teacher. More ancient, perhaps, than any other employment except farming and tailoring, it is continually full of fresh vigor. Enjoying a higher respect from the people than any other occupation, at the same time it is the most despised. While no class of men have received so much honor and praise as teachers, no class has been more the butt of ridicule and abuse. While men acknowledge that the culture of mind demands the best order of intellect and learning, the business of teaching is regarded as fitly performed by those who are notoriously unfit for any thing else. While to point the growing mind to wisdom and truth is deemed the most noble of all work, one can more easily get the title and emoluments of teacher than of brick-layer or wood-chopper. While no expense is deemed too great to secure an education, the wages of none are so grudgingly paid as those of the teacher. While the most costly edifices, filled with expensive apparatus, are deemed appropriate for educational purposes, the meanest building in a settlement, without comfort or convenience, is deemed by public sentiment a very good school-house, and a single dollar spent for a blackboard or a map is deemed a wasteful extravagance. No man is regarded as more necessary than the teacher; no man is more frequently or needlessly discharged.

I shall at once claim that teaching has always been looked to as honorable, and the highest of all work. I claim that no men have stood higher in public esteem than teachers, from the days of Adam till to-day. Says a modern writer, "According to the pious legends of the Rabbins, public schools existed before the Deluge; and Adam was not only the first man, but the first school-master, assisted in his labors by Enoch, and succeeded

\* A Report presented by J. H. BLODGETT, of Mendota, at the meeting of the Illinois State Teachers' Association at Galesburg, December, 1858.

by Noah. After the Deluge, Shem established and presided over a public school, assisted by his great-grandson Eber, among whose pupils the patriarchs Abraham and Jacob are particularly mentioned."

However this may be regarded, we can trace the schools of the prophets and other schools, presided over by Samuel and others, chief of the nation, through the various changes of Jewish rule, till after the denunciations of Malachi against 'master and scholar'. Where do men stand higher than the teachers Greece and Rome? And, as we come down through the dark ages, we shall find the reverence that men had for them centring about those who, however limited in their work, were the communicators of learning to others. To come still later, none have enjoyed a higher degree of public esteem and honor than the teachers of kings and princes, or the professors of Oxford and Cambridge, or, nearer home, of Yale and Harvard, or even the comparatively venerable instructors in our own colleges.

A *class only of teachers* has been despised; a class only have been subjects of ridicule and inconsistent legislation, and regarded as the scum of all other callings, as a class to which a young man might belong long enough to get money to go higher, but in which he must by no means remain. This class is the *teachers* of the *poor*. In ancient Judea we find no such distinction; for, while education seems to have been quite general in the better days of Jewish glory, no Jew, under the Theocracy, lost social privileges or standing from poverty or misfortune. No fixed rank was known till the rebellious spirit that demanded a king arose. In Greece and Rome, in Egypt and Babylon, there was little occasion to degrade teaching from its connection with the poor, for only to a limited extent were any but the rich and the noble educated in books. As the gloom of the dark ages began to clear away, men began to think of the education of the masses, and efforts were made for this object, which were, for a long time, about as effectual for their purpose as the orphan asylums and charity hospitals of modern benevolence are in taking care of the sick and homeless. And public sentiment regarded the subject of public education much as it now does that of public hospitals. As we find too often that a poor fellow judges rightly who would as soon die as be sent to one of these places, and only the poor and unknown are taken, while those able to secure private treatment look down upon hospital patients; so public schools were regarded as good for the poor and unknown, who could not afford to put their mental defects under private treatment.

Hence, as public schools were but educational poor-houses, public-school teachers were looked upon as poor-house keepers, and not considered so respectable as in these days keepers of the poor are deemed. We will not wait to see against what



class of teachers the satires and sarcasms of European writers have been directed, but come at once to our own country, only pausing to give the Germans credit for a better appreciation of their common-school teachers than their neighbors had.

When our country was settled there was no distinction of classes that could be perpetuated on our soil but that of wealth. For a time, that was changeable to such an extent that even a temporary boasting in riches had little place. The early settlers were like the Jews under the Theocracy. They recognized education as a necessity, and, knowing no distinction of classes, provided for the education of all. Harvard and Yale stand as monuments of the early zeal of New England. A thorough system of public instruction is among the early records of Connecticut. Was teaching disreputable then? Was even the public teacher a laughing-stock? No! But as wealth increased, and as many, from the prosperity of the colonies, came in who cared little for the principles upon which they were founded, there grew up in the older settlements a feeling of exclusiveness; while in many new settlements the feeling of equality in educational advantages did not, in the first place, constitute a prominent feature. Public education began to wane; and as private schools were more patronized by the wealthy and educated, the public schools came more to be regarded as only for those who could not otherwise be educated; and the position of public-school teacher sunk in general estimation, while yet the teacher, as such, was not underestimated. The tendency was to convert public schools into *charity* schools, and the teachers into *charity* teachers—terms which the world deems opprobrious. We can see how the aristocracy of wealth and position stifles effort in raising the masses in knowledge by glancing at those portions of our country where no system provides for popular instruction. There have constantly been parts of our country in which equal facilities for education to rich and poor were, to some extent, afforded; yet it can not be denied that a strong tendency existed to make the public schools the places for those who could not send elsewhere.

That it was its connection with the poor, and so-called lower classes, that public instruction had so low an estimation is plain enough. No institution felt disgraced by receiving gifts from the public treasury, as collegiate records of Europe and America show. It was a distinction of classes to be educated that made the difference. But within a few years there has been an awakening to a better feeling. The effort in Massachusetts, in Rhode Island, in Connecticut, and in some other States, has been, not to make the public schools fit places for doing up the odds and ends of education, but that, as far as classes went in the public schools, they should be as good as any in the land. And, as a natural consequence, as public schools became more respectable, so to be a public-school teacher was in better re-

pute. Yet, in the decline of public schools, and in those States where public instruction had never been of a high standing, some degrading and strange regulations had been introduced as regards public teachers. Teachers for public schools were required to be examined by persons who were under no legal obligation to know any thing of books or teaching. Certificates were issued good for a various tract of country, from a single district to a county, and for times varying from a few days to two years, in many cases to be recalled at the whim of the examiner. Public sentiment has improved; yet laws inconsistent and unfitting remain upon the statute-books of the various States. The law of Illinois is the one we now have directly to do with. Here the clergyman and the physician have no legal recognition, except in the rite of marriage legally performed by a clergyman. The law prescribes what shall constitute a *lawyer*, but, be it observed, prescribes an examination by lawyers. But as for teachers, the State has ordained that a teacher shall be examined, not by his own class, but by some officer who is not required to know any thing of the matters he is to question of. As if the clergyman were required to be examined by the sheriff; or the lawyer by the coroner; or the physician by the county clerk. Furthermore, while others' certificates are good throughout the State, and, by a little formality, throughout the country or the world, and for good behavior, the school-master is not supposed to know enough to get out of his own county or city, and periodically forgets what he knows even in a single locality, so that it is unsafe to allow him to carry a license to teach for more than two years at a time! We have made a little improvement there. The State used to think teachers would forget in a single year what they knew. Now, it has admitted that it will take them two years to forget, and further liberality of views is hoped for.

Not only has the law made singular regulations with regard to public teachers, but it has made an absurd distinction between public and private teachers. While any one who chose could open a school on his own responsibility, no one could teach in a public school without being examined by almost any body, from a man well educated down to one who could scarcely write his name. The State, with a wondrous zeal to prevent educational quackery, threw wide open the doors to private enterprise, while degrading requisitions were made of any who would teach public schools, to prevent unfit persons from getting influence over the minds of the youth! It is as if governments should decree that, while any might practice medicine or surgery, none might practice in public hospitals who did not have a certificate good for one year from the minister's wife; or, as if any might work in iron, but none must make cheese-knives, or hinges for barn-doors, without a certificate from the pound-master; or, as if it should be solemnly enacted, that while a

Broadway Tabernacle church, or the Plymouth church, or any other of our great metropolitan churches, might employ any body, with religion or without it, with ability or a born fool, the ministers of the lesser churches, scattered in destitute wards or backwoods hamlets, must have licenses duly signed by the city clerk or the town constable.

Who can wonder that teachers have so quickly turned aside to other pursuits? No man in the community except the teacher is supposed to have a periodical memory; no man else must be subjected to a questioning as to his fitness for his trade or work by those who are required to know nothing about it.

The teacher's calling, in its connection with public schools, had certainly sunk to a very low point, when every body and any body could thus question teachers or candidates. What blacksmith would not hurl his sledge-hammer at the head of any lawyer who procured a law that no man should shoe horses or make a hay-knife till he had a certificate from the postmaster? Who would escape a *lasting* impression that proposed that no man could make stoga boots without a certificate from the school-master? It is not to be wondered at that young men and ladies of independence either left teaching after being subjected two or three times to the farces called examinations, or went into private schools, where they were subjected to none of these whimsical things, and where, after once satisfying their employers of their capabilities, the question was not likely to be raised again. Is it to be wondered at that those who were in positions where their manhood was not subjected to the frequent insult of being called upon to be examined by one who often made no pretensions to education, and whose paltry certificate was good only for a limited portion of territory, looked down upon the public-school teachers? Is it to be wondered at that public schools have, till recently, in our own State, failed to secure the better order of talent? Public teaching could not be other than a transitory business. Men of strong self-respect would submit only for a time to these farcical examinations; to being unceremoniously discharged with their wages in arrear; to being subjected, like negroes on a southern plantation, to the form of an annual hiring; to having their wages continually agitating the school-meetings; to the dictation of every body who feels his self-consequence; to being set to educate, yet expected to follow forty men's methods as well as their own, because they were in public schools, — as if a man digging a well on a public square were to be found fault with because he did not change his digging for every loafer that could tell him where to find water. Men who would submit with a good grace to all these things soon began to be regarded as mean-spirited, and were kicked aside as some men kick aside a trembling dog that, with drooping tail and crouching body, has crawled up for a caress. Except in a few localities, therefore, public teachers

have been very changeable. The wonder is, not that public-school teaching has been in such bad repute, not that schools have not been of a higher order, but that men of competence and ability remained in them long enough to begin a redemption, and that there was respectability enough left in schools supported by the government to be worth redeeming. The redemption began from without. Men put themselves in the public service who meant to raise the State schools to a proper standing. Encouraged, the teachers began to stand straighter and really be more like men, and, in many localities, a more liberal policy grew up, so that a man once examined was regarded as able to remain competent. Such is the case in most of the large cities. To these, and to such spots as regard the State law only by the letter and not the spirit, we must look for whatever of permanency is yet attained.

As soon as the public-school teachers took heart, they rose rapidly in credit and esteem. Now we have our Normal Schools to train teachers; *professors* thick as country schoolmasters used to be; and in some localities the feeling in favor of public schools has become so strong that the private teacher is deemed an enemy to the public good. As the impetus given to a body by applying great force often carries it beyond the desired point, so that, like a pendulum, it must swing back, or, as a self-shutting gate that has been violently thrown open, must swing beyond its proper place two or three times before coming to rest, so this pressure to bring public schools to a proper standing has, in this respect, swung past. I was, a few days ago, in a building where the valves of the gas-burners did not have the usual guards to check them when turned far enough to shut off the gas. In turning the valves, one would be likely to turn them too far, and either be obliged to turn them back, or discover the mistake by the odorous presence of gas around him. In our eagerness to light up the world with public schools, we must be careful lest we push too fast, or be warned that we have gone too far in the extinction of the light of private enterprise by the foul smell of moral gas. Men will not always submit to be thrown from their places by two or three who misrepresent the public, or spend half the year watching to know where they can go, so that if thrown from their places they may light, like cats, on their feet; they will not submit to have their wages reduced and their labors changed at the whim of every one whose watchword is *retrenchment*, and it must be borne in mind that such is the policy in too many of our public schools.

Where shall we put the private tutors and family instructors? I answer: Those who have been employed to devise and carry out modes of instruction according to their own judgment have had the highest respect; those who have only been hired to do

the bidding of parents in the instruction of their children have been regarded only as educated slaves.

We have something to do if we will retain the sentiment in favor of public schools. If we do our duty, the day of deliverance from many disadvantages is at hand. A better day is coming. We must organize as a *profession*, to be regularly recognized. From Maine to Iowa, wherever free schools are a part of the public care, come voices for a *teachers' profession*. Hear a voice from Connecticut: "It is unjust to require a teacher to be examined in every town in which he may teach. In short, before the profession of teaching is what it ought to be, a radical change must be effected in the manner of hiring and examining teachers. Teachers must be examined by those who have made teaching their study and business; and, when once thus examined and admitted, must be allowed to teach any where in the State." Another voice, from Ohio: "There is radical error in the system of granting licenses, and until it is effectually cured teaching will never take a high rank as one of the professions, but will continue to be cursed with ignorant and incompetent practitioners." A teacher from Indiana says, "What a feeling of unmitigated scorn and contempt would be manifested if professional teachers were appointed to examine a candidate for admission to the bar! And yet, would it be more ridiculous than the examination of teachers by mere attorneys? For we insist, that a man once studied arithmetic and grammar does not necessarily qualify him to teach them himself, or to ascertain the ability of others to do it; yet this is constantly presumed in the appointment of others than practical teachers to the office of school examiners." In the *New-Hampshire School Journal*, William Russell, of Massachusetts, says, "Organize into a Profession." And so I might continue to quote from friends of education all over the country. This sentiment is not merely uttered in word, it has become somewhat a reality. New York and some other States have some certificates, issued by the State Superintendent, perpetual, and good for the State. Pennsylvania has, perhaps, approached nearer to the true basis, in granting perpetual certificates from County Superintendents, who are required to be persons of literary and scientific acquirements, and of skill and experience in the art of teaching, but has left a defect in the arbitrary manner in which these certificates may be annulled. In the Pennsylvania Normal School Act of 1857 is a provision more nearly perfect; I will read:

Sec. 6: XII. Examinations for graduation shall be made in each Normal School by not less than three nor more than five of the Principals of the schools recognized under this act, who shall annually be designated for that purpose by the State Superintendent of Common Schools, and assemble in each school at a time to be designated by him; and said Annual Examinations shall take place in

the presence of the Superintendents of all the counties embraced in the proper Normal School District.

Sec. 9. That the Board of Principals who shall examine the candidates for graduation in any of the Normal Schools under this act shall issue certificates, to be signed by all of them, to all such students of the full course as two-thirds of the Board shall approve, setting forth expressly the branches in which each has been found duly qualified, which certificates must embrace all the branches enumerated in the fourth article of the fifth section of this Act, including the Theory but not including the Practice of Teaching, and may also embrace any additional branches in which the graduate may be found proficient. Actual teachers of common schools, in good standing, who shall produce satisfactory evidence of having taught in common [schools] during three full consecutive annual terms of the districts in which they were employed, may also be examined at the same time, and in the same manner, with the regular students of their proper Normal School, and, if found equally qualified, shall receive certificates of scholarship of the same kind; and all the certificates granted under this section shall be received as evidence of scholarship to the extent set forth on the face of them, without further examination, in every part of the State; and whenever the holder of any certificate under this section shall, by study and practice, have prepared for examination in any branches of study additional to those in such certificate, he or she may attend the Annual Examination of the Normal School of the District, and, if found duly qualified, shall receive a new certificate setting forth all the branches in which, up to that time, he or she may have been found proficient; and thenceforth such enlarged certificate shall also be evidence of scholarship to the extent of it, in every part of the State, without further examination.

Sec. 10. That no Certificate of Competence in the Practice of Teaching shall be issued to the graduates of any of said Normal Schools till after the expiration of two years from the date of graduation, and of two full annual terms of actual teaching in the district or districts in which such graduate taught; nor to any teacher who shall hold a full certificate of scholarship without having been a regular student and graduate, unless upon full proof of three years' actual teaching in a common school or schools; nor, in either case, without the production of a certificate of good moral conduct and satisfactory discharge of the requisite duration of professional duty, from the Board or Boards of Directors in whose employment the applicant shall have taught, countersigned by the County Superintendent of the proper county or counties; on the production of which proof, and not otherwise, a full certificate of competence in the practice of teaching shall be added to the certificate of scholarship and theoretical knowledge of the science of teaching, already possessed, to be received as full evidence of practical qualification to teach in any part of the State, without further examination: *provided, however*, that practical teachers who shall, upon due examination, receive a certificate of scholarship, may at the same time receive a certificate in the practice of teaching, upon producing the requisite evidence of three years' previous experience in the art of teaching, and good moral conduct.

Sec. 11. That no temporary or provisional certificate, nor certificate of any less degree of scholarship than that required by the ninth section of this Act, shall be issued by any of said Board of Principals, nor by the Faculty of any of said schools; but the Principal of each of said schools may certify in writing to the length of time which teachers may have attended under the eleventh article of the sixth section of this Act, and the manner of their department while in attendance.

Sec. 6 : XI. Actual common-school teachers may be admitted for not less than one month to the Normal Schools.

Under this Act no certificates have yet been granted. I hold in my hand a temporary certificate, also one of the permanent ones, given by County Superintendents. But to find this in its best development, we must cross the Lakes. In 1850 a law was passed empowering the Superintendent of Instruction for Up-

per Canada to issue certificates, upon recommendation of the teachers of the Normal School, valid in any part of Upper Canada till revoked according to law. These certificates are given only to those who have attended the Normal Schools. I have in hand a certificate equal in validity to a physician's diploma.

The National Teachers' Association did a good thing in recognizing all actual teachers as eligible members, but undid it all again by declaring that no one whose active connection with schools had ceased could be a member. It was as wise and just as to depose a clergyman for having the bronchitis, or to deprive a lawyer of his professional position when he had an attack of bilious fever.

We have heard these professional certificates objected to because teachers who once obtained them would, as it were, be forced on society. We should expect such an objector, if he had a sick child, to lay aside all his common sense, and take the first man he found with a physician's diploma to look after the sick. We have heard men worry about getting rid of incompetent teachers, and asking for special legislation to help them. Such a man would not know how to deal with a teamster or poor lawyer who was not doing as he agreed, and would want an act of the Legislature to help him. Let us have the professional certificates, then let people use their common sense to know whether those bearing them are adapted to the localities where they are wanted. Such objections as referred to sound much like those of very lazy men, who would have teachers furnished ready to hand, and warranted to suit. Men will examine a wagon they wish to buy, but too often only ask regarding a teacher, "Has he a County Commissioner's certificate?"

To sum up, it may be said, (1.) Teaching has always been honorable. (2.) A class only of teachers have been the subjects of ridicule and inconsistent legislation. (3.) The basis on which classes have been distinguished has been a false one. (4.) To put teaching in a proper position, the basis of distinction between teachers must be changed from their relation to the children of the *rich* or the *poor* to the democratic one of *actual worth*. (5.) This can be done by a professional organization.

This is only a question of time, and Illinois must not be last. How shall we secure at an early day a legal recognition of professional standing? By radical changes in the State law? By no means. This interference with existing laws is hazardous at best. Moreover, we need provisions somewhat like the present for local examination. Canada and Pennsylvania still issue their temporary certificates. The mere resolving to raise ourselves into a profession will not entitle every log-cabin *professor* to a full diploma; nor will it always be convenient for men who are fairly entitled to permanent certificates to attend at places of examination. We need only to have recognized as

legal such certificates as may be issued on the basis that may be fixed.

Your Committee would prefer to submit the matter to the Association for full and free discussion, asking that after such discussion it may be referred back to the Committee for completion.

Your Committee would, however, respectfully urge, (1.) That no changes be expected in the school law. (2.) That teachers, in part, at least, be the examiners. (3.) That at least two years' actual experience be required. (4.) That no more be expected of the Legislature than to legalize certificates issued on such basis as we may agree on. (5.) That care be taken not to adopt a basis that will be likely to change with the fluctuations of legislation.

All of which is respectfully submitted.

---

#### STATE NATURAL HISTORY SOCIETY.

---

THE STATE NATURAL HISTORY SOCIETY we deem of such importance to every teacher that we think no apology needed for giving the report of the late annual meeting. We know that very many of the teachers of the State will be interested in the papers and addresses delivered and read at that meeting, and take great pleasure in urging all such to send for *The Prairie Farmer*, published by Emery & Co., Chicago, which will (beginning with July, 1859) contain all these, in accordance with the last resolution in the proceedings. We further take opportunity to call attention to the valuable contributions on *Botanical Science* and on the *Insect Tribes of our State*, in the same paper, furnished by Dr. Geo. Vasey, and by Cyrus Thomas, the originator of the Natural History Society of our State. We know of several schools that are collecting their miniature cabinets.

BLOOMINGTON, ILLINOIS, June 29, 1859.

The Illinois Natural History Society met in the rooms of the Normal School, according to adjournment.

President Turner being absent, Prof. J. H. McChesney, Vice-President, was called to the chair.

On motion, the President appointed the following committees:

Dr. E. R. Roe, R. H. Holder, and C. Thomas, Committee on the Constitution.

C. D. Wilber, B. G. Roots, George Rex, C. Thomas, Charles D. Biagdon, Dr. G. Vasey, and S. Wright, Committee on Officers.

Meeting adjourned until 5 P.M.



5 P.M.—Society met pursuant to adjournment.

Minutes of last meeting read and approved.

The Committee on the Constitution reported the following amendments, which were adopted by a vote of two-thirds:

#### C O N S T I T U T I O N .

Art. I. This Society shall be called the Natural History Society of Illinois.

Art. II. Its field of observation and research shall comprise Geology, Mineralogy, Meteorology, Botany, Zoölogy, Comparative Anatomy, and Animal and Vegetable Physiology.

Art. III. The officers of this Society shall consist of a President, nine Vice-Presidents, Treasurer, Secretary, Superintendent, Curator, and Executive Committee, to be elected annually.

Art. IV. It shall be the duty of the President to preside at all regular meetings of the Society. In his absence, one of the Vice-Presidents shall preside.

Art. V. The Treasurer shall receive all moneys of the Society, such as fees of membership, donations, etc., and disburse the same as directed upon the written order of the Executive Committee.

Art. VI. The Secretary shall keep a record of all proceedings of the Society; shall file all papers read before the Society; shall act as a librarian, and conduct the correspondence.

Art. VII. The Superintendent shall visit different portions of this and other States; make collections of specimens, attend to exchanges with various societies, establish a system of cooperation, and labor to incite a general interest in the study of Natural History.

Art. VIII. All specimens shall be labeled, registered, and deposited in the Museum of the State Normal University.

Art. IX. Any resident of the State of Illinois may become a member of this Society on the payment of five dollars, if elected by a majority of the members present at any regular meeting: *provided*, the names of candidates for membership shall in all cases be presented on the recommendation of two members of the Society.

Art. X. Each regular member shall pay an annual assessment of two dollars, after the first year of his membership.

Art. XI. The Executive Committee shall consist of five members, to be selected by the Society. This Committee shall take charge of, and act upon, all matters referred to them by the Society.

Art. XII. The Curator shall receive and take charge of all collections and contributions of specimens belonging to the Society, and arrange them in such place as shall be provided for them by the Society.

Art. XIII. All regular meetings of this Society shall be held in the city of Bloomington, on the day preceding the Annual Examination of the Normal University.

Art. XIV. This Constitution may be amended or changed by a two-thirds vote of the members present at any annual meeting of the Society.

The Committee on Officers reported the following names, and recommended that they be elected to the offices named:

*President*—Prof. Jonathan B. Turner, Morgan Co. *Vice-Presidents*—Dr. Edmund Andrews, Cook Co.; A. M. Gow, Lee Co.; F. Brendel, Peoria Co.; J. H. McChesney, Sangamon Co.; M. L. Dunlap, Champaign Co.; B. G. Roots, Perry Co.; Ben. Wiley, Union Co.; Wm. Le Baron, Kane Co.; S. B. Mead, Hancock Co. *Secretary*—Richard H. Holder. *Treasurer*—Dr. E. R. Roe. *Curator*—Cyrus Thomas. *Superintendent*—C. D. Wilber. *Executive Committee*—Ira Moore, C. D. Wilber, Chas. D. Bragdon, Dr. Geo. Vasey, Cyrus Thomas.

They were elected.

Adjourned.

EVENING SESSION — WEDNESDAY, 7½ P.M.— Society met in the Hall of the Normal University.

An address, delivered by Cyrus Thomas, of Jacksonville, on *The Study of Natural History*.

A paper on *Meteorology*, in connection with Botany, from Dr. F. Brendel, of Peoria, read by C. D. Wilber. A paper was read by Dr. Geo. Vasey, of McHenry, on *The Mosses of Illinois*. A paper was also read by Dr. E. R. Roe, of Bloomington, on the extinction of certain species of *Fluvialite Mollusks*, by the drouth of 1854.

After this, Prof. McChesney addressed the meeting on *The Geology of Illinois*. Adjourned until 1½ P.M. to-morrow.

THURSDAY, 1½ P.M.— Society met pursuant to adjournment.

Dr. Geo. Vasey presented a description of *Ascerates* found in Southern Illinois.

Cyrus Thomas presented a paper on *The Orthoptera of Illinois*.

The following resolutions were then presented and adopted :

*Resolved*, That we tender our grateful acknowledgements to the following Railroad Companies: Illinois Central; Chicago, Burlington and Quincy; Chicago, Alton and St. Louis; Chicago and Rock Island; Galena and Chicago Union; Terre Haute, Alton and St. Louis; Great Western, of Illinois; Quincy and Toledo; Peoria and Oquawka.

*Resolved*, That the Executive Committee do hereby appoint Cyrus Thomas and Dr. Vasey assistants in the Scientific Survey of Illinois.

*Resolved*, Whereas the Natural History of Illinois is intimately connected with that of the surrounding States, viz: Wisconsin, Iowa, Missouri, Indiana, and Ohio; and whereas we believe that if a suitable plan of cooperation and exchanges between the naturalists of the said States was established, that it would greatly aid in the investigations of the Natural History of those States; therefore, we do hereby recommend and propose, that a Convention of Naturalists from those various States be held in the City of Chicago, beginning the 12th day of September, 1859; and, to this end, we hereby appoint all the members of the Society delegates to attend said Convention on behalf of this Society.

*Resolved*, That the Executive Committee be required to procure the publication of the papers and proceedings of this Society in some paper generally circulated through the State.

*Resolved*, That the Superintendent of the Society be and hereby is authorized to exhibit at the next State Fair, at Freeport, such of the specimens belonging to the Society as he may deem most suitable; and that he may be enabled to do this to the best advantage, the Executive Committee shall aid him in carrying out this object.

*Resolved*, That a Catalogue of Plants and Animals of Illinois be published as far as ascertained by this Society, to aid in exchanges and assist in advancing the study of Botany and Zoölogy.

#### RESOLUTIONS OF EXECUTIVE COMMITTEE.

*Resolved*, That the Superintendent be authorized to enter into contracts with colleges and other institutions of learning, to furnish them with snits of Illinois specimens of Natural History, on the terms and according to the catalogue in the circular of the Superintendent.

*Resolved*, That, in accordance with the resolution of the Society, we select *The Prairie Farmer* as its medium for publishing the papers and proceedings of the Society.

Meeting adjourned until the next regular meeting.

---

GOD-LIKE POWERS OF INTELLECT.—Le Verrier, the discoverer of the planet Neptune, wrote a letter to Galle, of Berlin, in which he said: "This star no one has seen, but it exists. I have measured its distance. I have estimated its size. I have calculated its diameter. It is there. Look for it, and you will find it." He looked—it was discovered from the observatory of Berlin, on the 23d of September, 1846, *just where the student, in his closet, had told the practical Astronomer to look!*

## THE TEACHER.

THE TEACHER! How often that appellation has greeted my ear, as the little tyros would hear my footstep. Some times it came in a subdued voice, perhaps warning some mischievous urebin that the time for mischief was over, and that the hour of retribution had arrived. Often I have heard it from less rognish but fun-loving boys, urging their companions on to a fresh shower of mirth before being called

From Nature's sweet, bright face away,  
To spend in school an irksome day.

The Teacher! How often has my near approach called it forth from young hearts brimful of pure, fresh love; and a simple rose-bud, or perhaps a bouquet of wild flowers, given by a dimpled hand, and ornamented by the smiles of a sweet little donor, often displayed that heartfelt yet never-expressed affection of my pupils for their teacher.

"There comes the teacher!" has been echoed by a number of voices; then the pit-a-pat of wandering little feet and the ring of the merry laugh were the welcomes given by those for whose happiness and welfare we were laboring, and 'who knew us but to love us'. Scenes like these are calculated to awaken in the heart all of nature's finer feelings, to draw out all those deeper qualities existing, yet some times only dormantly existing, in humanity.

The Teacher! Who that has held that fearfully responsible station can not tell of the dark shadows that some times follow the sunbeams? Life may be lighted by the glow of friendship; our path may be all radiant with the pleasures arising from our continued intercourse with childhood; yet, when the last good-night has been said, and we are left

"Alone, save busy thought,  
To ponder and to dream,"

how apt are all the occurrences of the day to roll before our imaginations; and then we feel our imperfections; and often we think of some opportunity of accomplishing good which we have neglected, and occasionally we have to regret the ingratitude of some wayward scholar. Ah! these are the shadows. But these are not all. The teacher is expected by many parents and guardians to approach a little nearer perfection than our Creator destined that we should. More is expected of the teacher than frail humanity is able to perform. Yet the diligent and faithful can peer through the mist, and, having learned 'to la-

bor and to wait', can see from afar the halo of their reward, in the knowledge that, though life has its trials, yet we may, by close application, write some line or impress some heart with sentiments of good for time and for eternity. M. T. W.

---

AN EXERCISE FOR OUR SCHOOL.

---

"WE will spend a little while drawing a picture of the school-room. You may each take your slate and pencil, and I will take the chalk at the board. How much longer is our room than it is wide?" Various answers are given. "John, you may take the long pointer and see how many times you must lay it down to measure the length of the room." "It is broken, sir." "Well, we must have that attended to; but we won't stop now. I'll step across the room, and you may count. How many steps did I make?" "Ten." "Now I will walk the length of the room. How many steps?" "Fifteen." "How much longer is the room than its width?" "Half as long again." "How much longer must a picture of the room be than its width?" "Half as long again." "Very well. Each may draw lines on the slate to inclose a space once and a half as long as it is wide, as I draw upon the board. What shall I place here?" "That's the place for your desk." "It is almost four steps from each side, and not quite three steps long, and almost two steps wide. When you get that in the right place, you may mark the places for the doors and windows. Be careful to put them at the right distances. There, we have no more time to-day. I will rub this out, and you may bring in as good a picture of the room to-morrow as you can draw." In due time the pictures are presented, commended where they deserve it, improvements pointed out where they can be made, and perhaps a few minutes spent in a little talk about some other matters.

"I have here a box of Geometrical Solids for you to look at. Do you know what this is called?" "No, sir." "It is a cone. Notice the shape of it. Can any of you tell me of any other cones?" *John*.—"That loaf of sugar mother bought." *Henry*.—"We have got a wheat-stack, that's a cone." *Mary*.—"So is our hay-stack." *Sarah*.—"There is a picture of a pyramid in my book; that's a cone." "Very well: the sugar-loaf and the stacks are almost cones, but the loaf, or a stack that has a rounded top, is not a perfect cone. Sarah, I wish you to notice carefully about this cone in my hand. Here is a pyramid in the box. I wish the class to tell me whether these are alike." "No, sir." "Do you see the difference, Sarah?" *Sarah*.—

"They both taper to the top." "But the sides are different. What is the shape of the bottom of this (the cone)?" "Round." "Of this (the pyramid)?" "Square." "Very well; we must remember to look at this again pretty soon.

So we will talk of the *sphere*, and get as examples a ball, a marble, an apple, an orange, the ball on the gate-post; and, any errors in giving examples being corrected, we are ready to look farther into the box, or review what we have done. A little time further may be spent in perfecting a picture of the school-room, noting the proportions of distances, when the class may be dismissed, to return the next day with a picture of their mother's garden.

There is the preliminary work for teaching geography. It can not be done in one or twenty lessons. When the little fellows have gone out thus from the school-room to the school-yard (where there is one) and the farm, or block next it, and have drawn a picture of their home-lot or farm, they have learned what a MAP is, far better than those who have merely memorized 'A map is a picture of the whole or a part of the Earth's surface'. The child who has learned what a *Sphere* is, so that he makes no wrong use of the name, gains new information when he is told 'the Earth is a sphere'; which is not the case where the definition of sphere is yet to be taught. The latter gets no more information when told what the Earth is, in this way, than you would if a new word were made and you were told 'the Earth is *ditotle*'. What *ditotle* is to you, *sphere* is to more than half the pupils in beginning geography—a mere unmeaning combination of sounds.

The child who can draw the school-room with proper regard to its proportions has learned something of the use of the *scale of miles* on the atlas, and is getting ready to draw maps, understandingly. s.

---

#### COLLEGE AND SEMINARY ANNIVERSARIES.

---

LET a College Commencement be accompanied with a sermon to the graduating class from the text "A wise son maketh a glad father", in which it shall be the effort to show what constitutes a '*wise son*', giving minute information as to the cut of his clothes and the length of his hair, the duty of marriage and his relations to the other sex; let this be followed up by another sermon to a missionary society, from "The lips of the righteous feed many", in which man's position as a protector of

woman and a guide and teacher to the *weaker* sex are fully set forth; let there be two or three addresses to the Literary Societies on the theme "I have seen man in the pride of his strength", in which the peculiar education for the male sex shall be set forth, the masculine battles of life all carefully delineated, and close the performances by defining the duties of a husband and a father, and urging the students to be ready for their various duties. Would not an institution in which such a course was pursued become a laughing-stock for the rest of the community? Would not its influence on society be any thing but desirable? Imagine, if you can, a Collegiate Anniversary at which the speakers shall seem almost to have agreed to set forth what is the peculiar province of that sex that wears the hat and the beard, while every thing else was excluded. I can *imagine* that you exclaim 'nonsense', and hardly have patience to hear me through. But give me your ear a moment longer: let an Anniversary at a Female Seminary be ushered in by a sermon to the graduating class in which the beauties of WOMAN, her graces, her influence on the other sex, and her duty to be a good wife and mother, are the special application; let a sermon follow to a missionary society, in which the same shall be repeated with variations; give them a literary address to finish up, on the *education of woman*, and you have exactly what took place at a recent anniversary.

Why is it that our clergymen and other public speakers feel bound to talk continually of *female* graces and *female* accomplishments in addressing assemblies at such anniversaries? Of all the female-seminary anniversary sermons and addresses which I have heard, I can recall scarce one in which this characteristic did not appear. At the same time, scarce an address can be recalled at a college in which manly duties as peculiar to the men were the burden. That was a sensible man who said the girls want to hear about something else, and gave a good literary lecture, in which the whole audience, *male* and *female*, could feel that they had a part; and his name will be held in grateful remembrance.

A young lady was heard to remark at the close of an anniversary arranged as we have noted, "Every body that talks to us has to tell us about *woman*; when any body visits the school and speaks to us, it's all about *woman*; we have had *woman* all this week. I have heard so much about *woman* this year that I do n't want to hear of her again."

We have little sympathy for the monkish or conventual education of either sex. It is anti-christian and unnatural. In our Western colleges the monkish system has been pretty well broken up, by fires and other causes. Our male students are scattered from those nests of corruption and filth, into which ladies might not enter, to the more natural and healthful influences of private boarding-houses. While our female students

take better care of their rooms than their brothers did, while they have fewer midnight suppers on stolen chicken or stray turkey, they have evils enough growing out of the conventual system under which they are congregated. Nor do we see any immediate remedy. There is a work in female education which we must, for the time, have done with the present system. Nothing but the strong Christian character of those in charge of schools saves them from being fountains of vice, degradation, and ruin. The system of gathering either sex in such a manner is pernicious; and we earnestly protest against adding to the evil by meeting young women when they cross the threshold of their seclusion with long-winded discourses on the subject of *woman and her duties*. When they do come out of the shadow of seminary walls (and even within them), let them breathe a different atmosphere. Let them see and hear some word besides *female*, unless they are to be prudish performers of *woman's* duties.

T.

---

#### A E S T H E T I C S .

---

OF all the faculties and capabilities with which the Creator has endowed the human mind, not one is more universal than that by which we derive enjoyment from the contemplation of the beautiful.

In all ages of the world, and among all nations, from those highest in the scale of civilization and refinement to the most savage and barbarous tribes, the same principle is discovered, though infinitely varied in kind, degree, and manifestation. From every record of our race we learn the efforts which have been made to supply nourishment for the æsthetical part of man's nature; and in all ages it exhibits the same susceptibilities. The arts of music, poetry, painting, statuary, and eloquence, were early cultivated, and have ever possessed the power of stirring men's souls to their very depths.

The crowds which hung upon the lips of Cicero and Demosthenes were not more deeply moved by their words of fire, which aroused them to deeds of desperate daring, or melted them into tenderness and love, than those who, in later times, have listened, entranced, to the eloquence of a Patrick Henry, a Brougham, or a Webster.

That harmony which, drawn from David's lyre, had power to charm away the vexing spirit from the breast of king Saul, is still employed, with no less success, to soothe the griefs of childhood, to cheer the desponding heart, or to calm the raving

maniac. And we can almost credit the story of the fabled Syrens, when we know what vast crowds are drawn together by the warbling of some sweet child of song, and hear of whole assemblies simultaneously and involuntarily rising to their feet at some unusual and unexpected burst of harmony. Poets, painters, and sculptors, have made it their life-work to create and reproduce forms of beauty to gratify this principle, which seems to pervade every human heart. Those works, produced by the artists of former ages, which have survived the wreck of time, are still preserved and studied, as models worthy of imitation. This plainly shows that the ancients were not behind us in the possession or cultivation of refined tastes. What vast labor and expense God permitted to be expended in adorning the Ark of the Covenant and the Temple erected for his worship! By this, not only recognizing the love of the beautiful as one of the ruling principles both of his own and of man's nature, but also giving his sanction and encouragement to its exercise and cultivation.

Marvelous, indeed, is the power which *beauty*, either in nature or art, can exert over human minds! At one time, as we read, impelling the haughty daughter of a cruel tyrant to treat with compassion and kindness the child of a despised and hated race 'because he was exceeding fair', and again involving nations in a destructive and long-continued war. We find the same principle, *perverted* though it be, manifested among the savage tribes: in the painting and tattooing of their bodies, in the uncouth ornaments distributed over various parts of the person, and in the flattening of the heads of one of their tribes. They also have their music and oratory, which, to their uncultivated ears, have all the charm which the most finished performances have for ears refined. They admire and appreciate what, to *their* taste, is beautiful. It is evident that the *capacity* is there, and all that is wanting is its proper training and development.

I think a glance at some of our own school-children will convince us that a very slight training of the taste in a wrong direction, or even neglecting to train it at all, would be sufficient to make barbarians of the children of civilization and refinement. What teacher has not been astonished and dismayed at the skill and apparent satisfaction evinced by juvenile geniuses, in producing pictures, resembling nothing 'in the heavens above or the earth beneath', but sufficiently hideous to suggest the idea that the models were obtained from *beneath*? And whose ears are not frequently assailed by sounds, issuing from youthful lips, which one feels sure could no where have been learned but in Pandemonium? What shall we say of such children? that the æsthetical principle has been left out of their nature, or that these very manifestations are the result of its perversion and abuse? The latter hypothesis seems to me the true explanation of the phenomenon. And what effect should this fact pro-



duce upon the minds of teachers? Evidently the conviction that, as educators of the *whole* character, they *must not* neglect this most interesting and important element. If a child grows up cherishing a taste for that which is unlovely, uncouth, or monstrous, what can we expect but an unsightly and deformed, if not a degraded and hideous character? If, on the other hand, an effort is made to cultivate in him a taste for that which is beautiful, and all the influences by which he is surrounded are such as shall refine and elevate his taste, the different training will certainly exhibit itself in his character. The constant contemplation of that which is lovely can not but produce love for it and a corresponding distate for every thing of an opposite character: and children so trained will, therefore, be more likely to shrink from impurity and sin in every form; especially if the moral feelings have, at the same time, been properly directed, and the deformity and ugliness of sin and the loveliness of virtue have been presented before their minds. In order that a right influence of this kind may be exerted over children, it is certainly of paramount importance that the teacher himself should possess those qualities which it seems desirable should be cultivated in the child. He should not only avoid all coarseness and vulgarity, but, by a manifestation of refinement in his manners and good taste in appearance, should present a suitable model for the scholar's imitation.

Of the value and importance of *music* in schools, as a quieting and refining influence, nothing need be said; as every teacher who has ever tried it appreciates its power. Much may also be done to refine the taste of the pupil by placing objects of beauty around him. Flowers in the school-room, or pictures hung upon the walls, thus constantly presenting before him things of beauty, will do much toward elevating and refining his taste. We may any of us revert to our own experience in proof of this. We can remember when, sitting for some time in sight of a lovely painting, we have been carried, as it were, out of ourselves, to revel in those scenes portrayed before us: and how those scenes and those feelings will remain with us, cheering and enlivening our monotonous and oft-times dreary path of daily toil! Oh! who has not in the store-house of his memory a picture-gallery, where are portrayed those scenes and forms of loveliness upon which it has been his happy lot to gaze, and whose impressions, daguerreotyped there, he would not exchange for the wealth of the Indies! Surely, 'a thing of beauty is a joy for ever'. And we need not appeal to *art* alone to furnish food for this great want of our nature. The same hand which formed our natures with this want made also abundant provision for its supply. The world, the *universe itself*, is full of music, full of beauty; and dull must be that ear, and dim that eye, which perceives it not.

Whether the earth is seen in its Spring dress of tender green, adorned with opening flowers, or arrayed in the golden fruit

and ripened grain of Autumn; in Summer's verdure, or in the pure and sparkling robe with which Winter decks it; 't is still one continual, ever-varying scene of beauty. And the heavens above us, how they bend beneath their 'weight of glory'! Who can look upward into that clear arch without involuntarily straining his earth-bound sight, to descry, if possible, beyond its depths, the sapphire throne of God, which the habit of our childhood will still lead us to place above the sky? And when the soft, white, fleecy clouds are sailing about in the blue depths, we almost think the angels, in their missions to earth, have dropped a portion of their robes and left them floating as a canopy above our heads. And are not all our purest, holiest feelings moved when we behold the evening sky, sparkling as though with gems dropped from the diadem of the King of kings?

For what purpose has the Creator lavished all this wealth of beauty around and above us? Was it not as a revelation of himself, of his love to man, and of the loveliness and beauty which have in him their source and centre? Was it not also to exercise and gratify his own love of the beautiful? Else, why are desert wastes adorned with flowers whose sweetness may never gladden human hearts, and why are ocean's depths decked with gems and coral wreaths and delicately-tinted shells upon which no eye but *his* shall ever gaze? Are we not, then, bound to receive these good gifts, enjoy and profit by them? We have no *right* to possess souls dwarfed and deformed, when we are surrounded with so much glory, which ought to expand and beautify them. As well might we die of starvation with royal banquets spread constantly before us.

With what truth did the philosopher declare, "The undevout astronomer is mad." And the same remark may be, with equal truth, applied to any one who studies Nature in any of her varied forms. Her book is ever open; and whoever will take the pains to read with candor will learn, as one of the plainest truths recorded there, 'There is a God'. And in the constant contemplation of his works, and of himself as displayed in them, our own natures must grow into the same likeness. Then, and not till then, shall the æsthetical part of our being attain its full development and noblest end; when, having learned and profited by all the lessons taught us here, our natures purged from dross, refined, and purified, we shall shake off the earthly and rise to the realms of the celestial.

---

ELEVATE THE MASSES.—The plan of this nation was not, and is not, to see how many *individuals* we can raise up who shall be distinguished, but to see how high, by free schools and free institutions, we can raise *the great mass* of population.

REV. JOHN TODD.

## PUBLIC FREE VS. ENDOWED AND PRIVATE SCHOOLS.

---

IN visiting various schools, we have been struck with the fact, that while the teaching in our free schools is unsurpassed by that in the endowed and better class of private schools, in fact, is generally less satisfactory in the latter than in our leading graded schools, the influence of these endowed and private schools is more generally acknowledged in the community. It appears at first glance very strange that while men and women whose position is gained by any thing but skill in teaching are too often in the endowed schools, while professional *teachers* are found in many of our public free schools, and, so far as other things are equal, have thus a great advantage over the others; it appears very strange, we say, that the endowed or well-established private school should have a strong, guiding influence on the community at large, while the better-taught (so far as the text-books go) public school by its side fluctuates greatly in its influence, and can scarcely be said to command the permanent regard and respect of the people. The explanation is ready when we take a closer view. There are various reasons, but two stand prominent. First, the greater permanency of teachers in the endowed and best private schools. A man who is chosen Professor in a college may usually remain till worn out in the service, and then retire with honor to spend the days of advanced age in the enjoyment of the social blessings that have sprung up around him. His brother or classmate, of equal standing, takes charge of a public High School, enjoys popular applause for a few months, and, as soon as the *huzzaing* dies upon the ear, the school-officers forget that men do not constantly strain their lungs to applaud what they like, and discharge the Principal to obtain another, whose advent is hailed with a fresh shout; and so the process is repeated, till the individual is driven out of the public schools or earns an unenviable reputation as an itinerating pedagogue. The case is not overdrawn. We are familiar with the arrangements in most of the first-class endowed institutions in the State, and with those in a large number of the public schools. We now recall no change in the endowed schools within the past few months which has not been at the choice of the teacher. One or two ladies have resigned from ill health or for a change of name; one or two gentlemen have changed their positions during the same time. We find in these institutions those who have held positions as teachers in the same institution for five, ten, fifteen, twenty, and, in at least one instance in Illinois, *thirty* years. Turn to the public free schools. Many stay one

whole year, some stay two years, a very few three, and only here and there one five, in the same school. It is worthy of record, as a fact whose parallel we think is not in Illinois, that the present Superintendent of Public Instruction in this State was at the head of the same large public free school EIGHT years. The advantages of permanency are well illustrated in the history of the man and of the school which he presided over. The larger part of the changes are made without the choice of the teachers. We have in mind twelve changes of principals for six months ending October 1, 1859, *nine* of which we know to be involuntary, two voluntary, and one we are not informed about. If we consider the assistants, we shall find individuals who have been disturbed less frequently than principal teachers, but we shall find general instability even worse than in case of principals. A leading public-school man said to us, "I want no assistant employed for more than one quarter at a time." He had thirteen assistants in the schools with which he was connected. Incessant change is the rule. In speaking of changes in public schools, the larger cities should be named as approaching our private and endowed institutions in permanency. In Chicago, Peoria, and Rock Island, there is more effort for permanent organization. So there is in some other cities; but these take the lead in Illinois.

The second reason we notice for such predominating influence in single institutions not connected with the free-school system is the greater attention paid to securing teachers of *moral* strength, of *Christian* principle. There are private institutions in this State whose only salvation lies in the controlling moral power of the teachers. They are organized under such a system, that with unprincipled teachers in charge, no good, but great positive evil, would come from them. For our own part, we would rather have an earnest, enthusiastic man or woman of high-toned principle, who is ignorant of things to be learned in a professional teacher's school, than one who, with all the professional training to be had in the best Normal School, is unprincipled, a frequenter of drinking-shops and gambling-houses. Who thinks of seeing a college president or professor, or a principal or teacher of a seminary, swearing big, round oaths in a beer saloon? Can you not recall cases in which *free-school* teachers are publicly known to be in places where a larger part of his patrons would regret to see their sons or their daughters? A year ago, a principal who made it an essential point to preserve his moral standing was displaced to make room for a man who used no devotional exercise in his school, who occasionally 'took a spree', and had no respect of the church-going part of the community. A few days ago, at an excited school-meeting, a citizen remarked, "They have a better school in District No. —, if the teacher *is* drunk twice a week." In private conversation we heard not long ago, "They have a first-rate school

at ——, though I expect, out of the school-room, —— is n't much of a man, and does n't walk very straight." As if it were of more importance to communicate facts in Geography or Arithmetic, Grammar, Philosophy or Physiology, Chemistry and Botany, than to train mind in habits of integrity, sobriety, liberality, and high-toned morality!

Now, friends, the public free schools are to be the sources from which the great multitude of the people must gain their education, so far as educated at all. What is our duty? To turn our backs upon the public free schools, because of the disadvantages now connected with them, or manfully exert ourselves to preserve their present advantages, adding to them those to be obtained from the employment of *permanent* teachers of *unimpeachable morality*? We unhesitatingly answer, the latter. Then we shall see other advantages to be added. The man who is hostile to public free schools is unjust to himself, unjust to the community, and in opposition to a tide he can not stem. The question is no longer, "Shall we have free schools for the million?" but, "Shall the free schools be training youth properly for citizenship and immortality, or shall they train youth for selfishness, vice, crime, and ruin?" No man who claims to be a philanthropist can, at this day, afford to stand aloof from the public free schools, even though he may be called to labor more directly for other educational interests. Y.

---

WEBSTER'S DICTIONARY, UNABRIDGED, PICTORIAL EDITION.

---

WE should like time and opportunity to do more than lies in our present purpose: we should like to say some things on the use of the Dictionary as a book of reference; but we can only now tell our readers what they will find in this new edition of Webster, and what we think of the value of the new matter. It is too late in the century for us to spend any time or space in puffing such a work as Merriam's edition of Webster, and we only need say what changes have been made, comparing the new with the former edition.

The first and most striking feature is the *Pictorial Illustrations*, occupying eighty-one pages, and giving 1500 pictures, of the *very best* workmanship. We had the curiosity to examine with a magnifier some of these engravings and compare them with the steel-engravings on bank-notes, and found the illustrations often equally good, some times superior. No one but a teacher, or an intelligent parent, can estimate how valuable these eighty pages are; how much information is conveyed by

them at a glance that long and labored verbal descriptions can not give. We remember copying in our boyish days, with great pains, a few simple illustrations from the plates of an encyclopedia; such a dictionary in the house would have been a treasure. We find 180 illustrations under the title *Birds*; 70 under *Fishes*; 48 under *Plants*; 92 under *Botany*; nearly 100 under *Architecture and Carpentry*; about 80 under *Mechanics and Machinery*; 130 under *Quadrupeds*; besides many under *Insects, Reptiles, Ships, Trees, Mythology*, and many that are not arranged under any title. The placing all the illustrations in a separate part of the volume has allowed the printing of them to be executed in much better style than if they had been incorporated with the text.

The next addition is a *Table of Synonyms*, 68 pages, by Prof. Goodrich. To all who recognize their need of accurate knowledge of the meaning and proper use of words this will prove a most valuable addition. The best work we have had on that subject has been *Crabb's Synonyms*. We have used it, never with much satisfaction, and never without a wish that some one better fitted for the task had undertaken it. We have read several pages of Prof. Goodrich's work, taking great pleasure in the clearness, simplicity and accuracy of the explanations. We have not met any of the distinctions without a difference so common in *Crabb*.

The next addition is 81 pages of new words, said by the publishers to be in number between nine and ten thousand. Our language grows rapidly, and lexicographers can hardly keep up with the times. We do not believe that there is a dictionary in existence in which we can find all the words (excluding strictly technical terms) in the August numbers of our principal monthlies. We know that Mrs. Stowe's new story in the *Atlantic* has in Vol. III of that monthly at least nine words not in Webster Unabridged, or in any other vocabulary within our knowledge, but three of which are in this appendix. We have often had occasion to refer to the dictionary for words which we could not find, though meeting them repeatedly. While some say that so many additional words are of no value to the work, we say that if it had contained twice as many we should have been glad of them, if they were not the temporary extravagances of a single writer, but real English or American words taking place in literature, or likely to do so.

We next have a *Pronouncing Vocabulary of Proper Names of Distinguished Individuals of Modern Times*, 25 pages. Not only are the names and their pronunciation given, but also the country and profession or occupation of the person is indicated. This list has over 9,000 names, and is, excepting its omission of dates, a compendious biographical dictionary. We notice also such proper names, not of persons, as Zouave, Bayadere, Rubezahl, Trouveres, Zambos, etc.

The other added pages, eighteen in number, contain Quotations, Words, Phrases, and Proverbs, from the Latin, French, Italian and Spanish languages, frequently occurring in our literature: Abbreviations explained: The principal Proper Names of persons in the Old and New Testaments, with their significations: Mathematical, Astronomical, Commercial, Grammatical and Typographical Arbitrary Signs: and, finally, two pages on Words and Terms in the Bible whose use is peculiar. To the scholar who has a mind already stored with information, who has skill to draw conclusions from very slight indications, and who has abundant store of lexicons and cyclopedias and special treatises to resort to, many of these things will be of little use, though he will find it convenient to have them at hand; but to most people the dictionary is the one, sole, and single book of reference; and what they do not find there they can not find at all. They will thank the editors for their careful labor and thoughtful gathering of useful stores into a single volume, and ought to thank the enterprising publishers for affording so large and costly a work at so low a price. More than ever is the book a necessary article in the school-house and in the family where learning and literature have a place.

INDEX.

---

 M A T H E M A T I C A L .
 

---

CLASS EXERCISE IN NUMBERS, CONTINUED.—Review the previous exercise, bringing out prominently the following facts: (1.) That one, or the unit, is the element of all numbers; (2.) that the ones used in making any number must be of the same kind; (3.) that the denomination, or kind, of a number is denoted by a word, or some times in writing by a mark or sign; (4.) that some numbers can be made by the *constant addition of ones only*, while others can be made by the *constant addition of other numbers than one*; (5.) that up to ten a new name and a new mark are given to each new number.

*Teacher.*—Scholars, what was the last new number we made? *Pupils.*—Ten. *T.*—Did we make a mark for it? *P.*—We did not. *T.*—Well, for a certain reason, in my own mind, we will not make a mark for ten until we have made a few more numbers and named them. *Could we give each new number a new name and a new mark, if we wished to do so?* *P.*—We could not. *T.*—Why? *P.*—Because we could never get done in that way. *T.*—Then it is *necessary*, in naming and marking numbers, that we should stop making a new name and a new mark for each new number; you may call this '*necessity number one*'. Please remember it. But is it necessary that we stop just at ten? *P.*—We think not. *T.*—Is there any reason why we should stop just at this place? *P.*—We must stop some where; and we can stop here as well as any where. *T.*—Very true; but I think there is another reason, which you will understand by and by. What is the next number which we have to make? *P.*—Ten and one. *T.*—You may call this number eleven. Is this a new name? *P.*—It is. *T.*—We will see pretty soon. The next number you may call twelve, and the next after that thirteen. Now let us stop and look at that last name. We will divide the word in this way, thir-teen (writing on the board). Does the last part look like any name that we have had? *P.*—Yes; it looks like ten. *T.*—And the first part? *P.*—

Looks a little like three. *T.*—What does thirteen seem to mean, then? *P.*—Three and ten. *T.*—But is the number thirteen three and ten? examine it, and see. *P.*—It is. *T.*—Then is thirteen really a new name? *P.*—It is not. *T.*—What is fourteen? *P.*—Four and ten. After the other numbers are presented in their count, *T.*—What is nineteen? *P.*—Nine and ten. *T.*—What will the next number be? *P.*—Nineteen and one. *T.*—How many *tens* will that be? *P.*—Two tens. *T.*—There is an old word which means two; it is 'twain'. What, then, might you call your two tens? *P.*—Twain tens. *T.*—If you shorten those words a little, and then put them together, you will have the name for two tens. Twain you may pronounce 'twen', and ten you may call 'ty'. What is the name? *P.*—Twenty. *T.*—Is this a new name? *P.*—It is not. *T.*—What does twenty-one or twenty-two mean? *P.*—Two tens and one, two tens and two. *T.*—Well, you can name your numbers in this way till you reach three tens; now let us see if we can make a name for that. What meant three in the word thirteen? *P.*—Thir. *T.*—Well, what meant ten in the word twenty? *P.*—Ty. *T.*—What word may mean three tens, then? *P.*—Thirty. *T.*—What will thirty-eight mean? *P.*—Three tens and eight. *T.*—What will mean four tens? *P.*—Fourty. *T.*—This word is called 'forty'; I do not know why. What will fifty mean? *P.*—Five tens. After the other names are brought out up to ninety, *T.*—Are any of these new names? *P.*—They are not. *T.*—Well, can you name ten tens? *P.*—We should think it would be 'tenty'. *T.*—So you might call it: but we will have a new name now, and call it one hundred. What was our last new name? *P.*—Twelve. *T.*—We will see, now, whether twelve is a new name. What does the first part of the word twelve (two) look like? *P.*—Two. *T.*—Well, the last part (lve), you will see, looks very much like our word 'leave'; and so we think twelve means 'two left'. Two left when? *P.*—When ten are taken away. *T.*—In the same way, what might e-leven mean? *P.*—It looks a little like 'one left'. *T.*—Are these new names, then? *P.*—They are not. *T.*—No; they mean the same as ten and one, ten and two. What, then, is the last new name? *P.*—Ten. *T.*—In making all these numbers greater than ten, what one number have we used every time? *P.*—Ten. *T.*—Let us see, now, how we shall write the numbers that we have named. You remember that we reckoned by tens in naming, and so we will reckon by tens in writing. How many tens had we to write when we stopped? *P.*—One ten. *T.*—Well, I want to write this *one ten* with one of the marks that we have already made: Charles, which will be best? *Charles.*—I should think the mark that means one would write one ten best. *T.*—Right; and now, Henry, can you tell me how we can use this figure (1) so as to know whether it means one ten or merely one? *Henry.*—When it means one ten we might put a little dot over it, so (1̇). *T.*—Can any one tell me any other way? *Thomas.*—We might draw a little line under it, so (1<sub>—</sub>), or put a little letter with it, in this way (1t). *T.*—Yes, there are a great many ways; but we conclude to do it by putting the figure into a place further toward the left than it was before. But how shall we know that our figure is *moved to the left*? *P.*—We must have something to reckon from. *T.*—You may call this '*necessity number two*'. We will take a point like this (.) to start from, and you may call it a 'starting-point', for the present. If this point is n't written, it is understood to be just at the right of the figures; and the figure 1 means *one merely* when it stands next to this point at the left hand. According to what we said a little while ago, where must 1 stand to mean *ten*? *P.*—In the *second* place to the left. *T.*—What will stand in the place next the point? *P.*—There is nothing to stand there. *T.*—How, then, will you be sure whether the 1 stands in the first or the second place? *P.*—We can put some mark in the first place. *T.*—Samuel, you may show us how you would do it. *Samuel.*—I would do it so: 1 ×. *T.*—What is the use of that cross, then? *Samuel.*—To show that there is a place between the 1 and the point. *T.*—Are there places still further to the left than the 1? *P.*—There are. *T.*—Why do you not put crosses in them, too? *Peter.*—I do not think there is any need of it. *T.*—Why? *Peter.*—Because it will not make any difference with the 1 whether they are there or not. *T.*—True. You may always write *this* mark (0) instead of Samuel's cross,



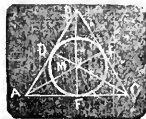
and you may call it a *cipher*, or *zero*. Can you tell me the *use* of the cipher, or zero? *P.*—To mark places between figures and the point. *T.*—It has no other use in arithmetic. How will you write ten and one, ten and two, etc.? *T.*—We would put 1, or 2, or some other figure, in place of zero. After full exercises on all numbers less than one hundred, *T.*—What is one hundred? *P.*—Ten tens. *T.*—What did 1 mean in the first place at the left of the point? *P.*—Just one. *T.*—How many ones did it express when we moved it one place further? *P.*—Ten ones. *T.*—Then what should it express if we move it another place to the left? *P.*—Ten tens, or one hundred. *T.*—How many places must now be filled with ciphers? *P.*—Two. *T.*—You can now name and write all numbers up to ten, tens, or one hundred. Next time we will find a very ingenious way of naming and writing numbers larger than one hundred.

**SOLUTIONS OF PROBLEMS IN JUNE NUMBER.**—I. 'Normal' solves this question by applying two principles: 1st. *The square of twice a number is four times the square of the number itself.* 2d. *If from any number we subtract its square root, there will remain the square root multiplied by a factor 1 less than the square root.* By the second principle, the product obtained in the given question is the product of the square root of the original number into the square root less 1, multiplied by the square root. The result will be the original number multiplied by its square root less 1. Again, we are told that 'half the square root of this product is the square root of the number: hence, the square root of this product is twice the square root of the number; and, by principle 2d, this product is four times the original number. Hence, 4 must be the square root less 1; therefore, the number is 25.

The question is as readily wrought by commencing with the last data and *working backward*; but the principles involved are those applied by 'Normal'.

II. Some little experiments with pieces of board, or pasteboard, or books (if about uniform in size), will show us that a cubical box can be made of six square surfaces, *lacking only in two opposite corners a cube whose dimensions will be the thickness of material used.* In the given plank there are  $84\frac{1}{2}$  square feet. To supply the little cubes just mentioned will require twice 9 square inches, or  $\frac{1}{3}$  of a square foot. The remaining  $84\frac{3}{8}$  feet can be divided into six squares, each containing, of course,  $14\frac{1}{16}$  square feet, being  $3\frac{3}{8}$  feet, or 45 inches, on each side. These six squares will make a box whose inside dimensions will be 42 inches. It will, of course, contain 74088 cubic inches. The corn which this box would hold, allowing 2150.4 inches to the bushel, will amount, at  $6\frac{1}{4}$  cents per peck, to \$8.61, *nearly*.

III. Let ABC be the given triangle, with the circle inscribed having its centre at M. Draw from M perpendiculars to the sides of the triangle, and also lines to each of the three angles. The perpendiculars will strike the sides at the point of tangency: hence, they will be radii of the circle, and, consequently, all equal. The area of the triangle BMC will equal BC into  $\frac{1}{2}$  of this radius; so of the triangles AMC and AMB. Therefore, the area of the whole triangle will equal the sum of the sides into this  $\frac{1}{2}$  radius: hence, the rule given before. Proved, also, by 'J. J. C.'



IV. 'P.', of Vandalia, sends the following neat solution of this problem: Let BC be the radius of the Earth; then will AC equal the radius plus 3 miles; AB will be a tangent; B will be a right angle, [The engraver has failed to make it so in the diagram.—*Pubs.*] and C will be equal to the angle of depression,  $2^{\circ} 13' 27''$ . Denoting the sides opposite the angles by the corresponding small letters, we have, by a principle of Trigonometry,  $\tan. \frac{1}{2}(B-A) : \tan. \frac{1}{2}(B+A) :: b-a : b+a$ . From this proportion, the value of  $b+a$  is found to be about 7960 miles: hence, the diameter would be 7957 miles. Again, we have the proportion,  $R : \sin. C :: b : c$ . From this, we find  $c$ , or the diameter of the circle of vision, to be nearly 154.4 miles.



**PROBLEMS.**—I. *Arithmetic.* A. can dig a ditch in  $\frac{1}{4}$  of a day; B. can dig it in  $\frac{1}{5}$  of a day; C. in  $\frac{1}{7}$  of a day; and D. in 1 day. How long will it take them to dig the ditch if they work together?

II. A., being asked the time of day, replied that the time which had then elapsed since noon was  $\frac{2}{7}$  of the time which was still to elapse before midnight. What was the time?

III. *Geometry.* If in any right-angled triangle a circle be inscribed, and a radius be drawn to the point of tangency in the hypotenuse, the product of the two segments of the hypotenuse thus found will equal the area of the triangle. Prove this proposition.

A correspondent sends a problem in which the distance passed over by certain points in the circumference of a wheel while rolling on the ground is required. In such a case, any given point will describe an arc of a peculiar kind, called the *cycloid*; and the solution of this question would take us into the Higher Mathematics farther than would be consistent with the aim of our journal. Some very simple and interesting statements concerning this curve are given in the *Mathematical Monthly* for March, 1859, from a work now preparing by Rev. Thomas Hill, of Waltham, Mass.

PRACTICAL METHODS IN ARITHMETIC.—XIII. *Finding the time from one date to another.* Let this operation be performed *mentally, in all cases*, by finding, first, the entire years; then the entire months; and, lastly, the actual number of odd days. *Example:* What is the time from Oct. 23, 1855, to June 16, 1859? There are 3 whole years, bringing us to Oct. 23, 1858. Two *seasons* and one month, or 7 months, will bring us to May 23, 1859. 8 days remain in May, which added to the 16 in June will give 24 odd days. The whole time, then, is 3 years, 7 months, 24 days. The example is as difficult as can be made. It will be observed that this process may give the number of days slightly different from the number obtained by the ordinary rule; but we think the processes of business men give the results our method gives.

XIV. *Changing whole numbers of a lower denomination to the fraction of a higher.* Begin with the lowest denomination, change it to a fraction of the next higher; then take the resulting value of that higher denomination, and proceed as before. *Example:* Reduce 10oz. 13dwt. 8gr. to the fraction of a pound troy. 8gr. =  $\frac{1}{3}$ dwt. 13 $\frac{1}{3}$ dwt. =  $\frac{40}{3}$ dwt., =  $\frac{1}{2}$  of  $\frac{40}{3}$ oz., =  $\frac{20}{3}$ oz. 10 $\frac{2}{3}$ oz. =  $\frac{32}{3}$ oz., =  $\frac{1}{12}$  of  $\frac{32}{3}$ lb., =  $\frac{8}{9}$ lb. Therefore, 10oz. 13dwt. 8gr. =  $\frac{8}{9}$ lb. troy.

The above problem is from *Greenleaf's National Arithmetic*; and several others on the same page can be wrought in the same way, with equal facility.

What is RATIO?

## TO SCHOOL OFFICERS, AND OTHERS.

CIRCULAR FROM THE STATE SUPERINTENDENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
Springfield, Illinois, July 19, 1859. }

On the first Monday of September next a new Board of Directors will be elected in every School District in this State, under the excellent provisions of the Amendatory Act of the last session of the General Assembly; and it is of the highest importance that the new system be inaugurated under the most favorable conditions of success.

So close and vital is the relation of Directors to the School System of Illinois, as the ultimate working force, through and by whom, if at all, it must be made practically efficient; so ample is the discretion with which they are invested; so important and responsible are the duties which they must perform; that I can not deem it out of place to urge upon the friends of education in this public and earnest manner the duty of electing honest and intelligent men to fill that im-

portant office. No elections in the State are so universally disregarded, while it is not too much to say that none so nearly concern the dearest interests of the whole people. Will it not be wiser and better to spend a few hours in the faithful performance of this duty, even if it require a little sacrifice, than to involve hundreds of districts in bitter quarrels and vexatious litigation, by allowing them to fall into the hands of incompetent and factious persons, and then charge the consequences of personal neglect to the supposed defects of the School-Law?

There are persons in every district who, if not *entirely* competent for the office of Director, are at least *comparatively* so: let such be sought out and elected on the first Monday of September next.

There is need of patience. Perfection can not be attained in a day. All school systems are, from their very nature, more or less complicated. Time alone can fully reveal defects and suggest remedies. The admirable systems of other States and countries have all been slowly elaborated in the crucible of long and severe experience. Human wisdom can not devise laws so comprehensive in scope, so minutely perfect in adjustment of details, but that the touchstone of *trial* will demonstrate, from time to time, the necessity of modification. This has been the history of legislation in all the past: this, from the nature of human progress, must be its history in all the future. The most illustrious and beneficent educational systems in the world are the offspring of generations of patient thought, observation, and experiment; the mature fruit of long culture and pruning.

The Free-School Law of Illinois is not an exception to this rule of progressive development. It is not yet invulnerable by the shafts of even legitimate criticism. It is not all that could be desired, nor all that it will be. But it is, upon the whole, an excellent law. Considering the brief period of its existence, it challenges a comparison with that of any other State. Judged by its fruits (and no other standard is so severely just), the Reports of Messrs. Edwards and Powell abundantly vindicate its general vigor and efficiency. And now, instead of carping at and disparaging it upon all occasions, on account of defects actual or imaginary, let us make the most of it: let us give it a fair field in which to work out the best results which it is capable of producing. Both prudence and necessity commend this course to us all.

A large part of the legal questions and difficulties referred to this office for settlement arise from the careless and illegal manner in which school elections, school records, and school affairs generally, are managed and conducted. The extent of this evil, its sad effects upon the interests of education, and the burdens which it imposes upon this Department, have suggested the remedy which it is the object of this Circular to propose.

I have caused Blank Forms to be prepared, embracing all that pertains to Township and District elections; also, a blank book, to be called the 'District School-Record', for the use of the Directors, with plain and brief hints for the correct keeping of all the minutes and accounts of District Boards.

The list of forms prepared embraces the following:

*For Townships.*—(1.) Notice of election of Trustees; (2.) Poll-book of election of Trustees; (3.) Tally-sheet of election of Trustees; (4.) Certificate of election of Trustees; (5.) Township Plat for reporting School Districts.

*For Districts.*—(1.) Notice of election of Directors; (2.) Poll-book of election of Directors; (3.) Tally-sheet of election of Directors; (4.) Certificate of election of Directors; (5.) District School-Record; (6.) List of Tax payers in district, with form of certificate of the rate of taxation.

These forms will greatly conduce to legality, uniformity, and system, in all the departments of school business, while the cost of them is so trifling as not to alarm the most timid and rigid economist.

I wish to speak a little more fully of the *District School-Record*.

The record consists of five forms, viz: (1.) Form for Cash-Book; (2.) Form for Rules of Schools; (3.) Form for Record of Teachers, Salaries, etc.; (4.) Form for Reports of Attendance of Pupils, etc.; (5.) Form for Record of Proceedings of Board of Directors.

The 1st form is prepared and properly ruled for keeping an account of all school moneys received and paid out.

The 2d form is for recording the rules adopted, from time to time, by the Board of Directors for the government of the schools.

The 3d form is for a Record, giving the names of teachers; time when employed; for what time employed; amount of salary; date of leaving; cause of leaving; and remarks. This form has printed head and ruled columns.

The 4th form is a printed one, giving spaces for the time of commencing and ending the quarter; number of pupils, male and female, at the commencement; number admitted during the quarter; number discharged in the same period; total at the date of the report; average attendance during the quarter; number of times each director visits the schools during the quarter; and space for remarks on the condition of the schools.

The 5th form is for recording the proceedings of the Board of Directors.

These are all bound together in one book, to save the inconvenience of a multiplicity of small books, and the greater liability to loss and mutilation; and it is believed that they embrace conveniences for recording every thing that is worthy of record in regard to schools. The forms are prepared with great care, and with special reference to the encouragement of having within each district a complete record of every thing pertaining to schools in the district, for the advantage and convenience of future reference. Heretofore, the principal thing in the way of having such record has been the want of proper facilities, in the way of system and forms, for making it. This fully and effectually supplies that want. It is believed that these books are sufficiently large to last from fifteen to twenty years.

I am satisfied that, if the plan of this Record should be faithfully carried out by the Directors throughout the State, a new and better order of things would soon be apparent in this hitherto grossly-neglected department of our public-school system.

So important is it considered to have this, or some other correct and adequate system of business forms, generally adopted and used throughout the State, that it is not deemed improper to suggest and earnestly recommend that County Courts and Boards of Supervisors purchase the requisite number of sets for their respective counties and townships. This would be more prompt and reliable than for each town and district to send for its own.

Where the County Courts and Boards of Supervisors decline to act, the several Boards of Township Trustees are authorized and recommended to purchase sets for each district in their respective townships, and pay for the same out of the township fund.

The burdens imposed, by the present school-law, upon the clerks of county courts are very onerous, and must be borne with no additional compensation. Although section 44 of the Act requires *Directors* to draw up the certificates of the rate of taxation, and prepare lists of tax-payers, yet, in point of fact, all of this extra work usually devolves upon the county clerks.

To relieve these officers as much as possible, District Form No. 6 has been specially prepared, and Directors are instructed to comply strictly with said form in making their returns to the county clerks. It can only be the work of a few moments for *Directors* to arrange the names of tax-payers *alphabetically*, while it will make a difference of hours to the clerks.

With this circular, I send a set of the above-mentioned forms to each township in the State, *as samples*; and I respectfully beg that the treasurers will cause them to be seen, understood, and used, by all the school-officers in their respective townships.

These blank forms are printed and kept for sale by Johnson & Bradford, Springfield, Ill., at the following rates:

School District Record, \$4.00.

Full set of Township Blanks, to wit: 3 Notices, 1 Poll-Book, 1 Tally-sheet, 1 Certificate, 1 Township plat,—10 cents.

Full set of District Blanks, to wit: 3 Notices, 1 Poll-book, 1 Tally-sheet, 1 Certificate, 1 List of Tax-payers,—10 cents.

## THE ILLINOIS TEACHER.

A notice of this Journal, which I had prepared for publication in my circular of March 7th, was unavoidably crowded out. I regret this, both on account of the high intrinsic merit of that publication, and its auxiliary relation to this Department and the cause of education in the State.

I know not how I can better express my opinion of the purpose, character and usefulness of the TEACHER, than in the words of my predecessors.

MR. EDWARDS, in his Circular addressed to School Commissioners, says: "I recommend for circulation among the school officers, teachers, and friends of popular education, the *Illinois Teacher*."

Again:

We believe that we can render a great service to teachers, parents, and pupils, by placing this journal in their hands. A large number of county commissioners have already commenced the work in earnest, and determined to induce every friend of education to subscribe for the *Teacher*, and also to act as agent to obtain subscribers among parents and pupils.

Is not this right? Persuade every teacher to subscribe himself, and then to act as agent to obtain other subscribers. May we not, by this course, do an incalculable good to them, and the cause in which we and they are laboring? We are at a crisis in regard to *Free Schools*. We have a *Free-School Law*, but this will be powerless unless faithfully carried out; and this can only be done by united, manly and intelligent exertion on the part of the friends of Common Schools. Can we secure this in any other way as surely as through the *Illinois Teacher*—a journal of home and school education?

Eminent and practical teachers in this State, and some of the ripest scholars and warmest friends of common schools in other States, are engaged as contributors, and no pains will be spared to make the *Teacher* a first-class educational journal.

MR. POWELL, in a circular to School Directors, issued March 8, 1858, says:

The Superintendent of Public Instruction is constantly called upon to answer questions respecting the proper construction to be placed upon the various sections of the School Law, and to point out and explain the duties of school-officers enjoined thereby. To meet more fully this very general demand for explanations and interpretations of the law than can possibly be done by private correspondence, I have determined to publish all the opinions given by this Department in the *Illinois Teacher*, an educational journal issued as the organ of the State Teachers' Association, and also the sole official organ of this Department.

I therefore advise and recommend all Boards of School Directors to obtain that periodical, and preserve the same, as a valuable acquisition to their District-School Libraries, if they have any, and if not, then as an indispensable nucleus to such a library in the future.

School Directors can appropriate the requisite sum for a yearly subscription to the *Teacher* out of any extra funds belonging to their respective Districts; or, in case there are no surplus funds, the Directors may advance the money and then include the amount in their estimate of taxes for the ensuing year (rating the same as assessed for a District-School Library), and thus be reimbursed upon the collection of the tax.

By complying with the above recommendation, the School Directors of the State will not only greatly diminish the already overburdened and constantly increasing correspondence of this Department, but obtain one of the most able educational journals published in the country; which monthly contains all the explanations and interpretations of the law given by this office, and much other valuable educational matter, at a very trifling expense to their respective Districts.

*Every Board of School Directors in the State should take the Teacher.*

I heartily indorse these opinions and commendations. All the considerations urged by my predecessors in favor of the wide circulation of the *Illinois Teacher* still exist; all their reasons and arguments remain in full force—many of them are, indeed, greatly enhanced.

The *Illinois Teacher* is now established upon a better basis, is more ably conducted, and more useful, than ever before.

It is the just pride of its friends, that while most of the similar publications in other States are dependent, more or less, upon State appropriations, the *Teacher* has attained its present honorable position and large patronage upon the voluntary principle alone, entirely unaided by the State.

All important decisions on the School Law will continue to be published in the *Teacher*. It is the organ, advocate, and expositor, of the Free-School System of Illinois—the establishment of that system called it into being, and it is its great mission to fight the battle of 'Education for all' to a glorious consummation.

Were the character, ends and aims of the *Illinois Teacher* less worthy, less noble and catholic; were it consecrated to interests less comprehensive, sacred and

vital; or were it less nearly allied to the work which this Department was established to promote, I should have been silent in its behalf.

The twelve numbers, when bound, make a handsome and instructive volume. For this and other reasons, subscriptions should *begin with the year*.

Address NASON AND HILL, Publishers, Peoria, Illinois.

Price — One Dollar a year.

---

COMMENTS ON THE SCHOOL LAW.

On page 14 of my Circular of March 7, 1859, the following question and answer occur:

*Q.* Say District A. has two schools; one is kept five months and the other four months during the school year. Can the Directors lap the two together and claim to have had a six-months school?

*A.* They can not. Each school must be kept up six months to entitle it to claim public money.

This answer is correct, *provided* the two schools are kept *at the same time*; but if kept at *different* times in the same year they *may* be united.

Thus: Suppose District A. has one school of three months in March, April and May, and another of three months in October, November and December, (say) in the year 1859; said District has had a six-months school, as the law requires; but if *both* of said schools were taught during the *same* three months, they could not be united and considered as six months, but only as three.

*Q.* Have Directors the right to exclude from the public schools persons under five or over twenty-one years of age?

*A.* They have.

*Q.* Can School Commissioners apportion any part of the State and County Fund, either upon census or territory, to Townships in which no schools have been kept according to law?

*A.* A recent and more careful examination of the 16th section of the Act has convinced me that this question must be answered IN THE NEGATIVE.

The restriction here imposed may have been intended to stimulate the Trustees to an early discharge of the duty enjoined upon them in the 33d section — that of dividing their townships into suitable Districts.

School Commissioners will hereafter apportion NO MONEY to townships in which no school has been kept according to law. But if, in a township, a single school has been kept, as the law requires, then that township comes under the statute, and is entitled to participate in the distribution by the School Commissioner.

The 35th section, as modified by the last Legislature, is in conflict with the answer given to the third question on the 14th page of my circular of the 7th of March. The question and answer are copied from the decisions of Mr. POWELL, and the bearing of the amendment was not observed at the time. Under the present law, therefore, when scholars attend school from two or more Districts, the Directors should certify to the amount due the teacher FROM EACH DISTRICT, 'in proportion to the number of scholars which it sends'.

*Q.* Elections of DIRECTORS can only be held on Monday. Does the law require all other District elections to be held on Monday?

*A.* It does not.

N. BATEMAN,  
State Superintendent of Public Instruction.

## EDITOR'S TABLE.

---

WE have been much in the schools, and have been 'taking notes'. We have seen much to commend, and much that may be improved. Some schools that have been highly 'puffed' in local and other papers we have found with a good basis for praise, while some which have received as much eulogy as the English language can express come far short of deserving it. We were a few days ago in a large school that stands high in public estimation. We saw the appointments of the rooms of excellent kind, good order and quiet marked the demeanor of those gathered there. But we saw and heard the teacher do more reciting and talking than the whole of a class of twenty. But few questions were asked that did not give a clue to their own answers, and frequently we noted that at the end of a long statement of fact or explanation of a principle the teacher would ask, 'is n't it?' and receive the satisfactory answer, 'Yes, sir.' This school had an unusually good record of attendance, and the attention of pupils to their work was evident. Yet we think it would be an improvement if the pupils would recite instead of the teacher.

WE were once witness to the following: A class was reciting in History. The teacher sat at the desk, with finger and eye carefully keeping the place as he called on one and another to tell something of the lesson. Two or three had learned it so as nearly to recite as given by the author, but the majority of the class were unprepared. Some four or five young — *lullies*, shall we call them? — formed part of the class, and were whispering and laughing behind their fans, telling, so far as they could, any one of their number that attempted to recite — and this even when the teacher looked up from the book. So engaged were they that some times they did not know that 'next' (for the teacher questioned them in the order in which they sat) meant any one of them; and, on attention being called by naming one of them, it was needful to ask, 'What's the question?' In one instance, the teacher said "Tell us what you can of the Battle of Bunker Hill," "next", "next"—it passed till it came to a young Miss who was thinking of something else. She commenced, "It was opened with prayer by Rev. ——," the name so mumbled that we did not hear it. "How's that?" exclaimed the teacher. "It was opened with prayer by Rev. ——," name mumbled as before. "What was opened with prayer?" was asked. "I dunno," was the reply, as she sat down and continued the sport that 'next' had just roused her from. Again the question went on its way of 'next', 'next', till one was found who told something of it.

The room in which we saw this was fitted up with neat, comfortable furniture, was light and airy; yet inkstauds were broken, ink-stains were on the floor, papers scattered about, attendance was irregular, attention heedless, and the teacher was not master of his school. As we walked away we said mentally, "Verily,

the praise bestowed by traveling puff-writers upon these 'greatest teachers of the age' and 'first-class schools' shows something besides the merits of the teachers or the schools." We have been, from observation, led to 'BEWARE OF PUFFS'.

SPEAKING of *puffs* reminds us of a case some where in the West. If we were at liberty to use names, we could tell who was asked to take the school and the inducements held out within three years, and the *glorious* statements made in regard to it. The school was opened by a principal with a salary of \$1,300, which was next \$1,000, then \$900, then a principal was driven off because he would not teach for \$800, and now some members of the Board are averse to ever paying over \$700 to a principal! A lady was once employed there at \$600 a year, and the position has experienced the same *diminishing* scale of salary.

WE notice that the Board of Education in Chicago have established a scale of salaries in which, while apologizing for doing such a thing, they fix the salaries of new female teachers at \$250 per annum. Most *liberal* provision! In the country, where the cost of living is low, we can imagine situations where \$250 would be abundant compensation; but how the Board of Chicago could leave *so wide* a margin for the purchase of clothing, books, and little comforts, after board-bills are paid, in a city where four dollars a week will be a low rate for a decent room and enough of good food, passes our comprehension. Ladies, come to your important mission! The leading city of Illinois offers you *fifty dollars* a year to dress suitably and take educational periodicals, if you will train mind in her schools!! Your salaries will be increased if you remain more than a term, and you can become rich by laying up the increase. To be sure, you can earn only half as much as by doing domestic work; but the *glory* of educating immortal mind will amply make up the difference. How *could* the Board of Education hold out such an inducement to fortune-hunting 'fast' men as to bestow such sums on marriageable ladies! Bachelor teachers, if you want rich wives, look hereafter in the Chicago schools for them.

" . . . WE are not now able to furnish books for more than one-fourth of the destitute children that apply for them. There are, at the present time, more than a hundred children of this class in our schools, who are unprovided with books, and we have no means of supplying them. . . . I would commend this subject to the serious consideration of the Board of Education." We find this in W. H. WELLS'S last Report of Chicago Schools, and heartily indorse his call for attention to the matter. The school-fund of Chicago is stated in the same Report at \$977,000; yet there is no way, beyond a fund from individual donations, to furnish books to destitute children. We know of no poor district in the country where a child would not be supplied in case of necessity.

WE are glad to see so strong a disposition to secure educational men for educational offices as is manifest in some parts of the State. We are rejoiced to know that in many counties real, live teachers are the County Commissioners. There is one class of influences which we deprecate in school-officers, namely, that which comes from their pecuniary interest in any set of school-books. We could name some cases in which a great deal of trouble has been made by bookselling school-officers in order to secure or prevent changes that might influence their gains.



One bookselling director, yes, two directors, we have known, who have thus been brought into direct conflict with the teachers in the vicinity. In one instance the teacher was discharged, one of the chief charges being that he did not use the newly-adopted books. For our part, we want the best books that are readily obtainable, and care little for the names of the authors or the publishers. When a book is crowded upon our notice with claims for its use because published by the house of ———, we shall take the privilege of examining it before using. Let our school-officers be independent of all book influences except those which come from a comparison of MERITS.

NEW BOOKS.—A select Glossary of English Words used formerly in senses different from their present, by R. C. TRENCH (J. S. REDFIELD, N.Y., 1 vol. 12mo. 75 cents). Thoughts on Educational Topics and Institutions: Ex.-Gov. GEO. S. BOUTWELL, Sec'y Mass. Board Education (PHILLIPS, SAMPSON & Co., Boston. 1 vol. 12mo., pp. 366, \$1). Dictionary of Americanisms, enlarged edition: JOHN RUSSELL BARTLETT (LITTLE, BROWN & Co., Boston. 1 vol. Svo., pp. 524, \$2.25). Cosmos: HUMBOLDT, vol. V (HARPERS; 12mo., pp. 462, 85 cents). DR. BARNARD has collected into volumes papers from the *American Journal of Education*, making the following works: Pestalozzi and Pestalozzianism, pp. 480, \$2.50. The German Universities, pp. 250, \$2.00. Educational Biography; memoirs of eminent teachers, promoters and benefactors of education, pp. 524: 21 steel portraits, \$3.50. Reformatory Education and Institutions, pp. 364, \$1.50. DERBY and JACKSON are publishing translations of French Classics, in 12mo volumes, each \$1.25. They have issued MONTAIGNE'S Works, 4 vols.: PASCAL'S Provincial Letters, VOLTAIRE'S Chas. XII, FENELON'S Telemachus — each 1 vol.

WE trust our educational friends will feel the importance of keeping the record of school matters in good, reliable shape. The late Superintendent experienced great difficulty in gathering materials for his Report, even in matters where the law prescribed the keeping of records. On points not legally under his control, as in case of private schools and Institutes, the difficulty was still greater, and the Report was correspondingly defective, as a matter of course. Especially would we urge our friends, in holding the Fall Institutes, to keep a definite, reliable record of what is done. A blank can be made out corresponding to the form in the late Superintendent's Report, and filled up accordingly. We shall be glad to publish any such in the *Teacher*. Such records are now no where to be found in the State. Some counties in which Institutes were held failed to report them to be recorded in the Report of the Superintendent, and there are no records of them in their respective counties. The plan of the present Superintendent, as set forth in his Circular in this number of the *Teacher*, will facilitate record of matters legally under State supervision; but much voluntary work is to be performed if complete reports be obtained of other educational influences of great importance.

THE ATLANTIC MONTHLY.—The success of this magazine has induced Messrs. SMITH, ELDER & Co., of London, to project a similar one, with THACKERAY as Editor. The project is not yet put into operation. Of the *Atlantic* over 40,000 copies are now issued monthly.

INCOMES IN ENGLAND.—There are in England forty-six persons whose incomes amount to £450,000 a year, equal to \$2,250,000; 444 persons have incomes ranging from \$50,000 to \$250,000 a year; 811 have incomes from \$25,000 to \$50,000.

More than 1300 persons, then, have an income equal to or greater than that of the President of the United States.

**NUTMEGS.**—East-Indian papers state that the nutmeg-trees in British India are affected with some disease that is destroying them rapidly, so that the rearing of these trees and the sale of their products will soon be carried on only in the Dutch possessions.

**CHARLESS.**—Miss CHARLESS, daughter of the lately murdered JOSEPH CHARLESS, of St. Louis, has given \$20,000 to endow the Professorship of Physical Science in Westminster College, Fulton, Mo. Her father had expressed special interest in that object.

**RUFFS CHOATE** was born in Essex, Ms., Oct. 1, 1799, and died at Halifax, N.S., July 12, 1859, being nearly sixty years old. He graduated at Dartmouth in 1819, with high honors. He began the practice of law in Danvers, in 1824. His fellow citizens sent him to the Massachusetts House and Senate, and in 1832 to Congress: but he declined entering much into politics, and devoted himself earnestly to his profession, in which he had early acquired eminence both as an accurate lawyer and as a speaker of rare ability. He removed to Boston in 1834. In 1841 he was chosen to the U. S. Senate in place of WEBSTER, who went into HARRISON'S Cabinet. From the close of his term in 1845 he declined official labors and honors, though often speaking for his party in political campaigns. He was a Whig so long as that party lived, and then acted with the Democrats. His fame rests upon his powers as an orator: in speaking he was earnest, brilliant, ready, witty, with ample and easy flow of language: his sentences were often long and intricate, but so constructed and carried on and uttered that the hearers never lost the thread of thought. In private life he was a gentleman, and of such delicacy and magnanimity that all who knew him were inspired with affectionate regard. He was tall, rather slender, with dark complexion, and serious, rather sad, expression of countenance.

**PROF. SANBORN.**—The *Manchester American* says that Prof. E. D. SANBORN, of Dartmouth College, has received and accepted the appointment of Professor of Classical Literature in Washington University, St. Louis.

**DR. PAUL B. DU CHAILLU**, of Philadelphia, is traveling in Africa. During the last three years he has traveled there over 4,000 miles, mostly south of the equator. His object is the study of Natural History; he has collected during this (his second) visit more than 2,500 specimens of birds and 250 of quadrupeds, among which are many before unknown; most of these he has sent to the Philadelphia Academy of Sciences. He corresponds with the *N. Y. Tribune*.

**MACAULAY'S CREDIBILITY.**—A writer in *Blackwood* is examining certain portions of *Macaulay's History of England*, and bringing abundant proofs, from the very authorities quoted by MACAULAY himself, in some instances, that he has misrepresented persons, parties, and events, and has written his history as a partisan story. *The Century* says these articles "suggest the propriety of keeping a moderate quantity of salt on hand, to be taken with the noble lord's 'History of England'."

**ROCKY MOUNTAINS.**—Mr. GREELEY says of these mountains, that not only gold is discovered in them, but also lead and iron; and, he thinks, silver and cobalt. He thinks gold to the amount of \$2,000,000 or \$3,000,000 will be taken out this year, and as much as \$10,000,000 in 1860.

**SCHILLER'S BIRTHDAY.**—The centennial anniversary of SCHILLER'S birth will occur November 10th next. A grand celebration will be had throughout Germany, if there is peace there; and the Germans in America will demonstrate their admiration of Germany's greatest poet.

TRANSLATING HORACE.—A schoolmaster in England, being disgusted with a blundering pupil's efforts to translate this line of *Horace*: "Qui fit, MÆCENAS, ut nemo quam sibi sortem," etc., gave him, in ridicule of his translation, the following: "Qui fit Mæcenas?" "Who made MÆCENAS?" "Ut! nemo?" "What! nobody?" "Quam sibi sortem!" "What sort of a fellow must he be!" Century.

[That's from the traditional literature of one of our own colleges.—Ed.]

BARNARD'S JOURNAL for June, No. XVII.—Art. I. *James Hillhouse*, with steel portrait. II. *History of the School-Fund of Connecticut*. III. *Early School-Codes of Germany*. IV. *Letters to a Young Teacher*: by G. F. THAYER. V. *The True Order of Studies*: by Rev. THOS. HILL. VI. *Progressives, or, School Reformers of the beginning of the Seventeenth Century*. VII. *Lord Brougham*. VIII. *School Architecture*: with illustrations from school-edifices in New York, Boston, and Chicago. IX. *History of Common Schools in the State of Ohio*. X. *Thos. H. Burrows and the System of Common Schools in Pennsylvania*. XI. *System of Public Instruction in Bavaria*. XII. *Dr. Graser's Course of Instruction for Common Schools*. XIII. *Methods of Teaching Latin*. XIV. *Educational Miscellany and Intelligence*.

RAILROADS IN THE U. S., now open for travel, are 28,238 miles in length, costing, with equipments, \$1,058,485,958.

RUSTY IRON.—Mr. MARCH, chemist in the Royal Arsenal, England, has discovered that iron which has been long under water, if reduced to small grains or a fine powder, invariably becomes red-hot. He first found it out by scraping some corroded metal from a gun, which burnt the paper containing it, and burnt a hole in his pocket. A similar fact was noticed in 1670, by LEMERY, a French chemist.

ROUND THE CAPE IN 1290.—Dr. PERTZ, of the Royal Library, Berlin, has discovered and published the manuscript journal of TEODOSIO DORIA and UGOLINO VIVALDI, Genoese navigators, who went around the Cape of Good Hope in 1290, 207 years before VASCO DE GAMA.

TUNGSTEN.—It has been discovered in Germany that 80 parts of steel with 20 of tungsten make an alloy harder, and for some purposes better, than steel itself. Waste heaps of wolfram and scheelite about tin mines have become valuable.

ATLANTIC TELEGRAPH.—The Atlantic Telegraph Company are making an effort to raise \$3,000,000 to make a further effort to establish their line. Some think that the cable now laid can be resuscitated: their opinion is that it was damaged at the eastern end by the experiments of the British operators, which 'burnt out' some portion of the cable. If this be so, and the eastern end of the line can be raised for a few miles and a new piece spliced on, the old cable will work yet. Mr. SEAWARD, Secretary of the Company, denies the prevailing rumor that it never transmitted any messages: he says that 366 messages, a total of 3,940 words, were sent. It is now well known that national jealousy caused the English managers to refuse the American operators any opportunity to try their skill.

If the old cable can not be revived, a new one will be laid; the British Government has guaranteed six per cent. on the required \$3,000,000, if the cable shall for thirty consecutive days transmit messages at the rate of 100 words an hour. Another company is reported to be preparing for the undertaking by another route, without governmental aid or privileges.

AMERICAN NORMAL SCHOOL ASSOCIATION.—The meeting referred to in the following circular is expected to be of unusual interest. A number will attend from Illinois.

*To the Friends of Normal Schools in the United States and British America.*

The Fifth Annual Convention of the American Normal School Association will

assemble in the new hall of the Normal School, at Trenton, N. J., on Wednesday and Thursday, the 17th and 18th of August next.

The Convention will be addressed by the Hon. GEORGE S. BOUTWELL, Secretary of the Massachusetts Board of Education, and it is also expected that an address will be delivered by the Hon. HORACE MANN,\* President of Antioch College, Ohio.

Papers will be presented upon the following subjects of vital importance to the Normal Schools of this country:

I. *The proper sphere and work of the American Normal School*; by Prof. ALPHEUS CROSBY, Principal State Normal School, Salem, Mass.

II. *Model Schools, Schools of Practice, or Experimental Schools: their relation to the training of Teachers*; by C. E. HOVEY, Principal State Normal University, Bloomington, Illinois; also by HERMANN KRUSI, late of the Home and Colonial Training School, London, England, now of the N. J. State Normal School, Trenton.

III. *On the Course of Study best suited to the objects of American Normal Schools*; by RICHARD EDWARDS, Principal City Normal School, St. Louis, Missouri.

IV. *To what extent can the Art of Teaching be taught in our Normal Schools? What are the best methods of doing this?* by ALFRED HOLBROOK, Principal South-Western State Normal School, Lebanon, Ohio; also by JOHN OGDEN, late Principal McCreeley Normal School, Hopedale, Ohio.

V. *The Teacher—his mission and methods of instruction*; by J. W. BULKLEY, Superintendent Public Schools, and Principal City Normal School, Brooklyn, N. Y.

By a resolution of the Association at its last meeting, it is requested that these papers be brief—not to exceed twenty-five minutes in the reading. These essays are to form the basis of the discussions, in which the united views and experience of the speakers upon the various topics will be elicited.

It is intended that the entire proceedings shall be of a thoroughly useful and practical character, and that they shall tend to the improvement of existing institutions, as well as to the extension of the Normal-School system throughout our country.

The National Teachers' Association will meet at Washington, during the second week of August, thus affording an opportunity for those who desire it of participating in the deliberations of two important conventions.

The friends of education in those States where Normal Schools do not exist will find this meeting an occasion of great interest, as affording them such information as will be most needful in the establishment of these institutions.

The representatives of the various Normal Schools are requested to bring with them a liberal supply of their Annual Reports, and other documents relating to their schools, for distribution and exchange.

The session will open at 11 A. M. of Wednesday. Delegates and members of the Association are urged to be prompt in their attendance.

Trains leave New York and Jersey City by the New-Jersey Railroad at 7 and 9 o'clock A. M., arriving at Trenton at 9½ and 11½ o'clock respectively. Trains leave Philadelphia for Trenton at 9 and 11 o'clock A. M., and arrive at 10:45 and 12:45.

B. G. NORTHRUP, *Secretary*.

WM. F. PHELPS, *President*.

WISCONSIN TEACHERS' ASSOCIATION.—The meeting of this Association took place at Madison, in connection with the anniversary exercises of the Wisconsin University. Hon. HENRY BARNARD being about to enter upon his duties in the State, and to deliver his Inaugural at this time, was the occasion of this time being chosen for the Association.

The meeting opened Tuesday, July 26th, in the afternoon. After prayer, the teachers were welcomed to Madison by Mr. BARNARD, in some happy remarks. The opening address was delivered by Mr. PICKETT, President of the Association. The evening was occupied by an address from Prof. H. SMITH, of Lane Seminary, before the Literary Societies of the University. The theme was, *A true and earnest purpose in life*. It was powerful, scholarly, and very interesting. As exhibiting the high character of the satisfaction afforded to the audience, we remarked

\*Since the above was in type, we learn that HORACE MANN is dead.—*Publ. Teacher*.

that, though the audience frequently applauded, a laugh, or even a smile, could scarce once be seen. It was power of description, or response to some heartfelt truth, that drew forth the applause. Tuesday morning little was done. The Association adjourned to Wednesday, in order to attend the University exercises. At ten o'clock Hon. CARL SHURTZ, in behalf of the Regents of the University, in an appropriate address, welcomed Mr. BARNARD to Wisconsin, and, delivering him the keys and seal of the institution, declared him Chancellor. He was followed by LUCIUS T. CLARK, of Madison, in a brief address, appointing Mr. BARNARD as Agent of the Normal-School Regents. Mr. BARNARD then delivered his Inaugural.

He set forth the necessity of universal education. Depicting vividly the abuses and evils in society, he spoke of a thorough, sound education as the remedy. Nothing else could be the remedy. The question was, 'How is this education to be secured?' It would not do to rely on the voluntary principle. Individuals might thus be educated; but a whole community never would except under some form of associated effort. The true reliance is a public system, in which the whole are connected. He spoke of Wisconsin as a field for public instruction. Any successful system must not be a servile copy from some locality where it may already have been a success: it must have peculiar modifications to adapt it to the people of the State. Wisconsin has a mixed population. Taking advantage of the excellencies of each class, a higher development may be secured than if the highest known system of social order were taken as a pattern and blindly copied. The German element was especially named. The high cultivation of German scholars; the multitude of those speaking the tongue; the fact that Germany had a thorough system of German schools, Latin schools, and Universities, long before any other country, and really preceded New England by a century in systematic public instruction, were among the reasons urged for giving the German language a prominent place in our colleges and high schools—in fact, the *most* prominent. He would have equal facilities for the education of both sexes, though he did not think the present system of American colleges well adapted to personal women: he hoped to see something better, however. He spoke of his personal relation to the Educational System of Wisconsin. He was to act as Chancellor of the University and Agent of the Normal-School Regents. The latter was the great cause why he came. He alluded to his general labors, to his efforts to build up agencies to prepare and improve professional teachers. Some points were spoken of as needful in the work here. (1.) There must be teachers of 'aptness to teach'. (2.) They must visit and observe good schools. School-officers could afford to give their teachers a week in a term, or at least one in a year, to visit other good schools. It would repay them. (3.) We need Model Schools in our Universities, schools of practical training for pupil-teachers. (4.) We need courses of lectures on the History and Theory of Teaching. (5.) We need a separate Normal School of a high character for existing teachers to spend a time, whose professors could attend Institutes and deliver educational addresses. (6.) We need an itinerating agency. He had come to fill this demand. It will be remembered that the Wisconsin law distributes Normal funds all over the State. (7.) Teachers' Institutes are needed. (8.) Action of Teachers' Associations general and local. "Just in proportion as teachers respect themselves the people will respect them, and no farther." A systematic examination of teachers was needful. Independent competent examiners, partly at least themselves teachers, were demanded. The present mode was held up in a proper light. A gradation of teachers was needful, by which a teacher could go on from one school to another as he or she became fitted. He considered the primary equal to *any*. The primary teacher must equal any other in public respect. A Teachers' Library should be in every town. Educational works should be prominent in the town libraries now forming. Educational periodicals are a necessity. Law should recognize teachers' rights. A teacher is, for the time, in place of parent, and must be so recognized. We need an annuity system for superannuated teachers; the State should encourage it. Earnest, devoted teachers rarely save any thing from teaching. [There is an annuity system in Canada, which we may hereafter explain in the *Teacher*.—Ed.] We wish to secure more attention to industrial interests: a dangerous matter to touch, so far unsuccessful in America; but more *can* be done

than has yet been. We must elevate education by improving the *local* schools. The *best possible* schools must be had at home. The district, the village, the high school, must do the great part of the work, and the FAMILY even more must train in morality and virtue. The speaker hoped to arouse a new feeling in the State in regard to *family* responsibility. Without the *local* training, the college and the university would only make cold intellectual men—good school-masters, not sound teachers. He spoke of the University more especially. Vague ideas had prevailed as to its resources. He had found, by close examination, that they were less than generally supposed. Its resources produced only one-third as much as those of the Free Academy of New York, one-half of those of the English and Latin High School of Boston, and one-third of the annual cost of the High School of St. Louis. The people were expecting a great work without furnishing the money. Wisconsin had done little, almost nothing, for it: the General Government had given a good foundation, but the citizens of the State had much to do if they did themselves justice and made the University what it was intended to be. Mr. B. hoped to see all examinations conducted in writing, from primary to high school. Would like to see similar tests for office, as is now the case in England, in the General Government and in the East-India Company. Competitive examinations, conducted strictly and fairly, ought to be the test here. We owe a duty to the State and the community. Children of the masses must be educated. The rich must do it, the self-educated must do it, if parents themselves will not do it. Closing with a beautiful analogy between the light-houses on our coast and the lights the teacher should keep burning, Mr. B. finished, having omitted much from his proposed remarks from illness, yet having given the citizens of Wisconsin reason to be proud of the man they have secured as the head of their educational interests. Again and again was he applauded, without those manifestations which are the marks of animal excitement. A laugh or a smile was almost as rare as in Prof. SMITH'S audience.

We felt that Illinois needed to take a lesson from Wisconsin. Fifteen hundred dollars a year is given to Mr. BARNARD for his services as Normal Agent and for incidentals at Institutes, in addition to a large sum which he receives as Chancellor of the University. The State Superintendent and his regular aids have two thousand two hundred dollars. Our own Superintendent is working in a State of vastly superior resources, with as much to do as in Wisconsin, with—thirty-seven hundred dollars to do the work? Oh no! *fifteen hundred dollars*: no clerk hire, no traveling expenses, which *are* paid in addition to the regular salary of Mr. BARNARD. But we need our money to finish our *High School*, with its heavy stone wall and iron grates, at Joliet; and money must be saved from the public schools and their administration to *equip* men instead of educating them.

The afternoon was occupied by the anniversary exercises. There were eight graduates. The evening was devoted to an entertainment at the University.

We have little space for the general matters of the Association. In fact, the great matter was not so much the business done as the unusually social character of the Association and the high literary character of the Addresses. A powerful and brilliant Address in favor of Classical Training was delivered by Prof. BUTLER, of Wisconsin University. Other addresses and essays were delivered, which we can not now notice. The Association spent one evening at the University, and visited the Madison Floral Exhibition on another. It was the largest Association ever held in Wisconsin.

Wisconsin bids fair to pass us if we do not rouse to united, systematic effort; but more of this at another time. We trust our friends will witness the full fruition of the prospect from Mr. BARNARD'S coming to the State. J. H. B.

READ carefully Superintendent BATEMAN'S Circular. The arrangement proposed for keeping proper records, and having printed forms for the varied school business, will effect much good if school-officers will adopt it. The whole Circular will repay a careful perusal.

THE WAR has ended. Solferino seems to have satisfied the present desire of European monarchs to shed blood.

## L O C A L I N T E L L I G E N C E .

ANNIVERSARIES.—*Illinois College*, Jacksonville — Rev. J. M. STURTEVANT, President. Commencement was June 23. There were fifteen graduates — ten in the regular Classical Course, and five in the English Scientific Course. The public exercises of the week were the Baccalaureate Sermon, by Pres. STURTEVANT; Sermon before the Society of Missionary Inquiry, by Rev. Mr. SANDERS; Address before the Sigma Pi, by Hon. LYMAN TREMBULL; and the usual exercises of the graduating class, réunion of Societies and Alumni.

*Jacksonville Female Academy* — Miss HARRIET MURDOCK, Principal. Anniversary, June 22. Exercises connected with it were a sermon to the graduating class by Rev. L. M. GLOVER, and the usual exercises by the pupils. Four young ladies received full diplomas.

*Ladies' Education Society* — Mrs. E. J. BANCROFT, Jacksonville, Secretary. Anniversary, June 21. We will refer to this again, on receiving the printed report.

*Knox College*, Galesburg — Rev. HARVEY CURTIS, President. Commencement, June 21. Two graduated. Details of the exercises did not reach us.

*Lombard University*, Galesburg — Rev. O. A. SKINNER, President. Commencement same week as Knox College. Details not received.

[The above should have appeared in July number if notes had been received early enough.]

*Beloit College*, Beloit, Wisconsin — Rev. A. L. CHAPIN, President. Though this institution stands in another State, it is but half a mile from the line, and has a large proportion of its support from Northern Illinois. Commencement, July 13. The exercises connected with it were — Baccalaureate Sermon, by the President; Sermon before the Society of Missionary Inquiry, by Rev. Mr. BLANCHARD, of Galesburg; Address before the Archaean Society, by Hon. OWEN LOVEJOY; Commencement Oration, by Rev. A. ELDRIDGE, of Detroit; usual class exercises; a pleasant réunion at the President's; and an Alumni supper. Seven received the degree of A.B. Rev. J. J. BLAISDELL, of Cincinnati, is to take the Professorship vacated by Prof. FISK in accepting a Professorship in a Theological Seminary at Chicago.

*Rockford Female Seminary* — Miss ANNA P. SILL, Principal. Anniversary, July 14. Exercises of the week — Sermon to graduating class, by Rev. H. M. GOODWIN; Sermon before the Society of Missionary Inquiry, by Rev. Mr. HENRY, of Chicago; Address before the Literary Society, by Rev. ALFRED EDDY, of Bloomington; Anniversary Address, by Rev. J. M. STURTEVANT, President of Illinois College; and the exercises of the graduating class. We should have named a two days' examination also. There were nine graduates. This institution is on the plan of Mt. Holyoke. The exercises were of unusual interest to the many strangers gathered with the citizens of the place. No other institution that we know of has so beautiful a site as Rockford Seminary. A friend has called our attention to a curious incident: While the beauty of the situation is a great educator of taste; while the chapel was tastefully adorned with evergreens and oak-leaf garlands, not a *blooming flower* was among the adornments of the room on Anniversary day. A few vases would have been quite in place.

Our friends can hardly expect the 'editorial presence' to report their exercises, especially when several in different places occur so near the same date. We must be largely dependent on friends on the ground for facts. If these are furnished, we can make the *Teacher* a medium of information between our leading schools of all kinds.

— Speaking of Anniversaries: Some where in this State, not a month ago, a man was boasting of the performances at a school with a large name, and told what 'good Latin was spoken', 'what sport some of the performers made'; and his

auditor remarked, "O! you were at the Commencement, were you?" "No, it was the close. They do n't *commence* till September."

Can any of our readers tell us how *Commencement* came to be used with reference to 'the time when students in colleges commence Bachelors'?

A PEAT bed, covering some twenty or thirty acres, was accidentally discovered in Ogle county, near Lester's mill, in the town of Monroe, some twelve miles north of Lane Station, on the Dixon Air-line Railroad, about July 1. It will probably average four feet in thickness. As it is in a region where fuel is scarce, it will be a valuable acquisition if it proves as good and abundant as anticipated. Peat has been found in the southern counties of Wisconsin, and we hear it rumored that it is found in Carroll county, but we have nothing at hand that mentions any peat in the State.

DWIGHT.—The citizens of the enterprising town of Dwight have shown their attachment to the cause of education in the erection of a beautiful edifice for the benefit of their youth, on a commanding site, with ample room for play-grounds, walks, seats, and shades, and have secured the services of Mr. G. S. GLEN, who is one of our live, whole-souled teachers. It is needless to say they have a good school, for such is the natural consequence from such actions by any Board of Directors. The Board of Township Trustees have wisely allowed the entire township to remain in one District. Would that others would follow their wise course.

x.

ST. LOUIS.—Nine school-houses are being built in the city of St. Louis this season. Aggregate cost \$80,000. They will afford accommodations for 3,600 pupils.

FIRST ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, SPRINGFIELD, ILL.—This now lies before us. The city of Springfield has not heretofore been noted for her public schools, and in the present report we find a more liberal policy marked out in the Superintendent's recommendations than is recorded as fulfilled. The salaries, which were cut down last year, the Superintendent urges to raise. We find "there have been teachers in the employ of the Board, during the past year, who have not been able, from their salaries, to pay their current expenses. Good teachers can not be obtained—certainly not retained—under such circumstances."

S. M. CUTCHEON was elected Superintendent last fall, and we trust when he makes a second report he will be able to make a statement of facts as creditable to the city of Springfield as the views advocated in the present report are to him.

There have been 1,476 different pupils and twenty-two teachers in the city schools during the year.

FULTON COUNTY TEACHERS' INSTITUTE.—The Fall Session will begin on Monday, the 5th of September. We are not informed at what place it is to be held.

NATURAL HISTORY SPECIMENS AT STATE FAIR.—An effort is being made to place on exhibition at the coming State Fair a general collection of the Minerals, Plants, Birds, Shells, Insects, etc., of Illinois.

In aid of this work, the coöperation of our fellow citizens is solicited. Those having collections representing any of the departments of Natural History, also Indian Antiquities, are requested to send them to Freeport before the first of September.

A suitable Museum building has been erected by the State Agricultural Society. Campbell's celebrated show-cases will be provided for the protection of valuable specimens.

Let each box be carefully packed, and the owner's name marked on the outside. Direct—"Illinois Natural History Society, State Fair, Freeport."

By order of Executive Committee.

C. D. WILBER, Chairman.

CYRUS THOMAS, Secretary.



THE MISSOURI STATE TEACHERS' ASSOCIATION met at St. Louis, July 6. We have partial notes from some who were present. The notes on first day's proceedings are from the *Missouri Republican*.

*First Day.*—We were present at the appointed place this morning, and listened to the exercises. As Prof. SWALLOW had not yet arrived in town, Mr. EDWARDS, Vice-President, presided.

After a prayer by Mr. TRACY, Mr. EDWARDS, in a short address, set forth the objects of the Association in a concise and forcible manner.

Judge BATES was then introduced to the audience, who welcomed the teachers to St. Louis, and made many valuable and interesting remarks—a large portion of them drawn from his own experience in the educational matters of Missouri.

At the close of his address, Mr. PENNELL offered the following resolution, which was unanimously adopted:

*Resolved*, That the thanks of the Association be tendered to Judge BATES for his instructive and entertaining remarks, and that he be invited to accept honorary membership with the Association.

The first essay was read by Mr. CHILDS, on the subject of *School Government*. It was treated in a masterly manner, and did great credit, in its enlightened and practical views, to the author as well as to the Association. If our limits would permit, we should take pleasure in giving an abstract of it.

The subject of the essay formed the topic of a discussion, in which Messrs. VINEYARD, NOYES, HENDERSON, BRIGHAM, BUTLER, and BRUNER, took part.

The meeting adjourned till 3 o'clock P.M.

*Afternoon Session.*—Discussion was continued on the subject of *School Government*—Messrs. PARKS, WEAVER, NOYES, HARRIS, SCHENK, ROTHWELL, CHILDS, KNICKERBOCKER, BUTLER, and VINEYARD, taking part.

Mr. PENNELL offered the following resolution, which was passed:

*Resolved*, That we cordially approve the State Superintendent, Mr. STARKE, in recommending a uniformity of text-books, so far as practicable, in the common schools of the State, as a means of benefit to pupils and economy to the people.

Meeting adjourned till 8 o'clock P.M., to listen to the lecture of Chancellor HOYT.

*Second Day.*—A paper was read by the Hon. Mr. STARKE, giving a brief history of the schools, statistics, etc., for a number of years past. It was listened to with much interest, and was valuable for the occasion. The Reports from the different counties of the State were truly interesting, and would be of general interest to any Association. The Lecture by Rev. C. A. STAPLES was well written, and presented in a pleasing manner. To him the duties and trials of the teacher are not unknown, and it is seldom we listen to a lecture containing more instruction or written in better style.

The Association has a valuable man in the field, and one calculated to awaken an interest and accomplish great good. A better man for their State Agent than Mr. J. L. TRACY would be hard to find. He has been a successful teacher in the State for a long time, and knows the wants of their schools, and is well qualified, possessing peculiar fitness for the arduous duties he has assumed. The future will show the fruits of his present labors. Success to him. ×.

Another correspondent writes, "I came here to a State Convention of Teachers. It closed yesterday, and I must say that it was decidedly *old-fogy*. The first day we had an essay on *School Government*, and a discussion on the same, which took the form of a debate. . . . This was about all that was done the first day. The afternoon of the second day was used up in discussing what time next year the Convention should meet. About as many teachers present as at ———, and not half as much done. . . . St. Louis is a great city, and boasts of some of her schools; but you can beat them in the convention business."

Our correspondents give different views, it will be seen. We may say that the city of St. Louis stands high in educational facilities, and in the character of her teachers, while the State, as a whole, greatly needs improvement.

# Valuable Works for Schools, &c.

**E. C. & J. BIDDLE,**

**No. 508 Minor St., Philadelphia.**

Have recently published a new, enlarged, and much improved (stereotype) edition of CLEVELAND'S COMPENDIUM OF AMERICAN LITERATURE. This work forms the final volume of Professor Cleveland's Series of Compendiums of English and American Literature, consisting of

1. A COMPENDIUM OF ENGLISH LITERATURE, from the 14th to the close of the 18th century. Large 12mo. pp. 762. 22d thousand.

2. ENGLISH LITERATURE OF THE NINETEENTH CENTURY. A sequel to the above named work. Large 12mo. pp. 778.

3. A COMPENDIUM OF AMERICAN LITERATURE. Large 12mo. pp. 784. Price of each of the above named volumes \$1.50.

E. C. & J. BIDDLE ALSO PUBLISH

## **Crittenden's Series of Practical Treatises on Book-Keeping,** *BY DOUBLE AND SINGLE ENTRY.*

This Series has for many years past been extensively used in Commercial Colleges and Schools of various grades, and the steadily increasing demand for the work proves that those who have tested the practical result of Mr. Crittenden's inductive method of instruction have approved it.

The Series consists of four volumes, designed for the use of learners at different stages of advancement, from the school-boy to the man of mature years and cultivated business habits. By this gradation, also, economy is promoted.

A KEY to each volume is published, and also a MINIATURE SET OF BLANK BOOKS, designed for writing out the exercises contained in the particular volume to which it belongs.

The four volumes, the Keys, and the Sets of Blank Books, with their prices, are as follows:

1. TREATISE ON SINGLE-ENTRY BOOK-KEEPING — 25 cts. Key to ditto 13 cts; Blanks to ditto 13 cts.

(Nos. 2, 3 and 4 of the Series treat of both Single and Double Entry.)

2. ELEMENTARY TREATISE: FOR COMMON SCHOOLS — 42 cts. Key to ditto 20 cts; Blanks to ditto 45 cts.

This number of the Series familiarizes the pupil with the best methods of Double-Entry Book-Keeping adapted to Wholesale Jobbing business, as well as the methods of keeping more simple accounts.

3. INDUCTIVE AND PRACTICAL TREATISE: HIGH-SCHOOL EDITION. 87 cts. Key to ditto 50 cts; Blanks to ditto \$1.

4. INDUCTIVE AND PRACTICAL TREATISE: COUNTING-HOUSE EDITION — \$1.50. Key to ditto 50 cts; Blanks to ditto \$1.50.

The leading features of all the volumes of the Series are, briefly, as follows:

1. Each set of books is so short that the pupil will be enabled to comprehend and trace out the connection between corresponding entries in the several account books of the set.

2. A sufficient number of sets is given to illustrate the *opening* and *closing* of books.

3. Plain and philosophical principles, to guide the reasoning faculties, are presented, instead of mere arbitrary directions and unnecessary classifications; and in the part by Double-Entry, all elucidations of debits and credits are based on one *general rule deduced from the definition of debtor and creditor*.

4. Many of the entries are so arranged as to impress them upon the mind by strong *similarities* and *contrasts*.

5. Each successive exercise is intended to be an easy step of progress in the science.

6. The Day-Book, or the original history of transactions, is all that is furnished for several sets, to compel the pupil to depend upon his own mental resources for his entries. Trial Balances, and other proofs, are, however, given, to test the correctness of his work.

7. Each set is followed with questions for review.

8. The nature and object of the different Ledger accounts are discussed *after* the student has been made acquainted with the premises for reasonable conclusions.

Any of the works above named will be mailed by the publishers, postage paid, for one-half of the retail price, to teachers applying to them, for examination with reference to use by their classes.

aug2m

# ILLINOIS TEACHER.

---

VOL. V.

SEPTEMBER, 1859.

No. 9.

---

## S H A M E D U C A T I O N .

---

THAT this world *is* 'given to lying' we think we could have discovered without the concurrent testimony of the psalmist David and old Jack Falstaff; but we confess that it has been difficult for us to realize the fact that ministers, who should be 'not of the world', men of education, who profess to be lovers of the truth and of Christianity, and teachers, who should be God's husbandmen, are some times guilty, perhaps unwittingly, of deception at least, to call it by no harsher name.

These thoughts have been suggested by reading an elaborate and beautiful address made by a Reverend Doctor at the close of the examination, or rather exhibition, of a Female Seminary. As usual on such occasions, he says: "Rarely has it been my privilege to attend upon any similar exercises that gave so unmixed satisfaction, from the evidence of high improvement afforded by them." Rarely do we hear of a seminary examination which has given 'unmixed satisfaction', without recurring to the time when we performed our part in 'similar exercises', and often have we wondered, then and since, whether our teachers and those to whom we gave 'unmixed satisfaction' were more knaves or fools.

But, lest these remarks should be attributed to pique or ill humor, let us look for a little while at our seminaries and schools. And first, we make the assertion that none can judge of a school by the examination or exhibition of one day, and we draw the conclusion that complimentary addresses and assertions in regard to that of which a person knows really nothing are pernicious, and beneath the dignity of a minister, or any other man who regards truth. That those who make such addresses should know whether they are speaking truth or not we think important to the best interests of education; and there are two ways by which this may be known. They may visit the school and compare its every-day dress with that of its gala-day, or, where a school is of long standing, they may judge of it by its results.

When a school is conducted as it should be, so that the teacher is not afraid to exhibit it in its every-day dress, there is nothing which contributes more to the activity and zeal of both teacher and scholars than the presence of visitors. This has a moral tendency, and impresses forcibly upon children the beauty of truth and honesty. Well do we remember our early impressions on this subject. Unfortunately for us, we received our *education* at what we have since called a flash seminary (though it is one of the great schools of the day, and one which has received much support and as high encomium as any other); and our first suspicion that 'things are not what they seem' was connected with our teachers, trustees, and those to whom upon *examination-day* we gave 'unmixed satisfaction'. Well do we understand the fact now that our memory was cultivated, just as the stomach may be by gorging, for 'the good of the institution', to use our Principal's favorite expression; that is, for show upon examination-day; and that it was cultivated at the expense of our judgment, and of every other power of the mind which should have been educated with it. Well do we remember an 'evidence of high improvement' which we gave, when we *recited* upon examination-day the constellation Andromeda, as found in Elihu Burritt's Geography of the Heavens, which recitation constituted our entire knowledge of Astronomy, and required very little 'intelligence', 'attention', or 'industrious application', to *memorize* for the occasion. Well do we remember the stranger, who was present at one of our examinations, whose 'satisfaction' was not 'unmixed', and who accepted our Principal's bland invitation: "Will any of the audience put a few questions to the class?" (an invitation which our own people knew the meaning of), and who very ungallantly satisfied himself, the audience, and the class, that scholars can not *readily* parse poetry without some knowledge of Grammar. Well do we remember the fact that of all those who came on examination-day to 'experience high gratification' none ever came to visit our school *unexpected*. Well do we remember our Principal's method of classing. The question was not What are you fit to study? but, What do you wish to study? No judgment or discrimination was exercised in determining a pupil's fitness for any study, and, consequently, if, from misguided ambition or any other motive, she wished to enter advanced classes, rarely did our Principal object; that is, unless she could promote her own interest by doing so. How well do we remember our bitter indignation when our school-days were drawing to a close, when we had spent all the time and money which we had to spend for that purpose, and found, too late, that the mere memorizing of text-books is not education. We felt that we had been wronged, that we had received no equivalent for our time and money; and to this day we have no faith in any institution until we see the inside of it.

But some one will say, if these things be true in even one instance, it must be an exception to the rule, for such an institution could not be supported in any sensible, well-educated community. So we all say: so we all profess to think. But is it so? The institution of which we speak has been in successful operation for eighteen or twenty years. The town in which it is located is large and flourishing. The inhabitants are well educated, as the times go. Ten of these inhabitants are ministers; fifteen or sixteen lawyers; eight or ten physicians; six or seven editors; with the usual allowance of sensible men of other callings—sensible, at least, upon all other subjects but this. Rarely does the number of boarders in this institution fall below sixty, and it often amounts to eighty or ninety, with a large number of day-scholars. Twice a year brilliant examinations, so called, but more properly exhibitions, are prepared, which afford 'high gratification' and 'unmixed satisfaction': strange if they did not, when every thing that can please the eye and the ear is pressed into service; fine music, fine painting, and handsomely-dressed girls, are well calculated to excite 'high gratification'. Every year an elaborate catalogue is put out, setting forth advantages for obtaining an education which might and should be, but seldom are, realized. Chemical apparatus and globes appear well and do good service—in a catalogue; and part of our Principal's *economy* was to keep hers from wearing out, by leaving them in their respective closets. To these add a public party or levee twice a year—another source of 'high gratification'—and you have some of the means used to obtain for this institution such fame and support.

It never appeared so very strange to us that the foreign support of the school should have been so great, for the secret of the whole success was that the Principal was a most admirable manager—no teacher, but a manager—and understood how to pull every wire for 'the good of the institution', that is, for obtaining a large number of scholars. But how a community of sensible men, such as that in which her school was located, could submit to such wire-pulling, how her trustees could be a 'nose of wax', and how men who professed to be conscientious could, year after year, puff and compliment this school, was a great mystery to us—in our young days. But, it may be said, they did not know its real character. Perhaps not; but they should have known it, and, if it was too much trouble to employ the first method of which we have spoken to obtain this knowledge, their suspicions might have been aroused by the second, viz, the results.

In this school it was no uncommon thing for children of fifteen or sixteen years of age to graduate, or, in other words, to 'finish their education'—a phrase in most cases literally true, for with them development of mind and character was no part of education. If we take into consideration the studies of only

the senior year, every person of common sense will at once see the absurdity of this: Moral and Mental Philosophy, Political Economy, Butler's Analogy, etc.; these to conclude with, taking it for granted that all the preparatory studies had been attended to in their order. A Lady Jane Grey, with all the advantages of a superior mind, superior teachers, and wealth, might accomplish this; but few American girls have, to say the least of it, either the development of mind or the vigor of constitution necessary to the performance of such labor, and, moreover, it was no part of our Principal's *economy* to allow any scholar to leave her establishment without having devoted some time to the murdering of at least one *accomplishment*, such as French, Latin, Music, or Painting.

Another result, which was perfectly evident to all but those who were interested in not seeing it, was the fact that, however our Principal might succeed in educating those who came from abroad, those, as a general thing, who began and ended in the institution were no credit to it, or, in other words, the town girls who received their training entirely in her school were lamentably deficient in education: a loss which was made up to them in the shape of a diploma certifying to——*a lie*. Strong language, but, alas! too true!

When we make these assertions, of course we refer to the results of her training in the mass. Well do we remember, both among day-scholars and boarders, bright instances of cultivated mind, sound judgment, and true development of mental and moral faculties; but these were generally in girls of mature age, and those who would have succeeded without the aid of a teacher, by devoting the same time to their studies elsewhere.

We have said that this community might and ought to have seen these results; and we know that many men of intelligence *did* see them: a fact which only increased our perplexity, when we observed that, with hardly an exception, they united in upholding this institution. A further acquaintance with life and human nature has done much to unravel the mystery. It was doubtless the influence of the almighty dollar.

But, it may be said, what has this particular case to do with education generally? What is to be gained by exposing the falsehood of one institution? Nothing, we answer, if the case is an isolated one; but much, every way, if other institutions and communities can, by a little attention to the subject, find in themselves the counterpart of the picture which we have drawn; and we are well persuaded, after years of observation, that if communities would but think for themselves upon this subject, not allowing motives of interest to bias their judgment, not taking it for granted that their institution is all right because the Rev. Dr. So-and-so says its exhibition afforded him 'high gratification' and 'unmixed satisfaction', but discriminating in this as they do in all other matters, using the methods

of which we have already spoken, that is, judging by actual observation of the every-day working of the school, or by its results as seen in the minds, manners and morals of its pupils, they would, in many, many instances, find 'something rotten in Denmark', and might be led to think that, upon this subject, ministers, teachers, and Christians generally, had some Holy Father who could absolve them from strict adherence to truth, for—'the good of the institution'. These things we say in all soberness, and, we may add, in all sorrow; for we consider the education of our daughters (leaving that of our sons out of the question for the present) of greater moment to us and the world than the selection of a house or a farm; and yet, who would purchase either on the recommendation of another man? or who would select a house merely because the outside of it pleased his eye?

We have already insinuated that we consider such schools, or, rather, such caricatures of schools, very common; and our judgment is based upon our every-day observation of the results of the great educational movement of our day. That this educational movement, and especially our free-school system, is one of the great blessings of our times, we freely admit; but that it is far, very far, from that perfection to which it may and ought to attain, we must also admit, and, as we said before, every-day observation confirms this. Take, for instance, our girls—our young ladies—as a class. What do they know? Upon what subject can they converse intelligently? What is their knowledge of history, of poetry, of general literature, of politics, or even of common sense? How many of them have even the most remote idea that their school education has any thing to do with their aim in life, or, in other words, is of the least practical importance? How many of them *have* any aim in life? How many of them are ever taught the fact that the education obtained from text-books is but the door by which they should enter upon that course of mental and moral training which, so far as this world is concerned, should end but with life? How many of them have had *all* their mental and moral capacities trained, and trained together, in such a manner as to produce

" A perfect woman, nobly planned,  
To warn, to comfort, and command " ?

And, last, but not least, how many of them can write a decent English letter? But it is not our girls who are in fault in this matter. Let the blame rest where it belongs; and it becomes all who feel interested—and *who* does not?—to see that it is not with them. Parents, trustees, teachers, and those who are called upon to address our schools and speak of their merits and defects, have each a part in this work. Parents can not always act as they should in this matter, for want of ability to do so: educated parents, however, should at least know whether their

children are merely memorizing text-books, or whether they are being educated. To such we would say, visit your schools. Go as often to the school in which the mind of your child is being trained for time and eternity as you do to see your farm or the pasture in which your cattle are prepared for the slaughter.

Much of the success of our schools depends upon the trustees; and, as the observing of strict truth is absolutely necessary, teachers who are not fitted for their post should not be accepted or retained, because this is practical lying. But even if parents and teachers do not understand, or fail to perform, their duty, teachers need not be discouraged, for this work belongs principally to them.

Let the teachers understand that the 'good of the institution' requires something more than the exhibition, which, as we have shown, may be 'got up' on very short notice by unfaithful teachers and scholars. Let them understand that it is necessary to begin to 'prepare for examination' (one of the hackneyed phrases of our school) the first day of the session, instead of about six weeks beforehand, as we did, and that this preparation consists in making the scholar perfect master of every step he takes, taking no more than his or her ability will allow, and being able by frequent exercise to impart this knowledge to others. Let them impress upon scholars the fact that their standing throughout the term must and *will* be their standing on examination-day. This is the true preparation for examination, and such examinations may be held every week or every month, and are a much better test of scholarship than the exhibition of the last day or days, which may be, and often is, from the manner in which it is 'got up', calculated to deaden in the pupil every perception of the beauty of truth.

What inducement has an idle scholar to study, when he knows that his unfaithful teacher, rather than be disgraced in him, will act a lie for him, by which he may appear to as much advantage as the best scholar in the class? just as we did, when we memorized and *recited* 'Andromeda', our teacher rehearsing for several evenings, allowing the scholars to take the same position and recite the same part each time; thus lying—not in word, but in deed.

A word to those who address our schools, and we have done: 'Be sure you're right, then go ahead'; always remembering that you need not flatter a good school, and if you flatter a bad one, you

" Steal the livery of the court of heaven  
To serve the devil in."

L. G. C.

THE stability of this government requires that universal education should precede universal suffrage.

Prof. MAYNEW.



## Y O U T H .

OUR youth is but a tossing in the night,  
 After great dreams that only scorch the soul,  
 An endless reaching-up into far space,  
 Unto Hope's star-gleams — a longing ever  
 To fix large purposes within our hearts,  
 To climb the highest on the peaks  
 That men call Fame's; forgetful that the way  
 Is but a flinty track, and our feet bare  
 And all too tender for the rugged task.

As looks a statue in its cold repose  
 On its wild worshipers' enthusiasm;  
 As the pale stars listen to-night unmoved  
 To the deep wails of myriad souls that sweep  
 Up from this suff'ring Earth, till the sick air  
 Grows faint with too great anguish: so the world's  
 Disciplinarian heeds the pangs of youth.  
 There are some natures that are formed of cold  
 And shining particles, 'gainst which the throbs  
 Of Life's humanities may beat for ever,  
 Like far waves sweeping over shoreless seas,  
 Waking their own wild echoes — nothing more.  
 These chalk all aims in horizontal lines,  
 And every curve therefrom 's a deadly sin;  
 These measure every heart-beat, count each pulse,  
 And *love their friends if they can use them.*

## Youth

Sheds upon creation glorious tints:  
 Then, clouds and skies bend low in summer haze;  
 Green hills sweep soft about the lazy streams;  
 Clear voices all peal out in sunny rills,  
 Through long, warm days of sunshine and of joy:  
 . . . . . perchance it finds  
 Its own green tendrils about naked st'cks,  
 And their bright verdure borrowed foliage;  
 And then, with all the impulse of its years,  
 It tumbles down false gods, and sets its feet  
 In scorn on what it worshiped; — for it is long  
 Before youth folds its hands and learns to bear.  
 O Life's great lesson! that must come to all,  
 Learning to bear. Shut lips, and aching nerves,  
 And wakeful, weary eyes; scorning a moon,  
 When there are nights unlit by moon or star,  
 And long, gray days full of damp mists, that sweep,  
 Like a chill wind athwart a fresh-filled grave.

He knows not much of life to whom the page  
 Of Sorrow is yet closed. A crucible  
 It is, that tries men's hearts: if dross, they're soon  
 Black ashes, and fine steel if true — tempered  
 And cold. Youth, timid as a shrinking girl,  
 Startles and shivers at the first black cloud,

And cries, "O God! I'll surely die!" *Not she:*  
*The finest fibres bear greatest tension!*

O Youth! with all

Your glorious days of crimson clouds  
 And blue and purple skies, your spreading fields  
 Of gold and deepest green, your shining waves,  
 Rippling and bubbling like a full heart's joy,  
 You're but a sand, where lava may burst out,  
 At dead of night, and heat your bloom to death.

Old age has this great blessing, that it dulls  
 The fearful gift of feeling: 't is the heart's true  
 Disciplinarian, and kindly lays  
 Its white hand on the throbbing brow of youth,  
 Blanching its curls, but soothing down its pain.

A.

#### ARE BLACK AND WHITE COLORS?

MANY years ago, when the writer was a boy, he was much amazed upon hearing the teacher in the Academy instruct the class in Philosophy that black is not a color. Now there is science for you: there is something that can make the un-instructed open their eyes and mouths too. What is the use of studying 'PHILOSOPHY' or any other *-osophy* or *-onomy* or *-ology*, unless you can come through it with something as strange as a Chinese juggle stored up in your knapsack of memorabilia? If a man can dexterously prove that black is white, he must be something more than common stuff; and, certainly, next to such a paragon is he who can prove that black is no color at all. Then how stupid those who apply to the African race the euphemism 'colored people'; very unphilosophical; very: philosophy (!) teaches that we, the Caucasians, are the true 'colored persons', and that the deeper the stain of the skin, the less the amount of color!

The same reasoning will prove that white is not a color; "for," continued our Academician, "it is a combination of all colors, therefore it is not *a* color; that is, not *one* color."\* We think it would be well if these paradoxical philosophers were turned out of the schools of our day. If in so simple a matter as this one can not state the doctrines of natural science and true philosophy without coming into a needless and useless conflict with the usage of the language, it is time for him to stop and think, and see whether his reasoning or his definitions are not at fault. There can be no advantage in setting the language

\* See Websters's Dictionary, s.v. *Color*.

of science in conflict with that of common life, when it is so utterly unnecessary, and when it needs but a slight change in a definition or in the statement of a theory (not in its substance) to set the two in harmony. There are philosophies for school and college that do not find it necessary to present any such paradox: we remember as such Olmsted's, Tait's, and Comstock's; D. A. Wells makes no such statement in his 'Natural Philosophy', though it is in his 'Science of Common Things'.

The beginning of this error—for we can call it nothing less—is in making color a property of light. Common language makes it a property of bodies: a leaf has the property or quality of greenness; 'the rose is red; the violet blue'; my ink is black; my paper white; and so through the list of all objects which have color. Now if color be a property of bodies, or of forms of matter, then white is a color, black is a color; and browns and grays are colors, too; while on the other hypothesis the browns and grays are a mixture of 'no color' (black) with what 'is no distinct color' (white) or with some color. Now a philosopher needs only to call color a property of body, and to accommodate his statements to this basis, and he will introduce into his language no scientific paradox.

"COLOR," says the New American Cyclopædia, "one of those simple and obvious qualities of physical objects, as perceived by us, which can only be defined by its synonymes, *hue*, *dye*, etc., or by some theory respecting the nature of light, of bodies, or of vision." Very true; and color is defined as a property of objects; but on the same page the writer gets lost, and says, "white and black are not properly colors"; that is, by his own definition, white and black are not 'simple and obvious qualities of physical objects' in the same sense in which blue and green are! What a slip! "COLOR, in painting, that quality of a body which affects our sensation in regard to its hue." (*Brande's Encyc. of Science, etc.*) This definition is faulty in introducing the word *hue*, which is only a synonym of color, but is correct in principle. Black is defined "the darkest color of all." The same work (Article *Chromatics*), however, tells us that "Newton proved that the color of any body is not the result of any quality inherent in that body, . . . but is merely a property of the light in which they happen [it happens] to be placed." Really, however, Newton proved only that the particular color which any body exhibits in solar light is not a quality of it under other circumstances; that a body of any other color than black when placed in the red ray of the spectrum will appear red; if in the yellow ray, yellow, etc.;

\* There is a discrepancy among authors here: Brande's Article *Chromatics* (probably written by Thos. Galloway), says that a body illuminated by homogeneous red light appears red; if illuminated by homogeneous yellow light, it is yellow; etc. But the *New American Cyclopædia*. Article *Color*. gives a different statement, and teaches that red and blue objects seen in a pure yellow ray appear black. Such experiment as we have been able to make leads us to believe the latter statement, and to suppose that the former arose from Newton's assumption, not now considered as es-

short, that any body can radiate only such light as it receives. This does not prove color to be a property of light: we might as well claim that breathing is a property of air because lungs can not breathe without air, and if carbonic acid be given in place of air, the operations of the lungs are not the same as when air is given. According to Euler, color is not a quality of light merely, but it is 'a secondary physical property of bodies, due to a primary mechanical one', namely, the nature and arrangement of their particles.

Wells's *Natural Philosophy*, § 690, says, "The natural color which an object exhibits when exposed to the light depends upon the nature and arrangement of the particles of matter of which it is composed, and is not the result of any quality inherent in the object itself." But are not 'the nature and arrangement of the particles of matter of which a body is composed' one of its inherent qualities? Are not the nature and arrangement of the particles of carbon and hydrogen ( $C^3 H^4$ ) which constitute the volatile oils of lemon, turpentine, juniper, citron, etc., inherent qualities of these oils themselves? Oil of roses and coal-gas consisting of the same materials and in the same proportions, their difference is generally ascribed to difference of arrangement of their atoms; the arrangement of atoms or ultimate particles is, then, an inherent quality of the substances themselves; if the arrangement be varied, the substance is no longer the same.

Wells's *Science of Common Things* says (§ 1751), giving a definition of color, "The color of a substance is the effect of light on a surface adapted to reflect its particular color." That is about as clear as mud: it is not proper to introduce the word defined into the essence of a definition; this definition does not show to which of several possible effects of light reference is made; the antecedent of the word *its* is not plain; we suppose that it refers to substance, and, making the best sense possible of the whole of the sentence, it is not true. Thus, we will hold a scarlet ribbon before a mirror; then, by definition, "The color of a substance [ribbon] is the effect of light upon a surface [mirror] adapted to reflect its [the ribbon's] particular color." We freely confess that brain like ours is not 'adapted to reflect' upon that with any result resembling the 'effect of light'. In the same work, § 1755, we read: "Is black a color? It is not; it is the absence of color." But in § 1778 we read, "A pair of black pants [*pantaloon*s is meant; *pants* is the vulgar term] worn with a vest of the same color, which is old and rusty," etc. So Mr. Wells has to call black a color. Again, in his *Philosophy*, § 693, he says, "Black being the complementary color of white," etc. Of course we approve this: black is a color.

established, and not generally admitted, that each of the colors of the spectrum is homogeneous. Brewster thought that he had proved that even the red of the spectrum contained blue, and that the three basis colors — red, yellow, and blue — are to be found in every part of the spectrum.

We do not present Mr. Wells as a special transgressor, but as his books are popular, and in many respects deservedly so, we very naturally looked into them carefully and found the objectionable passages quoted.

In examining various books upon this subject (principally school philosophies, as we were looking into their accuracy and fitness for text-books), we have found repeated instances of this looseness of statement and reasoning, and this fondness for paradox, which we have here criticised. There is evidently great lack of care in our writers, even in treatises on scientific subjects; inferences and generalizations are made very hastily, and definitions are so loosely constructed as to remind one of what an eminent English lawyer said of acts of Parliament, that he had never seen one through which he could not drive a coach and four.

Perhaps some one may ask, How do you define color? My dear sir, it is not a critic's business, as generally viewed, to do any thing more than to find fault with the work of others; but we will try to suit you: perhaps you can find as great flaws in our work as we have found and exhibited. We must premise that in our view color is not shown to be the result of *reflection*, which term is generally used in treatises on optics in describing and accounting for the phenomena of color: instead of 'reflection and absorption of light', we prefer to say, 'radiation and non-radiation of light'. We may some time tell why we choose these terms. We say, then — Color is that quality of a physical object by which it affects the sense of sight by radiating, or by not radiating, or by transmitting, light to the eye. The colors of non-luminous bodies do not appear to be constant, because the sensibility of the eye is variable, and because they can radiate or transmit only such light as they receive, or a portion of it; the varieties of color arise from differences of bodies as to the quantity and quality of the rays which they can radiate or transmit.

U. U.

---

**THE JOURNEY OF LIFE.**—Ten thousand human beings set forth together on their journey. After ten years, one-third at least have disappeared. At the middle point of the common measure of life but half are still upon the road. Faster and faster, as the rank grows thinner, they that remain till now become weary and lie down to rise no more. At three score and ten a band of some four hundred still struggle on. At ninety these have been reduced to a handful of thirty trembling patriarchs. Year after year they fall in diminishing numbers. One lingers, perhaps, a lonely marvel, till the century is over. We look again, and the work of death is finished.

Extract.

## P R A I R I E   S U M M E R   S O N G .

Ah! the Summer is coming,  
 Shout! for the flowers are up:  
 Over the prairies humming,  
 The wild bee finds his cup.

Close by lake and river  
 The broad flag spreads his leaves;  
 And the bird-song like a shiver  
 Of music round us heaves.

O, the beautiful prairies!  
 Purple, and gold, and white:  
 Surely, the realms of fairies  
 Never were half so bright!

See, the shadows are flying  
 Over the long green grass;  
 How the white clouds are lying  
 Soft in each rounded mass!

Talk of your Eastern stories,  
 Green shores by silver seas:  
 What are their fabled glories  
 To living truths like these?

O, the beautiful prairies!  
 Purple, and gold, and white:  
 Surely, the realms of fairies  
 Never were half so bright!

## T H E   E U R O P E A N   W A R .

No teacher can afford now, if ever, to be without a regular newspaper, a daily if he can get it. Events are constantly transpiring that may soon be recorded as matters of the greatest importance in the world's history. In Europe battles have been recently fought that involve consequences hardly conceivable in loss of life and prospective influence on the governments of the world. We shall enter into no conjectures and speculations as to whether this is the beginning of the great battle of Armageddon, or whether the French Emperor was sincere in his promises to Italy; whether the peace concluded will be lasting, or only a calm before a greater storm. We can not tell what is portended. This we know: that while we have been quietly enjoying ourselves, 'hard times' notwithstanding, at our peaceful homes, Magenta and Solferino have been the scenes of wholesale death and terrible waste of labor, property, and blood. Armies of over 200,000 each were pitted against each other at Solferino, and a loss estimated at 20,000 sustained by either side. Imagine all St. Louis, with each child and woman and weakly man replaced by a sturdy man, marching with bayonet and cannon, sword and bombshell, to Central Illinois, doubling their force as they come; then let Chicago, with a similar substitution of able-bodied men, come with equal reinforcement, and arranging them in a line for twelve miles along either side of the Great Western or the Central Railroad, set them to firing at each other,

to marching and countermarching, charging and repelling, stabbing, cutting, and killing, till, at the close of the day, one side leaves dead a number equal to the population of Quincy, and the other has sustained a loss equal to the population of Peoria, while the crippled and henceforth almost worthless beings on the respective sides shall be as the populations of Rock Island and Alton, and you will have some faint conception of the work of a day on the banks of the Mincio. How terrible it would seem, how utterly heart-sickening it would be, should we find some day that some such convulsion as that at New Madrid had swallowed up Peoria and Quincy! Yet, if the damage extended no further, it would not equal the loss and destruction, the misery and pain, of the 24th of last June in Northern Italy.

Do you remember how horrible it seemed when you heard that *sixty* persons had lost their lives by a plunge of the train through a culvert on the Michigan Southern Railroad a few days ago? Do you remember how men shuddered when thirty were killed a few years ago by the reckless hardihood of an engineer who attempted to use the scaffolding erected to build a bridge over the Gasconade as if it were itself a firmly-founded, stable structure? Multiply the South-Bend or the Gasconade affair by a thousand, if that is possible, and you can conceive the *beginning* of horrors and destruction, of terror, devastation, and death, now opening in Italy. Of the crime and wickedness attendant we can give no just comparison, and shall not attempt it. Nor have we any taste to enlarge just now upon the depravity and selfishness of kings and rulers in thus marshaling their forces for mutual slaughter. It is sufficient for our present purpose if we lead any teacher to see the importance of keeping himself informed of the events of the day. J.

---

#### SUBJECTS FOR COMPOSITION.

---

It is the custom, we believe, in the majority of schools, for pupils to choose their own subjects for composition. In our experience, we have deemed it preferable to give the topics ourselves, for the following reasons:

*First*, There is more certainty in getting an original effort. If Composition-day is near at hand, and Peter or Diana has been too indolent to make preparation for it, there is a strong temptation to resort to some antiquated Reader or Spelling-Book to supply the deficiency. Indeed, some scholars have

so small an opinion of their own abilities and so lavish an estimate of those of standard authors, that they are quite punctual in depending on such sources for their weekly or semi-monthly necessities in this department. And the teacher, if he be an unsuspecting soul, praises Peter and Diana for their diligence and success; if something of a reader, might gravely remark to the youthful culprits that it is remarkable how great minds do occasionally exactly coincide, not only in the selection of their themes but in the treatment thereof. True, the pupil may plagiarize in either case; but then it is not near so easy 'to steal thunder' that may fall under some particular head as to steal thunder of any description whatever.

*Secondly*, Threadbare themes may be avoided. Our ears yet ring with the 'Pigs', 'Cows', and 'Schools', of the Wednesday or Friday afternoons of boyhood. The claims of the domestic animals were presented so frequently that it seemed as though a malicious crusade were being waged against those useful creatures, and the boys and girls felt compelled to resort to pen and paper to show that the cow really (and not as some slanderous persons have asserted) 'gives us milk, out of which we make butter and cheese'; and that the pig 'is good to make sausages with a short curled tail'. It may do well enough to let the child begin with such things; but many, if left to themselves, will claim the child's privilege for ever. We do not mean to resort to topics beyond the childish grasp, but to present *common* ideas under an *uncommon* name. For instance, "What is the difference between a horse and a cow?" would just prove as familiar to a scholar as either of the animals separately, and yet he would feel the necessity of employing new combinations of words to describe them, and thus forget those tiresome common-places that would instantly suggest themselves had the 'horse' or 'cow' been appointed alone. So the same inversion may be applied to all the old friends of our early days. Like a clean suit on a dirty man, it completely rejuvenates.

*Thirdly*, The exercise may be made one of thorough study. We do not employ composition in school as a mere drill in the correct or easy use of language. This, with us, is one of its objects, but not its sole aim. It is superior as a means of teaching methodical thought, as a means of reducing knowledge gained to a consistent and tangible form to the learner's mind. If the class are in Geography, let them compare the different merits of the rivers of the United States; if in History, give a logical account of the French settlement in America. In this way, they may be taught not only to express themselves clearly and elegantly, but also to trace causes and effects, and properly classify what they know.

There is much more to be said on the subject, and we may take it up in another number.

W. W. D.



## O B J E C T L E S S O N S .

THE following is from *Lessons on Objects*,\* a valuable book for the teacher. The first lesson is given as a full exercise, the second is only *suggestive*, to be expanded by the skill of the teacher.

## L E S S O N I.—G L A S S .

Glass has been selected as the first subject to be presented to the children, because the qualities which characterize it are quite obvious to the senses. The pupils should be arranged before a blackboard or slate, upon which the result of their observations should be written. The utility of having the lessons presented to the eyes of the children, with the power of thus recalling attention to what has occurred, will very soon be appreciated by the instructor. The glass should be passed round the party, to be examined by each individual.†

*Teacher.* What is this which I hold in my hand?

*Children.* A piece of glass.

*T.* Can you spell the word *glass*? (The teacher then writes the word 'glass' upon the slate, which is thus presented to the whole class as the subject of the lesson.) You have all examined this glass; what do you observe? What can you say it is?‡

*C.* It is bright.

*T.* (The teacher having written the word 'Qualities', writes under it, 'It is bright.')

*C.* It is cold. (Written on the board under the former quality.)

*T.* Feel it again, and compare it with the piece of sponge that is tied to your slate, and then tell me what you perceive in the glass.||

*C.* It is smooth. It is hard.

*T.* What other glass is there in the room?

\* Price \$1.25. Sold by Geo. Sherwood, Chicago, and F. C. Brownell, N. York.

† By this means each individual in the class is called upon to exercise his own powers on the object presented: the subsequent questions of the teacher tend only to draw out the ideas of the children, which he corrects if wrong.

‡ This question is put instead of asking 'What are its qualities?' because the children would not at first, in all probability, understand the meaning of the term; its frequent application, however, to the answer to this question will shortly familiarize them to it, and teach them its meaning.

§ The art of the teacher is to put such questions as may lead successively to the exercise of the different senses.

|| The object of the teacher here is to lead the pupil to the observation of the quality *smooth*, and he does so by making him contrast it with the *opposite* quality in another substance. A mode of suggestion of which frequent use may be made.

*C.* The windows.

*T.* Look out at the window, and tell me what you see.

*C.* We see the garden.

*T.* (Closes the shutters.) Look out again, and tell me now what you observe.

*C.* We can not see any thing.

*T.* Why can not you see any thing?

*C.* We can not see through the shutters.

*T.* What difference do you observe between the shutters and the glass?

*C.* We can not see through the shutters, but we can through the glass.

*T.* Can you tell me any word that will express this quality which you observe in the glass?

*C.* No.

*T.* I will tell you, then; pay attention, that you may recollect it. It is transparent.\* What shall you now understand when I tell you that a substance is transparent?

*C.* That you can see through it.

*T.* You are right.† Try and recollect something that is transparent.

*C.* Water.

*T.* If I were to let this glass fall, or you were to throw a ball at the window, what would be the consequence?

*C.* The glass would be broken. It is brittle.

*T.* If I used the shutter in the same manner, what would be the consequence?

*C.* It would not break.

*T.* If I gave it a sharp blow with a very hard substance, what would happen?

*C.* It would then break.

*T.* Would you therefore call the wood brittle?

*C.* No.

*T.* What substances, then, do you call brittle?

*C.* Those which are easily broken.

These are probably as many qualities as would occur to children at their first attempt. They should be arranged on the slate, and thus form an exercise in spelling. They should then

\* The fact of the glass being transparent is so familiar to the children, they will probably not observe it till its great use in consequence of that quality brings it forcibly before their minds. They then feel the want of a term to express the idea thus formed, and the teacher gives them the name as a sign for it, and in order to impress it upon their minds. To ascertain whether they have rightly comprehended the meaning of the word, they are called upon to give examples of its application.

† It is but too common a practice to call a child *good* because he gives a right answer; thus confounding intellectual truth and moral virtue.

be effaced; and, if the pupils are able to write, they may endeavor to remember the lesson, and put it down on their slates.

We add

LESSON II.—INDIA RUBBER.

This substance has been chosen that the class may observe the qualities—*opaque, elastic, and inflammable*. The first would be made clear to them by contrasting the India Rubber with the Glass of the preceding lesson; the second by stretching it and allowing it to resume its former shape; the third by setting it on fire.

*Qualities of India Rubber.*—It is opaque; elastic; inflammable; black; tough; smooth.

*Uses.*—To rub out pencil-marks; to make balls.

E D U C A T E D F A R M E R S .

THERE is no reason why men of the very highest education should not go to a farm for their living. If a son of mine were brought up on purpose to be a farmer, if that was the calling which he preferred, I still would educate him, if he had common sense to begin with. He would be as much better for it as a farmer as he would as a lawyer. There is no reason why a thoroughly scientific education should not be given to every farmer and to every mechanic. A beginning must be made at the common school. Every neighborhood ought to have one. But they do not grow of themselves, like toadstools. And no decent man will teach school on wages which a canal-boy or a hostler would turn up his nose at. You may as well put your money into the fire as to send it to a 'make-believe' teacher—a great noodlehead, who teaches school because he is fit for nothing else! Lay out to get a *good teacher*. Be willing to pay enough to make it worth while for 'smart' men to become your teachers. And when your boys show an awakening taste for books, see that they have good histories, travels, and scientific tracts and treatises. Above all, do not let the boy get a notion that if he is educated he must, of course, quit the farm. Let him get an education that he may *make a better farmer*. I do not despair of yet seeing a generation of honest politicians. Educated farmers, and educated mechanics, who are in good circumstances and *do not need office for support*, nor make politics a trade, will stand the best chance for honesty. But the Lord deliver us from the political honesty of tenth-rate lawyers, vagabond doctors, bawling preachers, and bankrupt clerks, turned into patriotic politicians!

BEECHER'S Fruit, Flowers, and Farming.

## THE NATIONAL TEACHERS' ASSOCIATION.

THIS body has just held another meeting. As a social gathering it seems to have been a pleasant occasion; as a business meeting it was of very little consequence to the country. A committee was appointed to memorialize Congress for the establishment of an Educational Bureau. We do not see what the advocates of this scheme hope to gain from such an office. The name is all we can see that may not be developed from existing organizations. We would be glad to hear from the advocates of a National Bureau what its probable advantages are. Various addresses of high order were delivered, and some which were a waste of breath, in part, at least.

It was resolved to establish a 'National Teacher', a sixteen-page quarto, at one dollar a year, to be published at Washington, the first number to be issued in October. It is to be the property of the Association, and issued monthly. It is the plan to give a column to each State, to be filled with such educational news and other matter as the corresponding editor from each State may furnish. We deem part of the plan impracticable. Many of the columns will each month be a blank, if the corresponding editors are depended upon to fill them. If we deemed the plan a practicable one, we should still think it uncalled for. For those teachers and friends of education who wish the history of different educational systems of various States and the modes of working, a little\* sixteen-page monthly can hardly supply the place of the *American Journal of Education* with its thousand pages annually. Those teachers who do not want a thorough history of educational movements, but only a record of current news, a kind of educational *gossip*, will find journals already published for national circulation that would be glad to secure just such matter for their columns. It would have been better to strengthen the existing periodicals than to establish a new one which fills no unoccupied ground, and will either fail or be kept alive by gratuities of money or labor. The rage for *organs* seems quite as much a prompting cause for this jour-

\* It seems hardly possible that such a magazine is to be palmed off upon the public as a *National Magazine*. Yet if we misunderstood the number of pages, our astonishment is hardly diminished, if the pages be increased, to find a dollar magazine on such a plan set up as a *National* one, when one so much more valuable and worthy the name is already published.

We have learned that, the Association having adjourned, the Committee, being authorized to act in the matter, met, and, after due discussion, deemed it *inexpedient* to publish such a magazine now, and put the matter in the hands of a sub-committee to report next year.—Ed.

nal as the good it is expected to do. *Possibly* we may err as to the needlessness of the new journal. *Nous verrons.*

The business character of the Association is set forth in the following: "Mr. Rickoff animadverted sharply upon the un-business-like method of procedure of the Convention, which left the discussion of the real interests of the Association to a few hours near the close. He advocated a general reform in business, stating that the committees appointed last year to prepare business had grossly neglected their duties. He would have committees arrange business ready for transaction at the next annual meeting, so that gentlemen could come prepared to discuss questions intelligently."

As a season of sociability, a good vacation-time for tired teachers, it seems to have been as good as a week at the Springs or at Cape May. There was this advantage, too: many had opportunity to ventilate their views on educational reforms, who could not have done it at Saratoga or the Cape. The experience of Washington hospitality was very pleasant. The Association did n't visit Mount Vernon, but they did visit the President. As this was of national importance, we give the description of the visit, with the speeches on the occasion, to close the present notice:

The Association, at the hour designated, visited the Executive Mansion, and were ushered into the East Room. On the appearance of the President, Mr. A. J. Rickoff, President of the Association, and lady, approached him, and were introduced by one of the teachers of Washington. After exchanging a shake of the hand, Mr. Rickoff addressed the President, as follows:

MR. PRESIDENT, I am requested, in behalf of those composing the National Teachers' Association, who are assembled here this afternoon, to express the great pleasure that we feel in having this opportunity of paying our respects to you, the Chief Magistrate of our nation; and we hope that, at no very distant day, in some department or other of your government, you may become connected with the great cause of education, for the purpose of endeavoring to advance which, through the agency of united effort, has been the occasion of our visiting this beautiful city at this time.

The President, in response, said:

I am very happy to receive a visit from this Association, and to give them a cordial welcome to the White House. They richly deserve it, and they deserve all the honor that can be conferred upon them. Ours is a free Government; here the people possess all the power, and if there be any portion of the power which they have not secured, they certainly will acquire it. The only safeguard is to elevate them by having them become thoroughly educated; by communicating sound knowledge to them in youth; and, above all, to bless that knowledge by instruction in regard to the principles of true religion. Without that religion, there can be no prosperity, there can be no liberty, there can be no advancement in real knowledge. You, then, have the most important functions to perform, and I have no doubt they are performed wisely and well; and I wish you all the success you can have, and certainly not more than you deserve.

The President was then introduced separately to all in the room.

A.

## SCHOOL GOVERNMENT.

GOVERNMENT in its broadest sense is *the regulation of those relations which exist between sovereign and subject*. Thus, divine government is founded on the relations between the Creator and the creature; civil, on those between the executive power and the citizen; family, on those between the parent and the child; and school, on those between teacher and pupil. The different kinds of government all propose different *ends*. The end of divine government is to secure the love of the subject; of civil, his obedience; and of family and school, both his love and obedience. The State can aim only to secure the obedience of the citizen, and punishes, therefore, only for open disobedience. Can any one doubt that there are as bad men out of prison as in it? men walking at large who as much deserve to be hung as any that have been—that is, if any ought to be? But, because they are not guilty of overt acts, the State can do nothing with them. The object of the *divine* government is to purify the heart by securing its affections. It does not aim to secure mere outward obedience, though that would incidentally follow. The *parent* wishes to have an orderly household; but what true parent would be satisfied with that only, without securing the affections of his children? Now, school government is merely a transfer of parental government. The teacher stands for the time in ‘*loco parentis*’, and the law recognizes this position by giving him equal powers. He may, indeed, be punished if he abuses them, but so may a parent also. Teachers ought, therefore, to aim at securing both the affection and the obedience of their pupils.

There are some teachers satisfied with maintaining *good order only*, without reference to the means—whether from affection or fear. Did I say teachers? No, they are not. They might be called school-masters. But I can not even allow them that name. They ought not to be allowed in the school-room. I could not live in the school-room, if surrounded with a hostile attitude.

Having ascertained the end of school government, we are prepared to announce the fundamental principle on which it ought to be conducted; *wrong doing and punishment, right doing and reward, should be connected together as cause and effect*. They should naturally and logically follow each other, and the teacher should be able to show the scholars the connection between them. Each scholar should be shown—indeed, from their nature, should at once himself be able to perceive—the reason of the punishment he suffers, or of the reward he receives.

But how differently in the past has this matter been man-

aged! Punishments have been almost entirely *arbitrary*. The same kind has been inflicted for all manner of offenses. Yet, what connection is there, I would like to ask, between an imperfect recitation and a slapped hand, or indolence or talking and standing on one foot, with a book on the head or in the outstretched hand? But undoubtedly there is a right and a wrong way—a natural and logical connection between offense and punishment. This is the principle of the divine government. If a man puts his hand in the fire it will be burned. If he eats or drinks to excess, he suffers from the mania or the gout. In short, if he transgresses a physical law, he is punished physically; an intellectual law, intellectually; and a moral or religious law, morally. There is nothing surer than that every one who does wrong shall be punished for it; and he who does right will be rewarded. Whether this is seen or known of the world or not, it is still true.

Now carry this principle into the school-room. If the teacher governs according to this system, the scholar will dissociate his personality from the punishment; that is to say, he will not suppose the punishment proceeds from the arbitrary will of the teacher, but that it is the inevitable result of settled principle or law. Consequently, no personal enmity or resentment will be felt toward him. Thus the condemned criminal feels no enmity against the judge, for he knows that he is but the officer appointed to pronounce the sentence of the violated law.

But how will this system work in practice? Take some examples by way of illustration. Suppose a pupil makes a dirt on the floor, what would be the natural and logical punishment? Why, to remove it. Or injures the school-furniture? To have it repaired. Or quarrels with his companions on the play ground? To be excluded from it.

You will perceive at once there is such a thing as school *ethics*, arising from the duties of scholars. These give a foundation for school government. Ethics are the foundation of civil law: no lawyer can excel in his profession who does not make them his profound study. We have, then, to inquire what are the duties of pupils, how may they be violated, and what are the natural and logical punishments to be attached to such violations, and the whole subject of school government is before us. A school is a country in miniature, and it requires nearly as much administrative ability to govern the former as the latter: indeed, I do not know but that we may say more; for in the state the chief executive is, as it were, hid away, but in the school he comes in direct contact with those he has to rule.

The duties of scholars are those which they owe to their teachers and officers, to their parents, to one another, to themselves, to the school-furniture, etc. Now, ascertain how all these may be violated. You can do it yourselves at your leisure. Then append the appropriate punishment.

## S P E L L I N G .

---

THE daily routine of spelling by forming classes on the floor and 'putting out' words to be spelled vocally is the only mode in use in many of the schools in this State. Another method of conducting the exercise, which is generally liked by studious and attentive scholars, may be new to many teachers. It is a source of discipline to both teacher and pupil, requiring strict attention on the part of the teacher, and thorough knowledge of the lesson and careful exercise of his memory on the part of the scholar. The plan is this: in giving out the words, the pupils are informed that they need not spell the words given directly to them if they know or think that a previous word has been misspelled. The teacher pronounces the words, one after another, giving no intimation of errors by look or otherwise. If a word is misspelled and a pupil to whom a succeeding word is given does not know it, he will spell the last word given; and the words will go on in order till some one notices and corrects the mistake, if there be any who can do so. The one correcting the mistake goes above all who have failed to correct, as well as the one who misspelled the word. When a pupil misspells a word in attempting to correct, the word just pronounced by the teacher is again pronounced, for the next pupil, and the same course is pursued as with the original error. When a word is corrected, the teacher should state that it is right, and assign the pupil to his place. Some times there will be several words that have been misspelled; then perhaps the last word missed will be corrected. If the word was missed on that round, the one correcting it can go above the one to whom the word was first given; but if missed on a previous round, he could go to the head. Not correcting a word is equivalent to missing it. Some times the one at the head and several others in succession will correct misspelled words. There can be no change of places by these, and others are debarred from going above them on that round, though correcting a word missed on the previous one. After the last word has been spelled, opportunity should be given to the class to correct any words remaining unspelled. If there are uncorrected words after the pupils have named and spelled all noticed, the teacher can have them spelled. A slight dot with a pencil, made unnoticed by the pupils, enables the teacher to call up all that have been misspelled. These are the outlines; the minutiae will be learned as the intelligent teacher proceeds. There are times when it seems almost impossible to decide the place to which a pupil would be entitled; but, notwithstanding the seeming difficulties, the scholars will give more attention than in the usual method of telling when a word



is missed, and the particular words of a lesson are more thoroughly learned.

I would not have it inferred that this is the best method of spelling, for the true and practical way is to write on the slate or blackboard after the pupils are sufficiently advanced; but there are many schools that would not give up the excitement and emulation caused by such an exercise in spelling. w. s.

[We have tried with good success in spelling-classes a plan like the above except in the changing of places. We are not very friendly to 'going up and down', and rarely use it for any purpose. It will be noticed that our friend finds difficulty in deciding always what place to assign a pupil who corrects a word. We could usually secure what we deemed a *healthy emulation* in a spelling-class without the change of places, but otherwise following the plan here given. Our correspondent is further right in the prominence to be given to written spelling. We shall be glad to hear from others of the methods which they pursue in conducting spelling exercises.—ED.]

---

DEQUINCEY.—In person he is any thing but prepossessing, being diminutive in stature and awkward in his movements, with a shriveled, yellow, parchment skin. His head, however, is superb, and his face remarkably sensitive and expressive; the eyes sunken, but brilliant with the fires of genius and the illuminations of opium. In manners he is a model of decorum, urbanity, and natural, unaffected gentility. He is a magnificent talker, and a fine reader; which last quality he notes as a rare accomplishment, whether among men or women. He is genial and hospitable in his household. He performs set tasks of walking, day by day, in his garden, and marks his progress by deposits of stones. He has offered his body, after death, to the surgeons, for dissection, as his contribution to physiological science. He seriously believes that the dreadful gnawing of his stomach, which arises, perhaps, from the collapse and impotency of that organ through the use of opium, is caused by the ravages of a living animal. He is singular in his habits: often disappears from his home for days together, no inquiry being made after him by his friends, and returns as mysteriously as he went. He has two daughters, one of whom is married to an officer in the Indian army; the other, and eldest, presides over the house, and acts as his amanuensis.

---

TALLEYRAND, talking of a man who dealt in nothing but quotations, said, "That fellow has a mind of inverted commas."

## EDITOR'S TABLE.

---

REDUCTION OF SALARIES.—When it was recorded in the *Teacher* last year that the State Capital raised money to employ a school superintendent by cutting down the salaries of the teachers, we hoped no such act would need record again. But we are disappointed. We know of at least two similar cases. We are glad to say that only one of these is in Illinois. The other is 'just over the line' in a sister State. To raise means to employ a Principal at an advanced salary, the wages of lady teachers have been reduced from one to two dollars a week. In one case EVERY TEACHER has been discharged, some of whom had long been in the service, and heretofore with increasing satisfaction, to employ a male Principal at an advance of 25 per cent. on former salaries. Do these things betoken promise for the schools where that course is pursued? Do they bespeak increased interest in education? We think not, especially in a case where we know there was not only this discharge and reduction, but a *breach of good faith*. Such places are looking for *glory*, for *puffs*, for a *name* for liberality. We thought, as we began, of only one place in Illinois where ladies' salaries had been lowered to increase a Principal's salary. We recall now a case where a lady who has had thirty dollars per month is urged to remain for twenty-four dollars. The name of the place has often been in the papers.

Now, friends, we know of no Principal worthy of his position who is overpaid. But is it *just* that the lady teachers should have such reduction in their pay to make suitable salaries for gentlemen? What kind of propriety is there in glorifying a place for its devotion to education when its *show* of liberality is made as the Indian lengthened his blanket, by cutting a strip from the top to put on the bottom? The responsible duty of woman as an educator is a favorite theme, her peculiar fitness for the training of youthful mind justly extolled; yet some of the very men who have so much to say on these topics are guilty of gross inconsistency and injustice in their treatment of female teachers. We know of one case in which it was proposed to reduce a lady's salary to *four dollars a week* to enable the Board to pay a Principal \$1,000 a year. That is much such economy as it would be for a merchant to buy the cheap sorts of dry goods in order to have more money left to pay a high rent for a showy sales-room. *Such economy* (?) will bring its own retribution. No permanent prosperity can exist under such a policy. We deem good assistants as important in a school as a good Principal. The best Principal may be at the head, but give him unqualified assistants, reduce the salaries of good ones to make him sufficient compensation, and the work can not fail to be inefficient and unharmonious. We know of a case in which a Principal resigned to go to a new point. The Board, in employing his successor, commenced with a salary of \$200 less, on the ground that the other was a tried man, while they had yet to learn the new one. But they did not boast of saving \$200, for they distributed the money among the assistant teachers, increasing their salaries, at the same time purposing to increase the Principal's salary as

he went on. They took the ground that the assistant teachers must do the work, though the Principal might give character and guidance to it, and justly deemed it fit they should be paid for it. It will be safe to look in that place for a good school.

Not long ago an individual came to the Principal of one of our large graded schools to get a copy of the school law. "The people out in our district want to see what they can do with the Directors. They've went and bought a lot of things that ain't no use: they've got two hundred and forty marbles, and some things they call maps, that ain't no maps and ha'n't no names on 'em, and the people do n't mean to stand it." The visitor was invited to be seated, a copy of the law and of Mr. BATEMAN'S circular furnished him, and he was invited to observe how the school was conducted. A class came to recite in Geography, and, as they used Outline Maps, light seemed to break in upon the man from a district where they had 'some things they called maps with no names on 'em'. The lower departments were visited, and the Principal found in using the Numeral Frame that it was the 'two hundred and forty marbles' spoken of. The children sung a good school song, the teacher offered to come into their district and explain matters a little, and the visitor departed ready to defend instead of attack the Directors. We can not envy the position of the teacher in that district, however. One patron, at least, had learned more of the use of school apparatus and maps than the teacher knew. The articles *had been* of no use—the teacher knowing nothing about them.

EXTREMES MEET.—Not long since we were in a school-yard where a high, tight board fence separated the sexes as they came in at the front; in the back yard, between the out-buildings, the boards were torn off the fence.

The people in one place boasted of their wealth, and paid largely for extra accommodations, but a lady teacher had to pay for window curtains or go without.

An expensive case for apparatus and books was in a certain school-room, but so high from the floor that a ladder was needed to get up to it.

A large movable closet and wardrobe stood in another school-room, looking as nice as any thirty-dollar closet could: we opened it, and found it inclosed—a *seventy-five-cent Numeral Frame*.

A school bought \$200 worth of apparatus, including the Holbrook Apparatus, which the teacher did not know how to use.

A certain city of Illinois had its schools furnished with Boston furniture, and then made it a serious charge against the Principal that he wanted the house swept daily, and refused to employ any one to do it. (We presume that Board think it useless for their wives to sweep their rooms daily.)

FUNDAMENTAL RULES FOR STUDY.—The following excellent rules for study, or rather for instruction, were prepared by the late Bishop DOANE, of New Jersey, who, though an advocate for exclusive sectarian instruction, had many of the elements of a good teacher: (1.) Subjects to be studied, rather than authors. (2.) To read entire works, and not fragments. (3.) None of the studies to be optional except those of the 'extraordinary course'. (4.) No student to be advanced to a higher form, or class, until he has completed the studies of those below it. (5.) At the end of every division of a work or subject, the whole subject to be

rapidly revised before proceeding further. (6.) The previous lesson always to be briefly revised before taking up that of the day. (7.) Lessons in the languages, in the revise, to be translated, and not construed. (8.) The editions of the classics employed to be without notes, *ordo*, or translations.

**A LAKE-MICHIGAN FOSSIL.**—There is before us a part of a limb of a tree about half-carbonized, which was taken from a stratum of vegetable matter in the bank of Lake Michigan, at Evanston, a few miles north of Chicago. This layer of vegetable matter is about eight feet above the present level of the lake, and is covered by a deposit of gravel and other drift from five to eight feet thick. The thickness of the vegetable layer is from six to fourteen inches. The whole of it is in a partially-carbonized state, showing plainly the marks of leaves, and containing many well-preserved trunks of trees—even bark, in many cases, being in good preservation.

When was that matter deposited? Was it washed from some other spot, or did a forest grow there, which fell, and, with all its vegetable growth, was compressed into an incipient coal-bed? We are not informed of the extent of the layer, but it is supposed to be great. The lake must have been many feet higher when this layer was deposited or crushed there than at present; and the indications are that the superincumbent layers of drift are not the work of a single flood. The piece of wood before us seems to be oak, indicating an origin since the present forms of vegetable life have been growing. Was it a pre-Adamite tree of which we see a fragment?

We heard a gentleman, not long ago, advance the idea that the coal formation did not necessarily require such total changes in the condition of things as we usually suppose. Said he, "In the Atlantic Ocean, in that great eddy known as the Sargasso Sea, great masses of vegetable matter are accumulating, which, sinking to the bottom, may, by a change of currents, some time be covered by a deposit of sand or other earthy matter, then, by pressure and influence of internal heat, be carbonized, forming a coal-bed. An upheaval by volcanic action might bring it within reach of the miner." We see an obstacle to that view in the difference between the class of plants found in coal-beds and those now growing. Yet the appearance of this Lake-Michigan stratum of half-formed coal indicates that coal may now be forming under circumstances similar to those supposed with regard to the Sargasso Sea.

**SHAM EDUCATION.**—We present this month considerable matter from new correspondents. The article with regard to the false show of education is by a lady who relates personal experience. We will state that, while the institution spoken of especially is not in this State, we are compelled, by regard for the truth, to acknowledge that we have schools where similar work is done. A friend was in a prominent High School of this State, and heard a class recite in Virgil, translating with such accuracy as he had not heard in a class before, and he was curious to see how a class could be so well instructed. In conversing afterward with a member of the class, he found that the mode of preparing for recitation was, for the class to prepare written translations of the assigned lesson, which were given to the teacher, who corrected them and returned them, after which they were called upon for regular recitation. The fluency of recitation ceased to be remarkable to our friend.

**THE ASSOCIATED PRESS.**—How many of those who read the daily telegraphic column in the papers have any idea of the energy displayed and expense incurred by the conductors of the leading papers to procure the news for them? A difficulty which has grown out of the Nova-Scotia Telegraph Company's giving the exclusive use of its wires for six hours after the arrival of steamers has led to the publication of a statement which is of considerable interest. From this it appears that the Associated Press (which includes all who regularly contribute to the expense of obtaining dispatches) owns various steamboats, news-yachts, carrier-pigeons, and other means of speedy conveyance, in addition to all the advantage they can get of telegraphs. Their expenses are over \$200,000 a year. Large as this sum is, it is less than would be needed if each paper obtained the general news at individual expense. This does not include the cost of special dispatches to individual papers. The public certainly have a better right to the news than a handful of stock-brokers and grain-dealers, who take advantage of their earlier knowledge of European markets to make sales or purchases to the damage of those who are compelled to wait six hours longer for information.

**CHIRIQUI.**—A new gold region is just found in Chiriqui (pronounced Chee-ree'-kee). This is the northernmost district of New Grenada, lying upon the Isthmus of Darien, and mostly between 8° and 9° N. lat. and 83° and 84° W. long., being, by an air line, 160 miles west of Aspinwall. The inhabitants, before the Spanish conquest, were accustomed to bury with their dead their valuables, especially their idols, which were of gold; and it is found that these ancient cemeteries are better mining ground than California can afford. The newspapers report that one man found a crown of gold weighing thirty-five pounds, which must have belonged to a very stiff-necked chief.

**HOW THEY PREDICT THE WEATHER AT THE SMITHSONIAN INSTITUTION.**—Prof. HENRY, at the Scientific Association, gave an account of the method pursued each day at the Smithsonian Institution to record and predict the weather. They have a map of the United States hung upon a board, with pins stuck through at the points where the observers of the Institution are stationed. The Institution has daily reports by telegraph from many of these points. Each morning an assistant hangs a cord on the pins to indicate the state of the weather—black if raining, green if snowing, brown if cloudy, and white if fair. All storms travel east, and thus they are enabled to predict with great certainty the condition of the weather twelve hours in advance.

Ex.

There is an error in the statement that 'all storms travel east'. Storms *unaccompanied by wind* do so, but the course of those accompanied by strong winds is not uniform.

**A LONG RIVER VOYAGE.**—Two steamers in the service of the American Fur Company left St. Louis in the latter part of May last, and ascended the Missouri river to Fort Benton, a point within sixty miles of the head waters of the Columbia, and three thousand one hundred and twenty miles above the mouth of the Missouri. This is nine hundred miles above the mouth of the Yellowstone, and seven hundred miles further than any other steamboat has ever been. One of the boats returned to St. Louis, arriving August 16, having performed a voyage of over 6,200 miles in 79 days.

Mo. Republican.

**THE NATIONAL TEACHERS' ASSOCIATION** adjourned to meet at Madison, Wisconsin, next year.

THE STATE FAIR is close at hand, commencing on the 5th instant, at Freeport. What an educational institution it is, with its machinery, from a common hoe or knife to a reaper, a stationary engine, or a steam plow, with its horses and cattle, sheep and chickens, fruits and grains, its domestic and foreign fabrics. We trust that many of the schools within reasonable distance on the railroads leading to Freeport will be represented there. Much could be learned by spending a single day among the varied implements and productions exhibited, to serve as illustrations and information for future use.

A MEETING BROKEN UP BY FLIES.—The services in the Presbyterian (O.S.) church at Madison, Wisconsin, on the evening of July 24, were brought to an abrupt termination by swarms of *lake flies*. They came so thick about the preacher, and flew so thickly into the gas-lights, that he stopped in the midst of his sermon and dismissed the congregation, while the insects left measurable quantities of their singed carcasses under the burners.

ATLANTIC TELEGRAPH.—The Atlantic Telegraph Company have decided to make the conductor of the next cable consist of six wires, twisted, about six times the size of the old one. There will be no outside covering of wire except for a few hundred miles at each end. The new cable is to be laid down guaranteed in all respects, and is expected to be in order for business early next summer.

WE trust our friends will send us details of school-room experience, and any educational news within their range of information. We shall often be obliged to condense correspondence to give it place, but we want the facts, we want you to compare notes on modes of teaching and government. We mean to make the *Teacher* a means of communication between the different parts of the State and schools of different kinds, but we can not *manufacture* facts: we must observe them, or receive them.

WASHINGTON.—There are 2,500 pupils in the schools of Washington (D.C.), with twenty-five teachers, whose salaries amount to \$12,000 per annum. The total expense for the support of the system is \$35,000 a year. In 1857 taxes were first levied to support the schools. The school-houses are all worthless, and there are more than 5,000 children who do not attend school at all. An appropriation has been made to build a new school-house in the First District during the present year, and hopes are entertained that Congress will, at its next session, appropriate a handsome sum in aid of the Public Schools of the city.

MASSACHUSETTS REFORM SCHOOL.—The main building of this institution (at Westboro) was almost destroyed by fire, Aug. 13th; one wing escaped damage. It contained 500 boys: one of them, named CREDAN, was the incendiary, and has confessed the offense, implicating others. The damage is estimated at \$75,000. Since the establishment of the School, in 1849, it has received 2,500 boys. It is hoped that the Legislature, at their special session in September, will take measures for replacing the building.

HON. HORACE MANN died at Yellow Springs, Ohio, July 2. We intended to have presented our readers with an outline of his life in the present number, but are obliged to defer it till another month.

CHOATE'S STYLE.—MR. GARRISON says of MR. CHOATE'S speeches that they were "distinguished for labyrinthine verbosity beyond all power of extrication. A more vicious style is not to be found in English history—inflated, disjointed, flashy, sophomorical, double-and-twisted, helter-skelter, and whatever characterizes the 'spread-eagle' school." After contrasting him with WEBSTER, whose style was admirably elegant and strong, he says, "Granted that he was remarkable for his literary, scholastic, and legal attainments, for his copiousness of speech, exuberance of imagination, and power of persuasion, there is nothing to quote and nothing to remember in any of his oratorical efforts, because of endless circumlocution and metaphysical cloudiness." We have no doubt that all this is true; but CHOATE made people feel as if he had said something that they understood. But his fame must rapidly diminish: he was not a great man; only a great talker. If any young men are disposed to labor for fame, let them take warning and work for nobler ends by better methods.

SEWING MACHINES.—The number of lock-stitch sewing machines manufactured in one year in this country (to June 30, 1859), was 37,442; the whole number in use in England, of every kind, is stated by the London *Mechanic's Magazine* at 10,000. The same authority says that the shuttle or lock-stitch machine was made in England, by FISHER AND GIBBONS, two years before it was patented in America by ELIAS HOWE.

MANY years ago, during a terrific storm in the night, those stopping at a little tavern in Western New York were greatly frightened. A Moravian preacher was among the guests, and near midnight was aroused by the rest, who in their alarm declared that the 'judgment-day was come'. He took it very coolly, saying, "Do you suppose the judgment-day will come in the night?"

IDOLATRY IN THE UNITED STATES.—We find a statement in the papers that a Chinese temple has been erected in San Francisco at the cost of \$20,000, and an idol has been imported from China at the cost of \$30,000: the Chinese say that it represents one of their great men who lived 300 years ago.

MORE CAMELS, says the *Civilian*, of Galveston, are coming to Texas. The importation now expected is to be made from Upper Mongolia. They are stronger than any other kind of camels, and are accustomed to the severest hardships. They are to enter the United States *via* San Francisco.

ST. ANTHONY'S FALLS.—The *Minneapolis Journal* says that this cataract is likely to disappear in a few years. One hundred and fifty feet of the bed of rock which forms it has given way in a single week; and, as this ledge extends back but 1200 feet, in a few years it will be entirely worn away.

ENGLISH AGAINST LATIN.—At the late Commencement of the Wisconsin University the academic degrees were conferred, not in the usual Latin formula, but in plain English. Good!

"MEN OF MARK."—The last Legislature of Texas contained thirteen men who could not write their names.

Tribune.

PROF. LOOMIS has been elected Professor of Mathematics in Rutgers College.

DO N'T KILL THE QUAILS.—A correspondent of the *Centralia Press* says that, about the first of June last, Wm. Norton, an intelligent, observing farmer-boy, near Tamaroa, observed the quails (commonly called 'partridges' in Egypt) very busy among his young corn. He observed a small flock commencing at one side of the field, taking about five rows, following them regularly through the field, scratching and picking about every hill till they came to the other side of the field; then taking another five rows on their return, and thus continuing, till he thought they were certainly pulling up the corn. He shot one and then proceeded to examine the corn-ground. On all the ground that they had been over he found but one stalk of corn disturbed; that was scratched nearly out of the ground, but the kernel was still attached to the stalk. In the crop of the quail he found one cut-worm, twenty-one striped vine-bugs, over one hundred chinch-bugs that still retained their individuality, a mass apparently consisting of hundreds of chinch-bugs, but not one kernel of corn. The quails have been decreasing in number in that vicinity for about five years past, and the chinch-bug increasing. It is believed that these facts stand in the relation of cause and effect to each other.

Teachers, do read the above or tell it in your schools, and do what you can to repress this war upon the useful little birds.

DINNER TO MRS. STOWE.—A dinner was given to Mrs. Stowe previous to her departure for Europe, at the Revere House, Boston—by the Atlantic Club, we believe. She accepted the invitation on condition that wine should be prohibited. The table was guiltless of wine till the invited guests had departed. *N. Y. Tribune.*

That was more to be imitated than the example of Chief-Justice SHAW and President JAMES WALKER of Harvard University, in participating in a convivial supper given in honor of MORPHY, the celebrated chess-player. WENDELL PHILLIPS has written a scathing letter addressed to these latter gentlemen, censuring their course, which we find published in some of the eastern papers.

SEWING MACHINES.—Some men are very zealous for the 'good of the schools'. The zeal of a certain western agent for a sewing machine is quite as ardent as any we know of. He is very anxious to devise some plan to sell sewing machines to school-districts. We imagine that the common needle has hardly found its way into many of our schools yet, and, while we admire the idea of teaching girls to sew, we think the gentleman is in advance of the age, *slightly*. It is very doubtful whether the Superintendent of Public Instruction will issue a circular declaring sewing machines a necessary part of school apparatus, *just now*.

FALL INSTITUTES.—As the fall Institutes are now commencing, we trust our friends will remember us in two ways: First, by sending us short, comprehensive records of their meeting, number of teachers present, and plan of their exercises; and, in the next place, by inducing others to subscribe for the *Teacher*.

WOMAN has found her proper 'sphere' at last: it is about twenty-seven feet round, made of hoops. Exchange.

That must have been *penned* by a man of *circumscribed* ideas.

THE UNITED STATES AGRICULTURAL SOCIETY holds its next Fair in Chicago, September 12. We notice among the articles enumerated to receive prizes or medals 'Best set of School Furniture'.

THE BEST STOCK a man can invest in is the stock of a farm; the best shares are plow-shares; and the best banks are the fertile banks of the rural stream—the more they are broken the better dividends they pay. H. W. BEECHER.



**THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.**—This body met at Springfield, Mass., on the first Wednesday of August, and continued in session one week, having a very harmonious and pleasant meeting. Papers were read on various subjects, followed some times by discussions elicited by the statements and opinions presented.

Prof. PEIRCE read a paper respecting the late comet. Few of his conclusions are of general interest except this: that the nucleus of the comet is a metallic mass, as heavy as iron, though small. Prof. BACHE discussed the magnetic observations at Girard College, showing that they prove a connection between spots on the sun's surface and the variable phenomena of terrestrial magnetism. CHARLES H. HITCHCOCK read a paper on the marks of Ancient Glaciers in the Green Mountains. His views were controverted by some gentlemen, who maintained that no glaciers ever existed in our American mountains. He afterward gave a description of the Frozen Well of Brandon, Vt., in which the temperature of the water in June is but 33°. During the session Prof. BROCKLESBY read a paper minutely describing several frozen wells: three at Owego, in one of which the ice was two feet thick in March; one in Otis, Mass.; and one in Brandon. In all these the water came through gravel, and generally it was shallow. Prof. LOOMS thought it less strange that some wells should freeze than that all should not. The cold air in winter would of course flow down in a well, and if there were no circulation between the water in the well and that of the surrounding earth it must freeze.

Prof. BACHE gave an abstract of the results of the observations of temperature at Van-Rensselaer Harbor, during KANE'S Expedition, as reduced and compared by Mr. CHARLES A. SCHOTT. The conversation ensuing brought to the conclusion that these observations confirmed the theory of an open Polar Sea. Fossil remains of the mastodon and other creatures were presented, and the skeleton of a fossil whale found in Vermont, and the geological position of such remains was discussed.

Prof. HENRY spoke on Meteorology, at considerable length; his views on some points, especially on the effect of ascending currents as set forth by ESPY and others, were stoutly controverted by Judge BUTLER, who pronounced some common theories mere humbug. Prof. LOOMS gave an account of a storm in Europe, illustrated by maps: in the resulting discussion it was said that the contending theories of HARE, ESPY, and REDFIELD, were each proved to be in part correct.

Mr. H. J. CLARK, of Cambridge, made remarks on the recently-revived doctrine of equivocal generation, which denies the doctrine, *omne vivum ex ovo*—every living creature comes from an egg, or ovum. The little moving bodies called *vibrios*, supposed to be animals, were still later referred to the vegetable kingdom. But Mr. CLARK has, while watching the muscle of a decaying shrimp, seen the ultimate muscular fibrils separate and swim away in a very life-like manner. He has seen other results of decay which he thinks will account for many genera of microscopic marvels.

Dr. GIBBON showed, from the accounts of travelers, that the maize is probably indigenous to Asia and Africa, and is not merely an American plant. Prof. GRAY set forth the similarity of the flora of northeastern Asia and eastern America, showing that the same plants are found in Japan which are common in New England. Mr. FIELD opposed the prevalent opinion that several great fossil footprints

are made by birds: he thinks they were made by an enormous kangaroo-like creature, generally walking on its hind legs; and he has found grooves in the rock caused by its tail, as he thinks. He is the owner of a farm on which most of the fossil footprints have been found. [Perhaps this creature was like *HADROSAURUS* told of in our January number, p. 39.] Dr. B. A. GOULD, jr., read a paper showing the absurdity of the notion that aërolites, or meteors, are bodies ejected from volcanoes in the moon. He showed that to hit the earth they must start from a particular spot in the moon, and that for every one that hits 2,000,000 must be shot away, so that the moon would be rapidly diminished. Prof. SILLIMAN added that chemical examination of meteoric stones showed that they were but scoriæ burned off from passing meteors, so that the great meteors have not themselves reached the earth. Prof. PEIRCE thought these arguments conclusive, and that meteoric stones are in fact a kind of comets.

Prof. WHITNEY gave results of researches into Hindoo Astronomy, which had convinced him that it was derived from Greek Astronomy as late as the second or third century of our era. Prof. JOS. LECONTE gave a theoretical paper on the formation of oceans and continents. Many other papers were presented, including some on the Pure Mathematics. One other of interest, by Prof. B. SILLIMAN, jr., was on the discharge of electricity through gas-mains: Prof. HENRY followed up his statements with repeated instances of the entry of electricity into houses through gas-pipes; in some cases it had left the lightning-rods and gone through considerable brick and mortar to the gas-pipes.

The Association is to meet at Newport next year.

ROCKFORD FEMALE SEMINARY.—During the session of the Board on Thursday last, they were agreeably surprised by the reading of a letter from JOHN C. PROCTOR, of Boston, in which was inclosed a check for one thousand dollars for the purchase of an apparatus for the Seminary. A new department was instituted, to be called the department of Natural Science. A resolution was passed authorizing the Executive Committee to take measures to fit up the Cabinet.

Rockford Register, July 1.

A TEACHER, one day, endeavoring to make a pupil understand the nature and application of a passive verb, said: "A passive verb is expressive of the nature of receiving an action; as, 'PETER is beaten'. Now, what did PETER do?" "Well, I do n't know," answered the boy, pausing a moment, with the gravest countenance possible, "without he hollered!"

Exchange.

THE STATE SEAL OF OREGON is an escutcheon supported by thirty-three stars, with the 'Union' inscribed upon it. In relief, mountains, an elk, a wagon, the Pacific Ocean, on which there is a British man-of-war departing and an American steamer arriving. The second quartering with a sheaf, plow, and pick-axe. Crest, the American Eagle. Legend, 'The State of Oregon'.

Ex.

THERE are four million students and one hundred and fifty thousand teachers in the public schools of the United States. There is one student for every five free persons. In Great Britain there is one student to every eight persons; in France, one to every ten.

Ex.

TWO THINGS we need not fret about: one, that which we can help, and the other, that which we cannot help. If we can help a matter, it is our duty to do it without fretting; if we can not help it, fretting will not mend it.

OUR 'Mathematical' department is unavoidably omitted this month.

**COLLEGE ANNIVERSARIES.**—July is the month for the grand carnival of colleges and seminaries. A thousand or more new aspirants for success, with college laurels freshly won, are launched into public life. Then the sons of Alma Mater turn their thoughts and steps back to their Mecca, and delight to meet the friends of youth. Then garlands are twined and dirges chanted for the illustrious dead whom the year has garnered.

*Harvard University.*—The Commencement exercises were attended with the usual festivities and display. The solid and learned men of Boston and vicinity were all present. The degree of Bachelor of Arts was conferred upon ninety graduates. In the other departments, thirty-seven received the degree of Doctor in Medicine; forty-four of Bachelor of Laws; nine of Bachelor in Science; and fourteen graduated in the Divinity School. Thirty-nine graduates have died during the past year, which is considerably less than the average for the last ten years. Of these, fourteen were lawyers, nine were clergymen, five were physicians, three were merchants, one, WM. H. PRESCOTT, a historian.

Prof. HUNTINGTON and others, we understand, have succeeded in procuring sufficient funds by subscription to build an extensive Gymnasium for the use of the College. An unusually large class has applied for admission.

*Yale College.*—Of the 6,810 graduates of Yale College 3,487 are deceased; 43 have died during the past year. At the meeting of the Alumni, addresses were delivered by Prof. SILLIMAN; Gov. S. P. CHASE, of Ohio; Mayor CALHOUN, of Springfield, of the class of 1824; H. L. DAWES, of North-Adams, of the class of 1839; Senator TRUMBULL, of Illinois, and others. The Phi Beta Kappa Society was addressed by WILLIAM STRONG, of Penn.; WM. M. EVARTS, of New York, was appointed Orator for next year, and BENJAMIN F. THOMAS, of Boston, substitute; JOHN G. WHITTIER, of Amesbury, was reappointed to deliver the poem, with J. G. HOLLAND, of Springfield, as his substitute.

The following graduates of Yale College have died within the past year: HENRY S. LANGDON, of Portsmouth N. H., and JOHN McCLELLAN, of Woodstock, of the class of 1786; Rev. GAD NEWELL, of Nelson, N. H., aged 96, and RICHARD McCURDY, of Lyme, of the class of 1787; JOHN WOODWORTH, of Albany, of the class of 1788; Rev. MALBY GELSTON, of Sherman, and BENJAMIN PARSONS, of the class of 1794. The oldest living graduate is DANIEL DEWEY, of Brooklyn, N. Y., of the class of 1787; the next is Rev. DANIEL WALDO, of the class of 1788.

The Yale College corporation have voted to build a Gymnasium costing \$10,000, and to procure a teacher of gymnastics. It was also voted to dispense with evening prayers, and require all the faculty, as well as students, to attend prayers in the morning; and with this arrangement the faculty will probably defer their devotions till after breakfast. Among the apparatus of the Gymnasium are to be eight bowling-alleys for the exclusive use of the students.

*Rutgers College.*—The Trustees of Rutgers College have elected Prof. ELIAS LOOMIS, late of the University of New York, Professor of Mathematics, in place of Dr. STRONG; and Prof. HOWARD CROSBY, also of the New York University, Professor of Greek, in place of Rev. Dr. PROEDFIT.

*Dartmouth College.*—The Trustees of Dartmouth College, after a somewhat protracted discussion of the merits of candidates for the vacant Professorships, appointed Rev. HENRY FAIRBANKS, of St. Johnsbury, Vt., to the chair of Natural History, in place of YOUNG, deceased; and Rev. CHARLES AIKEN, of N. H., to the Latin Professorship, in place of SANBORN, resigned.

Eloquent tributes were paid to the memory of Mr. CHOATE by surviving classmates and others. JOHN A. RICHARDSON, Esq., of Durham, N. H., who was a classmate of Mr. CHOATE, gave an interesting history of his student life. He had been intimate with him for three years, and was familiar with his habits of study, his demeanor in the recitation-room, and his social relations. He was a talented student in college; he was more than that—he was a learned man in college. He was always in advance of the routine of his class, and his study always anticipated his recitations. He had been in his room at all hours, and never found him engaged in the immediate lesson of the day. He was the oracle of his class, and

the one to whom they looked for aid on all occasions. He was then, as ever, distinguished for his courtesy and kindness, and no appeal to him for assistance was ever made in vain. He had no rival in college, nor any approach to a rival. In his sophomore year he was conceded to be the most learned man in college, and was from that time the universal favorite. He never faltered or made a mistake in his recitations, and the speaker thought some times that President BROWN prepared himself with special care in hope of tripping his student, but at any rate he never succeeded. Mr. CHUTE was then as distinguished for civility and courtesy as for his wonderful facility in acquiring and retaining information, and, in his junior year, President BROWN is reported to have said that he was qualified to fill any professorship in any college in the country. He was always ambitious, but never selfish, never a recluse, and was always cheerful, and had a cordial greeting for all.

*Massachusetts State Normal School, Salem.*—Prof. CROSBY, the Principal, presented the annual report. The whole number attending during the year has been 139—19 more than was contemplated when the buildings were erected. Twelve were denied admission, solely for want of room. An experiment has been tried in regard to instruction in vocal music. The services of the teachers employed last year were dispensed with, and the teaching has been done by one of the pupils, with great success and entire satisfaction.

*Massachusetts State Normal School, Westfield.*—This, like the other Normal Schools of Massachusetts, is in a highly prosperous condition, and is accomplishing great good. The total number of scholars in attendance the past term has been 150. Ninetyone pupils have just graduated.

*The Mount Holyoke Female Seminary.*—MARY LYON has been dead ten years, but verily her works do live after her. Her friends were oppressed with the feeling that the unique school for girls, which she established at South Hadley, would fade out when deprived of her inspiration and oversight. She shared no such fear: it would raise up, she said, its own teachers and conductors; from its very nature it must be self-perpetuating. And so it thus far proves; never was the seminary more prosperous, more useful, or better conducted. Pupils become teachers, and the far-seeing sagacity and Christian genius of its founder are still felt in its every detail. Alike a Home, a Church, and a School, it furnishes food, faith, and knowledge, in liberal and healthy proportions, to all who can crowd into its walls. Hundreds of applications for admission are yearly denied, for the cheapness with which it offers the best education any girls' school in the country can give makes its opportunities eagerly sought by many families. The students doing the work of the household—cooking, washing, and waiting, only three or four servants in a family of 300 persons—reduces the whole cost for instruction and living to \$80 each per year. The number of pupils for the last year was 276, and the number of teachers and superintendents, in all departments, is 20, all, or nearly all, graduates of the school, and some of them, including Miss CHAPIN, the Principal, pupils of Miss LYON herself. The number of graduates this season is 56, who have gone through the full three years' course which the institution prescribes.

For some years there has been a tendency to divide and scatter our educational machinery, to multiply schools, seminaries, and colleges, without much regard to their character, or the necessity for them. Now, however, this is changed, and the spirit of centralization is rife. The East turns a deaf ear to subscription-papers for colleges at the West. The older and stronger colleges are growing the fastest. Harvard is imbued with a new spirit, widening the field and elevating the standard of its instruction, and the students throng in greater numbers than ever before. The new applications for admission were 150, but only 120 were admitted upon examination and of these two-thirds were 'conditioned'. This, we are told, does not show so much imperfect preparation, as the new severity of the Harvard examination. The boys say it is hard to enter at Harvard, but easy enough to stay; while Yale, Amherst, and Williams, opening wide their doors, are apt to deal severely with the laggards who get in, and dismiss many during the first year.

## LOCAL INTELLIGENCE.

**LADIES' EDUCATION SOCIETY.**—The Twenty-sixth Annual Report of this Society lies before us. From it we learn that twenty-three young ladies have been aided during the past year, at an expense of \$790.56, the Society in addition incurring a debt of \$121.55. "The duties of the year just closing have been performed amid varied discouragements. No effort has been made to secure beneficiaries; and the desires of some who have asked assistance have not been gratified." Fourteen of those aided are orphans.

The Ladies' Education Society is one of the oldest educational agencies in the State. Organized when but a small part of the State was settled, it has been working quietly, searching out and aiding worthy young ladies who, in most instances, would have been obliged to be without good school privileges. Over 500 young ladies have been educated by its instrumentality. "The object of the Society is to aid and encourage young ladies who need assistance, in procuring an education and preparing themselves for usefulness. We hope and expect that many of these will become teachers, at least for a time; but no engagement to do so is required, because a female can not often plan with certainty in regard to future labors, and many of those it may be desirable to assist never would be suitably qualified to teach." Those aided during the past year have been in school at Greenville, Marion, Rockford, Bloomington, Monticello, Jacksonville, and at Oxford in Ohio. A society which has rendered so efficient aid in the cause of education should be well sustained. None of its money goes to agents, but it is all directly applied to the aid of pupils. Mrs. E. J. BANCROFT, Jacksonville, is Secretary.

**THE FULTON COUNTY TEACHERS' INSTITUTE** will meet in Canton on the 5th of September. This will be its seventh regular session, and every arrangement is making to secure a *profitable* one. Prizes (at the expense of Commissioner HASKELL) will again be offered for Readings and Essays—among them a bound volume of the *Teacher*. Interesting discussions are expected upon 'The Theory and Benefits of presenting frequent 'Object Lessons''; 'Should the Alphabet be the First Lessons taught to our Pupils? or, What is the Best Method of Teaching a Child to Read?' Home teachers will be mainly depended upon as leaders. I. CANNON, a graduate of Connecticut Normal School, is expected to attend. \*

**THE MERCER COUNTY TEACHERS' INSTITUTE** will be held at Keithsburg, September 20th, continuing through the week.

**SCHOOL FURNITURE.**—School officers will find it of advantage to make themselves acquainted with *Chase's School Furniture*, sold by GEO. SHERWOOD, Chicago. See advertisement, and for particulars write to GEO. SHERWOOD for a circular.

**ROCKFORD.**—We see report of a pleasant picnic at close of School No. 1, Rockford, in the Rockford papers. O. C. BLACKMER has resigned the principalship of this school.

**ELGIN.**—The Academy at Elgin is reported as closed, the late Principal having given up the house and property to the Trustees. The free schools are reported as in good condition.

**CARTHAGE.**—The proposition submitted by the Trustees to the citizens of Carthage, authorizing that body to levy a tax for this and succeeding years for the purpose of building a school-house, and also authorizing the Trustees to borrow money for that purpose, not exceeding three per cent. on the taxable property of the district, was carried by a vote of over five to one. We hope the Trustees will now be able to make arrangements for the erection of a building so much needed by our community.

Carthage Republican.

**REFUSED TO BE TAXED.**—The voters of this school-district came together on Monday last, in accordance with a public notice to that effect, and cast their votes on the subject of raising \$5,000 by taxation of \$1.00 on the \$100, for the purpose of erecting a public-school building. The vote stood, 9 *for*, and 43 *against*. This, to say the least, is a bad beginning toward the accomplishment of a most desirable object. Sooner or later the tax must be raised. *Fulton Democrat* (Lewistown).

**CENTRALIA.**—We learn that at Centralia the people have taxed themselves to the extent of the law to build a school-house.

D. T. BRADFORD, late of Havana, takes charge of the school at Kewanee the coming year.

**ALTON.**—The friends of free schools at Alton have labored under peculiar embarrassments owing to the form of their city charter. There has been considerable discussion of school matters there in the papers lately. The present result of discussion and action will be seen from the following extracts from the *Alton Courier* :

“During the two past years the best efforts of the Chairman of the School Committee (M. G. Atwood, Esq.) have been directed toward the improvement of our school system. . . . When he came into office there was no *system* in our public schools. . . . Many of the schools also were crowded, so that extra seats had to be placed in them, and, during the winter term, scholars were frequently unable to obtain admission, and were turned away from the schools to go without education or to find it where they could. In this condition of things, Mr. Atwood projected the plan of an Advanced School, where the larger scholars, in the advanced studies, . . . should be taught by themselves, under competent teachers, the pressure be removed from the subordinate schools: . . . thereby introducing the *graded system*, . . . which is *the only system of thorough public instruction that exists*. In this measure of establishing an Advanced School, Mr. Atwood obtained a written opinion of Counselor DAVIS, as to its legality under our present city charter, entirely favorable to the plan. . . . He had, also, the unanimous concurrence of the Board of School Visitors.

“The school was accordingly established, and has been a perfect success from the beginning. The other schools have each been quietly performing their work, and the graded system is but fairly in operation. . . .

“In the progress of these changes and improvements, there has also been an opposition to contend with. This opposition has come from persons either not sympathizing with our republican system of common-school education, or from misapprehensions and the fear of increased taxation for the schools. . . . It remains to be seen whether they shall be successful, or whether truth shall vindicate itself, and the school system come out of this trial triumphantly sustained by an enlightened public opinion and the good wishes of the people.

“The immediate danger to our schools now arises from a measure introduced in the last Common Council, by O. M. ADAMS, Esq., proposing to abolish the Advanced School and the school for colored children, and to cut down the salaries of the teachers, throwing the schools back into their former condition, and, probably, turning every teacher now employed out of his or her situation, making it necessary to obtain if possible a cheaper and probably poorer class of teachers, and making the schools free to the public, but probably so worthless that only those who could do no better would send to them; though, as the gentleman seemed to think, *good enough for poor people*, leaving the wealthier class of citizens to send to private schools or educate their children abroad.

“It is a significant fact that the main support which this measure received in the Common Council was from members who disapprove of our Public-School system altogether, and whose haste to consummate this blow to the Advanced School and the school for colored children was manifest in every preliminary vote that was taken. . . .

"Such opposition and prejudice are a matter of sincere regret. Our Public Schools were established for the benefit of ALL classes of our fellow citizens, and all have equal rights in them. . . . 'Free Schools' may do well for a popular cry, but poor and cheap free schools for poor people are not the thing for 1859. A first-rate system of graded free schools, with competent teachers and school-apparatus, the people would no doubt welcome; but if they can not have schools entirely free, they prefer to pay a part of the tuition themselves rather than go back to such a system of 'cheap free schools' as Mr. ADAMS has devised — a measure conceived not to benefit and improve our school-system, but to cripple it and limit its benefits."

The above is from a correspondent. The following we take from the editorial:

"*The City Council and the Schools.*— Considerable excitement has lately existed among our citizens in reference to some attempts which have lately been made to destroy, or at least greatly impair, our school-system; and at the meeting of the Council yesterday it was understood that the subject would probably be finally disposed of. Quite a number of the citizens attended, and evinced much interest in the proceedings.

"The ordinance reported by Capt. O. M. ADAMS, chairman of the Ordinance Committee, at the last meeting, and laid over, was then taken up. It provides for reorganizing the school-system of the city, abolishing the Advanced School and the Colored School, reducing the salaries of teachers even below starvation prices, and making other changes that would entirely destroy the value and effectiveness of our schools. Mr. Arwood moved, as a substitute, an ordinance amending our present law, as follows: It provides that the city schools shall be under a Board of Education consisting of nine members, to be elected by the City Council, three each year, to hold office three years. This Board shall appoint a School Superintendent, who shall examine teachers, visit each school at least once a month, and shall receive two dollars a day for time necessarily employed, which shall not exceed fifty days for each year. The Principal of the Advanced School shall receive not less than \$600 nor more than \$800 a year, until it has as many as ninety scholars; he shall have but one assistant teacher, who shall receive not less than \$400 nor more than \$500 a year. The Principals of the Grammar Schools shall receive from \$550 to \$700; the first female assistants \$300 to \$400; the second, \$200 to \$300 — \$50 to be added to the salary of each teacher for each year he or she retains the situation until the maximum is reached."

After considerable discussion, Mr. Arwood's substitute was adopted by a vote of seven to five.

"We are exceedingly glad this very important matter has received so satisfactory a settlement. That our school-system may be in some, perhaps in many, respects defective, we are willing to admit; but it is not to be expected that errors will be corrected by a systematic effort to destroy. Some prejudice against the Advanced School did exist in the minds of some, and it would seem as if Ald. ADAMS had seized upon that to give influence to his attack upon the whole system. To this he added an attack upon the colored school, a class of persons in our midst who could not speak for themselves, and could not vote for the Alderman, although they pay their school-taxes very cheerfully, and pay more tuition-fees, in proportion to the number attending that school, than any other in the city.

"The appointment of a Board of Education is just what is wanted, and we trust it will at once be carried into effect."

We trust that an amended charter and proper public spirit will enable the friends of good schools to devise and carry out a liberal and comprehensive policy ere long. While within thirty miles of them St. Louis pays her High-School Principal \$2,500 per year, and the male Principals of Grammar Schools \$1000 to \$1,250 per annum (one only receives below \$1000), and pays male assistant teachers from \$700 to \$1,500 per year, and ladies from \$350 to \$900, Alton can hardly secure the best teachers with the present scale of salaries. That we trust will not always be so.

## P E R I O D I C A L S , E T C .

THE IOWA SCHOOL JOURNAL. ANDREW J. STEVENS, Editor; N. W. MILLS & Co., Des Moines, Publishers. Vol. II, No. 1: July, 1859. A well-printed journal, on good paper, filled with valuable selections, with perhaps one-fourth original matter. We do not admire the influence of the *New-York Ledger* as a paper from which to make selections for a school journal. We would rather get the same goods from a shop where business is conducted to our liking than to take them nearer home of a dealer whose customs are repulsive to us. We trust our friends will find ample support in the State. As nearly as we can judge, it is wholly a private enterprise.

THE SOUTHERN TEACHER: A Journal of Home and School Education. Edited by W. S. BARTON. Vol. I, No. 1: July, 1859. Montgomery, Alabama. Bimonthly. \$1 a year. We are glad to receive a new journal from Alabama. It is of good size, 48 octavo pages of reading-matter, and we trust will be well sustained. The number before us is well filled.

GLEN-Forest WATER-CURE MONTHLY. Devoted to Rational Medicine. Vol. I, No. 1: July, 1859. Doctors GROSS AND SEELEY, publishers. Yellow Springs, O.

CHICAGO CHARITABLE EYE AND EAR INFIRMARY. *First Annual Report*, presented by the Board of Surgeons, for the year ending May 1, 1859. WALTER L. NEWBERRY, President of the Association. Attending Surgeons — EDWARD L. HOLMES, M.D., WILLIAM H. BALTZELL, M.D. One hundred and fifteen cases under treatment during the year: ninety-five with diseases of the eye, and twenty with diseases of the ear. *One hundred and five* were natives of foreign countries, and *ten* of the United States. We judge that this institution will be the means of much good among the afflicted poor of the city.

LOMBARD UNIVERSITY, Galesburg, Illinois. *Sixth Annual Catalogue*. Rev. OTIS A. SKINNER, President. Nineteen classical collegiate students; thirty-one in Scientific Department; Preparatory Department, forty-seven; Academic, two hundred and thirty-two. Of the whole number, one hundred and twenty-nine are ladies.

ABINGDON COLLEGE, Abingdon, Illinois, 1858-1859. P. H. MURPHY, President. One hundred and forty students — males seventy-six, females sixty-four.

EUREKA COLLEGE, Eureka, Illinois, 1858-1859. GEORGE CALLENDER, President. Sixty-four students — males thirty-four, females thirty.

TOWNSHIP ORGANIZATION IN ILLINOIS; or, *Local Self-Government for the People*. By a Farmer. Alton, Illinois: Courier Printing-Office. 1859. A pamphlet written to urge the benefits of local government as exercised under township organization.

## B O O K N O T I C E S .

[A number of notices were crowded out of the August number, and we are obliged to notice several books this month by the title-page, leaving a more critical notice for future opportunity.]

THE PROGRESSIVE PRACTICAL ARITHMETIC, for Common Schools and Academies. By HORATIO N. ROBINSON, LL.D. 12mo., pp. 336. IVISON & PHINNEY, N.Y. S. C. GRIGGS & Co., Chicago. 56 cents.

This is a well-printed book, presenting a very attractive appearance: the pages look clear and open, and are pleasant to the eye. The publishers have done their share in good style.

There are so many really good arithmetics at the present time, and so many processes and methods are common to them all, that there is often very little rea-



son for choice among them. Mr. ROBINSON was one of the earliest writers on arithmetic in our country that introduced modern improvements in the science of numbers and the practical art of calculation. His 'Practical Arithmetic', published in 1845, was an excellent work, and showed the practical skill of its author in developing and clearly explaining methods of operation and the principles upon which they depend. The book before us is not a new edition of the old one, but a new book, containing the result of later experience, and we heartily commend it to the attention of teachers. It is *eminently practical*; and, to a greater degree than most works, indicates the methods in use in business and among practical men. The author's preface invites particular attention to his treatment of the subjects of Common Divisors, Multiples, Fractions, Percentage, Interest, Proportion, Analysis, Alligation, and the Roots. We have specially examined the three subjects first above named, and think there are improvements of value in the treatment of them. A teacher needs many methods of illustration and explanation; and each new method which is clear is a gain to him, and he will find occasion to use it.

If we commend the work for some new things, let us not forget to praise some omissions, of which the dropping the table of cloth measure may be taken as a sample. We hope to see the *furlong* and the *rood* follow the *nail* to oblivion, for no one uses the terms except at the school-house. Great is the odor of antiquity!

We shall look with interest for other volumes of this new series.

#### DAVIES AND PECK'S MATHEMATICAL DICTIONARY.

We hope the readers of the *Teacher* do not forget to look at the new advertisements each month, to see what is offered for their use and benefit by the booksellers and others who ask their attention. We notice in the June *Teacher* an advertisement of MESSRS. A. S. BARNES AND BRRR, offering to the teachers and students of DAVIES'S Mathematics a valuable book at a very low price: as the auctioneers say, it is fairly giving it away. The publishers have abstained from any flourish in their advertisement, and have simply stated, by an extract from the preface, what the book *is*, to the entire truth of which we cheerfully bear testimony. *It is one of the books of reference that ought to form a part of every school library*, whether its cost be three dollars or one. Mathematics will always form a leading branch of our school studies; and here we have a 'Cyclopedia of Mathematical Science' by eminent mathematicians and teachers, the Professors of Mathematics in Columbia College, New York. The teacher or student may resort to it with confidence for explanation of terms in the pure and applied mathematics, and for the fullest discussion of subjects compatible with the limits of the work.

ILLUSTRATED SCHOOL HISTORY OF THE UNITED STATES, from the Earliest Discoveries to the present time; embracing a full account of the Aborigines, Biographical Notices of Distinguished Men, and numerous Maps, Plans of Battle-fields, and Pictorial Illustrations. By G. P. QUACKENBOS, A.M. D. APPLETON AND Co., New York. Price \$1. 473 pp.

This is one of the very few school histories which have afforded us any satisfaction in the examination. We name only two excellencies now: The words from various foreign languages which are used in our history have the pronunciation given in immediate connection; and it is the fullest on the history of the aborigines of all the histories for school use in our possession. It will be valuable to those who use United States History in their schools. The author is well known by his books on Composition and Rhetoric.

SANDERS'S SCHOOL READERS. *Fifth Book*. New York: IVISON & PHINNEY. Chicago: S. C. GRIGGS & Co. 1859.

This series is well known and largely used, so that teachers generally are familiar with the merits of the old series. We find the new edition of the Fifth Reader to contain the same selections as the old edition, with about thirty pages of new selections. The book can be used in schools using the old edition without confusion. We find, further, that Part First is precisely the same in this edition as Part First in the edition of the Young Ladies' Reader before us; whence we infer that the whole series is to be revised.

MITCHELL'S PRIMARY GEOGRAPHY. 42 cents. 1859. MITCHELL'S SCHOOL GEOGRAPHY AND ATLAS. \$1.20. Philadelphia: E. H. BUTLER & Co. Chicago: W. B. KEEN. 1859.

These books have been long and favorably known to the public. The new editions possess some new features. The Primary is enlarged, the astronomical lessons of former editions omitted, and a pronouncing vocabulary inserted instead. The School Geography is like previous editions, except where changes in boundary or condition of countries have required a change of description. The School Atlas has had considerable modification and improvement. The maps of the United States have colored lines around each county, so that they are readily distinguishable. This is a valuable feature. Various other changes and additions, showing important routes of exploration and travel, and present position of boundary lines, will be found in this edition. We are informed that the Atlas can be purchased separately.

FRUIT, FLOWERS, AND FARMING. By HENRY WARD BEECHER. New York: DERBY & JACKSON. Chicago: S. C. GRIGGS & Co. \$1.25.

This is a readable book, made up of short sketches gathered from an agricultural paper with which Mr. BEECHER was for a time connected. We commend his preface to any overwrought teacher. We had occasion once to devise some means to drive schools out of our mind, as he did sermons. The book should interest the teacher as well as the farmer.

THOUGHTS ON EDUCATIONAL TOPICS AND INSTITUTIONS. By Hon. GEO. S. BOUTWELL. Boston: PHILLIPS, SAMPSON & Co. Chicago: S. C. GRIGGS & Co. 12mo. 366 pp. \$1.

This is a collection of lectures and essays on various topics, and should be read by every one interested in educational movements. We feel quite at a loss to specify what is especially valuable. As we glance over it, we find *Female Education*, and *The Relative Merits of Public High Schools and Endowed Academies*, which attract our attention from the character of some articles that have passed through our hands recently for the *Teacher*. *Elementary Training in the Public Schools*, and *Normal-School Training*, are alone worth the trouble of getting the book.

ELEMENTS OF RHETORIC. Designed as a *Manual of Instruction*. By HENRY COPPEE, A.M., Professor of English Literature in the University of Pennsylvania; late principal Assistant Professor of Ethics and English Studies in the United States Military Academy at West Point; author of *Elements of Logic*, etc. Philadelphia: E. H. BUTLER & Co. Chicago: W. B. KEEN. 1859.

CÆSAR'S COMMENTARIES ON THE GALLIC WAR; elucidated by English Notes, critical and explanatory, and illustrated by Maps, Plans of the Battles, Views, and a Lexicon of all the words contained in the text. By N. C. BROOKS, A.M., President of the Baltimore Female College. First Edition. New York: A. S. BARNES & BURN. Chicago: W. B. KEEN. 1859.

A COMPENDIUM OF AMERICAN LITERATURE, Chronologically arranged, with Biographical Sketches of the Authors, and Selections from their Works; on the plan of the author's Compendium of English Literature, and English Literature of the Nineteenth Century. By CHARLES D. CLEVELAND. Philadelphia: E. C. & J. BIDDLE. Chicago: W. B. KEEN. 1859. 784 pp. large 12mo. \$1.50.

NORTHEND'S NATIONAL ORATOR. A Selection of Pieces for the use of Young Students in Schools and Academies. By CHARLES NORTHEND, A.M., author of *Teacher and Parent*, etc. New York: A. S. BARNES & BURN. Chicago: W. B. KEEN. 1859.

SANDERS'S ANALYSIS OF ENGLISH WORDS. Designed for the Higher Classes in Schools and Academies. By CHARLES W. SANDERS, A.M., author of a Series of School Readers, etc. New York: IVISON & PINNEY. Chicago: S. C. GRIGGS & Co. 240 pp. 12mo.

# ILLINOIS TEACHER.

---

VOL. V.

OCTOBER, 1859.

No. 10.

---

H O R A C E M A N N .

---

ONE bright afternoon last August, the sky suddenly seemed to us less cheerful. No clouds had gathered; no eclipse had darkened the sun; but we had read the words, "HORACE MANN died yesterday," and we knew that one of God's lights had ceased to shine on earth; that a brave and good man had ceased to live and labor for humanity.

HORACE MANN was born May 4, 1796, in Franklin, Norfolk county, Massachusetts, and died at Antioch College, Yellow Springs, Greene county, Ohio, August 2, 1859, aged nearly sixty-three years and three months. His parents were poor, and his father died when Horace was but thirteen years old. He died of consumption; a tendency to which the son inherited, so that for ten years, from the age of twenty to thirty, he seemed likely to fall a victim to the same destroyer. The mother is said to have been a woman of superior intellectual power and moral character; and with her he remained on the home farm until he was twenty. In a letter to a friend he gave a graphic account of his early years, of which we should like to quote much more than we have space for. He says: "The poverty of my parents subjected me to continual privations. I believe in the rugged nursing of Toil, but she nursed me too much. In the winter time I was employed in indoor and sedentary occupations, which confined me too strictly; and in summer, when I could work on the farm, the labor was too severe, and often encroached upon the hours of sleep. I do not remember the time when I began to work. Even my play-days—not play-days, for I never had any, but my play-hours—were earned by extra exertion, finishing tasks early to gain a little leisure for boyish sports. My parents sinned ignorantly; but God affixes the same physical penalties to the violation of his laws, whether that be willful or ignorant. . . . Here let me give you two pieces of advice, which shall be *gratis* to you, though

they cost me what is of more value than diamonds. Train your children to work, though not too hard; and, unless they are grossly lymphatic, let them sleep as much as they will." Mr. Mann goes on to speak of his early education in nature and books, "Yet, with all our senses and faculties glowing and receptive, how little were we taught, or, rather, how much was thrust between us and Nature's teachings. Our eyes were never trained to distinguish forms or colors. Our ears were strangers to music. So far from being taught the art of drawing, which is a beautiful language by itself, I well remember that when the impulse to express in pictures what I could not express in words was so strong that, as Cowper says, it tingled down to my fingers, then my knuckles were rapped by the heavy ruler of the teacher, or cut with his rod, so that an artificial tingling soon drove away the natural. . . . Of all our faculties, the memory for words was the only one specially appealed to. The most comprehensive generalizations of men were given us, instead of the facts from which those generalizations were formed. All ideas outside of the book were contraband articles, which the teacher confiscated, or, rather, flung overboard. . . . When very young, I remember, a young lady came to our house on a visit who was said to have studied Latin. I looked upon her as a sort of goddess. Years after, the idea that I could ever study Latin broke upon my mind with the wonder and bewilderment of a revelation. Until the age of fifteen I had never been to school more than eight or ten weeks in a year."

His native town had a library 'of old histories and theologies', the gift of Dr. Franklin: it afforded but poor food for the minds of boys; but they must be fed, and young Horace, with his hunger for knowledge, devoured much chaff. He comments sharply upon another influence affecting his younger days. "More than by toil or by the privation of any natural taste, was the inward joy of my youth blighted by theological inculcations." The pastor in Franklin was the famous Dr. Emmons, a strong man in intellect, the teacher of a peculiar form of Calvinism generally known as *Hopkinsian*, which has well-nigh passed away, but which may be seen in Mrs. Stowe's pictures in the *Atlantic Monthly*. Mr. Mann says of Dr. Emmons that his "logic was never softened in its severity by the infusion of any kindness of sentiment. He expounded all the doctrines of total depravity, election, and reprobation, and not only the eternity but the extremity of hell-torments, unflinchingly and in their most terrible significance; while he rarely, if ever, descanted upon the joys of heaven, and never, to my recollection, upon the essential and necessary happiness of a virtuous life."

We have given so much of a view of the early life of Mr. Mann, because it had an important influence upon his after-career as an educator. If one of us were to attempt to train a

leader in the cause, we should hardly put him in such a school. But God put Horace Mann right there. Though Moses was brought up at a royal court, before he could lead his people he had further education in the solitudes of Arabia; and God's greatest men are oftenest schooled by DIFFICULTY. When this youth became a man, he knew most intimately the needs of childhood; by comparing his cramped and meagre schooling with what he knew to be the desirable education, he both saw clearly and felt strongly what was to be done in his day. Fortunately, whatever sermons he may have heard, his parents taught him, by precept and example, the great lessons of benevolence, and labor, and love of knowledge; and even in youth his aspirations for a future activity had their characteristics from these lessons.

When Mr. Mann was nearly twenty years old, an eccentric pedagogue named Samuel Barrett, learned in Greek and Latin and ignorant in almost every thing else, opened a school in his neighborhood. Here Mr. Mann first saw a Latin Grammar. His guardian unwillingly consented that he might prepare for college. In six months he entered the Sophomore Class in Brown University, September, 1816. Though sickness some time and the necessity of earning means by teaching caused him to be absent from his class more than once, he graduated in 1819 with the first 'honor', no one disputing his right thereto. Before graduating he had enrolled himself as a student in a law-office, and next entered vigorously upon his studies. He soon accepted the appointment of tutor in Latin and Greek at college, and remained at this work till 1821. His class-room labors were notable for thoroughness; the translations were required in good and appropriate English; it was not sufficient to show acquaintance with the Latin idiom and structure, but the foreign tongue must be made the means of fuller knowledge of our own.

After spending some time with eminent jurists as a student, he opened an office in Dedham, Mass., in 1823. He married a daughter of Dr. Messer, President of Brown University. Her early death, with his own frail health, threw a gloom over his life. He avoided society and public affairs, and lived in seclusion. But in his profession he won an honorable fame. He adopted the rule never to take a case in which he did not believe his own side to be right. It is said that during the fourteen years of his practice he gained not less than four-fifths of the contested cases in which he was engaged. He believed that consciousness of standing for the right increases the power of an advocate, and said that he felt as if he only needed opportunity to present his view to a jury to make them see it as he did. His high honor, his clearness of mind, and his known rule of action, were themselves so many additional influences affecting the jury without a word of argument. How different

his fame and influence as a lawyer from that of another famous advocate at the same bar, who has lately gone to a higher court!

In 1827 Dedham made Horace Mann its representative in the Legislature, and continued him as such until he moved to Boston, in 1833. That city immediately sent him to the State Senate, of which body he was president in 1836 and 1837, at which later date he left legal and political life for several years. He was an active member of the House and Senate: in the former he originated, and by his personal power carried through, the bill establishing the State Lunatic Asylum at Worcester, and was appointed chairman of its first Board of Commissioners, and afterward of its Trustees. He took leading part in the movements for suppressing intemperance and lotteries. He was a member of the committee which prepared a code of the State Laws, which he had urged; and he was one of the editors of it. He advocated improvements in the Common-School system. Of his labors for the Lunatic Asylum special notice should be taken. No ardent spirits were used by the workmen during its construction; no accident or injury happened to any; and so accurate were his estimates that in no instance did the cost exceed the appropriations. His selection of Dr. Woodward as superintendent showed his appreciation of the nature of the work to be done and the character of the man chosen to do it.

The State Board of Education of Massachusetts was organized June 29th, 1837, and Mr. Mann became its Secretary. He at once transferred his pending cases in court, declined a reelection to the Senate, and gave up his active connection with the various temperance organizations. Feeling a strong interest in reformatory movements, and in the advancement of his own political principles, he compelled himself to refrain from all participation in their agitation. He had resolved to be known only in the cause of education while he should hold that office; for he knew that the work to be done there must bring him into conflict with conservatism and ignorance and stupidity enough to task all his powers, and must set him in contests that would require all his energy, prudence, patience, and popularity. So he found it. But no assault upon the Board or its Secretary could show that they acted from any other than the purest motives. No partisanship, no interest or ulterior policy beyond what was set forth in their cause itself, could be ascribed to them. Every apparently assailable point was attempted, but in all contests Mr. Mann had the honors of victory. One controversy, in 1844, was very remarkable. His Seventh Annual Report elicited a pamphlet of 'Remarks', by 'Thirty-one Boston Teachers', 144 pages. Mr. Mann replied in 176 pages: the Thirty-one rejoined in 55 pages, jointly, while individuals among them rejoined to separate portions of Mr. Mann's *Reply* in 160 pages. Mr. Mann answered in 124 pages, and, other parties joining in, the whole extended to more than 800 pages.

One of the pamphlets is entitled 'Penitential Tears; or, a Cry from the Dust. By the 'Thirty-one', prostrated and pulverized by the Hand of Horace Mann, Secretary,' etc., etc.

Mr. Mann's efforts to reach, arouse, and educate, the people on the subject of education were through three principal channels: the 'Common-School Journal' which he conducted: lectures, addressed to educational conventions held at first annually in each county in the State; and the Annual Reports which he presented to the Board, in which he set forth his views on the various subjects requiring their attention. Each report discussed some particular subject, in addition to its statistical information. Those who obtain *Barnard's Journal of Education* for last December will find in it an excellent analysis of the twelve *Reports* of Mr. Mann.

Of this most laborious, best known and most lauded portion of his life the *New York Tribune* says:

"He brought to this responsible post the qualities which admirably fitted him for the discharge of its duties. His professional life had given him great knowledge of affairs: he had exchanged the love of retirement for the throng of the forum; his religious doubts had given place to a cheerful and confiding faith; he was inspired with an ardent love of humanity, a passion for social improvement, and an exalted faith in the destiny of man. He entered upon his work with the zeal of an apostle and the devotion of a martyr, though without the bitterness of a fanatic. With the tenderness of a woman he combined the courage of a hero. With a nature adorned with every refined and generous sentiment, he never shrunk from the contests in which the victories of Truth are won. His words were battles; and the sophist and the time-server learned to dread the force of his blows. . . . He was the subject of attacks from those who were disturbed by his innovations; but they found little comfort in their position as his antagonists. His self-possession was perfect, though fired by indignant passion; his logic was compact and brilliant as a suit of shining armor; but his reasoning never failed to be pointed by lightning-like sarcasm."

In 1847 the Third Congressional District of Massachusetts, which had long been represented by 'the old man eloquent', John Quincy Adams, having lost him by death, chose Mr. Mann as his successor. To assume this post he resigned his Secretaryship, making his *Twelfth Report* a valedictory address. In Congress he pleased his constituents, though he failed to please his party and many of his former personal and political friends. He was always present, and ready with voice and vote. Some observations which he made in a speech, derogatory to the reputation of Mr. Webster, involved him in a bitter controversy at home and in Congress. Of the wisdom of his course in reëntering political life, as well as of his motives in what he did, we

believe Mr. Mann to have been the best judge. Experience has shown that the work which he did as Secretary of the Board of Education was done so well and so thoroughly that it has not needed to be done again. He thought that he could be spared from the post.

During his residence in Boston, we believe, Mr. Mann married a daughter of Dr. N. Peabody, of Boston; his friends have pronounced the union a singularly happy one.

Mr. Mann withdrew from political life to accept the presidency of Antioch College, about 1852, and there he labored till death closed his career. The institution was established by a religious denomination owning no title but that of Christians, and was intended to be unsectarian enough to satisfy the large heart of Mr. Mann, and to be founded on a platform of principles essentially Christian, upon which all Christians might unite. Mr. Mann acted with this denomination, officiating for them on the Sabbath in their pulpits. But he was destined to find his hopes and efforts in vain. The financial policy originally adopted was utterly unsound, and, poor as it was, it was worse managed, and finally resulted in utter bankruptcy. Sectarian opposition, divisions in the denomination itself, pecuniary difficulties, in addition to the necessary work of organization, wasted Mr. Mann's energies. At last he died, worn out, it is said, with his labors.

So passed away one of the purest and best men of America: one whose work for humanity no man can measure, and no generation of men can estimate. We who work now for popular education can not conceive what we should ourselves have been, and what would have remained still to be done, had not this conquering Joshua led on in the wars of God for truth, for right, for humanity. Only the High Chancery of God shall judge his labors and pronounce the award. But the prophet has said, "They that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars, for ever and ever.

I. I.

[NOTE.—The writer of the above acknowledges himself indebted to *Barnard's Journal of Education*, December, 1858, for most of the materials of the above sketch, and refers those who have access to it to the article cited for a full sketch of the life of Horace Mann. From the same source we derive the following list of the publications of Mr. Mann:

1. The Common-School Journal. 1839–1848. 10 vols. royal 8vo. [Of this work Mr. Mann was editor, and wrote much for it.]
2. Abstract of Massachusetts School Reports. 1839–1847.
3. Annual Reports (I–XII) as Secretary of the Board of Education. 1838–1849. [The edition of these is exhausted: all but the 10th, 11th, and 12th, are in the Common-School Journal.]
4. Supplementary Report on School-Houses. 1838.
5. Massachusetts System of Common Schools; a revised and enlarged edition of the Tenth Report. 1849. pp. 212.
6. Lectures on Education. 1845. pp. 338. 12mo. [These are seven of the lectures which Mr. Mann had delivered before the county conventions above no-



ticed, and were issued in compliance with a request of the Board. Subjects: (1.) Means and Objects of Common-School Education. (2.) Special Preparation a prerequisite to Teaching. (3.) The Necessity of Education in a Republican Government. (4.) What God does and what he leaves for Man to do in the work of Education. (5.) A historical view of Education, showing its Dignity and its Degradation. (6.) On District-School Libraries. (7.) On School Punishments.]

7. An Oration, delivered before the Authorities of the City of Boston, July 4, 1842. pp. 86.

8. A Few Thoughts for a Young Man. A Lecture before the Boston Mercantile Library Association. 1850. pp. 84, 16mo.

9. A Few Thoughts on the Powers of Women. Two Lectures. 1853. pp. 141.

10. Dedication of Antioch College, and Inaugural Address of its President. 1854. pp. 144.

11. Baccalaureate, delivered at Antioch College, 1857. pp. 61.

12. Demands of the Age on Colleges. Speech before the Christian Convention, Ohio, October 5, 1854. pp. 86.

Besides the above were controversial pamphlets many, speeches in Congress and elsewhere issued for temporary purposes, etc., etc. In all of them the reader will find evidences of great power in the use of the English language, high thoughts, rich imagination, and a warm and loving heart.]

---

#### EMULATION AS AN ELEMENT IN EDUCATION.

---

BESIDES placing his pupil in a condition to perform the necessary process, the instructor ought to do what in him lies to determine the pupil's will to the performance. But how is this to be effected? Only by rendering the exercise more pleasurable than its omission. But every effort is at first difficult—consequently irksome. The ultimate benefit it promises is dim and remote, while the pupil is often of an age at which present pleasure is more persuasive than future good. The pain of the exertion must, therefore, be overcome by associating with it a still higher pleasure. This can only be effected by enlisting some passion in the cause of improvement. We must awaken emulation, and allow its gratification only through a course of vigorous exertion. Some rigorists, I am aware, would proscribe, on moral and religious grounds, the employment of the passions in education; but such a view is at once false and dangerous. The affections are the work of God; they are not radically evil; they are given us for useful purposes, and are, therefore, not superfluous. It is their abuse alone that is reprehensible. In truth, however, there is no alternative. In youth, passion is preponderant. There is then a redundant amount of energy which must be expended; and this, if it find not an outlet through one affection, is sure to find it through another. The aim of education is thus to employ for good those impulses which would otherwise be turned to evil. The passions are

never neutral; they are either the best allies or the worst opponents of improvement. "Man's nature," says Bacon, "runs either to herbs or weeds; therefore, let him seasonably water the one and destroy the other." Without this stimulus of emulation, what can education accomplish? The love of abstract knowledge and the habit of application are still unformed; and if emulation intervene not, the course by which these are acquired is, from a strenuous and cheerful energy, reduced to an inanimate and dreary effort; and this, too, at an age when pleasure is all powerful, and impulse predominant over reason. The result is manifest.

Sir WM. HAMILTON'S Lectures.

---

P A T I E N C E .

---

"BE patient, therefore, brethren."—*St. James.*

If there is any business where we should more than elsewhere heed the precept of the inspired Apostle, "Let patience have her perfect work," we have found it. If it were right to worship saints and imaginary deities, we would say to you: Dear Teacher, have an image of Patience in your rooms, put her in your calendar, and worship her on three hundred and sixty-five and a fourth days of the year, that she may give you her benediction both when you sit down and when you rise up.

True and immovable patience, when not the offspring of dullness, is one of the rarest of gifts. The man who dwelt in the land of Uz—we have all helped him on to fame a thousand times, by saying that he was 'the most patient man'—stands alone in his glory. You might find ten rivals of Shakspeare, and not one of Job!

But some will ask: What makes this business so patience-trying? The replies might be various. One is, we have to do with children, and it is declared upon inspired authority that 'foolishness is bound up in the heart of a child'. We have to do with a multitude of temperaments, to do with those who have emotions and no reason, who have the impelling power of the feeling, but not the directing power of the judgment. A prescription that will work like unto miraculous power in one case may be inert, or perhaps fatal, in another. And then (sad thanks to our great father) the original and common depravity of our race finds its way *in* at least as soon as the breath finds its way *out*; and what teacher has not in his flock a number who make a complete antithesis to virtue and good order at every step?

Now upon all these different temperaments and exhibitions

of depravity the teacher may, it is true, and ought to, shed the mild fervor of his rays as steadily as the sun pours his light on fruitless oceans and barren plains and splintered rocks; but we utter a very common and acknowledged sentiment in saying that it is difficult, exceedingly.

Then, too, the progress of the pupil will often be slow, frequently *very* slow. It is a natural trait, we ought not to say failing, to wish for large and speedy results; and men will speculate, at the risk of losing fortunes, for some sudden and trifling gain. Hence the whole business of lotteries, and gold-hunting, and games of chance; and we all delight to read in Eastern tales of palaces and cities built, by the power of enchantment, of marble, and garnished with sapphires, all in one night. But in the great market where wisdom exposes her wares there is no speculation, no game of chance. A man may gamble for a crown and obtain it; but every thought, every inch of mental growth, is the product of labor. Palaces, all of jasper and emerald, may be fairy-built in one night; but the palace of knowledge must be built, and built only, by him who is to occupy it. The gain of most pupils is, therefore, exceedingly slow.

Alas! how often we labor and see *no* progress! The impressions of to-day are forgotten to-morrow. The seed that was buried with so many hopes, and even watered with tears, has been choked with a multitude of trifles; and it seems too painfully evident that the thoughtless boy when he has grown into a sedate and thinking man, and the world that expects solemn and earnest duties of that man, will reproach us for our want of faithfulness. These thoughts often oppress the spirit, and render patience a gift as rare as it is valuable.

It is ours to bestow intellectual gifts and mental treasures more valuable than crowns; but how many we meet who, in their stupidity, care not for mental treasures and despise the offer! It is ours to train the mental faculties; but how many are so buried in sleep that to them a short period of waking has all the strangeness of the wildest dream, and who seem to cling to their ignorance as if they thought 'ignorance was bliss'! It is ours to confer what kings can not—refinement of taste, and the polish and strength of discipline, and treasures of knowledge; but how many meet all our approaches with a moroseness and vulgarity of manner that it would be a libel upon nature to call natural, and, by disobedience to wholesome rules, try the temper of the mildest governor!

And more than this—the irritating cause is constantly present: other men may tear a passion to tatters, and a change of scene and of company will suffer their wrath to cool; but the teacher and his pupils, like a wicked spirit and its conscience, are kept in close contact, and the consciousness that one has been seen angry, while it subdues the feeling somewhat, acts

only as a cross-wind on a rolling sea: it subdues the waves, but renders them more fretful. In the case of vicious acts (here we are not restrained by fear of penalty), every one knows how much easier it is to refrain before we have been known to be delinquent than after. The once reformed drunkard knows this, and the teacher, in the very matter of which we are now speaking, knows this. When we have once broken over the lines of proper restriction, the public confidence in our ability to withstand is weakened, and with that our own practical ability to withstand is weakened also; thus an occasional act of transgression becomes a confirmed habit. For this reason teachers who are most amiable out of the school-room, are some times most petulant within, and often snap rather than speak, and wear a dark frown instead of carrying a brow of sunshine, and wearing that which, indeed, costs nothing, but is more persuasive than all the figures of rhetoric—a smile. But it is well said that

“He that can blush is not quite a villain.”

And teachers some times blush and weep for these things, and go from the arena of daily toil and temptation to mourn in secret, and resolve that they *will* maintain a greater self-control in future, and be better examples of all they would do and teach. But in all this there is a great trial of patience. “Be patient, therefore, brethren”!

Correspondent Mass. Teacher.

---

SCHOOL FURNITURE.—Says Dr. J. V. C. Smith, “There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly-constructed seats and writing-desks are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases, and chronic affections, now so prevalent throughout the country.”

Another physician, Dr. Woodward, says: “High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.”

T H E M O D E L T E A C H E R .

---

In this paper we shall aim to present practical suggestions, without reaching after originality of thought or expression. We shall endeavor to introduce such a teacher as ought to be introduced into every school of Illinois.

The *Model Teacher* possesses in an eminent degree the following attainments, habits, and traits of character: a critical acquaintance with the things taught, general information; punctuality, neatness, order, accuracy; self-control, decision, urbanity; fertility of resource, a discriminating knowledge of human nature, and a Christian spirit.

First, of his *attainments*. He has a *critical acquaintance* with the *things taught*. By this expression we would indicate the most thorough and accurate knowledge of his subject. The anecdote is told of a certain young lady in fashionable life, who, being asked by an over-inquisitive friend if she had ever been through Grammar, replied that she had, but, as she went through on the cars by night, she saw but very little of the country. In this latter day of railroad education, a great many 'go through' their spelling-books, their readers, their grammars, geographies, and arithmetics, all by night, seeing quite as little of the country as did the young lady. Not aware of the fact, however, and as every thing seemed to have moved on pleasantly during their passage, they conceive themselves qualified to conduct a train of minds, and undertake the difficult task. Soon, however, they find themselves off the track, surrounded by inextricable difficulties, the darkness of their own ignorance gathering about them. They give up in despair; or, worse, it may be, a fearful collision has resulted in the physical, mental, or moral ruin of scores under their care. But, to leave our figure, the model teacher possesses a knowledge that goes beyond the unsatisfactory 'the rule says' or the 'book says', and beginning with the 'since' ends with the 'therefore' of all things. He does not appear before his class, book in hand, merely to ask the questions of his author; he does not enter the recitation-room, ignorant of his subject, to grope around, constantly fearing lest he may stumble over some unknown principle placed before him by a mischievous scholar; he does not allow his class to embarrass him with questions naturally arising from the subject; he is not compelled to equivocate, or give erroneous explanations or false instruction, in order to conceal his own ignorance; but what he *undertakes to teach he understands*; he impresses upon the minds of his scholars that it is the *subject* and *not* the *book* that is of importance; *he* knows, and they are to know, *what* the book says and *why* it says it;

nor does he require them to recite a lesson which he himself could not have recited: he prepares himself for every recitation, makes himself master of every principle that will naturally arise, and studies how he may best explain and illustrate difficult points. By a familiarity with his subject that leaves the text-books behind and corrects them when wrong, he gains that familiarity with his subject so necessary to his success. But a result no less valuable to him in this process of self-preparation is that, while he convinces his class that he understands his subject, he reveals to himself his own ignorance of it. What before seemed to him an isolated fact, now becomes far-reaching in its relations to other things. He traces its radiations to a broad circumference, and finds secants cutting it in all directions. He makes discoveries of which he had never before dreamed. Following out the various leadings, he finds himself accumulating a rich fund of *general information* that will prove of incalculable value to him in the school-room. Increased knowledge begets new interest, increased interest deepens into enthusiasm—the class catch the spirit of the teacher till the recitation glows with a healthy excitement. Then the mind seizes and the memory fastens whatever is presented.

Our teacher is a constant student; keeps step with his profession, or leads the van; studies the lives of distinguished educators and makes the secret of their power his own; is alive to every improvement that can aid him; acquaints himself with educational literature; is always at the institute and convention, ready to give and receive instruction. He reads the news of the day: can tell whether there are thirty-one or thirty-two States in the Union; whether Pike's Peak is in South America or Mexico; whether Rarey is a poet or a philosopher; whether Morphy is a clergyman or a doctor; and Spurgeon a gamester or a statesman. He ventures to understand something of the history, principles, foreign and domestic policy, of his country.

*Of his habits.* Realizing, to some extent, the influence he exerts over his pupils, he recognizes his obligations ever to present an example in all respects worthy of imitation. Hence, he sees to it that the habits of his every-day life are such as he would have them adopt.

He is *punctual*. The first day of his school he does not, as the habit of some is, delay until a late hour, but is the first at the school-room. He is there that the first hour may not be disorderly and thus beget disorder; he is there to meet with a smile the strange inquiring faces; he is there to manifest an interest in the welfare of those intrusted to his care; he is there to preöccupy their minds in his favor, and win their regard before they have executed any of their roguish plans. He is always in his place in season, choosing to be an hour too soon rather than a minute too late. No habit of so much importance is

more easily acquired. If it is not in itself a virtue, the want of it is an inexcusable fault. Tardiness is among the worst evils with which the teacher has to contend; but by uniform promptness in the discharge of every duty that devolves upon him he will largely diminish it. If, however, he is frequently delinquent, he has no reason to expect improvement, but the contrary.

Our teacher is neither a sloven nor a fop. Indifference to personal appearance is not, we believe, positive proof of genius. If it were so, some of our schools would be frightfully prolific of geniuses. Circumstances, necessity, may clothe genius in rags, and the bright gem seem all the more beautiful from its surroundings; but necessity need never, and never will, cover genius, or common sense, with filth. Our teacher dresses neatly and in accordance with the prevailing custom, unless he believes that custom absurd or injurious, physically or morally. He never pollutes his mouth or morals with tobacco or alcohol. On the other hand, he does not worship external appearance. Avoiding either extreme, he dresses to attract the least attention. I conceive it ridiculous that Charles Dickens figures as one of the greatest fops of Europe. So would I consider it ridiculous that the school-master should figure as one of the greatest fops of the village. It would show how elevated the views of his calling and of the objects of life.

*Order*, systematic arrangement, is of first importance in every government. Look out upon the Universe! In their grand and solemn parade through limitless space, worlds and systems of worlds move on in most perfect and beautiful harmony. So nicely is the balance adjusted that should a particle of matter be misplaced chaos and confusion would follow. In divine government order is perfect; and that human government most resembles the divine in that respect which secures best order with least conflict. Need I dwell on the advantages of order either in government or individual life? America is now mourning for one of her most worthy sons—one whose name will rank among the first of her great men. Prescott, the unsurpassed historian, has stepped down into the tomb, leaving to the world a rich legacy as the result of a well-ordered life. No where is order more necessary than in the school-room. Have you ever seen schools at recess rush toward the door with a scream as if the house were in flames? have you ever seen classes crowding hither and thither? have you ever seen a favored few—the young ladies, it may be—moving from place to place at their will? Not in the model teacher's school. He has a time and a place for every thing, and every thing in its time and place; and he has a way for doing every thing.

Our teacher is *accurate*. We have said in another place that he must possess a critical knowledge of whatever he teaches. He must not only possess such a knowledge, but must also *apply*

it. There are teachers who constantly mangle the English language and violate every rule of orthoëpy. This, of course, must be from ignorance or carelessness; but, from whichever reason, such a person has no right to occupy the position of teacher. He has no right to entail upon future men and women his own defects. Children learn faster from the animate teacher than from the inanimate book. Many illiterate men use good language because they have mingled in refined and cultivated society. The reverse is equally true. How the errors contracted in our earlier days cling to us. How frequently we detect ourselves using some expression we learned long ago. We have repeatedly resolved to forget it, but the memory clings to it, and before we are aware it is upon our tongue. Accuracy and elegance of speech, accuracy of deportment, accuracy of thought, are essential to the character of the *true* teacher.

He also possesses the most complete *self-control*. I am not sure but it is an axiom, certainly a maxim, that 'he who can not govern himself can not govern others'. There comes up before my mind an early teacher of mine. Whenever any thing occurred calculated to irritate him, he would lose his self-control. The blood deserted his countenance, his lip quivered, and, trembling with rage, he would inflict punishment. Think you that chastisement was wisely inflicted under such circumstances? think you that the desired result was thus obtained? think you a rebellious spirit was subdued or tamed? Rather, were not dark and revengeful resolves formed? From beneath those knit brows an implacable enemy looks forth. Influence for good is thus irrevocably lost, and all attempts at moral instruction will be vain and useless and despised. If any thing should be done with calmness and discrimination; if any thing with evident feelings of kindness and love; if any thing with regret and weeping, it is the punishment of a restless, wayward child of error. He should be made to feel that it is the inevitable consequence of his own acts—that it is not a choice, but a stern necessity with the teacher.

Our teacher is *urbane*. He is a gentleman of the genuine stamp. He may not always regard all the rules of Chesterfield or D'Orsay; but his life and manners are the constant expression of a large-hearted benevolence. He is not a fawning sycophant to the rich and influential; nor does he, when he meets the poorest of his pupils, disdain or forget to recognize him with a smile. He desires the good will of all, but never at the sacrifice of principle. He sees in the child before him a human being with rights to be respected, with feelings to be regarded, with aspirations to be encouraged; and he will regard those rights, feelings, and aspirations. He has not forgotten what an encouraging look, or word, or deed, of a former teacher has accomplished for him. That word or deed has changed his to a



loftier destiny; and he resolves to repay the debt by writing on other hearts a like recollection of kindness. He mingles freely with his pupils, addresses them kindly, manifests an interest in their innocent sports, and never suffers himself to come in conflict with them except their good demands it. He shows himself equally a friend to all—the good, the bad, the apt and the dull, the rich and the poor. If favor is shown to any, it is to the most unfortunate. Notwithstanding his familiarity with his pupils, he never condescends to any thing that would diminish their respect for him. Without pompous dignity, his bearing is that of a *man*.

The model teacher has *decision of character*. Without it he is powerless in the school-room. We have described him as affable; and yet he has the ability to say 'No' when necessary. His decisions are made not hastily, but upon careful consideration; and when once made they are sustained so long as believed to be right. If, however, he finds himself in the wrong, which he guards against, he willingly acknowledges the error. Threats nor flattery, fear nor favor, can turn him from what he knows to be right. When sure that his feet are planted on that safe rock, he stands firm as the granite hill.

If any man needs a never-failing faculty for devising ways and means, it is the teacher. It would seem that the whole category of mischievous designs had been exhausted; and yet, each day brings forth some new invention of active minds. The teacher may have read all the professional literature at his command, he may understand perfectly the most approved systems of discipline and instruction, may possess excellent literary qualifications; and yet, if he is not as abundant in his resources to meet as the children to plan schemes, he will fail. He has to contend with fifty inventive geniuses, and every hour will make some new development which calls into play his ingenuity, until some times he is led to exclaim, Who is sufficient for these things.

To be equal to all these emergencies, he must have a keen insight into human nature. To success in life, knowledge of men is quite as necessary as knowledge of books. The boy is the miniature man, with like inclinations, passions, and traits of character. To control him, to elicit the truth at all times, to eradicate the evil and cultivate the noble part of his nature, the teacher must be able to read his peculiarities and understand how to approach him. One rule will not apply to all. If you can reach the conscience, you have touched the true spring of action, you have excited the *divine* part of his nature. If not that, spread before him the future; show him what laurels are to be won by perseverance and industry; awaken his ambition; and you are still leaving him on the plane of the human. But if you can reach him by neither of these, you must descend to

the brute level, and govern by fear of consequences. There are men abroad in the world with laughing demons in their hearts, whom but the delicately-suspended sword above their heads can deter from darkest crimes. So are there miniature men with the principle of evil nestling in their bosoms, whom nothing but impending punishment can control. There are evil spirits that *will not* down at the bidding of kindness and love, and can be managed only by extreme vigilance and severity. This view of a child's character is unpleasant indeed, and should never be adopted till every proper inducement to right action has been tried and found insufficient. The gratifying success of Reform Schools, in which the young, taken from the very jaws of moral death, have been restored to manhood and to the favor of Heaven, should teach us a lesson for daily study and practice.

We have mentioned, lastly, that the model teacher must possess a *Christian spirit*. The cultivation of the mind is but a subordinate part of education: the development of the heart is pre-eminent in importance. First the herculean *arm*, next the herculean *mind*, lastly the herculean *heart*, rules the world. The day of physical rule has passed away; the sun of the intellectual is beyond the meridian; while the dawn of the moral day streaks the horizon with its mellow light, softening, with its blendings, the mental glare. 'A sound mind in a sound body' was the motto; but the 'sound mind in a sound body' should be directed by a sound heart. Intellectual giants destitute of moral principle scatter broadcast the seeds of ruin and death, and a fearful harvest of tares will they gather by-and-by. Weaker minds trust to their powers of reason, and follow in the path marked out by them. Pursuing it to the end, they find, too late, that it leads to destruction. Among children the teacher is an intellectual giant, or at least enough superior to mould them at his will. Fearful will be his reckoning if he leads them astray. I have known a profane, drinking, gambling infidel to disgrace our profession; and because, forsooth, the pupils made rapid progress in their studies, he was retained term after term, year after year! Place a viper in the bosom of the child; fill his cup with poison; but do not expose his naked soul to the influence of such a man. But, says an objector, would you proscribe for religious belief? Proscription for religious *unbelief* may some times be justifiable. We have mentioned an extreme case. There are men who do not profess to be Christians, and yet are honest, upright, moral, and who seem to discharge their obligations to their fellow men. Against such men, of course, we would not close the door of the school-room. But the *model* teacher must be a disciple of the *perfect Teacher*.

The simply moral man may point out to the pupil his relations and obligations to his fellow beings, but only the Christian will be faithful in presenting those higher relations and ob-

ligations to his Maker. Only the Christian will instill into the mind of the child that wisdom better than rubies; that wisdom which has declared, 'Those that seek me early shall find me'; that wisdom with which are riches and honor; that wisdom which is from above—first pure, then peaceable, gentle, easy to be entreated, full of mercy and good fruits, without partiality and without hypocrisy.

---

#### THE SUPERIORITY OF THE EDUCATED.

---

"The hand," says Prof. Mayhew, "is found to be another hand, when guided by an intelligent mind. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no intrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it; where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other: under such circumstances is it found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common-school education rise to a higher and higher point in the kinds of labor performed, and also in the rate of wages received, while the ignorant sink like dregs, and are always found at the bottom."

Speaking of education as the parent of material riches, the same author says: "A mass of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestably that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more will they abound in all those conveniences, comforts, and satisfactions, which money will buy; and, other things being equal, the increase of competency and the decline of pauperism will be measurable on this scale."

## FIRST STEPS IN READING AND SPELLING.

---

[WE shall always be glad to hear from 'H.S.' The methods presented by him have been incorporated, to a great extent, into our systems of instruction. Perhaps, however, they may serve as useful suggestions to some.]

MR. EDITOR: Referring to your invitation to teachers on page 364, I make an attempt to furnish you with some suggestions, which I scarcely should do were my writing to be incorporated verbally into your valuable monthly. Being a native of Switzerland, and having received my education in that country, I do not, of course, use the English language with that degree of precision which is expected of one who writes for the public.

In your May number there is an article on Reading, in which it is stated that the so-called word-method is fast gaining ground because it is the most effective. Now it is quite a mystery to me how a child or a man can read without a knowledge of the letters of which the words are composed. We might as well say that a mason can erect a brick wall without bricks and mortar. Suppose, for example, the words 'cat' and 'dog' are to be read by a beginner: to read these words differently, he must perceive some difference in their visible exhibition; that is, he must see that they are composed of different letters. I well know that if there are pictures with the words the child will read them without knowing a letter. But then he is reading the pictures, and not the lettered words, and the teacher dupes himself if he supposes that the pupil does the latter. If there is any success in this word-method, it is only obtained as the child gains a knowledge of the letters forming the words in his reading-lessons.

But do not think that I advocate the old-fashioned method of first urging the beginner to complete the whole alphabet, and then to spell his lessons. There is yet another way, that is both safer and easier. This method, of which I will give an outline, has been in use in most of the schools of Germany and Switzerland for more than a score of years, except a few slight changes which I have made to adapt it to the English language.

In teaching children to read I should begin with the five vowels, a, e, i, o, u, introducing them one by one, and giving them all the short sound, as in cat, wet, bit, rod, bud. Let the pupils write and read these letters until they become so familiar with them that they can read them at a glance. Then introduce consonants, one at a time: it will be best to begin with the long-sounding ones (I believe they are in English called 'semi-tonics') — f, l, m, n, r, s. Let f, for example, be the first;

but be careful not to give the sound of *ef*, but simply *f-f-f-f*: in other words, give it the *sound*, and not the *alphabetical name*. If the children can read and write this letter, then make a chart (perhaps some enterprising publisher will soon relieve you of this trouble) containing the following syllables: *af, fa; ef, fe; if, fi; of, fo; uf, fu*. Again let the pupils write and read this often enough to impress it well upon their memory, but again be careful *not to spell*: the syllables must be read at once, without spelling, or the progress of the pupils will be retarded. At first the enunciation will be slow; but, slow as it may be, take care to have the two sounds linked together: do not allow them to be spoken separately — not *af*, but *a-f*.

After this another consonant may be taken. Let it be *l*, but not *el*. This renders another chart necessary, containing the syllables *al, la; el, le; il, li; ol, lo; ul, lu*. (Do not give the vowels another sound, but restrict them to the short one until the alphabet has been worked through in this way; else you will only bewilder the pupil.) Go on in the same manner with the remaining consonants of this class — *m, n, r, s*. This being done, *b, d, k, p, t, w, x, z*, may follow, leaving *c, g, h, q, y, th, j, ch* and *sh* yet to be taught. Some of these could not well be worked out on a ten-syllabic chart. It will be necessary to have charts with *writing letters*, as the pupils will have to copy them on their slates.

In pursuing this course, the teacher may alternately let the class read the lesson in concert and single out some scholars to read it alone. He thus 'hits two flies at one blow', as the German says — the pupils learning to read and write at the same time, and having something to do when he is occupied with other classes.

To complete the course, go through once more, adding *e*, or doubling the vowel letters, which will give them the long sound: for example, *ibe, ale, use, eel*, etc. When they have studied the alphabet in this way, it will be easy to teach the pupils reading, after the word-method or any other method except spelling.

H. S.

WHAT EDUCATION COMPRISES.—I have already expressed the opinion, which all allow to be correct, that our security for the duration of the free institutions which bless our country depends upon habits of virtue and the prevalence of knowledge and of education. The attainment of knowledge does not comprise all which is contained in the larger term education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated, under all circumstances. All this is comprised in education.

WEBSTER.

THE BIBLE IN THE NEW-YORK SCHOOLS.

---

THE question of the Bible in the common schools has been revived in New-York City, and bids fair to produce much trouble and litigation. The laws of the State forbid the Board of Education from *excluding* from the schools the reading of the Bible 'without note or comment'. On the one hand, it is contended that this gives them no power of enforcing the use of the Bible in the schools; while others maintain that, as it necessarily implies such continued use, it makes it the duty of the Board to see that the practice is, in all cases, observed. The Board of Education adopt the latter view of the meaning of the statute, and as in only three of the schools in the city the Bible was not regularly read, and in these was in a marked manner neglected, a majority of the Board, last June, adopted a resolution requiring 'all the Public Schools under the jurisdiction of the Board of Education to be opened by the reading of a portion of the Holy Scriptures without note or comment', under a penalty of the forfeiture of the situations of the teachers, in case of a violation of the by-laws in relation to this subject. Two members of the Board have since published a minority report, condemning the resolution and suggesting how it may be practically defeated. One trouble appears to be that, while the Board can deprive a teacher of his wages, the trustees of each school have the power to appoint and remove. So, if a teacher disobeys the resolution, the stoppage of his salary may compel him to end his services, while the local trustees may refuse to remove him and appoint his successor.

---

E D U C A T I O N   I N   I N D I A N A .

---

WHILE most of the Northwestern States have been vigorously pressing forward in the education of the masses, Indiana, influenced by a false economy and ignoring the necessity of popular education in a free State, has been painfully retrograding, and has fallen into a position deeply mortifying to those of her citizens whose patriotism is not blinded by folly.

The Constitution of Indiana says:

"Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the

General Assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide, by law, for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all."

At the Indiana State Teachers' Association held in Indianapolis August 23, the following preamble and resolutions were, as we learn from the *Indiana School Journal*, unanimously adopted:

WHEREAS, The present condition of the educational interests of the State of Indiana is deplorable, as manifest not only to the people of the State themselves, but as exhibited to all reading men throughout the length and breadth of the Union; and *whereas*, Indiana is now below all the other free States in the proportion of her white population who can not read nor write, and below all of the slave States but three; and *whereas*, the census reports reveal the fact that our State has been constantly *going down* in the proportion of its intelligence — standing in 1840 as sixteenth and in 1850 as twenty-third in the educational scale; and *whereas*, the tide of wealth and intelligent immigration is turned aside from our great and fertile State in consequence of this degraded educational position, and in consequence of our inferior advantages for free schools; and *whereas*, it is the history and experience of the more happy States around us, that a school law providing for special taxation in any locality where it may be demanded has always necessarily existed, and gone hand in hand with the general and uniform law, where the latter was inadequate to the wants of more populous neighborhoods; and *whereas*, the operation of the local law and the collection of local taxes never interferes with nor weakens the uniform law in any degree; and *whereas*, the past has proved that legislators from neighborhoods enjoying the benefits of a local school-law have ever been foremost to vote for increasing the resources of the uniform law; and *whereas*, the happy effects of the local clause in the law of 1855 did *more* while in operation to make free schools *exceedingly popular* than all other causes united have done in the whole history of this Commonwealth; and *whereas*, the Legislature at its last session refused our importunities and did not provide for submitting an educational amendment of the Constitution to the people of this State, as we petitioned for in our 'Memorial on the Imperfections of the School Law'; and *whereas*, most of the very men who oppose us *now* opposed us *then*, displaying their *hearty hostility to the promotion of free schools in every form, and in all circumstances, and at all times*; therefore,

*Resolved*, That it is the duty of all sincere friends of popular education to disregard all party considerations and *provide* that the next generation in Indiana shall *not* have — like the present one — 'seventy thousand adults, of mature age, too, who can neither read nor write'; that it shall *not* have 'thirty-five thousand voters, enfranchised men, clothed with all the power of intelligent and potent citizenship, and yet who are suffering from ignorance so deep that they are not able to read upon the ballots the names of those whom, each year, they elect to the Legislature'; that it shall *not* have 'three hundred thousand youth who are in no school whatever, and who, of course, receive none of that mental training so necessary to fit them for the solemn responsibilities of mature life'.

*Resolved*, That this Association deem it of the utmost importance that efficient measures be taken *immediately* to rescue from ignorance and vice the thousands of the generation now fast crowding forward upon the field of action, who are at present learning crime and indolence and dissipation in the streets and run-shops of our populous towns.

*Resolved*, That in view of the time that must elapse before a remedy will be possible in the ordinary way of legislation, smothering the life of education for nearly ten years to come; and in view of the fact that those who urge upon us '*another way as better*' are *implacable enemies of a special school-tax*, and will oppose it at every point, it is the opinion of this Association that nothing can be lost and much gained by voting for a Constitutional Convention, as presenting the

quickest and most available means of establishing our free schools on a permanent basis, such as is enjoyed by the citizens of our sister States.

*Resolved*, That we, the undersigned, teachers and friends of education, and of a Constitution which shall provide for free schools in every city, town and township where the citizens desire them, and for any length of time that the inhabitants may designate, pledge ourselves to vote for no man who does not promise us that he will support with all his energy and ability the movement for such a Constitution and for suitable laws founded thereon; so that free schools may soon be the glory and characteristic of the Hoosiers.

*Resolved*, That if we can not find the right kind of men for whom to vote in any locality, we will meet in each county, where such may be the case, and nominate and support our men for office.

---

### A COURSE OF STUDY FOR HIGH SCHOOLS.\*

---

IN attempting to mark out a definite course of study many difficulties must be encountered, more than would be supposed by those who have never made the attempt. But a general statement of principles will not answer the purpose designed by the Association in assigning the subject, and therefore a distinct scheme has been mapped out, giving the time and place of each branch. It is, of course, not expected that what is here presented will commend itself to all teachers or boards of education, or be found adapted to all localities; yet, even in these cases, it may serve some good purpose by presenting a definite course, from which deviations may be made according to the wants of particular schools.

It is assumed that in the lower schools the pupil has attended to arithmetic, geography, and grammar, besides reading, spelling, etc. And yet we ought not to assume that such a knowledge of these branches has been gained that no further attention need be paid to them. It is an opinion entertained by many, if not by the majority, that arithmetic, grammar, and geography, should be finished before the pupil enters the High School. This opinion we believe to be incorrect, especially as to the first two of the studies above named. Topographical geography, being mainly addressed to the memory, can be pursued to great advantage by young pupils; yet, if the High-School teacher is faithful, he will see that the atlas is always at hand during the whole course. The atlas, like the dictionary, is by far too little used as a work of reference.

Arithmetic and grammar are great studies. To master them requires severe mental effort. Their elementary parts may indeed be commenced at a very early age. Every child knows

\* A Report made to the Ohio State Teachers' Association, at its Eleventh Annual Meeting. By I. W. ANDREWS, President of Marietta College.



something of each before he enters the lowest school; and by the age of twelve a boy or girl may have a fair *working* knowledge of numbers and of the parts of speech. He may be able to parse common sentences, and to work examples in Fractions, Proportion, Interest, etc. Having reached this stage, what shall he do? Two courses are open: one, to keep drilling away at these two studies; the other, to devote the chief attention to other things, and not attempt to complete these branches till age has given more maturity to the mind. That the latter course is incomparably the best we have no doubt. By the former the pupil is kept at the same things till he is wearied, disgusted; and, after all, he makes very little advancement. Nor is the fault his: he is too immature to grasp the subjects in all their extent.

It follows that an early admission to the High School is desirable, for there are strong objections to introducing a greater variety of studies into the lower schools. With the exception of history, and perhaps something of the A B C of science, all branches, except those mentioned above, are reserved for the High School. For various reasons, this seems to be the better course. By the age of twelve, then, the boy or girl of ordinary capacity, who has been kept at school regularly, may be well fitted for the High School; and the minimum of age ought not to be placed higher than this. A year or two might be added to the course in the High School if thought desirable, but we can see no advantage in extending the time in the Grammar School, if the pupil is to be confined to the common branches.

Another reason for an early entrance to the High School is, that the study of Latin, which is universally regarded as essential to a good education, may be commenced early. The grammatical forms are to be committed to memory—a work which the young pupil can do more easily than the older one. There is no school in the United States which has a higher reputation than the Boston Latin School. To this the candidate may be admitted at *ten* years of age. He enters upon his Latin at once, and pursues it in connection with the common English branches; taking up Greek after a couple of years, and algebra, geometry, and French, still later. The opinion that the classics should not be commenced till the student has obtained an extensive and thorough knowledge of the various English branches has prevented a multitude of young men from securing a liberal education. No opinion could be more erroneous.

Penmanship, vocal music, drawing, etc., have not been specified in the course here given, though they are deemed of very great importance. They have been omitted because they are ordinarily taught in exercises and not in formal recitations. The advantages a school will derive from these exercises will depend greatly upon the teacher. If the teacher has skill and enthusiasm, the progress of the school will be more rapid in

proportion than in those branches which are studied and recited in the usual way. So also with the reading and spelling. During the first term they are put down as a regular study; after that they are supposed to be continued as daily exercises through the whole course.

The school year has been divided into three terms, and each pupil is supposed to have three lessons a day. Some little adjustments will need to be made, as some branches set down for a term will require a few weeks more, and others a few weeks less.

It will be seen that there are in reality *three* courses marked out in this report. The first is the *General* course, which the main body of the school may be supposed to pursue. It is that given in the scheme omitting the alternative branches. The second is the course preparatory to College. It is the same as the *General* course for the first year; but in the second and third years substitutes Greek, and in the fourth Latin and Greek. It may be called the *Collegiate* course. The third is for those who prefer not to study Latin. It differs from the *General* course by substituting other studies in the place of Latin for the first three years. It is the *Imperfect* course. As sounder notions of education become prevalent, this course will become less popular and the *General* course more so.

The object has been to give the best course for each of the three classes of pupils. As those lads whose parents design to secure for them the most liberal educational culture will go from the High School to the College, and as experience shows that a large majority of those who complete the High-School course are girls, special reference has been had to their wants in framing the scheme. At the same time, it is hoped that it will be found well adapted to those lads who propose to carry their studies no further. In the second or *Collegiate* course, those English branches have been omitted which could be best spared and which would receive attention at College.

#### HIGH-SCHOOL COURSE OF STUDY.

First Year.	<ul style="list-style-type: none"> <li>{ <i>First Term</i> — Latin, or English Analysis; Algebra; Elocution, and Orthography.</li> <li>{ <i>Second Term</i> — Latin, or English Analysis; Algebra; History.</li> <li>{ <i>Third Term</i> — Latin, or Elements of Physiology; Arithmetic; History.</li> </ul>
Second Year.	<ul style="list-style-type: none"> <li>{ <i>First Term</i> — Latin, or Rhetoric; Geometry; History, or Greek.</li> <li>{ <i>Second Term</i> — Latin, or Rhetoric; Geometry; History, or Greek.</li> <li>{ <i>Third Term</i> — Latin, or Book-Keeping; Algebra; Botany, or Greek.</li> </ul>
Third Year.	<ul style="list-style-type: none"> <li>{ <i>First Term</i> — Latin, or Natural History; Physical Geography; Trigonometry, or Greek.</li> <li>{ <i>Second Term</i> — Latin, or Surveying, etc.; Physiology; Natural Philosophy, or Greek.</li> <li>{ <i>Third Term</i> — Latin, or Evidences of Christianity; Review of Arithmetic, etc.; Astronomy, or Greek.</li> </ul>

Fourth Year.	{	<i>First Term</i> —Mental Philosophy, or Latin; Rhetoric; Chemistry, or Greek.
		<i>Second Term</i> —Mental Philosophy, or Latin; Civil Government; Geology, or Greek.
		<i>Third Term</i> —Moral Philosophy, or Latin; Review of Arithmetic, etc.; Logic, or Greek.

The studies which belong to the High School exclusively are not reviewed after examination; but provision is made for two reviews of arithmetic, grammar, and geography, at the close of the third and fourth years. It is not uncommon for graduates of High Schools to manifest more ignorance of these branches in their examination before County or Town examiners than is agreeable to the friends of our school system; and the excuse offered is, that during the whole four years' course in the High School they had nothing to do with these studies. To remedy this, one term in the first year is devoted to arithmetic, and two terms near the close of the course to reviews of the three branches. One review is near the end of the third year, as many leave the school then, while those who continue the four years are required to brush away the cobwebs from memory the last thing before their final departure.

The *General* course contemplates the study of Latin during the first three years. In the scheme published in the *Journal* for August, 1858, French was substituted for Latin in the fourth year. It is now omitted, because of the great difficulty experienced in finding competent teachers, and to give room for some important English studies that could not otherwise be introduced into the course. With the knowledge of Latin which the pupil will obtain in the course here presented, French will be an easy acquisition, and so may be reserved till the school days are ended. In the substitution of the modern languages in place of the ancient, we have no faith whatever. We do not believe that the study of French or German amounts to any thing in one case in twenty, when not based on a previous knowledge of Latin. This statement is made not so much as a matter of theory as of fact.

In the *Collegiate* course a sufficient preparation for College may be obtained in three years. If, however, parents prefer to have their sons remain at home the fourth year—an arrangement economical to the parent, and beneficial to the son, as extending so much the period of home influence—they can carry forward their Classics so as to enter College a year in advance, or devote the fourth year to a review of the ground already passed over.

As objections to the study of the ancient languages in our public schools, because of the small number that attend to them, are some times made, by those who are willing to have the higher English studies, and especially the Sciences, pursued to any extent, we append from the last report of the School Commis-

sioner some statistics showing the number of pupils in the different branches of study in our public schools:

Algebra,	10,172	Astronomy,	1,123	Zoölogy,	275
History,	8,133	Rhetoric,	829	French,	225
Nat. Philosophy,	4,154	Chemistry,	786	Geology,	203
Physiology,	3,987	Mental Philosophy,	657	Trigonometry,	136
Geometry,	1,790	Moral Philosophy,	461	Botany,	120
Latin,	1,766	Greek,	385	Surveying,	102

It appears from this that there are twelve branches each with a smaller number of students than Latin, and six with a smaller number than Greek. If, then, we throw out Latin because so few desire to study it, we must do the same with Astronomy and Chemistry for still stronger reasons. If Greek must be excluded, Geology and Trigonometry can not be retained.

These figures from the Commissioner's report are worthy of attention. As showing the relative estimation in which the Classics are held, they are satisfactory; but, absolutely, they indicate an astonishing indifference to higher education. Our public schools, as a whole, are accomplishing very little compared with what they ought to do. That, on the average, there are not ten students in a county pursuing the study of Chemistry, is an admission mortifying to our State pride. Teachers of Ohio, the work is not all yet done.

Ohio Journal of Education.

**EDUCATION AN INSURANCE OF PROPERTY.**—The people do not yet seem to see that the intelligence and morality which education can impart are that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them; thus saving the premium and risk.

What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every school-district in the land; would endow it with a library beyond the ability of a lifetime to read; would supply it with apparatus and laboratories for the illustration of every study and the exemplification of every art, and munificently requite the services of teachers worthy to preside in such a sanctuary of intelligence and virtue.

HORACE MANN.

**STRIKING THOUGHT.**—If poor children are not trained up in the way they should go, they will certainly be trained up in the way they should not go, and, in all probability, will persevere in it, and become miserable themselves and mischievous to society, which, in event, is worse, upon account of both, than if they had been exposed to perish in their infancy.

Bishop BUTLER.

## EDITOR'S TABLE.

---

**THE EDUCATION OF WOMAN.**—Few men have accomplished more for the furtherance of woman's educational advantages than the lamented HORACE MANN. None have held a surer faith that in the highest civilization woman's position in society will be most influential. We quote the following extract from Mr. MANN's first address at Antioch College: "And lo! at that exalted and radiant point of man's history, when the ideas of civil and religious freedom and an education for ALL have been secured, Woman stands by his side: not Amazonian, but angelic; gentle, yet godlike in works of knowledge and duty; weak, yet mighty in all the miracles of charity and benevolence; assuaging the wounds of humanity with a hand that touch of coarse or bloody weapons never hardened or stained, while her heart burns like a seraph's to restore the beauties of Paradise to earth, and to usher in the era of millennial holiness and peace."

**PRIZES IN SCHOOLS.**—An association of teachers in Lower Canada have been discussing the question of the utility of Prizes in Schools, and have come to the following conclusions:

I.—The advantages resulting from the distribution of prizes at public examinations are —

- (1.) To incite the children to learn;
- (2.) To recompense talent and application;
- (3.) To humble the slothful, and thus waken them from their torpor;
- (4.) To leave children permanent tokens of their success at school.

II.—The dangers of these distributions are —

- (1.) To overexcite the ambition and self-love of some children;
- (2.) To raise jealousy and the murmurs of the parents;
- (3.) To discourage those who have not succeeded in obtaining these recompenses;
- (4.) To put the municipalities to too heavy an expense.

III.—But these are mere abuses, and prove nothing. They can easily be avoided, by the following means:

- (1.) To put the children on their guard against that natural and very common sentiment, pride;
- (2.) Always to be impartial in the conferring of prizes, and to consider only the assiduity, the talent, and the merit of the child;
- (3.) To give a sufficient number of prizes, so that a certain number of children may have the hope of obtaining one;
- (4.) Not to give too great a number, and thereby lessen their value in the eyes of the scholars;
- (5.) Inform the unsuccessful that they have acquired knowledge, and have the satisfaction of having done their duty;

(6.) Not to give too costly prizes, particularly in elementary schools, making the children understand that the honor of receiving a prize is greater by far than the intrinsic value of the prize ;

(7.) The prizes to be the result of competitions taking place at stated periods during the year.

**THE FIRST SCHOOL IN CANADA.**—We learn from our Canada exchanges that the first school in Canada was kept by Father LEJEUNE, at Quebec, in 1632. It consisted of a Negro boy and an Indian boy, to whom the good father taught reading and writing. He wrote to France that he would not exchange his class for the best university. The following year he had twenty pupils, most of whom came on foot every day from several miles in the country. That school was the foundation of the famous Jesuits' College which produced men of eminence under the French régime, and was numerous attended when suppressed in 1776. The course of studies was identical with that of the College of LOUIS LE GRAND, in Paris. It occupied an immense quadrangular building with a yard in the centre, which, for the times, must have been a stupendous construction, and is still one of the largest in Quebec. It has, ever since 1776, been occupied by the troops, and is known under the anomalous appellation of 'the Jesuits' Barracks'.

**VACCINATING THE CHILDREN OF THE PUBLIC SCHOOLS.**—At a recent meeting of the Board of Education in New-York City, the special committee on the communication of the Mayor relative to vaccination reported in favor of recommending the Board of Health to make ample provision for gratuitous vaccination, authorizing the Superintendent of the Public Schools to issue circulars to teachers directing attention to the subject, and requesting the Law Committee to procure the passage of a bill by the Legislature empowering the Board of Health, or some other competent body, to provide for gratuitous vaccination ; also, that no children be admitted to the Public Schools who have not been vaccinated. The report and resolution were adopted.

**BAD ECONOMY.**—The Board of School Directors of Dubuque (Iowa) have reduced the salaries of their teachers to twenty dollars a month, which is about as good as a dollar or dollar-and-a-half a week and boarded ! What kind of services do they expect to get for such a pittance ? What kind of schools do they DESERVE for such magnanimity ? And what kind of a reputation are they insuring for Dubuque for enterprise and liberality ? There is no more responsible position in community than that of the teacher ; and yet here we have a Board of Directors voting to pay them a sum entirely insufficient even for a decent support, and less than that earned in any community by mere physical labor, preparation for which never cost any hard-earned dollars, and the exercise of which is not calculated, as is teaching, to materially shorten human life. Shame upon such false economy ! If Dubuque is still ambitious for a leading position among the river cities, she must repudiate such suicidal policy.

Freeport Journal.

**NEW GREEK GRAMMAR.**—We see it stated that Prof. HADLEY, of Yale College, is about to issue a new Grammar of the Greek language. Prof. H. has adopted the Continental pronunciation, and that is hereafter to be the standard of pronunciation at Yale.

**A CHANCE FOR THE SCHOOLMASTER.**—We have it on the authority of the *Litchfield Journal* that, at the late election, Hillsboro voted down a proposition to erect a common-school house, and to-day has no common-school house, and does not wish to have one. It strikes us that it would be a very good plan for some intelligent friend of schools to locate in Hillsboro. He might find something to do in the way of changing public sentiment. Or perhaps the children are all so far advanced that they attend a high school.

Alton Courier.

We would suggest to T. R. L——L that the above paragraph indicates a capital 'opening' for the young man of immense qualifications from whom he recently received a circular.

**MEMOIR OF ANDRE.**—MR. WINTHROP SARGENT, of Philadelphia, has in preparation a Memoir of Major ANDRE, for which he has, it is said, obtained new and interesting materials.

**TEACHERS TO BE MOUNTED.**—At the last meeting of the New York Teachers' Association, it was resolved that the salaries of Teachers should be so increased as to allow all, both male and female, to keep a good horse, saddle, and bridle, that they may enjoy riding exercise.

**THE FROZEN WELL** at Brandon, Vt., has attracted crowds of savans to that place this season. Scientific persons in that vicinity ascribe the phenomenon to an iceberg, and think that originally, or at some remote period in the long past, that part of America was the head of the sea. This hypothesis is sustained by the fact that several years ago, in building a railroad between Claremont and White-River Junction, the terminus of the Sullivan Railroad, the bones of an Arctic whale were found on one of the highest points of land. All the land near the well is frozen at a depth of a few feet below the surface. An interesting scientific report on the subject is understood to be forthcoming.

Boston Courier.

**ARCTIC DISCOVERY.**—DR. HAYES, who was with KANE in his Arctic expedition, is engaged in the organization of another expedition to establish the truth of the theory of an open Polar Sea. The American Association for the advancement of Science, favors the enterprise as the most interesting problem in Arctic Geography. The American Philosophical Society, the Academy of Natural Sciences of Philadelphia, the American Society of Arts and Sciences in Boston, and the Boston Natural History Society, have considered the matter, and adopted resolutions favorable to the project. The action of these learned bodies indicates that there is much interest in scientific circles in regard to new discoveries in the Arctic regions.

**INDIA-RUBBER AND TELEGRAPHS.**—A meeting of scientific gentlemen was lately held at North-Woolwich, England, for the purpose of discussing the merits of India-rubber as an insulating substance for telegraph cables. Mr. West stated that a telegraph wire insulated with India-rubber had been in use across the harbor of Portsmouth since 1846, and that its insulation was still perfect. It was also stated that gutta-percha was a failure for telegraph-wires on land and in the sea; that it was not so good a material as India-rubber for insulation, but it was easier to apply it to the wires.

Scientific American.

LONDON BOOKSTORES.—A correspondent of the *Philadelphia Inquirer* makes the following reference to 'Paternoster Row', so famous in English literature: "The bookstores of London are generally not to be compared with ours. Paternoster Row is no wider than Carter's Alley in Philadelphia, and the show-rooms of trade in that famous locality are necessarily contracted. The real business is all done above the ground floor. I was several days engaged in hunting up JOHN MURRAY, Lord BYRON's publisher, and at last discovered the name 'Mr. MURRAY', on an in-door of what appeared to be a private house. Such establishments as we find in our leading cities would set London booksellers crazy.

PROF. AGASSIZ is now in Switzerland, and is expected home about the middle of October.

RACINE, WISCONSIN.—J. G. McMynn, Esq., well known as an able educator, and who has been in Europe during the past year, visiting schools and studying educational systems, has returned to his former position as Principal of the Racine High School. The School Board of that city has established a Normal department in connection with the High School.

CHANGE.—Prof. W. D. HENKLE, recently Principal of the Indianapolis High School, and Resident Editor of the *Indiana School Journal*, has resigned his duties in Indiana, and has accepted a position in the Normal School at Lebanon, Ohio. Mr. O. PHELPS, of Indianapolis, succeeds him as Resident Editor of the *Indiana School Journal*.

IOWA INSTRUCTOR.—The Iowa Teachers' Association, at its recent meeting in Washington, decided to establish and support a monthly journal which should be devoted to the educational interests of the State. The Executive Committee was empowered to prepare a plan and to adopt such measures as might be deemed requisite to carry into effect the will of the Association. In accordance with this resolution, arrangements have been made for the publication of the *Iowa Instructor* for one year; the first number to be issued about the 25th of September, and regularly thereafter on the first of each month. Each number of the *Instructor* will contain thirty-two octavo pages of reading matter, printed upon superior book paper, neatly trimmed and covered, and the whole to be executed in the very best style of the art. Terms of subscription one dollar per year, invariably in advance.

All subscriptions should be addressed to C. C. NESTLERODE, Treasurer of the Committee, Tipton, Iowa.

CLASSES OF READERS.—COLERIDGE classifies readers as follows: "1. *Sponges*—who absorb all they read, and return it in nearly the same state, only a little dirtied. 2. *Sand-glasses*—who retain nothing, and are content to get through a book for the sake of getting through the time. 3. *Strain-bags*—who retain merely the dregs of what they read. 4. *Moral Diamonds*—equally rare and profitable, who profit by what they read, and enable others to profit by it also."

SCHOOL LIBRARIES IN WISCONSIN.—The last Legislature of Wisconsin, by a vote of nineteen to thirteen in the Senate, and fifty-one to ten in the Assembly, has



enacted a *School-Library Law*, with four prominent provisions: 1. It provides a permanent Town School-Library Fund, by setting apart for this purpose ten per cent. of the School-Fund income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of a mill on the dollar valuation of taxable property. 2. It provides that this fund shall be set apart specifically for establishing and replenishing *Town School-Libraries*. 3. It provides that the books for these libraries shall be purchased by public authority, and not by the local School-Boards, as heretofore. 4. It provides that an extra number of the State Laws, Journals, and Documents, sufficient to supply each town and city school-library in the State with a set, shall be printed by the State Printer, and delivered to the State Superintendent; and that these shall be substantially bound, under the direction of the State Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School-Library Fund. Mass. Teacher.

SHAKESPEARE IN FRENCH.—A new French translation of the complete works of SHAKESPEARE has appeared in Paris. It is by Mr. FRANÇOIS VICTOR HUGO, the eldest son of the great poet VICTOR HUGO. Already his father had done a great deal toward extending to French literature the influence of the dramas of SHAKESPEARE; he is parent of the romantic school of literature in France; and a great many of his poetical creations bear a strong resemblance, notwithstanding their originality, to those of SHAKESPEARE. Imitations of SHAKESPEARE'S plays had been given formerly by DUCIS, and recently by ALFRED DE VIGNY. Both were in verse; and, besides the great difficulties inherent to a metrical translation, the two authors had thought it necessary to modify, in a great measure, those parts which to French taste would have appeared wild and indecorous. The translation of M. HUGO is in prose, and he has overcome a great many difficulties and has made it as liberal as possible, retaining at the same time as much of the beauty of the original as could be expected.

NEITHER SCHOOLS NOR NEWSPAPERS.—SIR WILLIAM BERKELEY, one of the early governors of Virginia, in 1671 wrote to King CHARLES II: "I thank GOD that there are no free schools nor printing-presses here, and I trust there will not be this hundred years; for learning breeds up heresies, and sects, and all abominations. GOD save us from both."

OBSOLETE WORDS.—Prof. GEORGE P. MARSH stated, in a lecture delivered recently before the New-York Historical Society, that out of the less than six thousand words in the English Bible, not two hundred had become obsolete; of the fifteen thousand employed by SHAKESPEARE, not more than five or six hundred had changed their meaning; and of the eight thousand in MILTON'S poetical works, scarcely a hundred are less familiar than when he used them. Yet many words in his prose works, and in other writers of his day, had been laid aside. Many words had come into the language, and some passed into disuse. The art of archery had introduced many terms into the language, as well as such surnames as Bowyer, Archer, Fletcher. Five hundred words connected with flax and wool manufacture had been superseded, and cotton and woolen factories had deprived us of five per cent. of our household words. Translators of books had found it

necessary to introduce terms of which they could not express the meaning in English. Other words had suddenly started into use. *Coincidence* was introduced by the circumstance of the death of ADAMS and JEFFERSON on the semi-centennial anniversary of the National Independence. *Outsiders* came into use from the occurrences at the National Convention which nominated FRANKLIN PIERCE. *Immigrant* had been coined in this country to meet a necessity. *Come-outer* had not been adopted, but probably will be. We are acquiring a strong liking for French terminations; we discourage home manufacture of words, and encourage importation. But there will be a reaction. The fluctuations of our language are in the Romanic portion; and but few in the Anglo-Saxon. In periodical literature he had found many words and phrases not in any dictionary—such as *photographic* engraving, *prospecting* for gold, *go-ahead* people, *speaking* terms, *rendition* of a piece of music, *concertizing* in the West, handsomely *put on* man, *solidarity of the peoples*. Most of these terms are bad, and will be ephemeral; but some of them will find a place in dictionaries.

A NEW BOOK.—GEORGE VANDERHOFF, the distinguished elocutionist, has a volume in press entitled, *Leaves from an Actor's Note-Book, with Reminiscences and Chit-Chat of the Green Room and the Stage in England and America*. It will be published by APPLETON AND Co.

A MODEL DICTIONARY.—It is refreshing to turn from the warfare between the publishers of *Webster* and  *Worcester* to the waggish suggestions of HORACE and JAMES SMITH, for a dictionary which should give the meaning of *things* as well as *words*. We publish a few specimens:

*Argument*.—With fools, passion, vociferation, and violence. With ministers, a majority. With men of sense, a sound reason.

*Bachelor* [Plausibly derived by JUNIUS from the Greek for foolish, and by SPELMAN from *Baculus*, a cudgel, because he deserves one].—A poltroon who is afraid to marry lest his wife should become his mistress, and who generally concludes by converting his mistress into a wife.

*Baker*.—One who gets his own bread by adulterating that of others.

*King*.—According to the modern doctrine, the hereditary proprietor of a nation; according to reason, its accountable first magistrate.

*Bed*.—An article in which we sleep, and pass the happiest part of our lives, and yet one which we never wish to keep.

*Babies*.—Noisy lactiferous animals much desired by those who never have any.

*Esquire*.—A title much in use among the lower orders.

*Face*.—The silent echo of the heart.

*Faction*.—Any party out of power.

*Infant*.—A mysterious meteor sent to us from the invisible world, into which, after performing the evolutions incident to the seven ages of man, it will finally return.

TOO LATE.—The matter for our 'Mathematical' department is just received, too late for insertion this month. Sickness of the Mathematical Editor is the cause of the delay. Decisions on points of school law, from the State Superintendent, promised for this number, have not yet come to hand.

PUNCH ON MACKAY.—DR. CHARLES MACKAY, having attacked TENNYSON'S *Idyls*, is thus replied to by *Punch* :

The *Idyls* a rhymester asperses:  
O Public, rejoice and be glad!  
If he were not abusing good verses  
He'd be busily writing some bad.

MR. JOHN RUSKIN is at Basle, Switzerland. He has a new work nearly completed. It is reported that he has written a series of lectures, with the ultimate design of delivering them in the United States.

WM. GILMORE SIMMS, the poet and novelist, has just finished his 'History of South Carolina', a work which will doubtless prove to be a valuable addition to the historical literature of the country.

---

L O C A L I N T E L L I G E N C E .

---

THE ILLINOIS INSTITUTE FOR THE DEAF AND DUMB will enter upon a new term on the 5th of October. Pupils whose residences are in Illinois are furnished tuition, books, board, etc., free of charge. The proper age for the admission of pupils is ten years. The provisions made by the Legislature, and carried out by the Board of Trustees, for the benefit of the unfortunate mute are highly creditable to our great and flourishing State, and it is hoped that none who are entitled to the advantages of the Institution will fail to avail themselves of them. All persons knowing the residence of deaf mutes in the State are requested to write concerning them to the undersigned.

PHILIP G. GILLET, Principal.

FULTON COUNTY TEACHERS' INSTITUTE.—The annual session of this association was held in Canton last month, commencing at 9 o'clock on Tuesday morning (the 6th) and closing on Friday evening following. Between eighty and ninety teachers were in attendance, and the audiences at the public exercises and lectures, each evening, were quite large and attentive. The prize for the best reading of the 'Roman Soldier' was awarded to J. A. SNYDER, and the vote of the house was for S. A. GEE. The prize for other reading was awarded to Miss ESTHER A. M. SPARKS. For the best Essay to Miss LUCY A. FLOTE; and for the second-best Essay to Miss CALLIE E. JOHNSON.

A Committee on Resolutions was appointed, who offered the following:

*Resolved*, That our thanks are due to the good citizens of Canton, whose hospitalities we have shared during this session, and we assure them their kindness will be remembered by us 'poor' pedagogues.

*Resolved*, That we tender our thanks to J. CANNON, Esq., who has so ably assisted us in our exercises. We regard him as a gentleman, a scholar, and an able advocate of our cause.

*Resolved*, That we regard the *Illinois Teacher*, and other educational works of that character, as eminently necessary to our success as teachers, and we believe that every teacher should endeavor to procure one or more volumes of the 'Teacher's Library'.

*Resolved*, That we declare the utility of 'Teachers' Institutes', and wish it dis-

tinctly understood that the members are in no way connected with a league for the raising of our salaries.

*Resolved*, That we will go from this meeting to our labors in the schools, inspired anew with a sense of the weighty responsibilities resting upon us, and determined to exert ourselves with a warmer zeal for the intellectual advancement and moral welfare of our pupils.

The following preamble and resolution were also presented and unanimously and enthusiastically adopted:

WHEREAS, By reason of party interests, the connection between the members of this Institute and its President, Wm. H. HASKELL, may possibly close with this session; and whereas, during the last four years, the County Commissioner of Schools has put forth most praiseworthy and varied efforts to promote the cause of schools, especially by inducing teachers and friends of education to convene together for the purpose of mutual improvement and for advancing the educational interests of our county; be it

*Resolved*, That we sincerely hope that no party necessity may deprive us of the privilege of going on in our good work under the guidance of our present Commissioner of Schools; and that we tender our thanks to him for the continued services he has rendered us and the cause of education.

The address on the the closing evening, by W. H. HASKELL, Esq.,—subject, *What, How, and When*—was an able production, and was warmly applauded by all who listened to it. The Institute was a decided success, and will be the instrument of accomplishing much good.

The following, from the *Canton Register*, we cordially indorse: "We presume it will not be deemed out of place in us if we add a few remarks in reference to the resolution commendatory of the present School Commissioner. We are led to believe that the mass of our people—without regard to party—look upon Mr. HASKELL as an efficient officer, and that in him, for the first time, we have one who has endeavored to perform the duties of the office. We know there is vast improvement in the mass of the teachers, and believe it is mainly attributable to the efforts of the School Commissioner. We believe the interests of our public schools to be far above the interests of party, and therefore think that our Democratic friends, having the controlling power, ought to look to the interests of our schools in the approaching contest." The interests of our public schools transcend the limits of any party, and able, efficient men like Mr. HASKELL, who have proved their efficiency in actual service, are not so numerous that their aid can be dispensed with.

PIKE COUNTY TEACHERS' INSTITUTE.—This body met August 22d. The exercises were well attended, and were highly interesting and instructive.

Lessons and exercises in Written Arithmetic were given by D. L. FREEMAN and J. CANNON; in Mental Arithmetic, by JON SHASTID and ANTOINETTE BROWN; in Geography, by W. RICH and J. CANNON; in Penmanship, by E. B. BENSON; in Grammar, by C. WOODS and RILLA MATTESON; in Composition, by CHAMBERLAIN, CANNON, and SHASTID; in Reading, by CHAMBERLAIN and CANNON; in Spelling, by J. F. HYDE. Remarks, questions and criticisms were made on these branches by the various members of the Institute.

Short lectures were given each afternoon by two gentlemen, and select readings by two ladies.

The daily lectures were: *For Tuesday*—J. AITON, on *Waking up Mind*. JON SHASTID, on *Thoroughness and Speed*. *For Wednesday*—REUBEN WOODS, on *Fe*

*male Influence.* D. L. FREEMAN. *For Thursday*—WM. E. CHAPMAN, F. J. UNDERWOOD. *For Friday*—J. F. HYDE, C. WOODS.

Daily discussions were held on various questions and resolutions.

The following resolutions were debated and adopted in the day sessions of the Institute :

*Resolved,* That corporal punishment may rightfully be resorted to in certain cases.

*Resolved,* That, ordinarily, a child should not pursue more than three studies at one time.

*Resolved,* That scholars should thoroughly learn the common branches before commencing the higher.

*Resolved,* That a teacher should have a programme of each day's proceedings in school, and then strictly adhere to it.

*Resolved,* That, in the opinion of this Institute, every town of five hundred inhabitants, and upward, should have a school-house sufficiently large to accommodate all the children of the place, rather than several small houses in different parts of the town.

*Resolved,* That the sexes should be educated together.

*Resolved,* That we, as teachers, are fully convinced of the utility and benefit of holding Teachers' Institutes, and believe it to be the duty of *every teacher* in this county to attend the meetings of the Pike County Teachers' Institute, when they can possibly do so.

*Resolved,* That we will go from the meeting to our respective fields of labor inspired with a new sense of the high responsibilities of our noble calling, and determined to labor with renewed zeal for the promotion of the intellectual and moral welfare of our pupils.

*Resolved,* That, in the opinion of this Institute, maps, charts, globes, and other school apparatus, should be introduced into every school where they are not already in use.

*Resolved,* That every teacher should subscribe for and attentively read one or more educational journals, and that we specially recommend the *Illinois Teacher*.

*Resolved,* That we will meet again next year, and do our utmost to influence every teacher of our acquaintance to attend with us.

On Monday evening a lecture was delivered by Mr. CHAMBERLAIN, which was practical, of sound views, well delivered, and received the encomiums of all who heard it. His subject was, *Duties of Teachers to Themselves*. On Tuesday evening, Rev. E. V. RICE gave an address in his usual clear, chaste, logical manner. His subject was, *The Importance of having Wise, Moral Teachers, and Thorough Training*. On Thursday evening, Rev. N. P. COLTRIN delivered a learned and elaborate address on *Theory and Practice*. On Friday evening, Mr. J. CANNON, of Chicago, delivered a practical address, relating to school-books, apparatus, and the interests of schools generally.

M. J. NOYES, President.

WHITESIDE COUNTY TEACHERS' INSTITUTE — Held at Morrison, during the week from August 28 to September 3. President, J. PHINNEY, and W. W. DAVIS Secretary. There were drills not only in the legal branches, but also in Physiology, Calisthenics, etc. The teacher selected to any study lectured, followed by general convention, when questions were asked and difficulties discussed by any of the members. The following resolutions, among others, were adopted :

*Resolved,* That, in employing teachers, School Directors should discriminate more closely and pay according to qualifications.

*Resolved,* That the object of the Teachers' Institute is *not*, as has been asserted, 'to increase the salary of teachers', but to raise the standard of their qualifications, that they may be the better fitted for their duties.

This one called out much feeling, but was laid on the table :

*Resolved*, That in all questions of doubtful propriety in regard to the management of the school, the judgment of the teacher should claim precedence of that of the Directors.

During the session, Essays were read by Miss COE, of Jordan, Miss EMERY, of Spring Hill, and Miss SWEENA, of Lyndon. Addresses by Rev. Mr. LACKEY, of Morrison, on *The Ideal Teacher* ; Mr. GOW, of Dixon, on *Prominent Evils Connected with Educational Institutions* ; Mr. WRIGHT, of Sterling, on *Practical Teachings of the School-Room* ; and by W. W. DAVIS, of Sterling, on *Words and their Meaning*.

The officers elected for the ensuing year are — MORRIS SAVAGE, of Round Grove, President ; W. W. DAVIS, Secretary ; T. H. BAKER, Treasurer ; and MESSRS. WALKER, KELLY, and PHINNEY, Executive Committee.

The exercises all passed off very harmoniously, and with exceeding good effect in awakening the teachers and the community. W. W. DAVIS, Secretary.

THE DU PAGE COUNTY TEACHERS' INSTITUTE will commence on Monday, Oct. 3d

THE CARROLL COUNTY TEACHERS' INSTITUTE will be held at Milledgeville, commencing on the 10th of October.

VERMILION COUNTY.—An Institute will be held at Catlin, in Vermilion county, commencing October 17, and continuing one week.

FAYETTE COUNTY.—The second session of Fayette County Institute will be held at Vandalia, commencing on Monday, October 17th. J. G. HERRIMAN, President.

THE LEE COUNTY TEACHERS' ASSOCIATION will hold its next annual meeting in Lee Centre, commencing on Monday, the 24th day of October, and continuing until Saturday of the same week. WM. S. WOOD, Secretary.

CHICAGO.—We regret to learn that Mr. HENRY M. KEITH has been compelled to resign his situation as Principal of the Brown School, Chicago, on account of hemorrhage of the lungs. He goes South for the benefit of his health.

Mr. L. H. POTTER, who for three years has been connected with the Chicago High School as Professor of Rhetoric and English Literature, has lately accepted an appointment to a professorship in the same department in the State Normal University, at a salary of \$1200. While connected with the Chicago High School, Mr. POTTER performed his duties with unusual fidelity and ability, and we predict for him a brilliant success in his new position at Bloomington. He is the second teacher who has been drawn from the Chicago High School to the Normal University by the attraction of a larger salary.

Mr. B. Y. AVERILL, late Principal of the Mosley School, Chicago, has been appointed as teacher in the Chicago High School, *vice* Mr. POTTER, resigned. Mr. AVERILL is succeeded by Mr. BENHAM, who for several years had charge of the Dearborn School.

DIXON.—Friends of sound learning and Christian education will be glad to learn that the people of Dixon have placed A. M. Gow at the head of their public schools. At the late election opposition was made to him because he would read the Bible in school, and because he is an active temperance man. We are very sorry to say that some men professing to be strong patriots and temperance men

took advantage of the prejudices and different training of a portion of the community, to excite them against a Bible-reading and temperance teacher. Some of them we did not think would stoop so low. But their *demagoguism* was unsuccessful, and the better sense of the people prevailed.

THE CITY OF BLOOMINGTON has evidently a *very strong* determination to have good schools. A principal has recently been employed for the High School at a salary of—*sixty dollars a month*. It is hoped that others, seeing *so great a sum* paid for a teacher's services in such a position, will not break the tenth commandment and 'covet' his earnings. The same city is paying a City Superintendent \$1000 a year. That is evidently on the principle of 'having a proper difference between the Superintendent's salary and the salaries of the teachers'.

SPRINGFIELD.—MR. TOURILLOTT has charge of the High School recently organized at Springfield. The schools at Springfield opened September 5th, and the salaries of the teachers for this school year are about twenty per cent. higher than last year. Springfield begins to redeem her credit. It will be remembered that the salaries were put down last year.

JACKSONVILLE.—Walnut Grove District (northeast one) in Jacksonville is building a large brick house costing \$7000 or \$8000. The school for the coming year is to be under the charge of W. W. HAPPY, jr.

MARRIED—In Providence, R. I., August 16th, by REV. CYRUS H. FAY, SAMUEL A. BRIGGS, of Atlanta, Ill., and Miss EMILY L. BARTON, of Providence.

MR. BRIGGS is widely known as a successful and popular teacher. The bride was formerly a teacher in the schools of Providence. The *Teacher* rejoices at these auspicious occasions, and extends to Mr. and Mrs. BRIGGS its cordial congratulations.

MR. JOHN R. CHAMBERLAIN, lately of Warsaw in this State, has been appointed Superintendent of Public Schools in Hamilton, Ohio, with a salary of \$950. His removal is another unfortunate result of the 'retrenchment' policy.

HENRY FREEMAN, for the last four years Principal of the Freeport schools, and for the last two Commissioner of Stephenson county, takes the East School at Rockford, in place of O. C. BLACKMER, resigned.

LACON.—MR. LLOYD, late of Rhode Island, takes charge of the schools at Lacon. S. M. ETTER, late of Lacon, takes charge of the school at Galva, in place of M. TABOR, resigned.

AMBOY.—J. K. B. CLAYTON takes charge of the school at Amboy, in place of Mr. E. COOK, who resigned, we are informed, on account of ill health.

O. SPRINGSTEAD, late of Peru, takes charge of the school at Lee Centre, Lee Co.

A 'BENEVOLENT' ARRANGEMENT.—There is a village within sixty miles of the *Teacher* office, where the School Directors concluded they must employ a male teacher alone, or, as the work would be a little more than one could do, employ an assistant in addition. When we heard from them, they were agitating the question whether they had better hire a male teacher and give him a certain com-

pensation, or hire two female teachers, paying each one-half what they would pay the male teacher. We can see one advantage of this arrangement. In the fall of 1857, many of the factories that were compelled to reduce their work and expenses put their hands on half time, instead of discharging one-half the workmen, so that all might have some means of subsistence. In these hard times, *it may be* that we should consider that a *very benevolent* arrangement that pays two females what was appropriated for one male, as it will furnish twice as many with something to 'keep the wolf from the door'. We are not sure but that it would be an improvement to hire *four* instead of *two*. A great many will be thankful for any money to buy food the coming winter, and the money could thus be distributed to advantage. We do not see any advantage to a *school* in such an arrangement, but rather A GREAT WRONG.

---

B O O K S   A N D   P E R I O D I C A L S .

---

THE SOUTHERN TEACHER. A Journal of School and Home Education. Vol. I, No. 1. Published at Montgomery, Alabama, by W. S. BARTON, Editor.

The above is intended as a bi-monthly journal. Each number will contain 100 pp. 8vo. Terms \$1 per annum. The first number, before us, contains much valuable original and selected matter and several well-considered notices of books. The Editorial and Miscellaneous departments are ably conducted. The local intelligence is fuller than we have seen elsewhere in Southern educational papers. We welcome the *Southern Teacher* to the Fraternity, and wish it that success which well-directed ability in a good cause must command.

BRYANT & STRATTON'S AMERICAN MERCHANT AND NAUTICAL MAGAZINE. July, 1859. New York: BRYANT & STRATTON, Publishers.

The present number of this well-conducted journal contains several papers which will be highly valuable to the merchant and business man. Among others, we notice articles upon Interest, Foreign Exchange, Stocks, and a biographical sketch of NAHUM CAPEN, with an excellently-engraved portrait.

QUACKENBOS'S NATURAL PHILOSOPHY. D. APPLETON & Co., New York.

So many elementary works on Natural Philosophy have issued from our press, that the author who adds to the list should give to the public a really *good thing*. We have looked in vain to find any new or important addition to scientific facts in this work. Were the author's object to change the definition of Knowledge Classified (or Science) to Knowledge Simplified (or made puerile), perhaps he might lay claim to our gratitude. As an instance, the whole science of Astronomy is 'done up' in thirty pages. We never had faith in the attempt to teach Physics in 'easy lessons' to children, and we have enough of 'Easy Lessons', or 'Science of Things Familiar', upon the various scientific topics. We might point out many grave omissions in the work, such as the effect of concave lenses upon rays of light, or the incorrect drawing of the compound microscope, but we forbear.



McGUFFEY'S NEW ECLECTIC SERIES OF READERS. Cincinnati: WM. B. SMITH & Co.  
New York: CLARK, AUSTIN & SMITH.

The Eclectic Series, by Dr. McGUFFEY, has been entirely remodeled, and, as it now appears before the public, is greatly improved. No text-books on the subject of Reading have been so long and so favorably known and received as those of which we now speak. Although many improved methods of instruction in reading have recently been introduced, rendering old forms and old books useless, the present Series has fully kept pace with the march of improvement, and stands to-day, in our opinion, among the best, if not *the* best, of its kind. The simplicity of the elementary numbers of the Series, both in thought and expression, and the frequency of pictorial illustrations, must greatly facilitate the acquisition of an easy, correct, and natural style of reading, by pupils of the youngest classes. The lessons are so graded as to correspond to the pupil's attainments at every stage of progress; and constantly manifest an upward tendency, intellectual and moral, from the first of the Series onward. The most important words of each lesson are clearly defined, and the teacher receives much assistance respecting the true method of conducting reading-lessons by the numerous questions appended to each piece. The higher books of the Series contain many concise and perspicuous rules and suggestions relating to articulation, inflection, emphasis, and modulation, which must essentially benefit both the teacher and the taught. The selections of prose and poetry have been judiciously culled from the literature of the past and the present.

A FAMILIAR COMPEND OF GEOLOGY. By A. M. HILLSIDE. Philadelphia: JAMES CHALLEN & SON. 1859.

The author of the above little book has done a good work for those about to begin the study of Geology. Nearly all of our text-books upon this subject are either too voluminous or else so lack system that beginners are confused, and only after long study and careful grouping-together of facts get a clear idea of the science. Each learner has had to do, mentally, just what this author has written out in her book; namely, glean the leading facts, scattered over a wide field, and arrange them into a comprehensive system. The clear definitions given in the glossary, and the neat and comprehensive arrangement of the whole work, commend the book to any neophyte in this important study.

OUT OF THE DEPTHS: *The Story of a Woman's Life*. W. A. TOWNSEND & Co., New York. Chicago: W. B. KEEN.

This is a book of unusual ability and honesty. It contains the old story of suffering and wrong. It is written fully, and yet is without offense. It will be likely to accomplish much good.

THE POCKET SCHOOLMASTER: *Errors in Speaking and Writing Corrected*. Boston: MAYHEW & BAKER, 208 Washington street. Chicago: S. C. GRIGGS & Co.

This little hand-book contains, in a compact and convenient form, many practical corrections of common colloquial errors, and a valuable table of familiar synonyms. For the purposes for which it is designed, it is as efficient as a 'schoolmaster', and is, withal, much cheaper.

FIRST LESSONS IN GEOGRAPHY FOR YOUNG CHILDREN; PRIMARY GEOGRAPHY; INTERMEDIATE GEOGRAPHY; SCHOOL GEOGRAPHY AND ATLAS; ANCIENT GEOGRAPHY AND ATLAS; GEOGRAPHICAL QUESTION-BOOK. By S. AUGUSTUS MITCHELL. Philadelphia: E. H. BUTLER & Co.

This able and popular series of Geographical text-books is too well known to make an elaborate notice necessary. *Mitchell's Geographies* have been for years in use in the best schools of our country, and have received the deserved commendation of many of our ablest educators. They have been recently revised and brought down to the present date in all respects.

The *First Lessons in Geography*, now before us, is admirably adapted to the use of new beginners. It is neat, well printed, illustrated with excellent maps and appropriate engravings. It is so simplified as to be capable of comprehension even to young children, and is freed from that tedious multiplicity of detail which so often incumbers Primary Geographies.

Teachers who adopt any portion of the series can not but be convinced of the intrinsic value of the series and its adaptation to the wants of our schools.

IVISON & PHINNEY'S SCHOOL RECORDS.

- I. *The Alphabetical Register.*
- II. *The Rough Register, or Admission Book.*
- III. *The Discharge Book.*
- IV. *The Daily Attendance and Weekly Report Book.*
- V. *Recitation Record, or Class Book.*
- VI. *Roll Book.*
- VII. *Diary.*
- VIII. *The Alphabetical List of Pupils.*

IVISON & PHINNEY, New York. S. C. GRIGGS & Co., Chicago.

As our system of public schools becomes perfected and systematized, there is an increasing demand for a system of Records which shall be cheap, compact, and adapted to all the wants of the school-room. Such a desideratum is fully met by the above series of Registers, which contain every form which a teacher will find necessary. It is infinitely cheaper to purchase these blanks than to make them, and it is always good economy to get the best.

Should this or a similar series of Registers be adopted in all the schools of the State, they would not only be of daily service in the schools, but would in a few years furnish a highly valuable amount of statistical information.

RAMBLES AMONG WORDS: *Their Poetry, History, and Wisdom.* WM. SWINTON. New York: CHARLES SCRIBNER. Chicago: S. C. GRIGGS & Co.

This book presents some fifteen hundred illustrations of the 'Poetry, History and Wisdom' of words. It is written in a pleasant and popular form, and, at the same time, contains much valuable and curious etymological research and information.

THE EDUCATOR. A monthly journal, under the auspices of the Western Pennsylvania Teachers' Association. Edited by Rev. SAMUEL FINDLEY, Pittsburg, Pa. Published by B. M. KERR. \$1.00 a year, in advance. Single copies 10 cents.

A new journal, which we welcome.

# ILLINOIS TEACHER.

---

VOL. V.

NOVEMBER, 1859.

No. 11.

---

## CONCERT RECITATION.\*

---

AN old and experienced teacher once remarked that 'all that could be said on this subject need not much exceed the limit of six lines'; and, while I do not quite believe this, I shall be pardoned if I do not attempt to lengthen out my sentences with 'adjectives hung in triplets'.

This concert recitation is somewhat of a controverted subject. Many good teachers oppose, while others, just as good and successful, favor it entirely. The medium between the two extremes is, doubtless, the right ground to occupy; and, whatever we may say in favor of concert recitation, we wish it to be understood that we speak in favor of occupying this safe middle territory, and not as an advocate for the constant and universal adoption of the method, in every class and under all circumstances, for *then* some of the most desirable ends in its introduction at all would be entirely lost.

We should do all in our power to arouse the minds of our pupils from a state of lethargy to activity, and that concert recitation may be used as a *means* seems a fact beyond question. We should, as much as may be, introduce variety into all our school exercises, and for this object this method may at times be adopted in our recitations, with manifest advantage.

When a class is dull and needs arousing, when pupils' minds are slow to move and need exciting, perhaps a teacher can in no way more quickly or more effectually administer the desired stimulus than by calling on *all* to recite at the same instant. I have some times in this way seen classes that were for the moment as dull and stupid as can well be imagined aroused to a high of enthusiasm quite satisfactory to behold; and this fact is especially true of scholars about the age of those usually found in our intermediate departments. But at this very point there

\* Read before the Springfield Teachers' Institute, October 1, 1859.

is an objection some times urged, viz., that it makes scholars boisterous to allow them to recite together. I do not understand that this result need by any means necessarily follow. It may, perhaps, at first seem to give license to some loud-toned pupil to exercise his lungs unduly; but very soon there will be a key-note, to which every voice will be attuned: — ‘to which every voice will not be attuned, for all will not recite’, I hear some one say, and for this very reason object entirely to concert recitation. Now that all may recite we claim as one of the *advantages* of this system; and that all will, whenever opportunity is given, seems rather probable. My own observation is that pupils generally prefer both to read and recite together; and there will be few voices, if any, even in a large class, that will, or can, long be silent, for there is that in the very formation of the human mind that makes us like to do as others do, and there seems to be that something in concert recitation — it, like laughing, is contagious.

Another advantage is, it is much more likely to insure the attention of all, and usually directs it to the most important points and principles. Long and particular analyses and explanations can not, perhaps, as well be given by more than one at a time; but short rules and concise statements of facts and principles can and may be given with interest and profit.

In reviewing many studies this method is excellent. Where facts and principles have once been thoroughly learned and recited separately, there can be no object or opportunity for any pupil to evade a recitation, as some have supposed they would do. We do not claim it to be especially a test of individual scholarship — perhaps we do not in this regard claim for it all we justly might; but, laying this test question aside, the method surely presents advantages sufficient to demand for it a careful consideration from every thinking teacher.

It has been objected to it that it makes no independent-recitation scholars. This can not be entirely true, even if a class *always* recite together; for there must be, there always are, some leading minds in every class, that can recite *alone* as well as with others. But we need hardly to have cited this objection, since we are speaking from the medium-ground stand-point, and suppose, of course, that a teacher would see to it that *each* scholar cultivates his ability to recite well: indeed, if pupils can not recite well alone we need not expect that they will recite well together. It is true that the weak may lean upon the strong, and probably they will; but in time will not the strong impart such aid to the weak, the doubting, and the timid, that where they were lame they are made to stand upright, where they were impotent and halting they are made every whit whole?

But now, to recapitulate what I suppose to be the principal excellencies of this method: It insures the attention of the entire class; gives variety to the recitation; arouses and stimu-

lates the mind. It aids the memory, especially of children. It is likely to call the attention to the most important points and principles in a lesson. It saves time, particularly with young scholars. Is excellent in reviews; makes scholars prompt, and has a tendency to make them accurate in giving rules and facts. It aids the timid and doubting, gives them confidence: if they can recite with others, they soon learn that they can recite alone.

If teachers neglect, and even discard entirely, a system that appears to afford so many and so great advantages, is it not because they have not given the subject the thought and attention which it merits at their hands?

---

#### MEANS OF PROFESSIONAL IMPROVEMENT.

---

[THE following article is from *The Teacher's Assistant*, a valuable book by Charles Northend, A.M., of New-Britain, Connecticut. The entire work is replete with excellent suggestions, and should be in the possession of every teacher.]

MY DEAR FRIEND: You ask me what you shall do in order to keep alive your interest in your chosen work, and at the same time better qualify yourself for your highly-important and responsible duties. The mere fact of your asking for this information greatly raises you in my estimation, and confirms me in the belief that you will prove an honor and an ornament to your profession. Most cheerfully will I advise you on this subject; and, though I may not say all that might be said, I hope I may offer a few hints that will prove beneficial.

We need no arguments to prove that 'knowledge is power'; it is an admitted fact in all departments. To know how to do a work just as it should be done, is worth far more than to know how to do it in a way barely passable. They who really excel in ability to communicate information or perform a work will have an influence that will be truly valuable. Knowledge is wealth; it is capital. An eminent lawyer was once consulted by a farmer in relation to a question of great importance to the latter. The question was promptly and correctly answered by the simple monosyllable 'No'. "How much am I to pay you for your opinion?" said the farmer. "Ten dollars," said the counselor. "What! ten dollars for just saying 'No'?" "Ah, but you must consider that I spent much time and money, and studied many books, that I might know when to say 'No'."

The negro who prided himself on his peculiar skill as a butch-

er realized that knowledge is wealth. Pompey was employed to dress a calf, a work which he performed with remarkable skill and dispatch, and for which he demanded two dollars—just double the common price. His employer remonstrated, saying that one dollar was the usual price. “But,” said Pompey, “I charge one dollar for the work, and one dollar for *the know how!*” True knowledge and practical skill will prove a mine of power and wealth to the teacher; and truly wise is every one who seeks for and improves all means for professional knowledge and growth. I will name a few of the more prominent:

*Read Works on Education.*—The number of works bearing directly upon the teacher’s mission is, I am sorry to say, very small, and most of them are of very recent origin. I would recommend that you get access to as many as possible, and from time to time, as opportunity offers and means allow, add such works to your own professional library. It may seem novel to you to hear me speak of the teacher’s ‘professional library’; and I am very sure that the idea would seem quite marvelous to many who have devoted years to the business of instruction. But can you see any good reason why a teacher should not have a library? Can you not, indeed, think of many reasons why he should have one? What would be thought of a clergyman, physician, or lawyer, who should enter upon his professional career without first securing a collection of books for general reference as bearing upon the interests of his peculiar calling? Would such a one be likely to succeed, or would he long possess any of that *esprit de corps* which ought to characterize him? The man who wishes to excel as a sculptor will make any sacrifice to learn what has been said and written in relation to his favorite work. The artist who would prove a workman of no mean repute will practice any amount of self-denial in order to become the possessor of volumes treating upon his employment. And if they who work on inanimate material are thus interested to increase their knowledge and skill, should they not be equally so who are called upon to fashion and develop that living material which will exist throughout the endless ages of eternity? It is sad, indeed, to reflect that so many engage in teaching who never manifest the least interest in reading. My mind now recurs to the case of two young ladies who engaged in school-keeping under very favorable circumstances. They possessed many desirable qualifications, and at first manifested an active interest in their work. But it was only ephemeral. Though they had access to numerous books, they were never known to peruse them. As a consequence—and a very natural one—their interest soon waned. The first term was quite successful, because the novelty of the work enlisted their interest and efforts. They soon, however, fell into a lifeless, formal routine, and became inefficient teachers, and were obliged to abandon the work. Had

they devoted a small portion of their leisure time to the perusal of educational works, their interest would have been kept alive, their zeal increased, and their minds enlarged and improved.

I rejoice that with you it is otherwise. I have long known the interest with which you have perused all works calculated to increase your general and professional knowledge. You, I know, need no urging on this point, and I will simply offer one or two hints in relation to your reading, for it is quite as important *how* you read as it is *what* you read. One person will read a valuable and instructive volume, and be none the wiser—gaining no new ideas, receiving no impressions or hints tending to confirm or modify his former views. He reads carelessly—without reflection and without profit. Another person will arise from the perusal of the same book with enlarged views, better plans, nobler aspirations, stronger purposes.

In reading, therefore, endeavor to obtain something from every work which will make you wiser, stronger, better. To this end, read with a discriminating, reflecting mind. So far as the book you read is sound and valuable, aim to make its general spirit and views your own; but do not often adopt as your own a *specific* plan or course until you have adjusted it to existing circumstances and proved its general adaptedness to your situation and wants. A course that may have been entirely successful with another, under peculiar circumstances, may result quite differently with you under circumstances varying but slightly. In order that any scheme may produce precisely the same results in different times and places, it is not only essential that its operation be under circumstances exactly similar, but also that the moving or operating power be precisely the same; and such a combination seldom occurs. One man, for example, may use some improved machine with entire satisfaction, and delight in its operation and success, while another may use the same machine and pronounce it worthless—simply because, in the manner of using, or of some unusual or peculiar circumstances in relation to his work, he did not understand the principles of the machine sufficiently to adjust it to existing peculiarities. Some slight change in the adjustment of some part of the machine, or in its mode of operation, might have insured its entire success. In all your reading, aim to grasp general views and principles rather than to adopt some precise and undeviating plan; for your success as a teacher will depend much upon your own efforts, and upon your power to impart a degree of individuality to whatever plans you may introduce.

I would not be understood to advise that all your reading be exclusively of a professional bearing. Far otherwise. Let it partake of variety, but never of that trashy and ephemeral literature which is scattered broadcast over the land. Read well-written books, that you may increase your knowledge and discipline your mind. A well-conducted newspaper may be the

medium of much valuable information. I would recommend that you habitually read some good newspaper, with a view to keeping enlightened in regard to the prominent and important events and movements of the day. Read that you may learn, and learn that you may teach. Every new attainment, every wise acquisition, every practical idea gained by you, will give you influence over those under your care. Therefore read, that you may increase your ability to instruct and discipline others. Knowledge is power, and a power that every teacher should gain in the highest possible degree.

Be sure to subscribe for and read at least one educational periodical. Teachers' journals are a modern aid. All the monthlies now in existence, supported by teachers and devoted to the great interests of popular education, have been established within twelve years, and most of them within five or six years. It is one of the most hopeful signs of the times that teachers themselves are assuming the editorial charge of these journals, thus insuring a practical character. The monthly receipt and perusal of a well-conducted work of this nature will prove beneficial to you. It will bind you to your profession; it will enlighten your mind; it will cheer your heart; it will prove a valuable medium of intercommunication; and in various ways it will be of service. If you have not sufficient interest in your work to induce you to become a subscriber to one of these works, the sooner you abandon the business of teaching the better it will be for the community. And what I say to you I will say to all others. *No person should assume the employment of teaching who does not possess enough of professional interest to cause him to aid in the support of a periodical devoted to the great interests of his profession.*

*Be a Contributor to some Educational Journal.*—Do this for your own good and for the good of your profession, ever bearing in mind that whatever you do for your own improvement will result in the good of your profession; and also that whatever you do for the elevation of your chosen calling will result in your personal benefit. The whole is made up of parts, and the several parts are affected by the general tone and condition of the whole. Do you say you can not write—that you have not accustomed yourself to it? Then I say you should commence, and ascertain whether your inability is *real* or only *imaginary*. My impression is that you will find no difficulties that you will be unable to overcome—no obstacles that will prove insurmountable to a determined spirit. It will do you good to cope with difficulties; strengthen you to conquer them. You owe it to yourself, no less than to your profession, to contribute something from your own mind and experience for the benefit of those laboring in the same cause.

*Visit the Schools of Others.*—If you will do this with the right spirit, with a desire to learn, it will prove highly beneficial.



The watchful and discriminating teacher will gain some useful information, or receive some valuable hint, from every school he may visit. He will profit not only from the excellencies, but also from the errors of others. It may be that errors exist in your school which have been formed so gradually as to have escaped your notice. Your attention is so constantly directed to two particulars — governing and instructing — that it would not be strange if some deviations should escape your watchful eye. When you visit the school of another circumstances are different: you go as a spectator; you feel that you have no direct interest in the exercises; you have nothing to do but to listen and observe. You will, very naturally, look for excellencies and for defects; and from both you may derive profit — only do not be captious. It may be that you will, on your return, see your own school in a different light, and learn that you are not above criticism. Perhaps I may be better understood by relating an instance in my own experience; for I have visited many schools, and always with profit. I once visited the school of a friend, who enjoyed a good reputation as a successful teacher. The school was, in the main, a good one; but I noticed one habit in the spelling exercise which I considered a bad one. As the pupils spelled, they neither pronounced the syllables as they spelled them, nor the words when finished. It appeared to me a little singular that so good a teacher should allow so bad a habit to prevail; and I rather congratulated myself that I was more careful in my own practice. To my surprise, when I next conducted a spelling exercise in my own school, I found that precisely the same error — in kind, if not in degree — existed somewhat on the part of my pupils. From it I learned a useful lesson. Visits to the schools of others may impart many such lessons.

*Teachers' Meetings and Teachers' Institutes.*— You will find it much for your interest and professional improvement to attend teachers' meetings as often as opportunity offers. It will do you good to meet with those who are engaged in a similar employment, with those who can sympathize with you. Such meetings, whether large or small, may be productive of much good. Two or three farmers, mechanics, ministers, or physicians, would probably derive mutual benefit from an hour's interview and familiar talk. So, particularly, it will be with teachers: they will either obtain new information or become more fully confirmed in some old plan or method. But, if you would be truly benefited by teachers' conventions, you must exercise the right spirit; and, while you aim to receive some new information from every such gathering, do not expect that every thing you may hear will be new to you, or precisely adapted to your individual circumstances or wants. Remember, it is only 'little by little' that we make advancement or growth in knowledge, whether of a general or professional nature.

Strive constantly, and in every suitable way, to honor and elevate your chosen profession, by adding to your own personal qualifications, and thus proving yourself an intelligent, earnest, and active member. Seek to honor your calling, and not live and act as though you expected that to honor and exalt you.

*Be Diligent in Professional Labors.*—If it is ever true in the material world that ‘the hand of the diligent maketh rich’, it is emphatically true that the mind is enriched and expanded by diligent application and wholesome exercise. As bodily sloth and idleness lead to destitution, want, and misery, so mental inactivity will lead to mental imbecility and unproductiveness. Persevering diligence in any work will overcome obstacles apparently insurmountable, and secure the accomplishment of the most important and surprising results. It is this that has subdued the wilderness, and caused it to be a fruitful garden. It is this that has furrowed our country with railroads, and made a safe track for the iron horse from the ocean to the mountains and valleys beyond. It is this that has sprinkled all over the surface of our country beautiful and thriving villages. It is this that has brought the luxuries of distant lands and the wealth of the ocean to contribute to our comfort and welfare. The sails that whiten our oceans; the steamers that plow our waters; the locomotives that sweep through our towns and villages, rushing through mountains, over plains, and across rivers and ravines; the wires that extend through the land and under the ocean,—all declare the power of well-directed diligence. Be ever active in all the operations and concerns pertaining to your profession, ever laboring to improve yourself, to aid others, to promote the great interests of education, and the fruits of your efforts will be neither few nor small. c.

---

#### THE DEATH-BED OF HORACE MANN.

---

A STUDENT of Antioch College has furnished interesting particulars of the death-bed of Horace Mann, from which, as we find them in the newspapers, we make extracts. Mr. Mann had asked his physicians respecting his prospects of recovery, and obtained from their reluctant lips the opinion that he could not live many hours, and that he must say speedily whatever he had to say.

“All then left the room but his wife and two younger sons (the older one being absent), with whom he conversed for nearly an hour. He was perfectly calm—perfectly free from all excitement. He scarcely even alluded to his own suffering; be-

trayed no symptoms of fear, no misgivings for the future, nor any solicitude for the happiness of that future. He spoke not of himself, thought not of himself. His care was for others; his anxiety was for others. He spoke confidently, but firmly, and with that same sweet voice, clear accent, and melodious cadence, with which he so often charmed and thrilled the scholar and the multitude.

"After having given his parting advice to his family and three or four of his more immediate friends and attendants, he sent for all the students who were remaining in town. He spoke with each one from three to five or six minutes. With some few his interviews were private, but to most of them he spoke so as to be heard by several others. He gave to each one of them such advice as seemed appropriate. One pale, slender student was advised to be more careful of his health — to bathe, to exercise, and go more in lively company. Another one, who was wearing himself away by too constant application, was advised to study with less intensity, and to take more recreation. Another one, who was prone to lose some time loitering, was admonished that 'as time is one of the most precious gifts bestowed upon mankind, it should always be industriously used, but never wasted'. Another was cautioned against 'allowing his appetites and passions to control him'. To one he said, 'Hold your head closer; let me see once more, before I die, that mammoth brain — that brain full of electricity and fire! Oh! if I had possessed a head like that, I could have accomplished a far greater amount of good for the human race! That brain is capable of doing an immense amount of good, or an immense amount of evil. Consecrate it! consecrate it!' To one poor student, who had been working his way through college, and had borrowed some money from him, he said, 'Mrs. Mann will return your note to you. You need never pay it.' To another one he said, 'I have no special advice to give to you. You know it already. You know what is right, and have determined to do it. You have made a glorious beginning; your future success is almost certain. A good, solid, honest, industrious, heroic young man! *Perge atque cœpisti! Perge atque cœpisti! PERGE ATQUE CŒPISTI!*' This was quoted each time with greater emphasis. Afterward he gave the translation three times, and each time with additional force. 'Go on as you have begun! *Go on as you have begun!* GO ON AS YOU HAVE BEGUN!' 'Now give me a good, stout shake of the hand — your strong hand! Good-by! good-by!' A student whom he had not seen for more than a year was recognized and spoken to as if he had been an every-day companion.

"In this manner he spoke with thirty-five or forty persons — recalling some points in their past history, and pointing out to each the proper line of conduct for the future; praising where praise was due, and warning where warning was necessary.

He made many remarks that can never be forgotten by those who heard them. I shall always remember the following: 'Our object should always be Truth, Duty, God, Man!' 'Great talents, without moral worth, are oftentimes a scourge, a pestilence, a plague, to the race!' 'Honesty is cheaper than dishonesty, even if we view it only as a matter of economy.' 'Follow Christ; He was a shining example.' 'Love and charity can accomplish more than power.'

"He closed his remarks to each one by a mild and gentle 'good-by', and a vigorous grasp of the hand. The hand was cold and the nerve unsteady, but the grasp was firm and vigorous even to the last. His words were nicely chosen, glowing, earnest, and fervent, and spoken with much emphasis. Several times his wordings were accompanied by the uplifted right hand and impressive gestures. Several times he half rose from his bed to embrace his friends and render his words more emphatic. A hymn was sung, after which Mr. Mann said, 'Now let some one make a short prayer—a cheerful, grateful prayer.' The prayer was made. It seemed to cheer and solace him. Oh! it is a sad, a joyous, a consoling, an impressive sight, to see a truly great man die: sad, because the world is deprived of his worth; joyous, because he meets grim Death so bravely; consoling, to hear such eulogies upon the good and the true; and solemn, to hear such noble advice coming from the verge of the tomb! By this time it was near twelve o'clock. He was exhausted; but, knowing that other friends were waiting and some (his elder son among them) were expected on the afternoon train, he said, 'Now let me rest a little while; perhaps I may gather more strength and see them all by-and-by.' Soon after this, one who had formerly been a professor with him in the college arrived at the door, and asked of Mrs. Mann permission to speak with him. Mr. Mann replied, 'Not now; I will rest a while, and then he may come and see me.' For nearly five hours after this he remained speechless. His countenance was tranquil, though pale as the moonbeam. Perhaps recollection was culling choice flowers from the garden of the Past. And we think so, because bright shadows passed over his face, and joy seemed to lighten his brow. A sweet smile played upon his lip, and when his eyes opened there was that mild, angelic glow of conscious innocence in them which recalls to mind our own ideals of the chosen just."

---

THE GERM OF CRIME.—He is no more physically blind, or bereft of his natural senses, who can not see a culprit in the hands of a sheriff, or a criminal court with its officers, or a prison with its armed guards, than he is morally blind who does not see criminal manhood in neglected childhood.

HORACE MANN.

## G R A M M A R .

In the study of Grammar the main object is not, or at any rate should not be, to ascertain so much what any author has laid down in a book, as to acquire a knowledge of correct and accurate use of our language. In one of the early numbers of the *Teacher* for the present year was an article upon teaching Grammar, more especially applicable to elementary classes. In this we shall not attempt to give an outline of a course such as we would adopt in large, permanent schools, like the high schools of our larger towns, where one can lay out a plan of study extending through a course of years with some probability of pupils' passing through it; there is less need of that just now. There is a large class of schools, however, where it is almost impossible to lay down a far-reaching plan — where the temporary character of the school or the employment of the pupils gives little opportunity for following a prescribed course which depends on classes' remaining together for two, three or more years. It is thus in most of our country schools, and in a large part of the schools in the villages and towns.

*Language* must be used by every farmer's boy, by every tradesman's son, and by every body's daughter, constantly. Once in a week, or a day, or an hour, or, in rare instances, *constantly*, the boy or girl uses in later life the knowledge gained from the arithmetic. More attention is paid to this latter, for its so-called *practical use*, than to *language*. 'I want my boy put forward in arithmetic' is familiar to old teachers, and frequently comes from men whose boys can not read the examples understandingly. Could they give the lads a good knowledge of *language*, their own common sense would carry them over many a difficulty that now proves a great stumbling-block, exhausts the skill of the teacher, and finally remains 'a dark saying' to the end of life. It is hardly too much to say that a pupil who has a full knowledge of the meaning and use of words can master almost any science without the aid of a teacher. His book gives him the direction; he reads, understands, and executes. Put the pupil who can not read ordinary discourse intelligently into arithmetic, or algebra, or almost any other branch, and the teacher must keep close watch to see that no word gets fixed in the wrong order, and must be a constant *translator* of the text-book. He must be to the ordinary pupil what a 'pony' is to a lazy student in college, and will be of about as much use.

Much more can be done in teaching *language* in all classes of our schools. A few notes on the course pursued in a school within our knowledge may serve as suggestions to those who see the

importance of the study, but do not see how any thing can be accomplished in the short space during which many of the pupils must attend school.

There is a school where is a class of pupils from fourteen years upward, who have not had the advantage of systematic instruction, and many of whom will not attend school after the coming winter. Some have studied *grammar* in the text-books; some have not. They are of sufficient maturity of mind to allow a more direct appeal to *principles* than is always practicable with younger pupils.

Their teacher deems the spelling-book and the dictionary no small aid in his work. Daily spelling is conducted by writing, using ten minutes for all who can write, and securing in this time the spelling of about fifteen words, taken promiscuously from an assigned page in the Reader; *Webster's Unabridged* lies upon a table for the constant reference of the pupils for definitions and derivations, as well as spelling.

In the regular grammar class the first step was to write *names*, which were easily called *nouns*; then to notice what the terms 'gender', 'number', and 'person', mean, with written exercises constantly to fix them in mind. Care is taken in all possible cases to bring forward the *thing* before the *name*, and, as much as may be, to have the signification of the name appear as the reason of its use. Thus, 'man' is said to be of the 'masculine gender', after the pupils have acquired a readiness in distinguishing words denoting *male sex* from others. So the terms 'singular number' and 'plural number' come naturally when the class see that 'number' tells *how many*; that names spelled in one way denote a *single* number, and spelled otherwise denote *more* in number, or *plural* (*plus*) number. The different parts of a sentence are early pointed out, so far as subject and predicate, and constant exercise is had in simple analysis. The class memorize from the text-books the leading points on declension, classes of words, and their respective uses, rather following the lesson, than leading, with the book. They will often need, in after life, to refer to some stated principles for various matters in connection with their writing or other use of language, and hence it is thought well to have them learn in a definite form from the text-book that which they had perhaps been led to observe previously for themselves in the exercises of the class.

Exercises in false syntax form no small part of the plan, and it is the intention of the teacher to make that more prominent as soon as a few more general principles are fixed in mind. The exercises are written upon the blackboard, and when corrected form a lesson for analysis and parsing.

But we have, so far, passed by a very important part of the work. Twice in a week the teacher gives to the class some object or objects to describe. The written descriptions are corrected and returned to the pupil, who copies them into a book

which he keeps for the purpose. The objects given have so far been those which the pupils had opportunity to make direct examination of. This gives considerable exercise in writing, and shows distinctly to the teacher the actual errors into which each pupil is liable to fall—giving him opportunity to adapt his instruction the better to individual wants. Among the objects which they have been called upon to describe are a Cone and a Pyramid, a Sphere, Prolate Spheroid, and Oblate Spheroid, from a box of geometrical solids; a picture of a threshing scene hanging in the room, a Magnet, the School-room, an Outline Map of the United States, and a piece of the Atlantic Cable.

A pleasant variation occurred a few days ago. There is a foundry in the village where this school is located, and one day the class visited the foundry while the workmen were casting, and spent a part of the afternoon in watching the various operations there. Their next exercise was a description of their visit. There are few places where pupils can not visit some factory or mill; and, even in the most retired spots, a six-horse-power thresher, or a saw-mill, will some times be set near enough to the school-house for pupils to note the operations, and have this for an exercise in description. Even an oral description would be no mean exercise in development of power in use of language. No teacher need feel that he has no objects to present for description because Holbrook's Solids or Mitchell's Outline Maps are not at hand. A jack-knife, a book, a tree, a stove, or a hat, will be found any where.

Pupils who follow such a course as is here described may not memorize so many pages of a text-book on grammar, during the season, as they might if they confined their attention to that; but their power of *language* will be more developed than by the latter course, even with 'writing compositions' for every Wednesday or Friday afternoon.

In the school referred to the exercises have varied from eight or ten lines to three foolscap pages. All that can be said of some objects is comprehended in a few sentences; others would give almost boundless opportunity for enlargement.

---

CULTIVATE THE MINOR MORALS.—Cleanliness of person, decency of conduct, and propriety of manners, are as essential to the comfort and happiness of the social state, as a cultivated intellect and a well-ordered store of practical knowledge are to individual success. When regarded in their relation to society, those decencies which have been, aptly denominated 'the minor morals' rise at once to importance, and demand the utmost care at the hands of those to whom the training of the youth of a country is intrusted.

## T O I L L I N O I S .

I'LL ne'er forget thy sunny skies,  
 With purple, gold and orange dyes;  
 I'll ne'er forget thy son and daughter,  
 Rare gems, and pearls of purest water.  
 O land most dear! my feet have trod thy soil  
 To teach thy children — my delightful toil.  
 Sweet flowers I cherish in fond mem'ry's vase:  
 A ROSA 's there to decorate *one* place;  
 And many a MARY, and a HELEN sweet,  
 Lift up their gentle heads myself to greet;  
 And two AMELIAS and a CLARA say,  
 By sweetest memories, "We're in your bouquet."  
 AN ANNIE comes, not as the queen of isles,  
 But with her dimples, and her sunny smiles.  
 A KATY ROBB-s me not of gold or pelf,  
 But clustering curls remind me of herself.  
 Always is MAGDALENA in her place,  
 And close beside her little EMMA MACE.  
 Fond memory weaves a WEBB most fair and tender;  
 For every pleasure *given* she *two* will render.  
 Delight is found in every written page,  
 Dearer than wisdom of the ancient SAGE;  
 And if not every name in verse will rhyme,  
 Still in my spirit's ear each voice will chime,  
 And merry, merry, bubble up the rill  
 Of *happy, pleasant* scenes in Jacksonville. M. P. S.

Mass., March, 1859.

## B R E V I - G R A P H Y .

WITHIN the last century, many individuals noted for literary attainments and genius have turned their attention toward the production of a scheme for effecting a perfect conformity between orthography and pronunciation. Much speculation on the subject had existed prior to the efforts of Franklin, Thornton, Ewing, Noah Webster, and others, both of Europe and America. Of late years, a plan by Mr. Isaac Pitman, based upon what is termed the 'Phonetic principle', has attracted much attention. My views in relation to this scheme of popular orthography, as well as a basis for Phonography, have been publicly expressed. The advantages anticipated from a popular orthography which would perfectly harmonize with pronunciation have been so much and so ably discussed that I shall take up no time to add any thing to what has been advanced on the



subject, but attempt, agreeably to a promise in a former number of the *Teacher*, to bring to your notice a scheme for orthography and stenography which was prepared some forty years since in the City of Philadelphia. The plan, which was designed to effect, as nearly as practicable, a perfect conformity between orthography and orthoëpy, was highly approved by many of the most accomplished scholars of that city, and by many other individuals of the highest literary and scientific reputation and social position, both of this and foreign countries. This plan of orthography, together with a system of stenography\* which was based upon it, was incorporated into a work intended for an elementary class-book; but, through the vicissitudes of time and fortune, the work has never been published.

The *forms of vowels* for ordinary print were, for A, four invariable forms of ordinary Roman characters; for E, two forms; I, two forms; O, five forms; U, three forms; oi, oy, as *oil, joy* ( $\overset{3}{a}, \overset{1}{e}$ , as in Walker); ou, ow, as *pound, down*.

The *numbers of vowel sounds* are—1. as a (*fate*); 2. as a, o (*far, not*,  $\overset{4}{o}$ ); 3. a, o (*fall*,  $\overset{3}{o}$  for, nor); 4. as (*fat*); 5. e, i, as (*me, pique*); 6. as e (*met*); 7. i, y, as (*pine, dry*,  $\overset{2}{a}, \overset{1}{e}$ ); 8. i, y, as (*tin, hymn*); 9. o, as (*no, notice*); 10. o, oo, u, as (*move, rood, rude*); 11. u, ew, as (*tube, new*,  $\overset{1}{e}, \overset{2}{oo}$ ); 12. u, o, i, e, as (*tub, love, sir, her*); 13. oo, u (*book, bull*). Diphthongs—oi, oy (*oil, joy*); ou, ow (*pound, down*).

The *vowels named and pronounced*—ai, as in *fail*; äh (exclamation); awe, as in *fall, nor*; ah, as in *fat*; ee, as in *he*; e as *ch, net*; i, y, *eye* ( $\overset{2}{a}$  and  $\overset{1}{o}$ ); i, ih, as *fish*; o, *owe*; o, oo, *ooze, move*; o, *awe, nor, fall*; u, *tube* ( $\overset{1}{e}, \overset{2}{oo}$ ); u, uh, *tub*; u, uhh, *bull*: u and i are diphthongs when sounded alone, but not always in combination.

*Consonants named*, as be, see, de, fec, gee, he, jay (g), ea, le, me, ne, pea, (q, k) que, re, see (e, s), tea, ve, we, eks, ye, ze; t'h, as *this* (vocal); th, as *thistle* (aspirate); eh, as *much*; sh, as *shall*; ng, as *king*; zh, as *rouge*; x, ks, as *tax*; gz, as *exact*. These last are not practically distinct sounds. It was designed that the characters should be sounded separately and accurately (each consonant in its elements) by learners before attempting combinations in syllables and words: this, it was believed, would be both the most natural and the most philosophical course, and would insure confidence, readiness, and accuracy, in the exercise of pronunciation.

The *stenographic characters* consist of twelve pairs; of which four pairs are right lines and eight pairs are curved. Their position, horizontal, vertical, or inclined, together with their place above or below a ruled horizontal line, determines their name

\* This scheme was extensively used in Philadelphia, by young persons, as secret hand.

and value.\* These marks, or characters, may be one-quarter of an inch in length. In the absence of the necessary type, it will be stated that b is placed above the line, d below; d a little in advance—the same of each pair; both inclined or leaning to the right: f, g, stand vertical; h, j, are inclined to the left; k, l, are horizontal; m, n (curved), incline to the right, with the cavity to the right; p, r, incline to the right, cavity to the left; s, t, stand vertical, cavity to the right; v, w, vertical, cavity to the left; x, y, horizontal, cavity downward; th, t'h, horizontal, cavity upward; ch, sh, inclined to the left, cavity to the left; z, ng, inclined to the left, cavity to the right. The vowels are a, e, i, o, u, oi or oy, ou or ow. A, e, i, o, u, are dots; o, u, are short dashes; oi, oy, are short right lines inclined to the right; ou, ow, right line inclined to the left. A is placed at the top of a consonant, e in the middle, and i at the bottom; o at the top, u in the middle, and oi, oy, ou or ow, at the bottom. A vowel before a consonant is placed at the left or under; after a consonant it is placed at the right or over. Walker's pronouncing word is taken for orthography for common print, and as the basis for stenography. The dash (—) over or under a letter shows the accent; the dot (.) shows the end of unaccented syllables.

It was expected that the stenographic characters would gradually take the place of Roman characters for current print, until eventually there would be established an approximate conformity between orthography and pronunciation, as well as a perspicuous plan for the most facile and expeditious manuscript. By the plan here proposed for common print no new form of type is required; no new forms of letters required for manuscript. By a short practice the stenographic characters may be used for ordinary manuscript. The use of the horizontal dividing line admits facility of execution and insures perspicuity.

The Phonotypic or Pitman alphabet may economize some six per cent. of space; but, by the introduction of twenty or more new complex characters (constituting one-half of the composition), what may be gained in space would be sacrificed in perspicuity.

The common method, of first giving one sound to each alphabetic character, and then from two to six additional sounds to the same form of character in combination, has ever proved a stumbling-block to both teacher and learner, and has caused the trial of a variety of plans for obviating the difficulty. The word-method, now strenuously advocated by many educators, and resorted to mainly to obviate the absurdity of endeavoring to teach several distinct sounds from one form of character, has

\* Meaning that most of the character should be above or below the line.

often been resorted to and as often abandoned. This latter plan labors under all the difficulties connected with the old plan, and some additional ones. The learner is first taxed with the pronunciation of each word, in which the elements, having no individual distinction of form indicative of their sounds, afford no intimation of their sounds in combination, and can be correctly sounded only through the aid of a teacher.

The author of the scheme here proposed has never anticipated the practice of a perfect uniformity in pronunciation: he has aimed to effect uniformity in spelling, perspicuity, ease in reading, and facility in writing. What Phonotypy has done toward uniformity in pronunciation may be seen by a few samples. In a Philadelphia alphabet I find ail, are, awed, at, ope, fool, odd, foot, bull; in a Boston alphabet, mating, paring, fat, fall, want, represented as five sounds of a; in an Illinois alphabet, ale, air, arm, at, ask, designed to give five sounds: Walker and Webster make but three in these words. Many pages of inconsistencies in the Phonotypic system might be exhibited, but I shall not occupy the room.

When it is considered that the scheme of short-hand now described was examined forty years ago by many ingenious individuals of England, France, and Germany, the resemblance existing between it and the Pitman plan may not seem entirely strange.

J. W. P.

---

## READING AND ELOCUTION.

---

At the State Teachers' Convention held at Galesburg I had occasion to make some remarks on the importance of Reading, and upon the manner in which it is taught in our schools, which remarks have been published in the *Illinois Teacher*. I have since that time directed my attention more particularly to the variety and quality of the various reading-books that are proffered to the acceptance of our teachers and children.

I perceive that many, not to say most, of these books, in their so-called 'Rules for Correct Reading', exhibit the most total ignorance on the part of their authors of even the first and most rudimental principles both of the science and the art of correct speech, so far as it relates to the emotive tones of the voice. Such ignorance half a century since might indeed have been pardonable; but now it is scarcely tolerable in even the humblest teacher, to say nothing of a grave and learned compiler of text-books. It would seem hardly possible that most of these writers (though some of them have a whole alphabet of

titles prefixed and affixed to their names) have ever seen, much less intelligently read, a single volume, or even a hand-book, that gives any tolerable analysis of the human voice and its proper functions. They almost all still talk of a rising and falling slide, as though there was in fact but one of each, through which the voice of the elocutionist plays up and down like a pair of steelyards, or a boy's see saw, especially when some emphasis kicks the beam: they still persist in the absurdity of attempting to attach correct utterance to mere grammatical construction: they still seem most innocently unconscious not only of the infinite power of the voice, and its wonderful play over the natural musical scale, according to fixed and inevitable laws, depicting every variety of human passion and emotion with an accuracy and a power as wonderful as the means are unvarying and simple; but they do not seem to know even that there is any such thing as a slide (of a second at least) on all HUMAN words, in all languages whatever, or that there is any difference between a slide of a second, a fifth, and an octave; that even the slide of a third has any fixed and definite meaning, or that there is any difference between a rise and fall in concrete and in discrete pitch, both of which are confounded together in the utmost confusion. These writers and book-makers still quote Sheridan and others, and evidently base all their rules on dogmas that have come down to us from these ancient worthies.

The rules given in such books are, therefore, oftentimes not only wholly incorrect, but based on principles that are totally false and illusive, while others are so utterly mystical and inapplicable as to be past either all comprehension or all practical use. In some of these books one will find scarce a single rule for reading, from beginning to end, that is not either absolutely false and absurd on the face of it, or at least so wholly inapposite as to be totally worthless in practice.

Yet these reading-books are not only approved and commended by teachers, but even by grave Professors and State Superintendents, and are ushered into the presence of the public with a mighty array of names of the most illustrious Teachers, Honorables, D.Ds., and Esquires, as god-fathers and vouchers — an array almost as formidable to the *uninitiated* as a battalion of French Zouaves to poor raw recruits. My hand shakes now, as I write, just to think of the mighty learning, and genius, and talent, and science, and even State Sovereignty, that have given their full and hearty indorsement to such wonderful books. Especially do I only the more quake with fear when I reflect that I am liable to fall into the hands of professed critics, the obvious end of whose efforts is a war of total extermination, but who are, if possible, still more ignorant of the whole subject upon which they attempt to write than these authors themselves, and who, as yet, do not seem to know enough of the real nature of their warfare to even point their guns toward the mark they

would desire to hit, but, like the honest Dutchman, conclude that their rebounding weapons are 'loaded at the wrong *end*'.

I admit that the mere selections in most of these school-books are generally good; for it would surely be past all comprehension if any man possessing half common sense should fail to make at least a tolerable selection of extracts to be read in school, with all the facilities before him which previous compilers and reviewers present.

But what should we say of a professed chemist who, with a confessedly good cabinet and apparatus at hand, should still doggedly persist in talking of the 'two forms of matter, the liquid and the solid', of the 'celestial fire', the 'water of life', the 'philosopher's stone', the 'salts of vipers', 'mystical sulphur', etc., etc., and, instead of citing as authority any of our modern chemists, or using their accurate and beautiful nomenclature, should still cite Sandivonius, Cornelius Agrippa, Basil Valentine, or persist in deferring both to the authority and the cabalistic terminology of these old alchemists of the dark ages? Just as absurd and inexcusable is any writer or any man who, in this age of the world, after the beautiful and sublime analysis of the human voice by Rush and his followers, still persists in quoting the old alchemists of eloquence, and using the false, fanciful and absurd terminology and logomachy of those ancient worthies.

The New Eclectic Readers, by Prof. McGuffey, do, indeed, form an exception to the above remarks in some most commendable and important particulars, and, as it appears to me, have advanced so far in the right direction as to encourage us in the present and incite our hopes for the future. In all that relates to an appropriate gradation of their selections; in the high interest and adaptation of their lessons and exercises to the several classes of readers for whom they are designed; in their pure, elevated and Christian moral tone, while still free from all objectionable sectarianism and mere religious cant; in the great variety and high literary excellence of their matter, as well as in the peculiarly genial western spirit which every where pervades them without sinking into vulgar provincialism either of phrase or of thought,—in all this, these books, it must be confessed, leave little to be desired.

I have never had in my house any other collection of books in which the minds of my own children were so freely and spontaneously interested as in McGuffey's class-books; still, these, in their rules of reading, though far less faulty than any others which I have examined, may be improved in some important points, and doubtless will be corrected by their author, while many other reading-books are bad past all hope of remedy or relief.

I have, Mr. Editor, no personal motive for writing these unpleasant strictures upon authors who, in many respects, deserve the thanks of the public for their labors in behalf of the child-

ren of our schools; but it is surely high time that the teachers of our State, as independent and thinking men, should begin to look this evil fully in the face, and demand for themselves text-books, if not absolutely perfect and correct at all points, still such as evince at least some knowledge of and true sympathy with the science upon which this great art of all arts, HUMAN SPEECH, is really based. And I hope that many of our intelligent teachers will be induced to give, at once, their most serious and earnest attention to the gross and obvious defects of most of our reading-books in the matters above intimated, and to exert all proper influence toward the correction or removal of these defects.

Yours truly,

J. B. TURNER.

---

M A T H E M A T I C A L .

---

CLASS EXERCISE IN NUMBERS, CONTINUED.— In reviewing the last exercise, bring out the following points: (1.) That it was necessary to stop making new names and new characters for numbers at some place, and we chose to stop at ten; (2.) that higher numbers are constantly made by uniting ten units of a lower number, and calling the group *one*; (3.) that figures have their value increased ten-fold as they are moved to the left, and that a point to reckon from is necessary; (4.) the necessity and use of the zero.

*Teacher.*—What did this figure (1) mean when it stood next to the point, on the left? *Pupils.*—Just one. *T.*—When it stood in the second place it meant what sort of *one*? *P.*—One ten. *T.*—When it stood in the third place? *P.*—One hundred. *T.*—Then this figure expresses *one* every time: what does change as I move it from right to left? *P.*—The *kind of one* that is expressed. *T.*—How many ones of any kind make one of the next higher kind? *P.*—Ten. *T.*—Which do you suppose men made first, the numbers themselves, or the figures to write them? *P.*—The numbers. *T.*—Yes; at first we suppose numbers were not written at all. And now can you tell me what ignorant men, and some times scholars, almost always use to help them reckon? *P.*—Their fingers. *T.*—Well, then can you think of any reason why they should put ten things together and call them one? *P.*—They might count all their fingers and call that one handful, and then begin again. *T.*—I suppose that is the way in which men came to reckon by tens rather than by nines, or twelves, or some other number; and now, as they had begun to reckon by tens, you will see a reason why they should stop making new names and new characters just where they did, when they contrived a way to name and write numbers. When a figure is moved one place from the starting-point, how many times as much as before does it express? *P.*—Ten times. *T.*—Then you may call the point a *decimal point*, because the Latin word *decem* means ten. You may tell me now how many hundreds the figure 1 would mean if we put it in the fourth place. *P.*—Ten hundreds. *T.*—You may call this one thousand. Have we given each new place a new name, thus far? *P.*—We have. *T.*—Will any trouble follow if we continue to do so? *P.*—We shall have a good many names. *T.*—Well, to avoid this trouble, we will group all the places, three by three, and call each three places a *period*, and only give a new name, to each period. In what period will thousands come, then? *P.*—The second. *T.*—What *place* in that period? *P.*—The first. *T.*—How many thousands will one in the next place mean? *P.*—Ten. *T.*—One in the next place will mean how many thousands? *P.*—One hundred thousands. *T.*—Will one

in the next place be in the same period? *P.*—It will not. *T.*—You may call this *one million*. The name of the last period was *thousands*: what will be the name of this new period? *P.*—Millions. *T.*—The first place in the period, you see, is for *ones*, or units, of millions: what place in the period is for *hundreds* of millions? *P.*—The third. *T.*—What for *tens* of millions? *P.*—The second. *T.*—So it will be in every period.

Let the names of the periods be thoroughly learned up to the twentieth; and let the scholar be taught the significance of the first part of the names, which come from the Latin numerals: instance that *tri* in trillion means three, *tredec* in tredecillion means thirteen, etc.; then the following exercises will be found very profitable:

*T.*—What was the name of the fourth period? *P.*—Billions. *T.*—What did the first part of the name mean? *P.*—Two. *T.*—What does *tri* mean? *P.*—Three. *T.*—What is the number of the trillions' period? *P.*—The fifth. *T.*—The first part of these names indicates how many less than the number of the period? *P.*—Two. *T.*—That will always be so, as you will see if you think a moment. What, then, will be the name of the thirteenth period? *P.*—Undecillions. *T.*—What period will have the name of nonillions? *P.*—The eleventh. *T.*—How many *places* are necessary that we may have nonillions? *P.*—Thirty-one. *T.*—Why? *P.*—Because there must be ten full periods and one place in the eleventh. *T.*—What will be the name of the thirty-eighth place? *P.*—Tens of undecillions. *T.*—Why? *P.*—Because there will be twelve full periods, and two places filled in the thirteenth. *T.*—What is the place of hundreds of septillions? *P.*—The twenty-seventh. *T.*—Why? *P.*—Because there must be nine full periods.

Let such exercises be continued until the pupil can answer the questions with great readiness; and let long lines of figures be given to write and numerate, always requiring the pupil to begin to read as soon as he can divide his figures into periods and count the periods.

*T.*—You may now read these figures (436). *P.*—Four hundred and thirty-six. *T.*—Four hundred and thirty-six what? *P.*—Ones, or units. *T.*—Why? *P.*—Because the decimal point is understood to be just at the right of the figures. *T.*—Which one of those figures stands in *units'* place? *P.*—The right-hand figure—the 6. *T.*—Now you may read the *same figures* in this expression (43600). *P.*—Four hundred and thirty-six hundreds. *T.*—Which figure stands in *hundreds'* place? *P.*—The same figure 6. *T.*—Now in what place does the 6 stand (74360004)? *P.*—Ten thousands' place. *T.*—You may read in this last expression the same figures you read before. *P.*—Four hundred and thirty-six ten thousands. *T.*—Do these figures express the same or a different number of units each time? *P.*—The same number. *T.*—What changes, then, as I move the figures about? *P.*—The *kind* of units. *T.*—Which figure of the group gives a name to the number? *P.*—The right-hand figure, the 6. *T.*—How does it get its name? *P.*—By its place from the decimal point. *T.*—Then you may commit to memory this precept: *The same figures in the same order always express the same number of units; and the name of those units is determined by the place of the right-hand figure of the group in respect to the decimal point.* In our next lesson we will write figures at the right hand of the decimal point.

SOLUTION OF PROBLEMS IN JULY NUMBER.—I. The following is the statement for cancellation: we make no explanation.

5280(ft.), 60, 30, 572  
60, 60, 1111, 12 = 110 ft. *Ans.* At  
20 miles an hour,  $36\frac{1}{2}$  ft.; at 40 miles an hour,  $73\frac{1}{2}$  ft.

II. We insert the following solution, from the correspondent who proposes the question: "The two feet forward of the fore axle will balance the first two feet back from that axle; likewise, the six feet back of hinder axle will balance the first six feet forward of said axle, leaving eight feet yet to be disposed of. As the stick is of equal size throughout, the centre of gravity of this eight feet is in or under the centre of said eight feet, or six feet from fore axle and ten feet from the hinder axle, and the axles will support said eight feet in inverse ratio of their distances from said centre of gravity.  $6+10=16$ , the sum of distances from cen-

tre of gravity to axles; and the hinder axle will support  $\frac{6}{10}$ , or  $\frac{3}{5}$ , of said 8 feet, =3 feet, and the fore axle will support  $\frac{1}{10}$ , or  $\frac{1}{5}$ , of said 8 feet, =5 feet. These added to the number of feet balanced on each side of each axle give as answer, 9 feet supported by fore axle and 15 feet by hinder axle." In this question the whole weight of the stick might have been regarded as at the centre of gravity, and consequently 6 feet from the hinder axle and 10 feet from the forward axle. Hence, by the principle above stated,  $\frac{3}{5}$  of the whole stick, or 9 feet, will rest on the forward axle, and  $\frac{2}{5}$ , or 15 feet, on the hinder axle.

III. From the statement of the question, we see that  $120+1$ , or  $121$ , times the cube root of the desired number will equal the number: hence,  $121$  must be the square of said cube root.

1331 Ans.

IV. 30 feet is the length of the hypotenuse of two equal right-angled triangles, the base of one being the length of the longer pole, and its perpendicular the length of the shorter pole. These two sides are to each other as 3 is to 4, and the sum of their squares must equal  $30^2$ , =900. As often as there are 9 feet in the square of the shorter side there will be 16 feet in the square of the longer side, or 25 feet in the sum of their squares. There can be 25 feet in the sum of their squares 36 times: hence, the square of the greater length is 36 times 16 feet, =576 feet, and the square of the shorter length is 36 times 9 feet, =324 feet. Therefore the longer pole is 24 feet, and the shorter 18 feet. The distance between their tops will equal  $4 \cdot (4^2 + 6^2)$ , =42.423 feet. The foregoing solution is, in substance, the one given by a young lady in the Public School at Keithsburg: the question is also solved by 'N. H.'

PROBLEMS.—I. *Arithmetic*. A family of 11 persons have provisions for five months: if 3 of their number leave at the end of 2 months, how long will the provisions last the remainder? (Solve by analysis.)

K.

II. A lot of land containing 100 acres is divided, by lines running east and west, into three lots of equal value. If the land in the northern lot is 10 per cent. better than that in the middle lot, and that in the middle lot is  $12\frac{1}{2}$  per cent better than that in the southern, how many acres are there in each lot?

D. P. COLBURN.

III. *Algebra*. During the time that the shadow on a sun-dial which shows true time moves from 1 to 5 o'clock, a clock which is too fast a certain number of hours and minutes strikes a number of strokes equal to that number of hours and minutes, and the number of minutes is less by 41 than the square of the number which the clock strikes at the last time. The clock does not strike 'twelve'. How much too fast is it? This question is not so difficult as it seems at first view. Try it.

PRACTICAL METHODS IN ARITHMETIC.—*Interest*. Let all operations in interest at 6 per cent. be based on the fact that at that rate the interest equals the principal in 200 months.

Examples: XV. Find the interest of \$2066.19 for 3 yrs. 6 mos. 2 days. 3 yrs. and 6 mos. =42 mos.

\$2066.19 = principal.

$$\begin{array}{l} \frac{1}{5} \text{ of principal} = 413.24 = \text{interest for 40 months.} \\ \frac{1}{10} \text{ of " " " = 20.66 = " " 2 " " " } \\ \frac{1}{3} \text{ of } \frac{1}{10} \text{ of " " " = .69 = " " 2 days.} \end{array}$$

\$434.59 Ans.

XVI. Find the interest of \$354.80 for 3 yrs. 7 mos. 19 days.

\$354.80 = principal.

$$\begin{array}{l} \frac{1}{5} \text{ of principal} = 70.96 = \text{interest for 40 months.} \\ \frac{1}{10} \text{ of last sum} = 7.096 = " " 4 " " " \\ \frac{1}{6} \text{ of } \frac{1}{10} \text{ of principal} = .591 = " " 10 days.} \\ \frac{1}{10} \text{ of last sum} = .59 = " " 1 day.} \end{array}$$

\$77.406 Ans.

In this case, we find the interest for 44 months, and then subtract the interest for 11 days: the last two sums have the sign *minus* prefixed, and the addition and subtraction are performed at the same time.

Frequently we can do no better than to take one-hundredth of the principal for every two months and one-thousandth of it for every six days.



## EDITOR'S TABLE.

---

STATE TEACHERS' ASSOCIATION.—The Report of the Committee on Programme of our State Teachers' Association will be found under the head of 'Local Intelligence'.

OBITUARY.—The fate of Sir JOHN FRANKLIN is known at last, and his biography may be written. He was born at Spilsby, Lincolnshire, April 16, 1786. His father meant that he should be a clergyman, but finally yielded to the bent of nature, which made him a sailor. While a boy at school, he walked twelve miles to get his first view of the sea. As a midshipman in the English navy, he was at the battles of Copenhagen and Trafalgar, and at New Orleans. In 1801-2-3 he was in Australian explorations: in 1818 he commanded one of two vessels that attempted the northeast passage to India. Next year he commanded an overland expedition from York Factory: in one of its journeys he traveled 856 miles while the mercury was frozen. He returned in 1822, married, and in 1825 was placed at the head of another overland arctic expedition. He left England while his wife was dying, she insisting upon his departure, and giving him a silk flag to be raised as a token of success. She died the next day. This time he traveled 374 miles along the Arctic coast. In 1827 he returned to England, and in 1828 married JANE GRIFFIN, now Lady FRANKLIN. In 1829 he was knighted; next year he served in Greece. From 1836 to 1843 he was Governor of Tasmania, where he was very popular, and showed much zeal for education and science. In 1845 he started on his last expedition to the Arctic Ocean, with the *Erebus* and *Terror*. His vessels were seen by civilized men on July 6, 1845, and never again; they were then in the middle of Baffin's Bay. In 1848 the British Government sent three expeditions to find him; in 1850 the Government sent three, Lady FRANKLIN two, HENRY GRINNELL, of New York, one, and two were got up by public subscription; in 1852 there were two expeditions, one under Sir EDWARD BELCHER; in 1853 was Dr. KANE's second GRINNELL Expedition; Lady FRANKLIN sent a steamer and sailing vessel; two vessels were sent in aid of BELCHER, and Dr. RAE started for an exploration of Boothia. Dr. RAE found evidences of the fate of the Expedition, even finding corpses and graves, and learning something of them from the Esquimaux. Capt. Mc'LINTOCK, R.N., Commander of the *Fox*, a screw steamer sent out by Lady FRANKLIN, found, on King William's Island, a record signed by the captains of the *Erebus* and the *Terror*, stating that they had abandoned their vessels April 22, 1848, and were trying to make their way to the Great Fish River. Sir JOHN FRANKLIN had died on the 11th of June, 1847.

Dr. JOHN PRINGLE NICHOL was born in Forfarshire, January 13, 1804. He distinguished himself at King's College, Aberdeen, in mathematics, and finally devoted himself to literature and science, though he had originally intended to enter the Christian ministry, and had studied Theology. In 1836 he was appointed Pro-

fessor of Astronomy in Glasgow University by the Government. He wrote 'The Architecture of the Heavens', 'The Solar System', 'The Planetary System', 'The Planet Neptune', 'The Cyclopaedia of the Physical Sciences', besides many magazine, review and newspaper articles. In a 'Cyclopaedia of Biography' he furnished the principal names in the department of physical science. As a lecturer he was very popular, and while visiting the United States, a few years since, delighted the audiences which had the pleasure of hearing his rich and glowing periods. He died September, 1859, at Rothesay, of disease of the heart.

JAMES HENRY LEIGH HUNT, generally known as LEIGH HUNT, was born in London, October 19, 1784, and died in the same city August 28, 1859. His mother was a lady of Philadelphia. At an early age he showed poetic talent, and his father published a volume of his poems in 1802. He left college at the age of fifteen, and soon entered the War Office. His talent for writing and his singular facility of expression were early called into exercise; he contributed to many periodicals, and when but twenty years old wrote theatrical and literary criticisms for his brother's weekly journal. In 1808 his elder brother, JOHN, and he started the *Examiner*, an independent, liberal journal. The Government prosecuted the brothers in 1810 for an article reflecting on the rule of GEORGE III, but the crown lawyers gave up the case. Next year they were prosecuted again; Lord BROUGHAM was their counsel, and they were acquitted. A third prosecution, on account of an article ridiculing the Prince Regent, the wicked GEORGE IV of later date, resulted in a fine of £500 each, and imprisonment for two years. They cheerfully endured the confinement, with sympathy of the public and testimonials of regard. At this time he became acquainted with MOORE, SHELLEY, and BYRON, who were his warm friends: to SHELLEY, especially, he was tenderly attached. Other of his literary friends were COLERIDGE, LAMB, KEATS, GOODWIN, and HAZLITT. He wrote no great works, but a vast number of contributions to periodical literature, and many translations. His 'Autobiography' appeared a few years since, and about two years ago a complete edition of his poetry was issued in Boston. Wit, humor, beauty, rich fancy, and sweetness of expression, are the characteristics of his works. In private life he was lovely; he was cheerful, affectionate, and charitable. The same Government that had sent him to prison in his youth gave him in 1847 a pension of £200 a year.

DR. NOTT.—The venerable Dr. NOTT, President of Union College, has so far recovered from his recent sickness that he walks out with more ease than at any previous time within the last ten years. He now walks a quarter of a mile (from South to North College and back) with one cane, while he formerly required two. His late severe illness has not only entirely passed away, but has left him with more strength and in better health than before, though he is now in his 87th year.  
Educational Herald.

REV. THOMAS HILL, of Waltham, Massachusetts, has been duly inaugurated President of Antioch College, successor to the late HON. HORACE MANN. MR. HILL graduated at Cambridge, in 1843, with the highest honors. The directorship of the Washington Observatory was lately offered him. The *Massachusetts Teacher* says that since that time he has been called, formally or informally, to a Professorship in the Smithsonian Institution, to the Presidency of the Meadville School, to the head of the Normal School at Framingham, to a Professorship in Minnesota, and has been the favorite candidate with many for the Presidency of Harvard University, if the threatened resignation of Dr. WALKER should take place.

ALABAMA.—Affairs in Alabama are not hopeful. The *Alabama Educational Journal* speaks thus of the fourth State Teachers' Association:

"Yet how little, as our readers too well know, has been done in this Journal! How few have lent us their pens and unfolded their experiences, and aided their fellows by instruction and encouragement! Indeed, many of the most prominent educators in the State have withheld from its support the miserable pittance of a dollar, seeming willing that the honest and disinterested effort of a few to elevate the profession and do a general good should die of mere starvation. But we highly hoped that the 19th of June would redeem all. Mark the result. Not one-fourth of the Committees appointed to investigate and introduce important topics had prepared any reports whatever; many were absent. Not one-fourth of those who had been appointed and consented to address the assembled teachers, appointed because of their capacity to instruct their expectant hearers, presented themselves or offered an excuse. Places were simply vacant. No letter of apology, no word of encouragement, came up to us.

"The few present consisted of two classes. Those whose liberal views and devotion to the general interests of the cause would have carried them any where to strike a blow for its good, who had put their shoulders to the wheels and were resolved not to look back; and, on the other hand, those who had been persuaded by the others to come up and help, who for the first time came forward inquiringly to look into and take part in these good movements. The first class came away profoundly discouraged and weakened; the second returned home, some not waiting for the close, offended that they had been dragged through sun and rain to attend to such trifling. Now here having failed of a good, a great evil has been done. Let each one ask himself how far he is individually responsible for a share of this. Moreover, let him repent."

ST. PETERSBURG, writes a traveler, is lighted with gas in winter, but at the present season there is altogether more day-light than is either useful or agreeable. The sun now sets at half after nine o'clock, and rises long before three, and at midnight there is sufficient twilight for easily reading coarse print or observing the time on a watch. From the first of May to the first of August the street gas-posts are dismantled, and no gas is manufactured at the works. St. Petersburg is a city of 600,000 inhabitants.

THE ASTOR LIBRARY, New York, has recently been enlarged to double the original size, and has received an addition of over 250,000 valuable works, selected with the utmost care by Dr. COGSWELL, the librarian.

It is stated that the long-talked-of submarine telegraph between Spain, Cuba, and other West-India Islands, is finally decreed by the Spanish Government, and nothing now appears in the way of its speedy commencement.

AGRICULTURAL SCHOOL IN IOWA.—The Legislature of Iowa has passed a law authorizing the establishment of a State Institution for the practical education of the youth in all the sciences and branches pertaining to husbandry. A piece of land containing six hundred and fifty acres has been chosen, and the erection of a building will soon take place. This college will probably be opened in the fall of 1860, when from fifty to seventy-five students will be admitted. The Board has established already four Professorships — one of Physics, one of Mathematics, one of Zoölogy, and one of Botany.

Mass. Teacher.

THE ENGLISH LANGUAGE IN LOWER CANADA.—We extract from the *Journal of Education for Lower Canada*, one of the most valued of our exchanges, the following article:

A statement has been recently made by the *Toronto Leader* to the effect that the English language is almost excluded from the French Colleges and Schools

in this part of the country. We deem it necessary to contradict that statement. In every college in Lower Canada the English language is taught, and in some of them most efficiently. It is taught in a most successful manner in the convents and in the academies of young ladies; and were the learned editor of the *Leader* to attend the public examinations at these institutions, he would be at a loss to distinguish the French from the English pupils. According to the report of the Superintendent of Public Instruction for Lower Canada for 1858, which is now printing, the number of French pupils in the colleges and academies learning the English language is 7,968; that of the English pupils learning French is 1,765. Besides this, there is hardly a model school in the French parishes in Lower Canada where English is not studied with more or less success. It is taught in many elementary schools, and there is every where a very strong disposition on the part of the parents to have it taught.

The total number of French children who are learning to read and write the English language can not be less than 40,000. We have no exact figures by which we could judge of the number of children learning French in Upper Canada, but we have every reason to believe that it bears a much smaller proportion to the total number of pupils than in England and in the most enlightened parts of the United States. Even in Lower Canada it is but very recently that the French language has been taught effectually in the higher English educational institutions. It is to be noted, also, that with two or three exceptions all the French-Canadian members of Parliament understand English; most of them can speak it, and some among them have frequently addressed the house in that language with great fluency and correctness. No Upper-Canadian ever addressed the house in French, if we except the Speakers, who on two or three occasions returned thanks in both languages.

We do not pretend to say that the French Canadians are not as firmly attached to the language of their forefathers as the English are to the Anglo-Saxon idiom; but we wish, as far as it lies in our power, to repel the charge of their being blindly and irreconcilably opposed to the use of a language so highly serviceable, and which they are neither unable nor unwilling to master.

**LARGE NUMBER OF STUDENTS IN COLLEGES.**—The number of students in our Eastern Colleges is greater this year than ever before. We have as yet received catalogues of but few of our Western Colleges, but we infer from what we can learn that the number of students is at least equal to that of any former year. No doubt, the financial difficulties of the past two years interfered seriously with the growth and prosperity of our educational institutions, and we are glad to see among the earliest indications of returning prosperity a tendency on the part of our youth to secure a thorough and comprehensive education. Yale College has now upward of 600 students — a larger number, we think, than ever before. The Freshman Class numbers 170. The 'Yale Lit', a Magazine supported and conducted by under-graduates, is jubilant over the abolition of 'morning prayers' and 'before-breakfast recitations', and over the opportunity afforded by the new College Gymnasium for 'bringing out the muscle' of the students. The following is a summary of the students of Yale:

Theological Students.....	26
Law Students.....	35
Medical Students.....	44
Scientific School.....	26
Seniors.....	110
Juniors.....	96
Sophomores.....	115
Freshmen.....	160
Total.....	612

Harvard, Amherst, Williams, Bowdoin, and the other New-England Colleges, also have very large classes, quite outnumbering those of former years.

**ADAM BEDE.**—Miss MARIAN EVANS, now known as the author of 'Adam Bede', has already received from Messrs. BLACKWOOD, for that work, upward of \$20,000. She is now engaged upon a new novel for the same publishers, of a different character from any of her preceding works.

**FLUID STONE.**—Dr. J. N. VON FUCHS, of Germany, has lately made important discoveries concerning the chemical combinations termed silicates. Of these pastes can be formed which may be moulded or spread over other substances, and become very hard and susceptible of a high polish. A silicate of soda is made by mixing 45 pounds of white sand and 23 of anhydrous carbonate of soda with 3 of powdered charcoal, and applying a strong heat till the whole is fused. After cooling it is dissolved in boiling water, and is then ready for use. Marble-dust when mixed with these silicates forms a tenacious paste, which may be applied to various articles of ornamental furniture. It is very hard, insoluble, and may be beautifully polished. A composition of the liquid silicate with the oxyd of zinc, applied to wood, makes an excellent writing-slate; an invention which is already patented.

**CHILI.**—A late census gives Chili a population of 1,558,319 — an increase of 119,118 in three years.

**ROCK OIL.**—A remarkable discovery has been recently made at Titusville, Penn. A company boring for salt struck a vein of rock oil, or naphtha, which yields 400 gallons of pure oil per day. It is expected that, with more efficient machinery, the well will give 1200 gallons as the daily yield. The vein was found at the depth of 71 feet.

**DIGNITY OF LABOR.**—In a recent letter, GEORGE SUMNER, of Boston, recorded the following observation on the 'dignity of labor' and the practical value of education:

"Eight or nine years ago, when visiting a large landed proprietor in England, he remarked to me that all his estate except the park and garden was let out to farmers. Of his three sons, two were then pursuing their University studies, one to become a hereditary legislator, one to become a clergyman, perhaps a bishop. The youngest son was destined for the army. Not long since I again visited this same estate, and was somewhat surprised to find the future bishop and the future general hard at work as good farmers. Alluding to this change in their career, the father said: 'Farming is quite a different affair now from what it was a few years ago. Lawes and Liebig have changed all that. When it was found that there was as much room for science and intelligence in cultivating the soil as in making sermons or in moving soldiers, farming became quite a fashionable occupation, and, for one, I am glad of it.' His two manly sons heartily responded to this. Similar examples I often saw on other estates."

**CHILDREN IN CINCINNATI.**—By a census recently taken, it has been ascertained that there are 65,928 white school-children in Cincinnati—31,309 boys, 33,719 girls; colored, boys 936, girls 1,079: making a grand total of 67,043 children entitled to school privileges. The net increase since 1858 is set down at 8,093.  
Ohio Journal of Education.

**A JUST REBUKE.**—In 1854, Rev. THOMAS HILL, now President of Antioch College, was a delegate to a Conference of New-England Unitarians. A very eminent divine was giving an address, in which he repeatedly used the word 'females'. At last Mr. HILL jumped up:

"Mr. Chairman, I ask the gentleman's pardon; but *will* he not have the charity to say *women*? 'Female' is a physical characteristic signifying sex."

That was a just rebuke. Among the worst of modern abominations in language is the use of the adjective 'female' as a substantive. Follow Mr. HILL's example, schoolmasters and ma'ams, and expose in high as well as low places.

Ohio Journal of Education.

TICKNOR AND FIELDS, Boston, have purchased for \$10,000 the *Atlantic Monthly*, which, in consequence of the death of both Messrs. PHILLIPS and SAMPSON, of the firm of PHILLIPS, SAMPSON & Co., the former publishers, and the subsequent failure of the firm, came to be offered for sale.

PROF. BLEDSOE declines the Presidency of the Missouri State University.

A FRENCH HAMLET.—Shakspeare is just now all the rage at the Parisian theatres; the representations are very funny, and decidedly Frenchy. In one scene, Hamlet appears on the stage with an urn, supposed to contain his father's ashes. Over this he weeps, with the exclamation, '*Ah, mon père! mon pauvre père!*'

CHARLES XII.—The tomb of Charles XII was recently opened by Prof. FRYXELL, the historian, in the presence of the King of Sweden, Prince OSCAR, and others. This was done to set at rest the stories of his assassination, which have long been afloat. It was found that death was caused by a large ball, which entered the left temple and came out through the right. CHARLES was in the trenches at Frederickstein when he fell, with his left side turned toward the enemy; and this discovery makes it certain that the fatal missile was not from the Swedish side.

SOURCE OF THE NILE.—The great problem of the source of the Nile, a mystery for so many ages, is at last definitively solved. Capt. SPEKE, who has just returned to England from an extended tour in Central Africa, has discovered a lake called Nyarza, which seems to be the principal reservoir of the Nile. It extends from 2° 30' south to 3° 30' north latitude, lying across the equator in east longitude 33°. This new lake finally lays the ghost of the Mountains of the Moon. A new expedition to this region is now on foot, with Dr. SYLVESTER at the head, under the direction of the Bombay Geographical Society.

POSTPONED.—Several articles received too late for insertion in the present number will appear in our next issue.

LOUISIANA.—The *Baton-Rouge Gazette* says of the office of Superintendent of Public Instruction in Louisiana: "This is a very onerous office, requiring the occupant to sign his name as many as four times in the course of a year." The salary is \$3,000, so that the lucky incumbent gets \$750 every time he signs his name.

BUCKEYE STARCH.—Dr. JEWETT brought to the office of the *Boston Traveler* between one and two ounces of fine starch, extracted from eight horse-chestnuts. This fact indicates a possible value for this now useless nut.

PROFESSOR HEDRICK, whose political opinions (Fremontism) caused him to lose his place in the University of North Carolina, has been appointed Professor of Mathematics in the Cooper Institute, New York.

## L O C A L I N T E L L I G E N C E .

THE SIXTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION will be held at Ottawa on the 27th, 28th and 29th of December, 1859.

## PROGRAMME OF EXERCISES.

*Tuesday, 10 o'clock A.M.*—Opening Exercises; President's Address; Report of Committee on Programme; Business, or Discussions. *1½ o'clock P.M.*—Essay by W. B. HOPSDEN, of Carmi, on 'Cheerfulness as an Element of Power in the School-room'; Report of Executive Board; Business. *3 o'clock*—Report of Committee on Use of Bible in Schools, followed by Discussion of the same subject. *7 o'clock*—Lecture by Edward Beecher, D.D., of Galesburg—subject, 'Mind'.

*Wednesday, 9 o'clock A.M.*—Report of Committee on Reform Schools; Discussion, or Business. *10 o'clock*—Address by CHARLES A. DUPEE, of Chicago, on 'Physical Education', followed by Discussion of same subject. *11 o'clock*—Essay by Miss C. M. GREGORY, Principal of Mount-Carroll Seminary; Essay by P. D. HAMMOND, of Danville. *1½ o'clock P.M.*—Report of Committee on Phonetics; Essay by Rev. C. FOOTE, of Jerseyville, on 'Discipline'. *3 o'clock*—Address by NEWTON BATEMAN, State Superintendent of Public Instruction, on 'The School and the State'; Discussion—subject, 'How many hours per day ought scholars in the several grades of our schools to be confined to study?' *7 o'clock*—Lecture by HENRY P. TAPPAN, President of University of Michigan—subject, 'Science of Pedagogy'.

*Thursday, 9 o'clock A.M.*—Report of Committee on Making the Association a Delegate Convention; Essay by S. M. CUTCHEON, of Springfield; Essay by H. A. CALKINS, of Peoria, on 'Learning and Labor'; Business, or Discussions. *11 o'clock*—Election of officers. *1½ o'clock P.M.*—Address by D. A. WALLACE, President of Monmouth College; Unfinished Business; Resolutions, etc.

It is hoped that the persons named in the Programme will be present *at the time specified therein*, that business may not be retarded or time lost by *lack of promptness*.

A Committee of Arrangements will meet teachers on their arrival at Ottawa, and assign them places.

It is presumed that the Railroads of the State will grant free return tickets, as heretofore. The result of *special arrangements* with the various roads will be announced in the December number of the *Teacher*.

P. P. HEYWOOD, }  
S. WRIGHT, } Com. on Programme.  
L. M. CUTCHEON. }

DUPAGE COUNTY.—*Editor of the Teacher*: I take my pen with the idea that a few words in reference to educational matters in DuPage county will not be unacceptable to you.

Though DuPage may not, perhaps, stand in the foremost rank in reference to education, yet it gives promise that it will yet take an eminent position in that respect. We are not without teachers and leaders, earnest, warm-hearted, and energetic, who labor like men; and we shall have more of them as the influence of union and organization, brought to bear by means of our County Institute, de-

velops itself. Through its instrumentality they will make themselves felt more as they continue their 'labors of love'. Though it has been organized but a year, it has already aroused an interest in the good cause, among the teachers of the county, which can not fail to infuse itself into the community and greatly improve both teachers and schools. We expect, too, that President BLANCHARD, of Galesburg, will soon assume the Presidency of the Illinois Institute at Wheaton, and anticipate much from his well-known energy, ability, and experience. In short, we expect that, 'with a rich country, a substantial and earnest class of citizens when aroused in a cause, and strong leaders, DuPage will gradually but surely shape itself into a model county in school matters'.

Our County Teachers' Institute convened at Naperville on Monday, the 3d instant, and adjourned on the 7th. The attendance was encouragingly large, and the teachers went to their respective homes thoroughly awakened and well prepared for their winter's work. The Institute was conducted by Prof. J. F. EBERHART, of Chicago, with ability not easily surpassed, and to the entire satisfaction of the teachers. A thorough gentleman, and warm-hearted, wide-awake educator, he never fails to warm up all with whom he comes in contact, and inspire them with his own zeal. The estimate in which he is held by the teachers here is indicated by the following resolution which was passed toward the close of the Institute. I hope that its publication in the *Teacher* will have the effect to enlarge his sphere of usefulness:

*Resolved*, That we heartily thank Professor EBERHART for his energetic labors in the conduct of this Institute, and with pleasure recommend him to other Institutes.

By the way, it must not be inferred from this that he was turned off with a 'Thank you, Sir' merely, however sincere. But, thanks to some of the citizens of Naperville and the teachers present, he received, as he deserved, something more substantial.

The first day was spent in getting together, in miscellaneous discussion, and in preparing for the week's work. On Tuesday we commenced drill exercises, which were instructive and useful, and were interspersed with pithy discussions on topics connected with schools. Music, too, both vocal and instrumental, with all its 'charms' and 'powers', was introduced; and, under its inspiration, on motion of Mr. EBERHART, it was *Resolved*, That singing ought to be introduced into all our schools'—a sentiment that every one *felt*; and it is to be hoped that what *ought* to be in this respect *will* be before many years. In the evening, after a short discussion on School Rewards, Mr. EBERHART delivered a short address on 'The Growth and Development of Intellect', which furnished much wholesome food for the growth and development of the minds of his hearers.

Wednesday was taken up by the usual exercises, discussions on the subject of Recitations, and other topics, and by an able and instructive lecture in the evening, on 'The Educational Age', by Rev. E. BARBER, of Naperville. It is but simple justice to Mr. B. to say that he is among the most faithful and earnest workers in the cause of education.

On Thursday, during the hour for Miscellaneous Business, the following preamble and resolution were presented, discussed, and finally referred to a committee of three, with instructions to report at the next Annual Meeting of the Institute:

WHEREAS, A proper spirit of emulation and the active coöperation of parents are necessary to the success and prosperity of our Common Schools,

*Resolved*, That we cordially recommend ATWATER'S System of School Government to the favorable notice of parents and teachers.



In the evening Mr. ESKRANT delivered a lecture on 'True Liter: or, the Difference between Living and merely Existing', which was marked by his usual animation and eloquence, and was received with great favor by the audience.

On Friday the following resolutions were passed:

*Resolved.* That, as the DuPage County Teachers' Institute is now established, we deem it the duty of all teachers who propose to teach in this county to attend its sessions.

*Resolved.* That every teacher should give Mental Arithmetic a prominent place on his programme of daily exercises.

*Resolved.* That every teacher in this county should take the *Ninth Edition of his own School Journal*, and the *Illinois Teacher*, and do what he can to extend their circulation.

*Resolved.* That the present attempt to lower teachers' wages is a *deplorable error*; that its effect is to lower the standard of qualifications, to drive energetically good men from the profession, and to make a special selection of the 'squeezers' type of teachers from a class of poorly-educated men.

*Resolved.* That we consider suitable apparatus for illustrating the various branches taught in our Common Schools as an indispensable aid to successful teaching.

*Resolved.* That female teachers should receive compensation equal to males, or in proportion to services rendered.

Other resolutions, of a personal nature, I omit, as they have no interest for the general reader.

As a fitting ending of the intellectual labors of the week, the Institute was closed on Friday evening by a happy party at the house of C. W. RICHMOND, to whom and to his accomplished lady the members of the Institute are indebted for a season of rational and unalloyed enjoyment. Mr. Richmond is our School Commissioner, and he has shown himself to be a faithful and efficient officer. He was present during the entire session of the Institute, and worked hard to promote its success. We hope to see him chosen Commissioner at the approaching election.

Whatever good may be accomplished by hard work, perseverance, union, and organization, in improving our schools, we shall strive earnestly to secure; and I am confident that, as you hear from time to time from DuPage county, you will be able to chronicle an advancement substantial and gratifying, if not unsurpassed, in educational matters.

W. H. L.

COTTAGE HILL, Oct. 29.

BUREAU COUNTY.—Permit me to inform you, and, if you see fit, your readers, what we have been doing in Bureau county. During the past year I have visited all the schools in the county—about one hundred and fifty, and reported their condition, etc., through the county press. I have lectured in the evening whenever circumstances would permit. I have been paid the two dollars per diem for visiting schools, and furnished, upon my requesting it of the Board of Supervisors, a good safe in which to keep the funds, books and papers belonging to the office. We have had three annual sessions of our Teachers' Institute, all of which have been well attended. We have had from seventy-five to two hundred and fifty in attendance, two appropriations—one of \$75 and one of \$50—from the county, and are now able to take care of ourselves.

I use the *graded certificate system*, so that the Directors can see at a glance how well qualified is the applicant for a school. This plan is very greatly superior to the common one of giving the same kind and grade of certificate to all, however dissimilar their qualifications. I would call attention of other Commissioners to this matter, as being very important. I have used this kind of certificate for more than a year, and like it so well that I hope others will adopt it in their counties.

We have, during the past year, greatly improved our schools. The school-houses

are better, more comfortable, better furnished; pupils attend more punctually, and patrons take a deeper interest in our Free-School System. We have introduced into our schools, during the past year, about sixty sets of Outline Maps, Charts, Globes, etc. We expended, last year, for school purposes, \$47,237.02, which is more than was expended in any other county in the State that does not have one or more cities in it; we have none.

I do not write the foregoing in any boastful spirit, for I see much here to improve, but merely to report progress. Let others know what *Bureau* is doing, and be induced to report likewise, that we may stimulate and encourage each other.

I was compelled, by the meagreness of the remuneration, to positively decline a reelection. I can not make a living for myself and family, and *must* resort to something more lucrative. I am happy to say, however, that my prospective successor is worthy of the place, and will keep the wheels in motion. Pardon my long letter.

C. P. ALLEN, School Commissioner.

GRADED CERTIFICATE.—The following is the form of Teacher's Certificate used in Bureau county, and is well adapted to the purpose. Something of this kind should be adopted by the School Commissioners in each county.

TEACHER'S CERTIFICATE.

....., *Bureau County, Illinois*, ..... 185 .

The undersigned having examined ..... and being satisfied that ..... sustains a good moral character, hereby certify that ..... is qualified properly to teach the following branches, viz: Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States: which Certificate is good and valid in said County for two years from the date hereof, renewable at the option of the School Commissioner, or any member of the Board of Examiners, by his or their indorsement thereon. Given under ..... hand... at the date aforesaid.

*Branches of Examination.*

[REMARK — Certificates are numbered from 1 to 5; 1 being very good, and 5 very poor.]

Branches.	{	Orthography, . . . . .	}	Grade.
		Reading in English, . . . . .		
		Penmanship, . . . . .		
		Arithmetic, . . . . .		
		English Grammar, . . . . .		
		Modern Geography, . . . . .		
History of the United States, . . . . .				

....., *School Commissioner.*  
 ....., *Board of Examiners.*

SOUTHERN ILLINOIS.—The cause of Education in 'Egypt' has not received that attention which the importance of the subject demands, and the Free-School System is yet infinitely behind what is needed. Still, we know that many earnest, intelligent, high-minded men and women are active in developing the school system and adapting it to the necessities of the community. In some quarters considerable opposition has been encountered; people do not always appreciate their true condition and wants. In other localities commendable progress has been made. Much can be accomplished by Institutes, Conventions, and Lectures; thus, information in a popular form is communicated, and the work is half achieved. Hence, we are glad to chronicle, as we have opportunity now and then to do, the formation of Teachers' Institutes, and their sessions, in that part of the State.

JEFFERSON COUNTY TEACHERS' INSTITUTE AND EDUCATIONAL SOCIETY.—The second session of this Institute was held in Mt. Vernon, commencing on Wednesday, Sep-

tember 21, and was attended by a goodly number of teachers from various parts of the county. Rev. J. W. LANE delivered the Opening Address.

The following are the officers of this Institute: J. W. LANE, President; JOHN H. PACE, Vice-President; C. E. ROBINSON, Recording Secretary; A. C. HILLMAN, Corresponding Secretary; and Miss E. J. TROMLY, Treasurer.

The exercises were conducted in a manner every way worthy the occasion. Rev. Dr. GIBSON delivered a very able and masterly address at the close of the session. A general good feeling prevailed, and each seemed to feel that he had been profited, and that it was good for him to have been there.

The next session of the Institute is to be held at the town of Rome, commencing on the second Monday in April next, at 2 o'clock P.M.

C. E. ROBINSON, Secretary.

J. W. LANE, President.

SANGAMON COUNTY INSTITUTE.—This Association met at Springfield October 14, and continued in session two days. It was organized by the election of officers as follows: S. M. CUTCHEON, President; E. J. IVES, Vice-President; S. G. WARD, Secretary; D. WILKINS, Critic.

Rev. FRANCIS SPRINGER reported, in behalf of the Executive Committee, the Order of Exercises. In doing so, he said it was his painful duty to announce to the Institute that one of its members, who had been appointed to read a Paper on the occasion, could not be present. MR. A. L. CHATTERTON, Principal of the First Ward School of Springfield, had departed this life suddenly on the 3d of October, leaving many friends to mourn his loss and cherish his memory. At the close of his remarks he introduced a series of resolutions, which were warmly supported by Mr. CUTCHEON. It was voted that a copy of the resolutions, together with Mr. CUTCHEON's remarks, be forwarded to the *Illinois Teacher* for publication. The remainder of the morning and the afternoon sessions was taken up with the presentation and discussion of 'Orthography, and the 'Word-Method.' Friday evening, Rev. FRANCIS SPRINGER presented an excellent paper on 'Reading and Composition'. These subjects called out a long and lively discussion.

Saturday morning the attention of the Institute was mostly occupied by the subject of 'Mental Arithmetic', presented by Mr. E. L. CLARK; and the afternoon session by 'School Government', presented by Mr. S. M. CUTCHEON.

The exercises of the Institute were interesting throughout, although there was a much smaller attendance than could have been wished. It was determined to hold another meeting of the Association in the spring.

DEATH OF MR. A. L. CHATTERTON.—MR. A. L. CHATTERTON, Principal of the First Ward School, of Springfield, died in that city October 3d. He was a native of New Hampshire, and 26 years of age. He came to Illinois three years ago, and has been engaged in teaching for that length of time in Sangamon county—the past year in Springfield. He was a very faithful teacher indeed. Had he been less so, perhaps he would have been alive to-day. His ambition would not allow him to give up his school until he was absolutely compelled to do so, although the Superintendent frequently offered to relieve him, and urged him to rest. He died at his post. In the school-room Tuesday, all his fellow teachers followed his remains to the grave the next Monday. He leaves a broken-hearted widow and an infant son.

At a Special Meeting of the Springfield Teachers' Institute, held October 3, a

committee being appointed to draft resolutions expressive of the sentiments of the teachers in regard to the death of Mr. A. L. CHATTERTON, reported as follows:

WHEREAS, By a mysterious Providence, one of our members, Mr. A. L. CHATTERTON, has been suddenly removed from us by death, therefore,

*Resolved*, That the deceased, by his many virtues of heart and life, by his gentlemanly bearing, and by his untiring and enthusiastic devotion to the cause of education, has won, in a very high degree, our esteem and regard.

*Resolved*, That we hereby tender to the afflicted widow and other relatives of our departed friend our warmest sympathies in this their deep bereavement, commending them to the kind care of that good Protector who has declared himself to be the God of the fatherless and the widow.

*Resolved*, That these resolutions be printed, and copies transmitted to the relatives of the deceased.

At a meeting of the Sangamon County Teachers' Institute, held at Springfield, Illinois, October 15, 1859, the following resolutions were unanimously adopted:

*Resolved*, That by the early and unexpected death of A. L. CHATTERTON, late Principal of the First Ward School of this city, the profession of Teachers has lost an accomplished member, and the community a valuable citizen.

*Resolved*, That while we deplore his early departure from our midst, and feel deeply afflicted by the bereavement, we yet cling with increased and chastened confidence to the holy and righteous Being who has taken the spirit of our departed brother to himself.

*Resolved*, That the Secretary be instructed to transmit a copy of the above resolutions to the afflicted widow of the deceased.

KNOX COUNTY TEACHERS' INSTITUTE.—This Institute met at Altona on Thursday, October 13, and continued in session three days. Many of the *live* teachers of Knox were in attendance, and were stimulated and encouraged by the complete success that crowned their efforts. The weather was delightful, citizens of Altona hospitable, teachers interested in their mission, and all things conspired to the saying at the close of our exercises, 'It was good to be there'. The exercises of the Institute were conducted by the teachers as follows, interspersed with singing, and recitations by Miss JACOBS: Geography, by W. A. JONES; Orthography, by J. H. KNAPP and Mrs. G. A. TRYON; Penmanship, by Mrs. COLBY; Book-keeping, by J. H. KNAPP; Grammar, by Prof. A. J. THOMSON; Arithmetic, by Prof. J. T. DICKINSON; Elocution, by Prof. STANDISH; Algebra, by Prof. COMSTOCK. The following are some of the resolutions adopted:

That one of the best means of promoting Common-School Education is by frequently holding Teachers' Institutes.

That every teacher should be a *live* teacher; and that to be such he should have an educational library, and be in receipt of an educational journal.

That the Teachers' Institute is the best place for Directors to select teachers.

That we recommend to teachers the formation of Township Institutes, which shall hold monthly meetings in the different districts of the town.

That the Secretary be requested to furnish a report of the proceedings of the Institute for publication in the different papers in the county, and also to send a general statement of them to the *Illinois Teacher*.

The Association adjourned to meet at Galesburg. J. V. N. STANDISH, President.

A. J. THOMSON, Secretary.

PUTNAM COUNTY TEACHERS' INSTITUTE.—From the *Lasalle Press* we learn the following particulars in regard to the session of the Putnam County Institute:

On Tuesday evening Rev. Mr. WALDO gave a lecture—subject, 'What is Education?'—which, for pith, pathos, and power, is seldom equaled. The speaker exhibited a deep knowledge of men and things. He handled without gloves the humbuggery of modern superficiality, and showed, in enviable contrast, the *true*, the *pure*, the *beautiful*. He is an independent thinker, a bold advocate of the right, and may be usefully employed in promoting the interests of Education in our young and thriving State.

On Wednesday evening Rev. G. W. BENTON read an essay on the importance of

teaching vocal music in our Common Schools, and concluded by performing a piece entitled 'The Teacher and his Scholars', to the great amusement of the audience.

On Thursday evening Professor HEWETT favored the Institute with a very interesting lecture; subject — 'The Claims of Literature and Science upon us as a People'. Prof. HEWETT is a self-made man. By his indomitable energy and self-denial he overcame all obstacles and pressed his way through the intermediate gradations from the shoe-bench to his present honorable position of Professor in the State Normal University.

On Friday evening Rev. Mr. KENYON gave a lecture; subject — 'Teachers: their Responsibilities and their Success'. The highest eulogy which can be pronounced upon his discourse is that it was the production of a man of *common sense* — a very rare virtue of public speakers of the present day. Prof. HEWETT closed the exercises of the evening by making a statement of the present condition and future prospects of the State Normal University.

Rev. CHARLES CROSS, School Commissioner of Putnam county, presided during the meeting of the Institute with that dignity and ability for which he is so justly famed; and the good people of Old Putnam intend to put their seal of approbation on his course as School Commissioner by reelecting him to that office which he has so honorably filled for many years.

STARK COUNTY INSTITUTE.—The annual meeting of the Stark County Teachers' Institute will be held in Toulon, commencing on Thursday, Nov. 3d, 1859, at one o'clock P.M., and continuing the remainder of the week.

*Lectures, Readings, etc.*—B. F. TAYLOR, Esq., of Chicago, will lecture on Thursday evening; and there will be lectures, prize readings, and essays, on the other evenings. Prizes will be awarded to the best reader of Mary Howitt's piece entitled 'The Spider and the Fly', found in McGuffey's Fourth Reader; for the best essay on any subject selected by the writer; and for the best class, of not less than six pupils, in Orthography.

It is hoped and expected that *every teacher in the county* will be present. Directors of schools are requested to attend, and also to give their teachers the time occupied by the Institute, and insist on their attendance. Every director who has a pride in having a good school will please make a note of this. The friends of education and the citizens generally are invited, and a special invitation is extended to our fellow teachers of the adjoining counties.

The citizens of Toulon will gratuitously entertain all who may attend.

There will be a public and free examination of teachers at the close of the Institute.

R. C. DUNN, School Commissioner.

TOLON, ILL., Oct. 24, 1859.

HENRY COUNTY INSTITUTE.—The Third Annual Teachers' Institute of Henry county will be held in Geneseo, commencing on Monday evening, October 24th, 1859, and will continue through the week. Especial attention will be given to the best methods of giving instruction in the branches taught in our Public Schools. Evening Lectures will be given on Educational subjects.

The Teachers of Henry County are especially invited to be present at the Institute, which we hope will prove a benefit to all, by preparing them better to meet the responsibilities of the coming winter. School Directors, and all interested in the cause of popular education, are cordially invited to be present as much of the time as may be convenient.

The citizens of Geneseo have made ample arrangements for the gratuitous entertainment of the members of the Institute.

An examination of teachers will be held free of charge, by the County School Commissioner, at the close of the Institute. S. G. WRIGHT.

**GALVA.**—From a correspondent we learn that “the people of Galva are determined not to be out-done by any around them. In the High School Department there are one hundred and ten pupils, and three teachers. Besides this department are two others, the Primary and Intermediate, with about two hundred pupils.” The schools are under the direction of Mr. S. M. ETTER, formerly of Lacon.

THE LINCOLN SCHOOLS are at present in a healthy condition ; in fact, throughout Logan county there appears to be a general awakening on the subject of education. After the November election we hope the standard of qualification will be raised a little higher, and that no teacher will receive a certificate unless he is well qualified, and the profession thereby be placed in its proper light before the people. S.

COMING TO THE OTTAWA MEETING.—In the Report of the State Teachers' Association of Iowa, as published in the October number of the *Iowa Instructor*, we find the following: “Mr. Truesdell, of Illinois, extended an invitation to the members of the Association to attend the Illinois State Teachers' Association, to be held at Ottawa the last week in December next, which, on motion, was accepted, with thanks.” The teachers of Illinois anticipate an enthusiastic reunion at Ottawa next winter, and we are assured that the public-spirited citizens of that place will make all appropriate arrangements for the comfort of members of the Association. There will be abundant room for our Iowa friends, and we promise them a welcome.

---

#### B O O K S   A N D   P E R I O D I C A L S .

---

**THE NATIONAL ORATOR.** A Selection of Pieces for the use of Young Students in Schools and Academies. By CHARLES NORTHEED, A.M. New York: A. S. BARNES & BURR. 1859.

Most of the articles in this book are selected from the writings of American authors, and a large part of them have not heretofore been published.

Books of this kind require to be occasionally superseded by others. Even “Give me liberty, or give me death”, and “Dam up the waters of the Nile with bulrushes”, become stale by much use, and pupils, like the old Athenians, seek for some new thing.

The present work contains many selections made with good taste and judgment, and is well adapted to the practical wants of the school-room for reading, for concert recitation, and for declamation.

**THE NORMAL ; or, *Methods of Teaching the Common Branches.*** By ALFRED HOLBROOK. New York: A. S. BARNES & BURR.

The above is, undoubtedly, one of the most valuable books comprised within the whole range of school literature. It contains an amount of information

respecting the modes of conducting recitations, which, if obtained in the ordinary way of going from house to house, would consume months, if not years, of time. The methods recommended are clear, logical, exhaustive, and equally happy in their application to primary or advanced teaching. The definitions of Part First, especially, are peculiarly valuable, since they enable the pupil at once to determine his position in the limitless field of knowledge. Thoroughness of instruction is no where more necessary than in the elementary studies; and no where is found a greater deficiency. The difficulties encountered in teaching the elementary branches will, we are persuaded, be materially diminished when the principles of the Normal are intelligently applied in our schools. The work should be possessed by every teacher who desires a practical acquaintance with the only true and successful modes of teaching.

THE SCIENCE OF EDUCATION AND ART OF TEACHING. By JOHN OGDEN. Cincinnati: MOORE, WILSTACH, KEYS & Co.

The Science of Education and Art of Teaching are obviously most intimately connected. They sustain to each other the relation of cause and effect. A clear and comprehensive knowledge of the former is absolutely essential to a clear and practical understanding of the latter. Education, as a science, has excited a deep interest in most enlightened communities, and has been expounded by the ablest intellects. It must be confessed, however, that previous reasoning on this subject has been of so general a nature as to render it almost valueless as a means of improvement in the Art of Teaching. In the work of Mr. OGDEN this defect is almost, if not entirely, remedied. Here Education has been subjected to a most careful analysis, and its elementary processes lucidly explained. From this has resulted a treatise on the Art of Teaching more definite and complete than any which has hitherto appeared. The book is eminently practical. No teacher can rise from a careful perusal of its pages without a conscious accession of knowledge respecting the best and most successful methods of conducting the manifold operations of his school. We bespeak for it a place in the library of every progressive teacher.

MODERN PHILOLOGY: *Its Discoveries, History, and Influence.* By BENJ. W. DWIGHT. New York: A. S. BARNES & BURR. 1859.

Mr. DWIGHT is certainly fortunate in this respect, that he has anticipated, or more properly satisfied, an urgent demand in the field of American literature. Philology, whether ancient or modern, is a study comparatively new to the mass of American scholars. There have been a few eminent men who have given careful labor and rare talents to this department of science; but the fruits of their investigations have appeared rather in the form of papers before philological societies, or magazine essays, than in any form to reach the public most needing instruction in this department. But German research and German attainments, with the scarcely less successful efforts of English scholars, have not failed to awaken a new and more intelligent attention to a department of study so useful as this. And Mr. DWIGHT, in entering the field with this comprehensive and scholarly work, has done good service to the cause of education and literature in this country. There are evidences of patient study in this book, and careful research, which are the highest recommendations of a work of this kind. Facts

are collected and classified, systems of languages arranged, principles explained, leading differences set forth distinctly, and a comprehensive view given of the whole philological structure. But in the field of Modern Philology the author seems carried away from the legitimate classification and explanation of his subject to anticipations hardly based on fact or philosophy. Moreover, the style is often lofty, and clearness of analysis is sacrificed to magniloquent expressions and flights of oratory, quite out of place in such a work. But a book in so untried a field could scarcely be without faults; and we commend this of Mr. DWIGHT'S as one well deserving reception and careful perusal.

THE IOWA INSTRUCTOR. October, 1859. Vol. I, No. 1. Davenport, Iowa: 32 pp. 8vo., monthly.

The first number of the *Iowa Instructor* is on our table. It is a neatly-printed journal of 32 pp., and will be under the direction of the Executive Committee of the Iowa State Teachers' Association. The present number contains a full account of the Iowa State Association of Teachers, held in Washington, Iowa, last August, and considerable additional matter of interest.

Iowa has not heretofore been without Educational Journals, as both the *Iowa School Journal*, published at Des Moines, and the *Literary Advertiser and Public School Advocate*, of Washington, had paid considerable attention to educational matters, and had received, to a considerable extent, the patronage of the teachers of Iowa. The *Iowa Instructor* seems to meet an additional want, and promises to meet it fully. We wish it success. Subscriptions should be sent to C. C. NESTLERODE, Tipton, Iowa.

THE TEACHER'S ASSISTANT; OR, *Hints and Methods in School Discipline and Instruction*. Being a series of Familiar Lessons to one entering upon the Teacher's work. By CHARLES NORTHEND, A.M., Author of *Teacher and Parent*, etc. Boston: CROSBY, NICHOLS & Co. Chicago: GEO. SHERWOOD.

We rarely chronicle the appearance of a more excellent book than the above, recently from the pen of Mr. NORTHEND. Though we would not advise any teacher to attempt to carry into practice the plans suggested in this or any other similar work, without such modifications as shall adapt them to his peculiar circumstances, yet we can not but commend to the careful consideration of all interested the admirable methods given by Mr. NORTHEND for exciting an interest in recitation, and a love for study. A variety of short and easy rules and maxims, to be memorized by the younger classes of pupils, may be found in the book, which will greatly aid in the discipline of the school. All the elementary branches of instruction have been briefly considered, and excellent models of recitation in some are exhibited. The epistolary style of the work will render it specially attractive to those just entering upon the teacher's profession.

Letter IV of the book, upon the 'Means of Professional Improvement', appears in full in the present number of the *Teacher*, and, like all other parts of the book, will repay perusal.

BOOK-KEEPING BY SINGLE AND DOUBLE ENTRY, *Simplified and Adapted to the use of Common Schools*. By W. W. SMITH & EDWARD MARTIN. New York: A. S. BARNES & BURR. 1859.

From a cursory examination of this work, we judge that it is well adapted, as an elementary work on this subject, for the use of our Public Schools.



**HOW'S LADIES' READER.** Designed for the use of Ladies' Schools, and Family Reading Circles. Comprising choice selections in Prose and Poetry, with the essential rules of Elocution simplified and arranged for strictly practical use. By JOHN W. S. HOWS, Professor of Elocution. Philadelphia: E. H. BUTLER & Co. 1859.

The present season is prolific of reading-books. Among the best is the above work. It contains 425 pp. 12mo., and is neatly printed on clear, white paper. There is a great variety of selections in Prose and Poetry, from the best authors of modern times. The work seems the product of a discriminating judgment and a cultivated literary taste.

**ENTERTAINING DIALOGUES.** Designed for the use of Young Students in Schools and Academies. By CHARLES NORTHEND, A.M., Author of 'Teacher and Parent', etc. New York: A. S. BARNES & BUREL. 1859.

This book contains ninety-two Dialogues, in 312 pp. 12mo., and presents a great variety of interesting matter for the use of schools where a need of such things exists. We notice among the authors the names of Shakspeare, Barbauld, Matthews, Arthur, Sterne, Mackay, Pope, and Holland.

**THE AMERICAN JOURNAL OF EDUCATION.** Edited by HENRY BARNARD. Published quarterly at Hartford, Connecticut, by F. B. PERKINS, at \$4.00 per annum.

The September number of this Quarterly is before us. It contains portraits of Philip Lindsley, D.D., late President of the University of Nashville, Tennessee, and of James McGill, founder of the McGill College, Montreal, Canada-East.

*Table of Contents.*—(1.) Life and Labors of Philip Lindsley, D.D. (2.) The German Universities. (3.) Memoir of Gustav Friedrich Dinter. (4.) Students' Societies in German Universities. (5.) James McGill and the University of McGill College. (6.) Contributions to the Improvement of Universities. (7.) Boston Public Library. (8.) Joshua Bates. (9.) The True Order of Studies. (10.) Assistants and Disciples of Pestalozzi. (11.) Parochial School System of Scotland.

**BRITISH NOVELISTS AND THEIR STYLES.** Being a sketch of the History of British Prose Fiction. By DAVID MASSON, M.A. Boston: GOLD & LINCOLN. For sale by S. C. GRIGGS & Co., Chicago.

The articles comprised in this work were originally given in the form of Lectures before the Philosophical Institution of Edinburgh. With their form changed to adapt them to the wants of the general reader, they are presented to the public. They constitute well-written and discriminating treatises upon British Prose Fiction, and upon the characteristics of the modern English Novelists.

**NEW BOOKS.** We have received from the enterprising proprietors of the extensive book-store of W. B. KEEN & Co., Chicago, the following New Books:

**LIFE OF HANNIBAL.** By THOMAS ARNOLD, D.D. New York: SHELDON & Co.

**LIFE OF THOMAS À BECKET.** By HENRY HUNT MILMAN, D.D. New York: SHELDON & Co.

**MISS SLIMMENS'S WINDOW.** By Mrs. MARK PEABODY. New York: DEBBY & JACKSON.

Our readers will find their orders upon W. B. KEEN & Co. promptly and satisfactorily filled.

## OUR ADVERTISEMENTS.

TEACHERS, Commissioners, and others, will do well to look carefully over our advertising pages. They comprehend lists of the publications of most of the principal publishing firms in the country engaged in the publication of school-books. The influence exerted in the promotion of education by the energy, good sense, and ability of our publishing houses has not always been fully recognized. Thanks are due to them, that we now have in every department of science or instruction such a choice of books as enables us to adopt those which are best adapted to our schools of every grade and condition. The multiplicity of works is no cause of vexation or regret to us. Let those who can publish whatever they will, and let them urge their claims with all the pertinacity and vigor possible, the public will finally adopt that which is best calculated to accomplish the desired end. We prefer our choice from a dozen of our modern spelling-books to the old horn-book, and we would not lay aside Sanders, McGuffey, Parker & Watson, etc., for any of their predecessors.

S. C. GRIGGS & Co., 39 and 41 Lake St., Chicago, in partnership with Messrs. IVISON & PHINNEY, New York, publish that popular list of school-books known as the 'American Educational Series'. We are informed that their sales during the past year exceed half a million of copies. Their orders for various books for the fall trade have reached nearly or quite the same amount.

Their book-store is, with one exception, the largest in the world. It is filled to overflowing with school-books, theological and religious books, literary works of every kind, stationery, and articles of *virtu*. Out of this mammoth heart extend arteries conveying school-books and literature to every town in the Northwest. Our readers will find their orders upon MESSRS. GRIGGS & Co., for any book in print, promptly filled. Their charges are reasonable, their books good, and their energy and address highly commendable.

IN SCHOOL FURNITURE many great improvements have been made within the past few years. Every variety of School Furniture, Apparatus, Maps, and all appliances necessary for the school-room, can be purchased of GEORGE SHERWOOD, 122 and 124 Lake St., Chicago, or of JOHN H. ROLFE, 111 Lake St., Chicago. See Advertisements.

Mr. SHERWOOD represents the interests of Chase's School Furniture, which has for some time been extensively used and favorably known throughout the State. Mr. ROLFE is ready to fill demands for Johnson's School Furniture, which is so highly recommended, both at the East and in the West, and which has been introduced into the Public-School Building just erected in Chicago. Both Mr. ROLFE and Mr. CHASE are gentlemen well informed in regard to the wants of the Public Schools, fully supplied with every thing needful for furnishing them, and honorable and reasonable in their transactions.

WE desire to call attention, also, to the advertisement of 'ATWATER'S System of School Government'. The methods of government suggested are simple, convenient, and economical. This method has been adopted in various schools in the State. An experiment to test its value would be attended with little trouble or expense.

We shall from time to time, as space permits, call attention to other important advertisements.

# ILLINOIS TEACHER.

VOLUME V.

DECEMBER, 1859.

NUMBER 12.

H U G H M I L L E R .

“WHEN,” says a French Philosopher, “when will man know that he is his own sculptor? It is his task to make himself beautiful. Socrates was born as ugly as a satyr; but, by his deep thought, by the sculpture of reason, virtue, and self-sacrifice, he so reconstructed his face that at last a God saw himself therein and the Phædon shone within him.” Every one of us is an artist—a sculptor not only of the countenance, but of that more plastic and more precious inward entity which we know as mind; and I call self-culture the first fine art.

Mind we believe to be immortal: of this man's unschooled, unsuggested convictions, the very necessity of believing in the permanence of something, unavoidably persuade us, and it is the only operable thing which does possess this divine attribute of infinity. All that is tangible is perishable, and existence is but a process toward decay. Whether we look upon Nature's works or those of man; upon the rock-ribbed mountain rising in hoary vastness toward the sky, or the flower expanding in beauty to the summer's sun; upon temples reared firm by toiling skill, or the most admirable and most cherished productions of art, each tells the sad, unvarying story, “I am but for a time.”

“Like the baseless fabric of a vision,  
The cloud-capped towers, the gorgeous palaces,  
The solemn temples, the great globe itself—  
Yea, all which it inherit, shall dissolve,  
And, like an unsubstantial fabric faded,  
Leave not a rock behind.”

But the mind with its attributes is unending or constantly renewed. Truth can not perish; its principles survive corruption and remain immutable. Taste receives pleasure from the perception of beauty, transferred from form to form, from

color to color, from sound to sound, for ever. Memory fades not, but recalls at will the hopes and pleasures, the thoughts and lessons of the past. Imagination will eternally body forth the forms of things unseen, long after things seen shall have passed away. Reason pursues its office unaffected by external things: these and the mind, about which they cling, of which they are the constituent elements, cease not (O sublime thought!), cease not for ever. How important and how desirable, then, is it that this work which is always to endure should be properly accomplished; that this gem, whose fadeless lustre is to shine throughout eternity, should be cut and ground and polished with the nicest exactness.

With ceaseless corroding finger, Time reduces to undistinguished uniformity the firm lineaments of the most carefully chiseled statue, or the most cunningly adjusted colors of a picture. The form of man that stands erect and bold, ruddy with health and splendid in vigor, must bow beneath increasing years, until at last it sinks, broken and deformed, into the universal grave; but impress a truth upon the mind, and it will retain it always. Adorn and fertilize this, and its beauty and its fruitage will be perpetuated through ages. Let us learn from the example which I am about to bring before you how much may be accomplished toward perfection by well-directed effort, even in the midst of circumstances the most discouraging, against obstacles the most difficult to be overcome — circumstances and obstacles such as we need not encounter; for I hold this country and this time the most favorable of any for growth in mental strength and stature.

HUGH MILLER, whose mind was a great mass of granite, fine-grained, but not to be wrought with nice tools and gentle strokes, but rather to be beaten and hewn with hammers and sturdy blows into frowning majesty, was of that people whose national reputation is synonymous with energy, prudence, sagacity: all those virtues which make their possessors marked men in the world-conflict. He was born in the rugged parish of Cromarty, upon the eastern coast of Scotland, a country whose inhospitable climate and barren crags are in extreme contrast with the genial skies and fertile soil which we enjoy. His ancestors had been humble fishermen and sailors for many years, one after another fulfilling decently the duties of an unnoted existence. In the year 1805, in a lowly cottage upon the bank of the frith of the same name, with his native parish, he first saw the light. The death of his father at an early age, by shipwreck, left him to the care of his mother and two maternal uncles, who seem to have been characterized by the rugged vigor of intellect peculiar to the Scotch as a people.

Among the rocks which were to be his future delight and study, by the shore of the much-sounding sea, whose grand symphonies harmonized so well with his own great thoughts,

little Hugh grew and lived as other children, attending at times the parish school, and progressing not with extraordinary rapidity in his studies, until the age of sixteen years, when the necessity of providing subsistence for himself, the *res angustæ* of the manless household, drove him, just when his mind was beginning to expand, to thirst for the acquisition of knowledge, to adopt the trade of a stone-mason, a hewer of rock and builder of walls. The prosecution of this laborious craft left him little leisure, and gained no surplus of money to be used in purchasing books or paying instructors; and had he been, as the most of us are, content to submit to circumstance, succumbing beneath unpropitious fortune, he would still, perhaps, have been laboring from morning to night to procure the sustenance of bodily life, at best vainly sighing that he had not been favored with opportunities and encouragements to those higher pursuits in which the mind is exercised and may assert its powers; that to him no college threw open its welcoming doors, no experienced and assisting hand pointed out the best method of cultivation.

But Hugh Miller was made of better stuff, and had in him qualities that always assert their superiority to fortune and circumstance —

“The unconquerable will,  
With courage never to submit or yield,  
And what is else not to be overcome.”

He did *well* indeed, as all such men do, whatever his hand found to execute. He toiled diligently and to the satisfaction of his employers, at times standing in water half-deep, and always engaged at work fatiguing and unfit to a boy of his tender years and constitution; but at night, or in the few seasons of rest, instead of reposing in idleness or trifling the hours in merriment and dissipation, he pored over some book, bought with hardly-earned shillings or borrowed from some more favored friend; or, while he wandered alone and thoughtful about the country, he began the study of rocks and stones, which Nature furnished, an unparcassed volume, to his examination, from the leaves of which he derived the mass of that geologic knowledge which forms the strongest support of his claim to admiration and respect.

Young men and women (I address those of his own age), whose heaviest labor is the acquisition of knowledge, which was his chosen recreation, whose chief care should be to provide your minds from those receptacles of learning which were to him store-houses of pleasure; you, too, whose daily converse is with books, and whose duty and privilege it is to make your minds rich that others may partake of and enjoy the fruit of their culture, look at this poor youth, laboring day by day for a pittance; necessitated to spend almost all his waking hours in drudgery; deprived almost of books, and obliged to painfully

read the few which he could procure by the fitful light of the common fire; his limbs wearied, and his spirit subject to all the depressing influences of his situation; eating oat-meal, and not able to buy a candle;—look at this youth, I say, and ask yourselves what are your privileges, what your responsibilities, compared with his; contrast your present condition with his at that time, his subsequent attainment with that which you expect, and let a new determination to arise and strive sinew your action.

As I have said, during these, his most valuable years, he continued the education of his mind while gaining a livelihood. The material upon which he was employed gave a bias to his studies, and he commenced his life-long investigation of geologic secrets observant and reflective; wherever occasion placed him, there he examined the rock-formations of the neighborhood, progressing day by day toward the perfection of knowledge he afterward attained. Nor did he neglect minor points of education: he made himself a ready and accurate accountant, a good penman, an accomplished master of style, a good stone-cutter. For fifteen years, up to the time of middle age, he wrought as a mason in various parts of Scotland, some times for scanty wages, often without the ability to get employment; but his leisure, whether forced or obtained during intervals of rest, was made more profitable than the specially-appropriated studying-time of most men. He advanced steadily in his chosen science, and soon became familiar with all that the rocks could tell him of the pre-Adamite past, and even while a stone-cutter, he attracted observation as a man of science and erudition. At about his thirty-fifth year he reaped the partial benefits of his industry and good character, by being selected to act as clerk and accountant in one of the branches of the Bank of Scotland, a position more elevated and affording more frequent opportunities for mental improvement than he had theretofore enjoyed. Still the development went on, and while a clerk he added much to the knowledge gained before. Soon after, several well-written articles contributed to various newspapers attracted the attention of some gentlemen who wished to establish a free-church paper in Edinburgh, and he became editor of the *Witness*, which, under his care, grew to be one of the most influential journals in Scotland. He continued to occupy this high place with great credit and usefulness, until at length, in December, 1856, he fell a victim to the madness of his brain overwrought, and in a sad, benighted hour plucked aside with his own hand the veil which hides the mysteries of eternity.

When I add that, in the last twenty years of his life, he wrote successively the books *Lights and Shadows of Scottish Life*; *Old Red Sand-Stone*; *Footsteps of the Creator*; *Testimony of the Rocks*; *My Schools and Schoolmasters*, and the *Cruise of the*

*Betsy*;— works which illumine science, and by their beauty and worth recommend themselves to every reader—you have the skeleton of the life and performances of one whom Dr. Chalmers pronounced the greatest of living Scotchmen; a eulogium which confers upon the recipient an immortality as enviable as that of him who gave it.

Let us observe now, as succinctly and profitably as may be, some of the peculiar traits and qualifications of this truly great man. Let us find what is most worthy of admiration; what most deserves imitation and rivalry. It is from the contemplation of such characters as this, and not of the gifted with singular genius, that the greatest profit may be derived.

And first, note the nobleness and praiseworthiness of his chosen ambition. He desired to be above his fellows, and he successfully exerted himself to attain that standing, but through a path scorned or ignored by most of such as crowd the avenues of fame. It was not his ambition to seek the bubble reputation of the cannon's mouth; to plunge nations into mourning and stain fields with blood, that the laurel of victory might be wreathed about his brow. He did not engage in the meaner strife of politics, and seek distinction and place through abasing sacrifice of independence and self-respect, under the mistaken impression which affects so many in our own country, that —

“Men in power only  
Show likest gods who have attained  
Rest in a happy place”:

these and such as these he well despised — earnest and devoted to engage in that most noble of labors, the cultivation, the strengthening and adorning of his own heaven-descended intellect, having imbibed the spirit of the poet who declares

“Self-reverence, self-knowledge, self-control,  
These three alone lead life to sovereign power;  
Yet not for power (power of herself  
Would come uncalled for), but to live by law,  
Acting the law we live by without fear,  
And because right is right; to follow right  
Were wisdom in the scorn of consequence.”

He found within himself, as each and all of us may do, material for the work of a lifetime, and most perfect and harmonious was the work which he accomplished. Without means, without leisure, without advising and assisting friends, he laid broad and deep and solid the foundations, and, with the same untiring effort, raised a pedestal exquisitely wrought, polished, and adorned; more lasting than monumental brass, more splendid and symmetrical than those which fame erects to perpetuate the remembrance of her heroes and her sages.

In the majestic and severe science to which he devoted particularly his zeal and efforts, he made himself a master and an

authority. At the time of his birth Geology was perhaps the most obscure and uninvestigated department of scientific knowledge; but he has so grappled with its difficulties, and so successfully applied the energies of his mind to the elucidation of its secrets and interpretation of its grand mysteries, that it has become a delight to thousands; and in practical importance it enjoys a superiority to many others. I know no branch which I have found more interesting to myself, none which I could more heartily commend as entertaining and instructive to yourselves. In his books you will find it set forth with perspicuity and beauty; its dry details are made to sparkle with seductive brilliancy. There you find the story of the world unrolled—the history of the Earth before man became its appointed master; and the record gives a new interest to the globe on which we whirl, confirms the truth of Genesis, and impresses us with a renewed and awful sense of the power and goodness of that Being who prepared so perfectly and grandly this sojourning place of mankind. I can not so well express what he has done for science and for truth as by the quotation of a few lines from a beautiful tribute to his memory :

“He quarried Truth all rough-hewn from the Earth,  
 And chiseled it into a perfect gem,  
 A rounded absolute. Twain at a birth —  
 Science, with a celestial halo crowned,  
 And Heavenly Truth — God's works: by his word illumed,  
 These twain he viewed in holiest concord bound.”

Not alone to science did he devote his powers. He made that, as every thing he had, subservient to the glory of his Creator. He lived a life of purity and holiness. He advocated strongly and successfully the noble truths of Christianity, and caused his light so to shine before men as to glorify the God from whom his powers were a trust.

I have spoken of Hugh Miller as one most worthy of imitation, and as affording a magnificent example of what is possible to all. Yet in one particular he undoubtedly enjoyed a superiority not attainable by many. Partly from natural genius, but greatly from the study of the best models, he became master of the most ornate, polished and attractive style of composition. In the world of letters his name takes high rank, for undoubtedly he was one of the ablest writers in our literature. No one can read without delight his manly, vigorous language — soaring some times into the highest eloquence, anon plunging into the depths of metaphysical argument or grappling with the dry technicalities of science, yet ever rolling on with the same easy, onward flow. His style has all the charm of Goldsmith's sweetness, with the infusion of a rich vigor that gives it an air of great originality. He is one of the few writers who have successfully conjoined the graces of literature with the formal de-



tails of science, and whose works are perused independently, altogether, of their scientific merit. His writings must ever be regarded among the classics of the English language. I hope I shall be pardoned if I read to you an extract from his *Testimony of the Rocks*, in which, describing the picture revealed to Moses on that fourth day when God said 'Let there be light in the firmament of the heavens, to separate the day from the night', he writes:

"The Creator has spoken, and the stars look out from openings of deep, unclouded blue; and, as day rises and the planet of morning pales in the East, the broken cloudlets are transmuted from bronze into gold, and anon the gold becomes fire; and at length the glorious sun arises out of the sea and enters on his course rejoicing. It is a brilliant day: the waves of a deeper and softer blue than before dance and sparkle in the light; the Earth, with little else to attract the gaze, has assumed a garb of brighter green; and, as the sun declines amid even richer glories than those which had encircled his rising, the moon appears full-orbed in the East—to the human eye the second great luminary of the heavens—and climbs slowly to the zenith as night advances, shedding its mild radiance on land and sea."

His mind, in the latter stages of its development, resembled a mighty engine whose power could crush the rock or pierce to the dividing asunder the aged and hardened wall which error opposes to the advancement of truth, and all whose parts are so well adapted each to the other, so well oiled and finely balanced, that, with the easy movement of a cradle, it works to its appointed end.

And now, from a consideration of the character which I have thus feebly and meagrely set before you, may we not devise some new incitement to exertion—some new idea of what is desirable and possible in the prosecution of life's labors? Ought we not to ask What were the principles by which his conduct was guided, and what the elements of his success? And, having discovered these, does it not become our interest and duty to adopt them for our own? The leading maxim which controlled his actions seems to have been that all things yield to labor and perseverance: by these, and by the firm, unconquered will, he elevated himself, as we have seen, from the lowest round of the ladder to the highest. He did not, when he found himself at the age of manhood engaged in a severe and absorbing handicraft, despair of increasing his information and improving his mind; but, among the rough companions which his trade brought about him, and amid the rocks of Cromarty, he determined to become something better, and, by diligence, succeeded. He was not content when he had raised himself to the compar-

atively high position of a bank-officer, but still struggled upward through harrassing cares and obstacles. He did not lie supinely on his oars when he had already won ease and reputation, but with renewed ardor pressed toward the pinnacles of excellence, never relaxing until the latest moment of his life. He knew that the mind was capable of an ever-increasing strength and vigor; that it was susceptible of unending development, and could approach ever nearer and nearer to the condition of the All-wise and All-powerful from which it emanated; and that knowledge was enough to inspire him with determination and strength to succeed.

In the words of a eulogist, 'The name of Hugh Miller will ever stand forth as synonymous with all that is honest and manly; as the impersonation of moral courage and indomitable energy; as the true ideal of a self-educated man'. From the humblest sphere of life, and from the toils of a stone-mason's apprentice, without means, without friends, without other than the most rudimentary education, he rose, by his own unaided and unwearied exertions, to fill one of the brightest pages in the annals of biography. And when in future years an example is sought of unconquerable perseverance, of fearless integrity, and of earnest, ceaseless activity, the voice of universal approbation shall proclaim the stone-mason of Cromarty. No sublimer picture needs the eye to dwell upon. No nobler model can be chosen than this unrelaxing workman winning his toilsome way up the steep heights of knowledge. To work is the necessity—nay, it is the privilege—of all. Let us devote our labor to that which is most valuable and most remunerative. Let us not forget that to each is intrusted a jewel that must be ground and polished and enhanced—the immortal mind, whose riches can not perish, whose glory can not fade, whose lustre shines ever brighter in the hour of physical discouragement and distress. Let us determine that no obstacles shall stay, no temptations withdraw us from the pursuit of the true, the beautiful, and the good. Let 'Excelsior' be our undimmed motto—not toward wealth, not toward political preferment, but toward the ever-sunlit heights of mental excellence.

And whether on the wind-swept prairie or in the busy counting-room, by the domestic hearth or at the professional table, successful or failing in the meaner pursuits of life, we shall have the pure and never-failing consolation of intellect enlightened and improved. To such as adopt and live by this ambition I can promise a certain and inalienable reward; and perhaps,—yes, surely,—if we persevere and faint not by the way, it shall be said of us, as beautifully of the subject of our lecture, when he had reached the goal appointed unto all,

"Glory without end  
Scatters the clouds away, and on that name attend  
The thanks and praises of all time."

## TEACHING A PROFESSION.

“TEACHERS should use their influence, . . . and demand that a professional teacher be selected for the office of Commissioner.” [See *Illinois Teacher*, July, p. 281.]

I had long thought of the inconsistency complained of in the article from which the above is quoted, but never did it appear so glaring as it did during the perusal of that article. Why should the teacher be required to receive his license from one of another profession? Such is not the case with the physician, the lawyer, or the gospel minister. Is it because teaching is not recognized as a profession? It never will be until teachers are found capable of managing their own affairs. If they are not now capable, let them see to it that they soon become so; if they are, let them insist upon it that proper respect be paid to their profession.

It requires no argument to prove that the usefulness and respectability of our profession (for I claim the right to call it such) depend very much upon having its offices filled and executed by practical teachers. Did the North-American colonies flourish and prosper while under royal governors? It may have promoted the interests of Liberia that she was watched over during her infancy by foreign overseers, until she could raise up men of her own to take their place; but who would now advocate the policy of sending foreigners to rule over her? Are teachers, as a body, yet in their minority? Do they yet require leading-strings? In the name of consistency, and in the name of the collective body of teachers, I protest against the future appointment or election of any one to the office of State or County Superintendent, or Commissioner, etc., of Common Schools, who either is not or has not been a successful practical teacher.

It may be objected to that the duties of the Commissioner would interfere with those of the practical teacher: then let the office be given to one who has ‘retired from the business’, but who still keeps up his interest in the subject, and ‘keeps himself posted up’ in all the improvements of the profession, and let it be given him as a reward for his former faithfulness.

L. H.

---

INFLUENCE OF AN IGNORANT MAN.—To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a wild beast into the streets. PALLT.

## THE STANDARD DICTIONARY.

THE English language is not yet spoken by quite a hundred millions of people; it will soon be the vernacular of several hundreds of millions. Of these the majority will be on the continent of America. Shall they have a Standard Dictionary, or shall there be several local literary centres waging their noisy and wordy contests, basing their several claims to regard upon metaphysical and infinitesimal distinctions which practical men can scarcely appreciate and which all wise men know to be of no intrinsic worth? Still, as motes may cause great pain in the eye, so these little distinctions, introduced into the current language, may produce much friction and annoyance. Would it not be a great blessing if the English-speaking world were presided over by some literary despot, who, by imperial edict, should positively forbid, on pain of decapitation, or at least of abscission of the tongue, that any man, woman or child should pronounce or spell a word except according to the imperial standard? Whether such a thing would be well or not, we shall never *enjoy* such a despot's rule in this country. Men will continue to babble and write as they please, and the people will choose for themselves.

Now, it is a quite remarkable general truth — we commend it to our profoundest philosophers for investigation — that whenever the people are left to decide for themselves there are generally two great contending parties, of which the one may be much stronger than the other; and there is also generally a third party, some times rising to the dignity of holding the balance of power. So it is in politics in free countries. So it often is in religious disputes.

Is any body surprised to find that it is so in the claims of the Dictionaries that offer themselves as standards? In England there are the two great University parties, Oxford and Cambridge, differing, however, but slightly. In this country we have *three* parties — the Webster party, the Worcester party, and what may be called the extreme conservatives, the ultra-antiques, who abhor Webster, snub Worcester, admire Walker, and swear by Johnson. Few have recognized this party; but, though small, it numbers some of the most noted literary men in our country, who stand on a certain eminence apart, carefully walled in from the vulgar herd, and who, for the most part, avoid the daily newspapers, except a select few; and, when they do condescend to read one, grieve over the fact that scarcely a single paper can be found in America that spells its words as

they do—according to Johnson. Indeed, nearly all American newspapers and books spell according to Webster.

Now, we are glad that at least two parties exist on this subject. It keeps up a healthy emulation, and it *keeps down* the price of dictionaries. Look, for instance, at Webster's new Pictorial Unabridged Dictionary, worth at least ten dollars, according to old standard prices, and now sold for just about half that sum. Does any one believe that, were it not for the War of the Dictionaries, it would be offered for so small a sum, or that half so many copies would be sold?

But which of the two Dictionaries is the best? Which of the *two*, not which of the three; for the third party has no American Dictionary, and would not read any advice that we might offer. They draw no instruction from any writing produced since the first half of the eighteenth century! We have already said that we rejoice in the existence of both; but, if we are compelled to decide, we pronounce for our old favorite, Webster, for the following reasons:

1. In *Definitions* Webster is unrivaled. This is confessed. Now, a Dictionary is used to learn the meaning of a word ten times as often as for all other purposes. Webster's definitions are models of art. Worcester's synonymy is a defect. We do not ask a definer to give us a jumble of similar words—we desire a neat, exhaustive explanation, with only a few similar terms. This Webster gives us. Besides, now we have, in Webster's Pictorial, seventy quarto pages of synonyms, so called, embracing more than two thousand words, all skillfully compared with their associates; and whenever, in the vocabulary, one of these words occurs, it is marked with a dagger, significant of the sharp analysis to which it is subjected.

2. *Webster's Etymology* is admirable. Nothing that any English lexicographer has yet given is equal to it.

3. *Webster's Orthography* does not trouble us. We are aware that a great dust has been raised about the improvements in spelling which Webster's Dictionaries have given to a few words—less than a single page—and all of which might be learned by a tolerably quick child in half an hour, and adopted or rejected at pleasure.

4. Webster's Dictionary already occupies the ground, and 'possession is nine points in the law'. To dethrone Webster from the affections of the American people, and to banish the 'American Dictionary', would be a greater revolution than has been witnessed since the Crusades. American school-books have adopted even its orthography throughout, and contain abundant references to it. The present generation have learned no other; lawyers, and judges, and theologians, and scholars, usually refer to it as a final appeal on the meaning of terms; all good libraries are supplied with it; and to attempt to remove it

is absurd, because uncalled for; and, we fear, if called for, would be impossible.

5. We must acknowledge also that we are a little proud of Noah Webster's fame. Since Benjamin Franklin, no native American has done so much to honor the scholarship of our young and growing country as the author of the AMERICAN DICTIONARY. Every English scholar knows Webster. The British Imperial Dictionary is confessedly modeled after Webster's. If Noah Webster had been born in England no one would have disputed the magnitude of his claims, and those who now oppose him the most violently would have been the loudest in their peans. Already, by consent general enough in the two nations to be called common, Noah Webster is pronounced the greatest lexicographer of the English language.

6. Finally, we prefer Webster's because, really, if we reject it, we can not possibly decide what other one to adopt. Shall we take Johnson's? That is too old and imperfect, and much of the spelling even English writers discard. Shall we take Walker's? Walker was a charlatan in lexicography, and his work is full of errors. Shall we take the London Imperial Dictionary? That would be reasonable; for it is based on Webster's, and gives us the present approved standard of orthography in England. But there is no American edition of the book, and to introduce it so as to supplant Webster in this country we think would never be tolerated by the American public. Shall we take Worcester? Worcester is the representative of a small minority in America, and has absolutely not one single follower in England! His orthography is never used outside of the few who follow him in America. No English book or newspaper has adopted it. Not one-third even of the men who have written letters commending the book, and whose names are given in its advertisements, employ Worcester's orthography. Bancroft, Irving, and a very few others, use the English style, which, as we have said before, Worcester does not follow; and the most of Americans follow Webster's style, while only a very few adopt the peculiar style of Worcester, which does not, like Webster's, even profess to be founded on a philosophical basis. Worcester is almost entirely unknown in England, only one edition of his Dictionary having been published there; and to make that sell the publisher was compelled to use Webster's name in large capitals in the title page, while Worcester's own name was printed in smaller letters beneath it! On the other hand, repeated editions of the Webster Dictionaries have been published in England, and the British Imperial Dictionary, as we have said, acknowledges indebtedness to it.

We say again, if we reject Webster we know not what to adopt. Our first choice, in such a case, would be the British Imperial; our second, Walker, or perhaps Richardson, or some other English author; our final resort, Worcester. But it

would be impossible to make Worcester a standard either in America or England; for here he is followed only by a small minority; and in England by none whatever.

We shall therefore adhere to Webster. We are glad that no 'American Revolution' is again called for; for indeed it would be little less than a revolution that should banish the many myriads of Webster's Dictionaries, and literally the *millions* of Webster's spelling-books, from the school-rooms and families of the nation. We are not, however, blindly defending a name or fortifying a prejudice. Noah Webster conceived a noble purpose when he determined to reduce to a system and embody in a volume all the terms of the English language. What he left undone has been wisely completed, thus far, by his learned successors. The present edition of his book bears the labor of many faithful, studious minds. It is decidedly the best lexicon of the most widely-diffused and aggressive language of the world.

We are pleased with the Pictorial Department. The illustrations, as in the case of some encyclopedias, are grouped together, and are expressive and correct. Still, pictorial illustrations are but a subordinate part of a Dictionary. The Table of Synonyms is admirable. The Appendix of New Words, the Pronouncing Tables of Geographical Names and Names of Distinguished Persons, with a List of Words peculiarly used in the Bible, all render this edition of great value.

But again we express our gratification at the 'War of the Dictionaries'. It keeps up a healthy circulation. It brings out the merit of Webster. It does not allow the publishers to sleep. The language changes—the Standard Dictionary should improve. For this we are indebted for this splendid Pictorial Edition, with its 10,000 new words, its table of synonyms, its 8,000 names of distinguished persons, its 1,500 beautiful and accurate pictorial representations, and its many other valuable improvements. We hope that if, at some future time, fifteen or twenty years hence, the American Dictionary shall fail to comply with the demands of the times, some other one may boldly assume to be a rival, and thus stimulate it to duty. In this way, Worcester's Dictionary has done good service in this country—to which its operations are confined; in other respects, it is not much needed.

Cor. of Michigan Journal of Education.

---

VALUE OF EDUCATION.—Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country.

MONTESQUIEU.

## S P E L L I N G .

---

IN the early part of the sixteenth century, Sir John Cheke, professor of languages at the University of Cambridge, attempted a reform in the spelling of English words. Modern civilization was then in its childhood. Columbus and the Cabots, Cortez and the Pizarros, were discovering and conquering the New World. Luther and Zwingli, the Pope, Charles V, and all Europe, were excited with the Reformation. Old things were passing away, all things were becoming new. How fitting a time to improve the rude language just formed from the Saxon and the Norman, to conform its anomalous orthography to its pronunciation. No popular translation of the Bible, no Shakspeare nor Milton, no Bunyan nor Scott, had then stereotyped upon the minds of reading millions the expressive forms of our noble words. At such an age, and with such favoring circumstances, the first scholar of England's venerable universities failed to effect any change in our orthography. Irregular, characteristic of a composite language, he found and left it. His failure, under such circumstances, should have sufficed to prove the futility of such attempts. Nevertheless, in every age from that to the present, numbers of learned men have sought to introduce radical changes into our spelling. Seemingly, a mania like that for inventing perpetual motion has constrained almost every ingenious man to try his hand at it. Even our renowned lexicographer, Dr. Noah Webster, at one period of his life, recommended such spelling as the following: *reezon, iz, reeder, riting, volum, yeer, indeted, hav*, etc. Still more recently, in one of our Southern States, the hopeless task has been again attempted. The talented and lamented Grimke would fain have substituted new and strange forms for the good old words that so faithfully convey to our minds the ideas of a Webster and a Clay, of an Irving and a Prescott. He trod in the steps of Sir John Cheke and Noah Webster, to meet the same inglorious failure. The Phonetic system, which aims to accomplish similar results in a somewhat different way, has of late years attracted much attention. The advantage of the perfect conformity, which this system professedly insures, between orthography and pronunciation have been set forth in the fullest manner. Earnest and educated men have devoted their time and talents to the introduction of the great reform. Numerous books, pamphlets, and newspapers, have been published, recommending and illustrating the 'Phonetic principle'. Almost every intelligent man admits the imperfection of our orthography, and admires the



beauty and simplicity of a phonetic system. Yet there is not the faintest probability of the adoption of such a system.

For two hundred years Sir John Cheke has slept with his fathers, and linguists, and lexicographers, and phonographers, have, like him, tried and failed to introduce any radical change into the spelling of English words. We still write p-s-a-l-m-s, sãms. We still give *ough* a multiplicity of sounds, as through, though, cough, tough, lough, hiccough, plough, etc. Is it not, then, about time to cease fighting against nature?

We are reminded of the Scandinavian giant who could not drain the horn hospitably offered to him by his entertainers. He wondered greatly that his mightiest efforts accomplished so little. But the horn, he was told, was the earth-encircling ocean; of course that was not to be exhausted. The alphabets of Rome and Athens were as defective as ours; but what thought was too simple or too sublime to be worthily expressed in the classic characters?

Our orthography is, perhaps, not more anomalous than that of other composite languages; and if it be, it seems we are to abide by it. That it is somewhat difficult to acquire no one will deny. Indeed, it is but too evident that many otherwise respectably-educated persons are lamentably deficient in spelling. 'Dary' wagons dispense the lacteal fluid in our large cities. The word *groceries* may be seen spelled in at least eight different ways upon the sign-boards of large and respectable establishments in the Garden City. 'Cooppers', and 'coppers', and 'coupers', and 'knppers', and 'koopirs', offer to make 'barls' for the citizens of St. Louis and Chicago. 'Bording' houses are far too common. Gravely inscribed over the doors of several Chicago establishments, whose windows display collections of books, one may read 'STATIONARY'. Whether this means that the buildings will make no further attempt to correspond with the grade, or that literary matter in Chicago bookstores is really stationary, we can not decide.

At an examination in History, in one of our best High Schools, the simple word 'Roger' was spelled in ten different ways, a majority preferring an incorrect and seemingly unnatural mode to the simple and correct one. It is frequently fortunate for public men that the printer stands between their orthography and the reading world. It must be confessed that even the schoolmaster is some times incorrect in his spelling: indeed, it is a melancholy fact that many of our very best teachers are extremely deficient in orthography. Letters, and other documents, with all their imperfections on their heads, just as pinned by some of our distinguished professors or principals, occasionally find their way into the public prints.

Yet, although incorrect spelling is shamefully common, it is not more so than incorrect pronunciation, ill manners, or igno-

rance of Geography or History. A great deal has been done, and is now doing, throughout the world, to eradicate various forms of vice; and yet vice, we all declare, is alarmingly common. We allow no merit in spelling unless perfect; and perfection in our world is rather *uncommon*. We see, then, how incorrectly they argue who infer from the very imperfect spelling of many respectably-educated persons that our system of orthography is essentially in fault, and needs to be radically changed. Many things are difficult which must nevertheless be performed. The difficulty of resisting temptation does not prove that we ought not to have been subjected to it, nor do the time and care necessary to acquire polished manners prove that we ought to content ourselves with the 'natural' manners, otherwise rude selfishness, of rustics and barbarians.

Yet, sinners urge, 'The serpent beguiled me and I did eat'; the ill-mannered sneer at manners as conventional; and poor spellers complain of our orthography as anomalous and arbitrary. It is evident, then, in the first place, that the amount of incorrect spelling, in spite of the attention now paid to the subject, does not prove that a radical change in the form of words is advisable; and, secondly, that he who advocates or undertakes such a change has engaged in as hopeless a task as can well be conceived. The teacher who would look with satisfaction upon the results of his labor, instead of finding fault with the forms of our words, will apply himself earnestly to teaching them. He will try to show his pupils something of the value of that word-history which is bound up in our orthography. He will strive to cultivate in them an attachment to the good old English words that our divines and poets and historians have shown to be so expressive. In many cases more time is spent in learning how to spell than is at all necessary. Pupils who go through a regular course in some of our graded schools devote to this subject an amount of time equivalent to more than an hour to each of the ordinary words included in school spelling-lessons. Two hours to learn 'b-a-k-e-r' and 'i-n-i-t-i-a-t-i-o-n'! The worst feature in such cases is that many pupils, after all, fail to become good spellers. Of course, a small part of this time will suffice, if teachers do their duty: that is, see to it that pupils do theirs.

Every instructor is aware that students should be taught spelling while quite young; but many fail to realize that pupils may be, and should be, perfected in it during their early school years. If the subject has been somewhat neglected until the child is ten or twelve years old (he should be perfect in spelling at that age), the teacher should not fail to remember that two hours devoted to spelling in one day are better than two hours in two days. Earnest study and frequent reviews will soon make almost any pupil perfect in orthography. The only exception to be made to this is in case of students who are some-

what advanced in years before they give any attention to the subject. Occasionally such a person will be found who *can not* be taught to spell correctly. To induce pupils to study words earnestly and review them continually, the teacher must, of course, directly or indirectly, make the spelling-lessons interesting. Just here is where many otherwise excellent teachers fail. They seem to think that if a few remarks are occasionally made upon the importance of the subject, and a certain amount of time weekly devoted to it, it will somehow take care of itself. In fact, however, there is no study which more imperatively demands the earnest efforts of the teacher to give it vitality. As to the methods of creating in a class such a lively interest in spelling, no teacher who turns his attention to the subject will be at a loss. Thousands of suggestions, more or less valuable, upon this point have been made. Any teacher can, if he will, select and invent such methods, suited to his peculiar circumstances, as shall be effectual. Written exercises in spelling are frequently found effective; also, written and oral exercises combined. Writing upon the blackboard words frequently misspelled, and requiring the class to spell them many times in concert, choosing sides, going up, spelling-schools, premiums, general remarks and particular expostulations, laughing at misspelled words, as well as a great many other methods, may be made very useful. For a continual review, classes should be taught to spell mentally a large proportion of the words they use or hear. The sound 'säms' should, in every case, bring distinctly before the mind's eye the letters 'p-s-a-l-m-s'. Much may be accomplished in this way.

Finally, if teachers, instead of saying, by their practice, with the immortal Toots, 'It's of no consequence', will, as Mrs. Dombey's physician so earnestly remarks, 'only make an effort', 'all may yet be well'.

---

#### THEORY OF PROBABILITIES, AGAIN.

---

'To err is human'; and we find an evidence that we are not exempt from this characteristic of humanity when we turn to our answer of Question VI, March number, as given in the April number. We may say that we were never entirely satisfied of the correctness of our result; but, after consulting all authorities within our reach, we find nothing which seems to throw any clear light on the subject, except a series of articles upon the 'Theory of Probabilities', illustrated by examples, from Simon Newcomb, of the *Nautical Almanac* office, Cambridge, Mass.

(published in *Mathematical Monthly* for 1859, numbers for January, April, and July). His method of treating such cases commends itself to our judgment as correct. He makes the two following propositions relating to such cases as the one now in hand: (1.) "The probability that both of two independent events will happen is equal to the product of their individual probabilities." (2.) "When a system of events are so connected that one *must* and one only *can* occur, they are called a *system of conflicting events*. The sum of the probabilities of a system of conflicting events is equal to *unity*." The first of these propositions is afterward generalized so as to apply to any number greater than two. This proposition must apply to the case in hand; for, if A. and B. each tell the truth three times in four, and agree in asserting a thing really *false*, it must have happened that A. has spoken his falsehood at the same time that B. has spoken his — an event for whose occurrence there is but  $\frac{1}{4}$  of  $\frac{1}{4}$ , or  $\frac{1}{16}$ , of a chance.

"A. tells the truth one time in two, B. one time in three, and C. one time in four: if A. asserts a certain thing to be true, and B. and C. deny it, what are the chances of its being true?" [Question VI, *March Teacher*.]

If the thing is true, A. must have spoken his truth at the same time that B. and C. have each spoken a falsehood, the *a priori* probability of which is  $\frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} = \frac{1}{4}$ . In the same way it is shown that the *a priori* probability against the event in question is  $\frac{1}{2} \times \frac{1}{4} \times \frac{1}{2} = \frac{1}{16}$ . But this event comes under the head of 'conflicting events', for the thing asserted must be either true or false; hence, 1, the symbol of certainty, must be divided in the ratio of  $\frac{1}{4}$  to  $\frac{1}{16}$ , or of 6 to 1. The probability, then, is  $\frac{6}{7}$  in favor of the thing asserted, or  $\frac{1}{7}$  against it. It will be seen that by this method of calculation the assertion of every person whose propensity for truth-speaking is represented by a fraction greater than  $\frac{1}{2}$  strengthens the probability of the thing asserted, as it evidently should. Also, if several persons who speak the truth half the time agree in asserting or denying, or part in asserting and part in denying, the same thing, the chances will still be equal for and against it; which is evidently correct. But it will be observed that if one who *always* speaks truth, or whose symbol is 1, asserts, no calculation can be made, however many others may assert or deny; for his assertion is absolute.

We now propose to point out what we conceive to be some of the inconsistencies and fallacies of L. D.'s article on this subject in the *June Teacher*. By his process of solution he reduces the probability resulting from A.'s assertion, namely,  $\frac{1}{2}$ , to  $\frac{5}{24}$ , in consequence of the contrary assertions of B. and C. But he has just before correctly stated that the probability *against* a statement of B.'s — hence, in favor of A.'s in this case — is  $\frac{2}{3}$  in consequence of his own assertion; and with C. the fraction is  $\frac{3}{4}$ : hence, the negation of each of these men ought to strengthen,

and not weaken, the assertion of A. This is an evident inconsistency. It will also be seen that by his process, no matter how many persons assert a thing, if the fractions for their several veracities should happen to be the *same*, the result will be the same as though but one had spoken: for example, A., B. and C. each speak the truth  $\frac{3}{4}$  times in 4; he would make the probability of their *joint* assertion  $(\frac{3}{4} + \frac{3}{4} + \frac{3}{4}) \div 3 = \frac{3}{4}$ ! Also, if two persons, each speaking the truth 99 times in every 100 agree in an assertion, there would still be 1 chance in 100 against it; while by the process we have used above there would be only 1 chance in 9802 against it, a result which seems reasonable.

We think, also, that the answer to the question which he quotes from the *Teacher* for 1858 — "A. speaks the truth three times in four, B. four times in five, C. six times in seven: what is the probability of an event which A. and B. assert and C. denies?" — should be  $\frac{2}{3}$  instead of  $\frac{2}{3} \frac{2}{3} \frac{2}{3}$ .

It will be seen that, in the quotation from *Dr. Whately's Logic*, Dr. Whately infers with his 'moral' certainty when the combination is of such circumstances "that the chances are very great against their accidental occurrence: e.g., when two or more persons undeserving of credit coincide (where collusion would be impossible) in a *full and circumstantial detail of some transaction*." We see at once that, when we take into account the *nature* of the thing asserted, or the *probability of the supposed fact in itself*, we have an element entirely foreign to the data in our calculations above, and which we have no right to introduce without using a mathematical representation for it.

We agree with L. D. that the mathematical calculation of such questions is usually impossible in practical life; but we think the difficulty arises from the impossibility of obtaining the necessary fixed data, and not from any hindrance to the mathematical use of such data, if found.

MATHEMATICAL EDITOR.

ACT UPON IT. — High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become so common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.

DR. WOODWARD.

## A DAY AT OXFORD.

THE early morning light was struggling to penetrate the darkness of a London fog, as I was carried in a rattling cab to the Paddington Railway station. It must be at this time, if ever, that ghosts walk the streets of London. Not at midnight, when the great sea of human life seems at its flood, when the legions of vice throng every street, when gin palaces are ablaze with light, and sounds of revelry burst on the ear from garret and cellar, not then would a respectable ghost undertake to thread the streets of the great metropolis. But at five o'clock in the morning the sounds of revelry die away, and something like quiet settles even upon the streets of London. Here and there reels along the reveler, or hurries the wretched, homeless outcast. The lamps burn dim in the ghastly morning light, and the streets seem lonely and deserted.

We were soon securely locked up in a railway car and rushing through the suburbs of the great city, and then through green fields and along the charming hedge-rows of England, past Windsor Castle and Eton College, through a country full of the quiet beauty of an English landscape and thronging with historical and poetical associations, we were carried, and in due time we were let down at the Oxford station, sixty-three miles from London. I stayed a moment to gaze upon the venerable towers which rose before me, and then took my way to an inn,—I think it was the 'Angel', but it may have been the 'Bear'—a long-deferred breakfast successfully asserting its claims over College and University.

Oxford University embraces nineteen Colleges and five Halls. Its history reaches back through nearly a dozen centuries. Alfred is some times spoken of as its founder, but more commonly regarded as its restorer. There was a large seminary here, probably, as early as Arthur's time. In 872, Alfred founded and endowed a large hall now known as University College, and from that time to the end of the thirteenth century the learned men of all Europe gathered here to learn of each other and enjoy the rare luxury of books. There are said to have been thirty thousand students here in the time of Edward I. From the walls of these lofty halls look down the great and learned of many ages. And while reverent of learning, Oxford has ever been the steady foe of progress and innovation, and here, in 1660, John Milton's *Pro Populo Anglicano Defensio* and *Iconoclastus*, and in 1683 Thomas Hobbes's *Leviathan*, were publicly committed to the flames. Every thing about Oxford speaks of antiquity and conservatism.

The colleges are built in the form of quadrangles and some include three or four quadrangles. The entrance is through a tower gateway rising above the other buildings, some with statues in the niches, and quaint and curious devices and inscriptions carved on the venerable walls. The gates are shut at nine o'clock at night, and students out after that hour are reported. The buildings are generally three stories high, of brown stone, and have a most ancient and venerable appearance. The court within has some times a wide stone walk next to the buildings, then a wide gravel walk, and in the centre a smooth and beautiful lawn, some times adorned with statuary and flowers. On one side of the quadrangle is the chapel and the hall and library. The kitchen is connected with the hall, but running back from it. No rude noises disturb the silence of these venerable quadrangles. The step of the grave and dignified Oxonian, in cap and gown, or the hesitating and reverent pilgrim, alone break in upon the solemn silence which every where prevails.

Unable to share my breakfast with my reader, I have thought it but fair to set before him the above slight intellectual repast; and now, having breakfasted, we will enter the fine gateway of Christ-Church College, one of the most magnificent foundations of the University, founded by Cardinal Wolsey in 1525, where a monastery was founded in 740. Above the gateway is the cupola containing the bell known as 'Great Tom', and weighing about 17,000 pounds. The tower of the gateway, commenced by Wolsey, was completed by Christopher Wren.

After some delay, we were admitted to the hall on the south side of the first and largest quadrangle. The entrance, originally a tower, with a stone roof with a single supporting pillar, is of the most elegant workmanship. We were received in the great hall by the steward, or porter, a gentleman stately and dignified enough to be the Vice-Chancellor. He informed us, with an impressive air, that the old gentleman who passed out as we entered was an Admiral, and the son of a Christ-Church man, whose portrait he pointed out on the wall. The world of our stately guide was evidently Oxford; and he plainly considered nothing relating to Oxford unimportant, and every thing not pertaining thereto as of no consequence whatever.

The hall is 113 feet by 40, and 50 feet high; the roof is of oak, and the armorial bearings of Henry VIII and Cardinal Wolsey are thickly intermingled with the most beautiful pendants and carved work, while nothing can be finer than the springing of fan tracery. Upon the walls were more than a hundred portraits of famous Christ-Church men—kings, statesmen, and philosophers—specimens of the most eminent artists. "All these", said our magnificent guide, with a majestic wave of his hand, "sat at that table." The students all dine in this hall every day, and the tables were set out with the plates, etc. The

table designated by our guide being, as I understood, that of the gentlemen commoners.

The Prince of Wales had a few days before become a member of Christ-Church College; Oxford was triumphing over Cambridge and Edinborough in the possession of the heir-apparent, and Christ-Church was especially jubilant on the occasion. Our guide announced to us the important fact that the Prince had condescended to attend prayers in the chapel that morning, and by staying in Oxford until the next day, and attending prayers at Christ-Church, we should probably be permitted to see His Highness at his devotion. The merciless satire of *Punch* represents the Oxford savans bowing down to the Prince like so many Hindoos before their idols.

In the Library, a fine edifice, commenced in 1716, we found a large number of fine paintings, mostly of the famous Italian painters.

The Cathedral, mostly of the twelfth century, with its beautiful groined roof and rich pendants added by Wolsey, is full of interest. With a glance at its springing arches and the tombs of the 'early settlers' and the curious carvings, we pronounced Christ-Church finished, and, passing through Canterbury gate, came to Corpus-Christi College. Here we pass into the quadrangle through a lofty gateway with a vaulted roof, all covered with beautiful tracery, and find a chapel, hall, and library, and the armorial bearings of Henry VII, Bishop Fox, the founder, and Hugh Oldman. This College is much smaller than Christ-Church, and has but one quadrangle, while Christ-Church has four.

Next comes Merton College, founded in 1264, by Walter de Merton, Bishop and Chancellor. As we pass through another great gateway, on our right is the Chapel, the work of different periods, the choir having been erected about 1300, but the whole not completed until 1424. It has a splendid wheel-window, and the arches of the tower are very beautiful. Passing through a small court and entering another, we come to the Library, probably the most ancient library in the kingdom.

From Merton we pass out into Christ-Church Meadow, a meadow of fifty acres belonging to Christ-Church College, but extending along by Merton and other colleges, and partly inclosed by the Cherwell and Isis rivers. A fine avenue of old elm trees, known as the Broad Walk, leads down to the Isis, along which stray the learned Oxonians in thoughtful mood. The Isis flows calmly along, unruffled, and through the trees and shrubbery you catch charming glimpses of the stately college buildings.

Passing Oriel College and one or two Halls, we stop to admire the imposing beauty of the tower and spire of St. Mary's Church, built in 1300, with a fine porch built in the days of Archbishop Laud. The Puritans made a statue of the Virgin, with the child



holding a small crucifix, in the porch, one of the grounds of impeaching the Archbishop.

Close by is Radcliffe Square, in the centre of which rises the spacious dome of the Radcliffe Library, built by the great architect Gibbs. On the west side of the Square is Brazenose College, which is supposed to owe its name to the fact that it stands on the spot where the *brazen-hus*, or brew-house, of King Alfred stood, and not from any peculiarity of its nasal organ.

Passing northward, we enter the schools' quadrangle, over the doors of which are ancient inscriptions, in letters of gold, indicating the respective faculties, as Medicine, Philosophy, etc. The walls of this quadrangle are flat and monotonous; but the gateway makes up for the monotony, by presenting five different orders of architecture, one above the other. From this we pass, by a long staircase, to the Bodleian Library. This famous library was named after its munificent founder, Sir Thomas Bodley, who acted a prominent part in the scenes of public life, but who would long since have been forgotten but for this monument, which keeps his memory green through the centuries. The ceiling is finely painted, and illustrated by the arms of the University and of Sir Thomas. We turned over several huge volumes, the Catalogue of the Library, and glanced at some curious old manuscripts—older than any of these venerable old buildings. Ascending another story, we were admitted into the Picture Gallery, where there are portraits of benefactors, founders and chancellors of the University, by Vandyck, Rembrandt, Sir David Wilkie, Holbein, and others.

Passing by the Divinity School known as the Pig-market, it having come to such 'base uses' in the time of the Reformation, we come to the theatre built under Wren, holding about 4,000 persons. Here are held the public assemblies. On the ceiling are allegorical paintings representing the triumph of Religion, the Arts and Sciences, over their enemies; and around are splendid portraits of George IV, in his coronation robes, by Lawrence; the late Emperor of Russia, the King of Prussia, and others. Here we saw assembled the savans of Oxford listening to one of their brethren, who had discovered the tomb of Mausolus in Halicarnassus, and had come back to display his trophies amid the scenes of his youthful studies, and where every Oxonian felt that Old Oxford had won a new triumph. I was struck with the account which was given of the assistance furnished by the English Government. The Admiralty placed a ship-of-war at the command of the explorer, gave him an officer and a detachment of sappers, and a large amount of money to carry on his explorations, in the course of which he bought off a number of Turks and dug over the ground on which their houses stood, and at last found the long-sought object, with a great number of valuable and interesting remains of antiquity, now deposited in the British Museum.

A few yards brought us to New College, the completion of which was celebrated April 14, 1386, being the vigil of Palm Sunday, when the first Warden and Fellows entered the college at 'three of the clock in the morning, with solemn processions and litanies commending themselves and their studies to the care and protection of the Almighty'. Though nearly five hundred years old, it still keeps its name of New College. The chapel is one of the finest in Oxford. In its splendidly-painted windows are the figures of saints, martyrs and angels innumerable. In the garden are the city walls, with bastions in a very perfect state.

We had become by this time quite surfeited with colleges, and we hardly deigned to look at St. Mary Magdalen and Queen's Colleges, and two or three halls by which we passed. University College, founded by King Alfred, with lofty tower gateways, presents too imposing an appearance to be passed by. Statues of Queen Anne, James II, Dr. Radcliffe, and Mary queen of William III, fill the niches over the gateways. Lincoln College presents nothing of interest except its chapel, with brilliantly-colored glass from Italy, in which are figures of the prophets and apostles, and scenes from the history of our Lord.

About this time I caught a glimpse of the Martyrs' Memorial, and, leaving colleges, betook myself to the contemplation of its matchless symmetry and beauty. It is in the decorated style, and of indescribable beauty, and commemorates the sufferings of Cranmer, Latimer, and Ridley, who suffered near this spot. Near by are the University Galleries, where is the celebrated collection of the cartoons of Michael Angelo and Rafaele. A pleasant story is told of the great English judge, Lord Eldon, in connection with these drawings. The University was offered the drawings for £7,000. They had raised £3,000, when the committee called on Lord Eldon. He gave them his check for £3,000. The committee expressed their gratification, and said they could easily make up the remainder. "No," said the old Judge, "your men have probably contributed all they can spare; I can as well give the rest"; and, withdrawing his check, wrote another for four thousand.

It was nearly night in Oxford, and three weary travelers might have been seen lingering in the beautiful garden of St. John's College, and contemplating the picturesque edifice built from designs by Inigo Jones; and afterward glancing at the few remaining colleges, and the New Museum, a splendid specimen of Gothic art; and then turning their backs upon Oxford.

The English University System is quite unlike any thing in our country. Instruction is given partly by lectures, but chiefly by private tutors, and the system of training is brought to the highest state of perfection. Previous to an examination the reading, diet and exercise of the student are regulated with the greatest care and skill by the tutor; and the student enters the

examination-room after a training as severe and careful as that of the race-horse before entering the lists. The system is fatal to geniuses, and to all eccentric, one-idea success; but it produces the finest specimens of broad and general culture. No one can fail to notice this in the sermons of University men and the English reviews and journals. There is a range of reading and thought, a fullness of mind, and an accuracy of taste and judgment, which reflect the highest credit upon the English University System.

The annual revenue of the nineteen Oxford colleges is estimated at over seven hundred thousand dollars. There are 540 fellowships, averaging about \$1,000 a year, with lodging and diet at the college. Any student of reasonable capacity and industry can obtain a fellowship, and he then has a home, library, choice society, and a thousand dollars a year, as long as he chooses to remain a bachelor. These privileges, hitherto confined to the great and rich, are soon, for the first time, to be accessible to the poor, and Oxford is to open its aristocratic doors to good scholars, without regard to rank or wealth. J. H. T.

---

## M A T H E M A T I C A L.

---

**CLASS EXERCISE IN NUMBERS, CONCLUDED.**—In reviewing the last exercise, bring out, (1.) the reason and method of separating the figures into periods; (2.) that new names are given to the periods only, and that in each period there are units, tens, and hundreds, of its name; (3.) that the first part of the name of each period signifies a number 2 less than that which indicates its place at the left of the point; (4.) that the *number* expressed by figures is not changed by changing their place with respect to the point, but only the *kind of units* expressed.

*Teacher.*—What is the effect when we move a figure one place toward the left?  
*Pupils.*—Its value is increased. *T.*—How much? *P.*—Ten times. *T.*—Let us see if that is quite true: what does this (1) mean? *P.*—One unit. *T.*—How many units will it mean if I move it one place to the left? *P.*—Ten. *T.*—How many *more* than before? *P.*—Nine. *T.*—Its value has been *increased*, then, how many times? *P.*—Nine. *T.*—Right; but its value is how many times *as much* as before? *P.*—Ten times as much. *T.*—Is the value of a figure, then, made ten times *as large* as before, or ten times *larger* than before, when it is moved one place toward the left? *P.*—Ten times *as large*. *T.*—If, then, I move a figure from the second place into the first, what will be the effect? *P.*—Its value will be only one-tenth what it was before. *T.*—Is it always true that a figure moved one place to the right has one-tenth of its former value? *P.*—We think it is. *T.*—Suppose 1 in units' place means one dollar, where should we write 1 to mean one dime? *P.*—At the right of the point. *T.*—True: the law does not stop at the point at all. Where would 1 cent be written? *P.*—In the next place at the right. *T.* (writing the exercise on the board)—Where shall we write 1 mill? *P.*—In the next place at the right. *T.*—Where shall we write 1 ten of dollars? *P.*—In the second place at the left. *T.*—Does each of these 1s express one *unit*? *P.*—It does. *T.*—What kind of unit is expressed in the place which we have called the units' place? *P.*—One dollar. *T.*—We have

seen that all units expressed at the left of this place will be some number of times the first unit; can you tell me how it will be with units expressed at the right? *P.*—They will be some part of the first unit. *T.*—Then you will see that we have a first unit, or primary unit, written in the first place at the left of the point, and other units expressed at the left which are some number of times the first unit, and units at the right which are some exact parts of it. What is the unit in this expression: 21.1 apples? *P.*—One apple. *T.*—In this: 11.11£? *P.*—One pound. *T.*—How, then, can we tell what is the primary unit? *P.*—By some word or sign. *T.*—And how is the name of the other units found? *P.*—By their place. *T.*—How many units of the first place at the right will make a primary unit? *P.*—Ten. *T.*—And they are called tenths. How many of the next kind make a primary unit? *P.*—One hundred. *T.*—What is their name, then? *P.*—Hundredths. *T.*—What will be the name of the next kind? *P.*—Thousandths. *T.*—What place at the right is thousandths? *P.*—The third. *T.*—What place at the left is thousandths? *P.*—The fourth. *T.*—What is the next place at the left? *P.*—Tens of thousands. *T.*—Yes; you might call it ten-thousands; and from this compound word you will make the name of the corresponding place at the right: what will it be? *P.*—Ten-thousandths. *T.*—What is the next name? *P.*—Hundred-thousandths. *T.*—What is the number of the place? *P.*—The fifth. *T.*—What is the number for the corresponding name at the left? *P.*—The sixth. *T.*—What do you discover to be true, then, about the places of these names? *P.*—Those at the right are one place nearer the point than the corresponding name at the left. *T.*—What was the name of the third place at the right? *P.*—Thousandths. *T.*—Of the sixth? *P.*—Millionths. *T.*—Of the ninth, corresponding, you will remember, with the tenth at the left? *P.*—Billionths. *T.*—The twelfth, then, will be—? *P.*—Trillionths. *T.*—Right; and in this way you can name places at the right of the point as readily as at the left. You may now read this number: 111. *P.*—One hundred and eleven units. *T.*—Now read it: 1.11. *P.*—One hundred and eleven hundredths. *T.*—What has changed? *P.*—The name of the numbers. *T.*—How many primary units are there? *P.*—One. *T.*—And how many hundredths more? *P.*—Eleven. *T.*—In this last case, have you regarded these figures as expressing one number or two? *P.*—Two. *T.*—So you may always read numbers which are expressed on both sides of the point, either as one number or two.

Give, now, a great variety of exercises, requiring them to be read both ways, and making constant reference to the precept contained in the last lesson. A good exercise now will be to have long lines of figures written and enumerated as in the last lesson; then change the point and read, bringing out the fact that only the name changes in consequence. Then inclose a part of the figures by two vertical lines, and let those inclosed be read, as the point is placed in various relations to them. Continue such exercises until they can be performed very rapidly and with unerring accuracy.

In reviewing the above lesson, bring out, (1.) that the same laws hold on the right of the point as on the left; (2.) the distinctions and connections of the primary and relative units; (3.) the relations of the names on the left and right; (4.) the two ways of reading such numbers, usually requiring the pupils to read the expression as one number, that they may not regard the point as a great and 'impassable gulf', or 'separatrix'! (5.) let copious exercises further illustrate and enforce the precept of the last lesson.

If we have succeeded in accomplishing our purpose in these exercises, we have, by our presentation of Notation and Numeration, laid a foundation for the full explanation of all the simple operations, or *Rules*, of Arithmetic, both upon simple and compound numbers; for a clear explanation of prime and composite numbers and the whole matter of factors and factoring; and for a successful treatment of ratio and proportion. In short, we have endeavored to lay such a foundation that theoretical and practical arithmetic might be built upon it as a *science*, and not presented merely as a collection of detached facts and mechanical rules. We may hereafter trace out some of the connections we have just hinted at.

The points presented in these exercises are those we have often presented to pupils somewhat advanced. We are aware that they could not all be presented

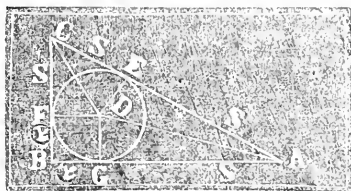
at once to the little learner; but we conceive that they are all necessary to a mastery of the subject — and *when* presented, their connection should be observed and shown. If it be objected that the replies which we have put in the mouths of the pupils are some times too *apt* we have only to say that they are such as we think should be given; and, if they are not given at once, proper illustration and questioning will soon call them forth.

**SOLUTION OF PROBLEMS IN AUGUST NUMBER.**—I. It is evident that A. could dig 4 such ditches in one day; also, B. could dig 5, C. 7, and D. 1, such ditches in one day: then, should all work together, they could dig 17 such ditches in one day, or they could dig one ditch in one-seventeenth of a day. N. H.

II. The time which had passed since noon was equal to  $\frac{2}{7}$  of the time still to pass before midnight: hence, the 12 hours from noon to midnight must be divided into 9 equal parts, 2 of which are past, and 7 are to come. One of those parts is evidently  $1\frac{1}{3}$  hours, and 2 of those parts, or the time since noon, will equal 2 times  $1\frac{1}{3}$  hours, which is  $2\frac{2}{3}$  hours.  
Ans. 2 o'clock 40 minutes.

(Also by N. H.)

III. Let ABC be a right-angled triangle, and EFG its inscribed circle. From the centre D draw the radii DE, DF and DG, to the points of tangency; also, draw from the angles A and C the lines AD and CD: these lines will bisect the angles A and C, and the three radii will be perpendicular to the three sides respectively. (*Legendre, Bk. III, Prob. XV.*)



Also, the triangle ADE is equal to the triangle ADG, and CPE is equal to CDF. Then the segment AE equals AG, and CE equals CF. It is evident that BFDG is a square, having radius for its side. Denoting AE by S, CE by S', and radius by r, it is evident that  $AB \times BC = (S+r) \times (S'+r) = 2 \times \text{area of triangle}$ . Again, it is evident that  $S \times r + S' \times r + r^2 = \text{once area of triangle}$ . But  $(S+r) \times (S'+r) = S \times S' + S \times r + S' \times r + r^2 = 2 \times \text{area of triangle}$ . From this equation subtract the last, and  $S \times S' = \text{area of triangle}$ . Q.E.D.

O. B., of Macoupin.

As we have received only one answer — and that incomplete — to the question 'What is Ratio?', we will only leave the discussion of that question to another time.

**PROBLEMS.**—I. *Arithmetic.* I wish to fill a bin holding 60 bushels, with corn worth 75 cents a bushel mixed with corn worth 50 cents a bushel, so that I can sell the mixture for 60 cents a bushel: how many bushels of each kind must I use? also, is there any connection between this question and Question I in the August number?

II. At what time between  $6\frac{1}{2}$  and 7 o'clock will the hour and minute hands of a watch make an angle of  $40^\circ$  with each other?

III. *Geometry.* Prove that the side of an equilateral triangle is equal to twice the radius of the inscribed circle multiplied by the square root of 3.

**PRACTICAL METHODS IN ARITHMETIC.**—*To change a vulgar fraction to per cent.* Observe what you must multiply the denominator by to make it 100, and then multiply the numerator by that number. *Example:* What per cent. is gained by selling cloth which cost \$1.25 per yard for \$1.60 per yard?  $\frac{3}{125}$  of the cost is gained; multiply the numerator by  $\frac{4}{3}$ , giving 28, the per cent. gained.

*Partnership on time.* Find the largest unit in which the several parts of the capital can be computed, also the largest unit of time in which the several times can be computed; then, allowing a unit of the gain or loss for one unit of capital during one unit of time, find how many such units the gain or loss must contain; then find their value. *Example:* A. puts into a concern \$3200 for 12 months, and B. puts in \$4200 for 8 months: how shall they share a gain of \$210? (*Greenleaf*) Give a unit of gain for the use of \$200 for 4 months. A. will have 3 times 16, or 48, such units; and B. will have 2 times 21, or 42, such units. Hence, \$210 must contain 90 of these units; and one of the units of gain will be  $\$2\frac{1}{3}$ . A. will have 48 times  $\$2\frac{1}{3} = \$118$ ; and B. will have 42 times  $\$2\frac{1}{3} = \$112$ .

## EDITOR'S TABLE.

---

VALEDICTORY.—At the commencement of the present year, the undersigned was solicited by the publishers of the *Illinois Teacher*, and by many of the leading teachers of the State, to act as Editor of the *Teacher* for the current year. Attempts to excuse himself on the ground of incompetency, inexperience, and want of time, failed to satisfy those most immediately interested in the *Teacher's* welfare, and he reluctantly assumed the easy-chair, the scissors, and the quill.

For the neat appearance and general typographical excellence of the *Teacher* during the year, its readers are wholly indebted to the publishers. For many valuable articles and interesting items of information, both local and general, the Editor desires to extend his grateful thanks to teachers, school-officers, and others interested in educational matters throughout the State. Not all of those who last January promised their aid have redeemed their pledges, but many have contributed something, and a few have done much.

It would be impracticable to name those who have most ably and regularly contributed to the pages of this journal for the past year, without making invidious distinctions. There are a few upon whom the Editor has often called for aid, and never without a response: to such especial thanks are due from Editor and teachers. Most of the articles published in the *Teacher* have been original, and have been prepared by teachers and others resident in the State. It would not have been difficult to have relied entirely upon these sources, to the exclusion of all selected matter; yet, when our exchanges furnished an abler essay upon some subject of general importance than could be found among our contributors, we have thought the wisest course was to furnish our readers the best literature, and have been unwilling to encourage home production at the sacrifice of interest and utility. In our reviews and book-notices we have aimed at even justice and impartiality. Where a book seemed to embody any thing meritorious, we have endeavored to recognize it cordially; where faults made condemnation necessary, we have not hesitated to expose them; we have tried, honestly, to make our Book-Table a reliable guide to the teacher in the selection of his text-books — with what results our readers have already decided. On the whole, this independent course seems to have given general satisfaction. We have received frequent letters and words of approval from our readers. Book-publishers have in one or two instances felt aggrieved; yet, the advertising list of the *Teacher* has never before been so large and remunerative.

During the year the *Teacher* has received encouraging support. With this volume it became independent of the control and direct support of the State Association of Teachers. This circumstance deprived it of a part of its usual support, and made its list of subscribers small during the early part of the year; the list, however, has been steadily increasing; it seems desirable, however, both for

the benefit of the publishers and of the teachers of the State, that its circulation be greatly increased.

An independent, vigorous, progressive educational journal is certainly essential to the intelligent development of our system of public schools. No teacher who aims at the highest self-culture, and desires most to benefit others, can withhold from it the support of his purse and his pen. Whatever the present volume has lacked in ability and vigor can be remedied hereafter by the thoughtful efforts of the teachers of Illinois. Personally, the Editor has much to apologize for. He has been able to devote to the *Teacher* only those moments when both mind and body, exhausted by the duties of a laborious profession, required rest.

Teachers can appreciate how little vigor and freshness remains after assiduous labor in the school-room during the day.

If his labors have done aught to awaken thought among the teachers of the State, or to inspire them with new zeal; if in any way they have contributed to overthrow old errors or to inaugurate or develop reforms in our methods of education; if they have aided at all in expanding our system of public instruction — the pride and the hope of our country — he asks no higher reward.

As we roll back the 'Easy-Chair' for our successors, and throw aside scissors and quill, we ask our readers by words and deeds to unite in a God-speed to the cause of popular education.

Much remains to be done. Teaching, exalted in its claims, its works, its rewards, and its followers, is to be raised to the dignity of a profession. School-houses are to be built and schools organized. Communities are to be interested in education. Inferior text-books are to be replaced by better ones, and new truths are to replace old follies. A paltry and wicked sordidness, misnamed economy, is to be eradicated. It must again and again be proved that popular education is the basis of popular liberty.

In the promotion of these ends educational journals are destined to act a prominent part.

We bespeak from our readers such a support of the *Illinois Teacher* in the future as its importance as an engine in the development of the interests of education in our State demands.

CHARLES A. DUPEE.

CHICAGO, December 1st, 1859.

HORACE GREELEY ON AUTOGRAPHS. — Some of the newspapers have been publishing the following characteristic reply to a letter sent to HORACE GREELEY, asking for his autograph:

“YOUNG MAN, you can be in better business than writing for any man's autograph.  
 Yours,  
 H. GREELEY.”

This reminds us of a story we once heard Mr. GREELEY relate. Shortly after the death of EDGAR A. POE, one of that gentleman's admirers wrote to Mr. GREELEY, saying that he had doubtless received many letters from Mr. POE during his literary career, and that the writer would be greatly obliged if Mr. GREELEY would be so kind as to forward one of Mr. POE's autographs. Mr. GREELEY replied that he had but one autograph of Mr. POE, which was written on a small slip of paper, and *had cost him fifty dollars*; he would forward it for one-half that sum, and make no charge for his own autograph, which was on the back of the paper. The offer was never accepted.

**A SLIGHT MISTAKE.** — That foreigner had not fully mastered the English prepositions when, in a missionary meeting, he prayed that the Gospel might be speedily dispensed *with* throughout the world!

**SCHOOL DISTRICTS.** — Last winter the Legislature of Massachusetts passed a law abolishing all the school-districts in the State, and placing the schools completely in the hands of the Superintending Committees of the towns. Thereupon, some uneasy spirits raised the cry of 'Oppression!' 'Centralization of power!' etc., and began a furious attack on the Governor, the Legislature, and the Board of Education and their excellent Secretary, ex-Governor BOUTWELL. A 'Free-School' political party was organized; and their candidate for Governor, ex-Governor BRIGGS, although personally popular and supported by many members of the old Whig party, received about 14,000 votes, while Governor BANKS received more than 60,000. This hardly looks like a revolution in Massachusetts in favor of the antiquated system.

**A NEW TRANSLATION.** — A certain young man whom we know attends an Institution not a thousand miles hence. He has just commenced the study of the Roman tongue, and the lesson assigned to his class not long since consisted of a part of the Grammar and the translation of several simple sentences. Our hero had prepared the first part of his lesson only. At the recess preceding his recitation he overheard two of his classmates making humorous and burlesque translations, which he took in sober earnest. He profited by the knowledge thus luckily gained; for, when called upon to translate, a *slight smile* ran around the class, and became *almost audible* as he rendered '*pueri legunt*' 'the boys kick'!

**NEGATIVE DEFINITIONS.** — *Question*: What is mind? *Answer*: No matter. *Q.*: Then, what is matter? *A.*: Never mind.

**WHERE IT CAN BE OBTAINED.** — PESTALOZZI, the man who revolutionized the manner of primary instruction in Europe, is hardly less famous on this side the Atlantic than on the other. A full account of his life and modes of teaching, taken from *Barnard's Journal of Education*, is published in a single volume, and can be had of F. C. BROWNELL, 413 Broadway, N. Y.

**SPELLING.** — There are many methods of instruction pursued in the school-room which, if briefly and distinctly stated, would be of value to many. A correspondent from Marengo suggests the following method of conducting a spelling-exercise:

*Mr. Editor*: We respond to your call for school-room experience by sending you the following, which is our method of conducting a spelling-class. Having used it for years, we can vouch for its efficiency: The class being in order, with slates and pencils in hand, the lesson is pronounced by the teacher and written by the class. The lesson being written, each pupil takes his slate in the right hand, and at a signal each passes his slate to the right and receives the one from the left. The lesson is then correctly spelled from the book, and each error noted. The slates are then returned to their owners, and those with no errors take their places at the head; those with one mistake take their places next; those with two next, etc. By this method each pupil spells the whole lesson, and fifty will spell as soon as ten.

McHENRY.



PRUSSIA.—A HUMBOLDT INSTITUTE.—Immediately after HUMBOLDT's death, a meeting of ministers of State, foreign ambassadors, and men of science and of business, was held in Berlin, in order to determine in what way they might best testify their respect for his memory. It was unanimously deemed best that HUMBOLDT's monument should be neither of stone nor of bronze, but should be one which might exert a living, constant, active influence, by promoting the advancement of the sciences, and especially those in which he took particular interest. It was decided to inaugurate a movement which should not be limited to his own city or nation, but which, extending beyond the boundaries of Prussia, and of Germany, and of Europe, should be shared in by the whole civilized world.

A committee of nineteen was appointed by the meeting to carry out these views, and has issued a public address, inviting contributions for the founding of an institution dedicated to HUMBOLDT's memory, bearing his name, and devoted to the furtherance of the sciences in whose field he most labored—especially to natural history and geography in its widest sense. These addresses have now been distributed, accompanied by personal appeals to friends of HUMBOLDT in various parts of the world, soliciting their coöperation.

The plan contemplates the equipment of able men for special researches and explorations; the immediate selection to be made by the Royal Academy of Sciences at Berlin. It is intended that the funds shall be employed, not for the aid of beginners in science, or those needing pecuniary assistance for the continuance of their own studies, but for enabling men of known ability to prosecute special researches, though attended with expenses beyond their means.

Contributions will be received and transmitted by Dr. JACOB BIGELOW, President American Academy in Boston, and by Prof. LOUIS AGASSIZ or Dr. B. A. GOULD, jr., in Cambridge.

Mass. Teacher.

EDUCATION IN CHINA.—WILLIAM DEAN, D.D., in his 'China Mission', gives the following interesting description of a Chinese school:

"The boys commence their studies at six or seven years of age. In China there is no royal road to learning, but every boy, whatever his rank, takes the same class-book, and submits to the same training. The school-room is a low shed, or a back room in some temple, or an attic in some shop, where each boy is supplied with a table and stool, and the teacher has a more elevated seat and a larger table. In the corner of the room is a tablet or picture of CONFUCIUS, before which each pupil prostrates himself on entering the room, and then makes his obeisance to his teacher. He then brings his book to the teacher, who repeats over a sentence or more to the pupil, and he goes to his place repeating the same at the top of his voice till he can repeat it from memory, when he returns to his teacher, and, laying his book on the teacher's table, turns his back upon both book and teacher and repeats his lesson. This is called backing his lesson. In this way he goes through the volume till he can back the whole book; then another, then another, till he can back a list of the classics. The boys in the school, to the number of ten to twenty, go through the same process, coming up in turn to back their lesson, and he that has a defective recitation receives a blow on the head from the master's ferule of bamboo, and returns to his seat to perfect his lesson. The school-teachers are usually unsuccessful candidates for preferment and office, who, not having habits for business or a disposition to labor, turn pedagogues. They receive from each of the pupils a given sum, proportioned to the means of the parents, and varying from three to ten or twelve dollars a year from each pupil. The schools are opened at early dawn, and the boys study till nine or ten o'clock, when they go to breakfast, and after an hour return and study till four or five o'clock in the afternoon, and then retire for the day. In winter they some times have a lesson in the evening."

DELAY.—Illness of the editor has occasioned some delay in the issue of the present number.

## LOCAL INTELLIGENCE.

THE ASSOCIATION AT OTTAWA. — Among the teachers of our State much interest has been awakened in regard to the approaching Convention to be held in Ottawa. The usual arrangements have been made for the accommodation of members while in Ottawa, and the Superintendents of several railroads have promised free return tickets from the Convention. A large gathering is expected. Important measures will come before the Association, and eminent men will lecture. Every district in the State ought to be represented. Now that the *Teacher* will no longer be 'a bone of contention', a harmonious and practical meeting may be anticipated. The Programme, etc., may be found on page 493.

ILLINOIS NORMAL UNIVERSITY. — *Brick-work Finished!* — We are happy to learn that, weather permitting, the *last brick will be laid on the wall of the Normal University building at noon to-day!* The work has been pushed forward with great energy since our last notice, and unless a heavy rain intervene, which at the hour we write does not look probable, the 'heavy part' of this great enterprise will be finished on this blessed fifth day of November of all the year. We understand that some of the friends of the institution will be on hand to see the last brick properly put down.

Bloomington Pantagraph, Nov. 5th.

LIVINGSTON COUNTY TEACHERS' INSTITUTE. — The Teachers' Institute of this county will hold its next meeting at Pontiac, the last week in December, where its last meeting was held under the conductorship of Dr. C. C. HOAGLAND, and where it is hoped that this year it will be well attended by the teachers of the county; and, although it comes at the same time with the State Association at Ottawa, a good time is anticipated, and all the teachers in Livingston county are invited to turn out and make it interesting.

R. SPRINGER.

CHAMPAIGN COUNTY TEACHERS' INSTITUTE. — The fourth regular session of the Champaign County Teachers' Institute was held in Urbana September 26, 1859, and continued one week.

About fifty teachers were in attendance. The exercises were, for the most part, highly instructive and beneficial. They were conducted by Mr. SIMEON WRIGHT, State Agent; Rev. W. W. KING, A. M. WHEELER, Graded School, Urbana; Dr. CUTCHEON, O. O. ALEXANDER, of West Urbana Graded School, and T. R. LEAL. One serious drawback arose from the fact that the teachers, at least many of them, did not come till Wednesday, thinking that the exercises would not be interesting during the first part of the session. We hope that teachers will recollect that the most 'interesting time' is when they are all in their places. All teachers should be on hand by Tuesday morning at latest.

The evenings were devoted to lectures, discussions, and essays. On Tuesday evening Mr. WRIGHT gave a lecture on 'The Present Condition of our Schools, and the Dangers Threatening the Perfecting of our Present School-System'.

On Wednesday Mr. KING delivered an address on 'The Sphere of the Teacher', in which he severely criticised the present system of education among women, and the carelessness on the part of parents in not visiting schools.

On Thursday Mr. WRIGHT delivered an address on 'General Intelligence', in

which he proved that the only reliable method to produce such a result is to educate the masses by sustaining our Public Schools.

During the daily sessions and on Friday evening Dr. CUTCHEON gave three lectures on Physiology, in his own peculiar forty-horse-power style, uttering about three hundred words per minute. He created a kind of intellectual whirlwind, upon which all classes were borne along with irresistible energy.

The exercises in music were conducted by R. A. McCCLURE. His manner of teaching vocal music in school was pronounced by all to be superior to any thing of the kind they had ever witnessed. He exhibited a juvenile class of about seventy pupils one evening before the lecture, and taught them in about five minutes to sing a song they had never heard before. The instruction the teachers received in teaching vocal music in school was alone well worth all the time spent during the session.

We were glad to see so many teachers, and regret that so many were absent. On this point the following resolution was adopted:

*Resolved*, That the Secretary be instructed to publish a list of the names of the members of this Institute in attendance at this session in the county papers, and also the names of those teachers in the county not in attendance, and the reasons, if any are known, for such absence.

The following resolutions were presented by the Chairman of the Committee on Resolutions:

*Resolved*, That it is the duty of parents and guardians to cooperate heartily in all projects which have for their object the better qualification of the teachers of our public schools for the discharge of their arduous and responsible duties.

*Resolved*, That the *Illinois Teacher*, as a valuable assistant and faithful exponent of right methods of teaching, should receive the earnest support of all interested in the cause of Education.

*Resolved*, That the teachers of the Institute tender a vote of thanks to Messrs. KING, WRIGHT, CUTCHEON, LEAL, McCCLURE, and others, for their highly-interesting and valuable services.

*Resolved*, That our County Commissioner has discharged his duties with a devotedness and zeal that deserve our highest commendation, and we sincerely hope we may secure his services in that office during another term.

*Resolved*, That Institutes are established for the purpose of preparing the teacher more efficiently to discharge the duties devolving upon the profession; and that in this view directors especially and educators generally use their influence to secure a full attendance of all teachers engaged in the county.

*Resolved*, That the Press is one of the most efficient mediums for the communication of thought, and that the teachers of this county be earnestly recommended to use the pen and the press for the benefit of their fellow laborers.

*Resolved*, That visible illustration is indispensable in teaching the sciences, and that for this purpose teachers make a free use of the blackboard and exert themselves for the speedy introduction of apparatus into all our schools.

*Resolved*, That an editor be elected by the Institute, and that all communications be forwarded to him, and by him prepared for the press.

JO DAVIESS COUNTY TEACHERS' ASSOCIATION. — After two disadvantageous postponements, the Association finally succeeded in holding its annual meeting at Galena, from October 24 to October 28, 1859. The session was harmonious, and, under the supervision of Prof. WRIGHT, interesting and profitable to all. The attendance of teachers was quite good, though not as large as could have been desired.

Besides the drill exercises, the best methods of teaching the ordinary branches taught in our public schools were illustrated. The subject of School Government, and the question 'What are the causes of success or failure in teaching?' were discussed in a lively and instructive manner. Public lectures were delivered by Rev. J. WATTS, of Dunleith; Mr. SHAW, Rev. J. H. VINCENT, and Mr. CRITENDEN, of Galena. Addresses were made on the subject of Free Graded and High Schools and other topics of interest to teachers and friends of education, by Prof. WRIGHT, Mr. J. N. WAGGONER, and Rev. N. WOODWORTH.

The following officers, who shall jointly constitute an Executive Committee, were elected for the ensuing year: J. N. WAGGONER, President; Rev. N. WOODWORTH, of Warren, J. B. BROWN, of Dunleith, Vice-Presidents; Miss FANNIE MARSHALL, Secretary; Mr. JOSEPH ADAMS, Treasurer.

The following preamble and resolutions were adopted by the Association:

WHEREAS, Education is one of the evidences of the civilization of any community, and whereas we, the common-school teachers of Jo Daviess county, see the want of a better state of feeling upon this subject, do, in convention assembled in the city of Galena, enter into the following resolutions:

*Resolved.* That we will use all our influence in the community in which we labor to induce them to take more interest in the cause of Education, and devote more of their time to promote the interest of the schools of their districts by parental visitation and supervision.

*Resolved.* That School Directors be respectfully requested to visit their schools frequently, and also occasionally to visit other good schools in the county, and ascertain the qualities wanting in their schools to make them equally good.

*Resolved.* That we greatly need a good High School in Galena for training teachers for our county, and earnestly hope all good friends of Education will unite in promoting its erection.

*Resolved.* That the Legislature be respectfully requested to increase the compensation of school officers, to enable them to devote a little more time and attention to school affairs.

*Resolved.* That we tender our thanks to the citizens of Galena for the kind and hospitable manner in which they entertained the friends of education from abroad during our present interesting session.

*Resolved.* That we tender our thanks to our worthy School Commissioner for the interest he has manifested in our Institute and the cause of Education generally.

*Resolved.* That we tender our thanks to Rev. J. WYTS, of Dunleith, Mr. SHAW, Rev. J. H. VINCENT, Mr. CRITTENDEN, and Prof. WRIGHT, for their able addresses.

*Resolved.* That we also extend our thanks to the Supervisors of Jo Daviess county for their liberal appropriation for defraying the expenses of the Institute.

*Resolved.* That the Executive Committee have power to call a meeting in the southeast portion of the county whenever they may deem it advisable.

The spring session will commence on the first Wednesday after the first Monday in April next, at Dunleith.

Adjourned until the next regular meeting.

JOSEPH N. WAGGONER, President.

Miss E. YELLAND, Secretary.

CARROLL COUNTY TEACHERS' INSTITUTE. — We condense the following account of the Carroll County Teachers' Institute from the *Home Intelligencer*:

This Institute convened at the Union-School building at Milledgeville on Monday, November 10. The Institute organized Monday afternoon, but, no officers being present, a President and Secretary were appointed *pro tem*. Few being present, but little was done during the day except to discuss the best method of preventing whispering during school-hours; after which they adjourned to meet in the Methodist Church in the evening, where we had the pleasure of discussing the familiar topic of corporal punishment, and also listening to an instructive address from NELSON FLETCHER, Esq., of this place.

Tuesday the usual routine of recitations, etc., occupied most of the day. At the close of the afternoon session a corps of officers were elected for the ensuing year.

The remainder of the week was occupied in recitations and discussions upon the various topics familiar to the school-room; except the evenings, which were taken up in discussions, addresses, etc.

We are glad to say that the entire session was characterized by the most friendly feelings and unanimity of action. There seemed to be no discordant elements or jealousies existing in our midst, which have been so evident in our Institute heretofore. As there were from thirty to forty teachers present, and as each felt it his duty to work for the best interest of the society, and not only a duty but a pleasure to take active part in all the exercises, we did not lack for want of assistance; although, for their own benefit and that of their schools, we are sorry to say that quite a number of our teachers were absent.

We feel and believe it to be for the best interest of our schools and education

generally that all teachers be required by directors and patrons of schools to attend the Teachers' Institute when it is possible for them to do so.

The crowded houses, both in the day-time and evening, proved the deep interest felt in the welfare of our Institute.

The addresses, essays, etc., were mostly of an educational character. Those of C. B. SMITH and JAMES SLAW, Esqs., of this place, and Prof. POPE, of Mt. Morris, were listened to with marked attention. Mr. SMITH especially, on account of the able manner in which he discussed the practical utility of organizing and sustaining our 'Public and Graded Schools'.

We were also pleased to find Milledgeville so wide awake in the cause of Education; although comparatively small, containing, we should judge, not more than 400 or 500 inhabitants, yet she sustains a Union Graded School which would do honor to many larger places.

CANE PRESENTATION. — Mr. O. C. BLACKMER, former Principal of School No. 1 on the east side, was the recipient of a splendid gold-headed cane the other evening, under circumstances that greatly enhance the value of the gift. The scholars of the High-School Department very naturally paid him a most agreeable surprise visit, but during the evening Mr. HENRY T. ROSE, in behalf of his companions, presented the cane, accompanying the act with an admirable little address. Mr. BLACKMER was indeed taken by surprise, but replied gracefully and feelingly, after which the hilarities of the occasion were renewed with enhanced zest. The cane bore the following inscription: "Presented to O. C. BLACKMER by the East-Rockford High School, Oct., 1859." That's right, boys and girls; you will never regret that act as long as you live.

Rock River Mirror.

CROWDED OUT. — Several interesting items belonging to this department are unavoidably deferred till next month.

---

#### B O O K S   A N D   P E R I O D I C A L S .

---

ELEMENTARY ALGEBRA. By JOHN F. STODDARD and W. D. HENKLE. Published by SHIELDON & Co., New York.

The senior author of this neat little treatise is also the author of one of the best Intellectual Arithmetics we have yet seen; we can not say *the best*, so long as we do not forget WARREN COLBURN'S FIRST LESSONS. Of course, much of this book is the same as a large part of every other elementary algebra; and we are sorry to see that, as in most of our algebras and arithmetics, answers to all the questions are given — a feature we feel obliged to condemn more severely the longer we labor in the school-room.

But we observe several points which seem worthy of high commendation. First, we are glad to see numerous questions in the Introduction which the pupil is trained to solve without mechanically using those words — which so often hide all ideas to the student in algebra, — *clear of fractions, transpose, change signs, collect terms, reduce*, etc. Second, we think the author has made a decided advance in treating of the sign minus, both in subtraction and multiplication; it seems to us that a careful attention to his explanations will remove some of the greatest *bug-*

bears the young algebraist ever finds. He clearly shows that the sign indicates the *use* of the quantity, and not its *nature*. Third, the examples, so far as we have examined them, are excellent — difficult enough to test the pupil's powers thoroughly, and yet such as he can solve if he has mastered previous matter. The authors intend to publish a higher treatise on the same subject.

COMMON-SCHOOL ARITHMETIC. By DANA P. COLBURN, Principal of the R. I. Normal School, etc. Philadelphia: H. COWPERTHWAIT & Co.

We think this is the best Arithmetic for common schools that we have ever seen. We notice several excellent features. The answers to the problems are generally omitted. The author shows by examples and clear explanations how a thing is done, but gives no mechanical rules. The beautiful philosophy of the decimal system is more fully shown than is common, and the connection between whole numbers and decimal fractions is properly observed. The operations on compound numbers are presented at the same time, and based on the same principles, as simple numbers. Contractions and convenient processes for special cases are very fully given. Accounts and notes are clearly explained, and illustrated by numerous practical examples. The operations in fractions are well illustrated, and the connection of fractions with whole numbers is constantly presented. Proportion is clearly treated, and occupies its true place, immediately after fractions. The processes in interest and percentage are very complete, and leave almost nothing to desire. The explanations of square and cube roots are far superior to those ordinarily given. We cheerfully recommend the book to any teachers who feel a need of suggestions in arithmetic, assuring them that they will find something very different from the bundle of dry, detached rules and questions, with answers ready-made, which so often make all of the thing that is called an Arithmetic.

THE NORTHWESTERN HOME AND SCHOOL JOURNAL. Chicago: J. F. EBERHART and R. A. LAW. December 3, 1859.

This weekly comes to us in an enlarged form, with new type, etc. It presents a pleasant, fresh appearance. It is devoted to Temperance, Education, etc., and is the organ of the temperance organizations of Illinois. Terms, \$1.00 per annum.

THE NORMAL PRIMARY AND NORMAL MENTAL ARITHMETICS. By EDWARD BROOKS, A.M. Philadelphia: SOWER, BARNES & Co.

The above constitute a valuable addition to the list of elementary arithmetics. The Primary is exceedingly simple; its arrangement and methods are natural, and can not but afford material aid in the first step in numbers. The Mental is an admirable sequel to the Primary. Its problems are excellent, and a thorough solution of them by the pupil will greatly increase his mental strength.

SANDER'S SERIES OF READERS. New York: IVISON & PHINNEY. Chicago: S. C. GRIGGS & Co.

This valuable and popular series of readers is on our table for review. We have spoken of them during the year, and have not time now to do more than to call attention to them.

## STATE TEACHERS' ASSOCIATION.

THE SIXTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION will be held at Ottawa on the 27th, 28th and 29th of December, 1859.

## PROGRAMME OF EXERCISES.

*Tuesday*, 10 o'clock A.M.—Opening Exercises; President's Address; Report of Committee on Programme; Business, or Discussions. 1½ o'clock P.M.—Essay by W. B. HODSDEN, of Carmi, on 'Cheerfulness as an Element of Power in the School-room'; Report of Executive Board; Business. 3 o'clock—Report of Committee on Use of Bible in Schools, followed by Discussion of the same subject. 7 o'clock—Lecture by EDWARD BEECHER, D.D., of Galesburg—subject, 'Mind'.

*Wednesday*, 9 o'clock A.M.—Report of Committee on Reform Schools; Discussion, or Business. 10 o'clock—Address by CHARLES A. DUPEE, of Chicago, on 'Physical Education', followed by Discussion of same subject. 11 o'clock—Essay by MISS C. M. GREGORY, Principal of Mount-Carroll Seminary; Essay by P. D. HAMMOND, of Danville. 1½ o'clock P.M.—Report of Committee on Phonetics; Essay by REV. C. FOOTE, of Jerseyville, on 'Discipline'. 3 o'clock—Address by NEWTON BATEMAN, State Superintendent of Public Instruction, on 'The School and the State'; Discussion—subject, 'How many hours per day ought scholars in the several grades of our schools to be confined to study?' 7 o'clock—Lecture by HENRY P. TAPPAN, President of University of Michigan—subject, 'Science of Pedagogy'.

*Thursday*, 9 o'clock A.M.—Report of Committee on Making the Association a Delegate Convention; Report of Committee on Teachers' Profession; Essay by S. M. CUTCHEON, of Springfield; Essay by H. A. CALKINS, of Peoria, on 'Learning and Labor'; Business, or Discussions. 11 o'clock—Election of officers. 1½ o'clock P.M.—Address by D. A. WALLACE, President of Monmouth College; Unfinished Business; Resolutions, etc.

It is hoped that the persons named in the Programme will be present *at the time specified therein*, that business may not be retarded or time lost by *lack of promptness*.

A Committee of Arrangements will meet teachers on their arrival at Ottawa, and assign them places. Teachers designing to attend the meeting will confer a favor on that committee by informing I. STONE, jr., or THOMAS H. CLARK, of Ottawa.

The Superintendents of the following railroads have consented to grant free return tickets to those attending the meeting: Galena and Chicago; St. Louis, Alton and Chicago; Chicago, Burlington and Quincy. Answers have not yet been received from the Superintendents of some other roads who have been written to in relation to the matter.

P. P. HEYWOOD,  
S. WRIGHT,  
L. M. CUTCHEON, } Com. on Programme.

# WPA A CHER'S C E R T I F I C A T E

County, Illinois, 18

The undersigned having examined..... and being satisfied that..... sustains a good moral character, hereby certify that..... is qualified properly to teach the following branches, viz: Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States; which Certificate is good and valid in said County for two years from the date hereof, renewable at the option of the School-Commissioner or any member of the Board of Examiners, by his or their indorsement thereon. Given under..... hand... at the date aforesaid.

## BRANCHES OF EXAMINATION.

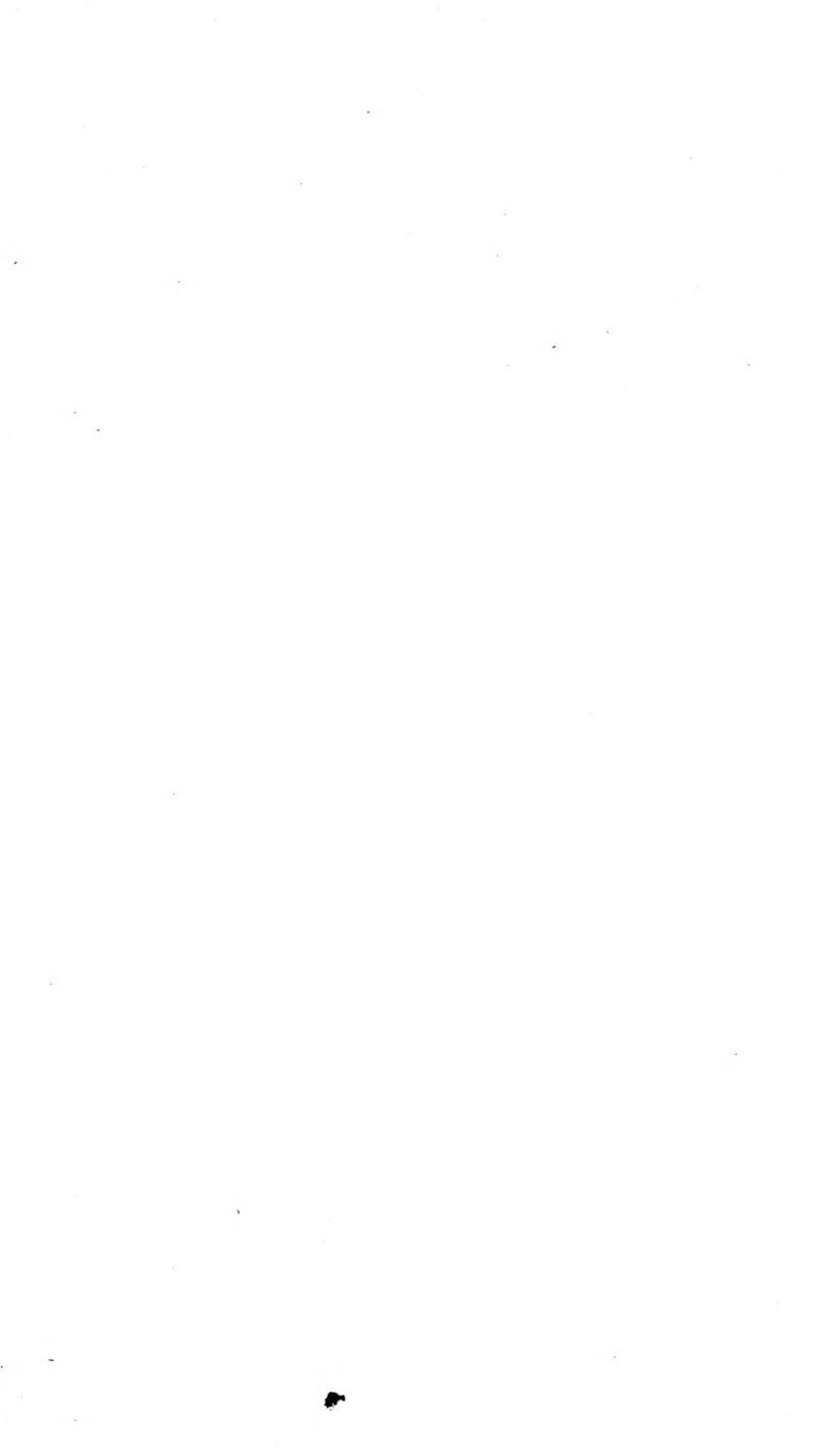
Remark—Certificates are numbered from 1 to 5; 1 being very good, and 5 very poor.

Branches.	Grade.
Orthography,.....	.....
Reading in English,.....	.....
Penmanship,.....	.....
Arithmetic,.....	.....
English Grammar,.....	.....
Modern Geography,.....	.....
History of the United States,.....	.....

Examiners.

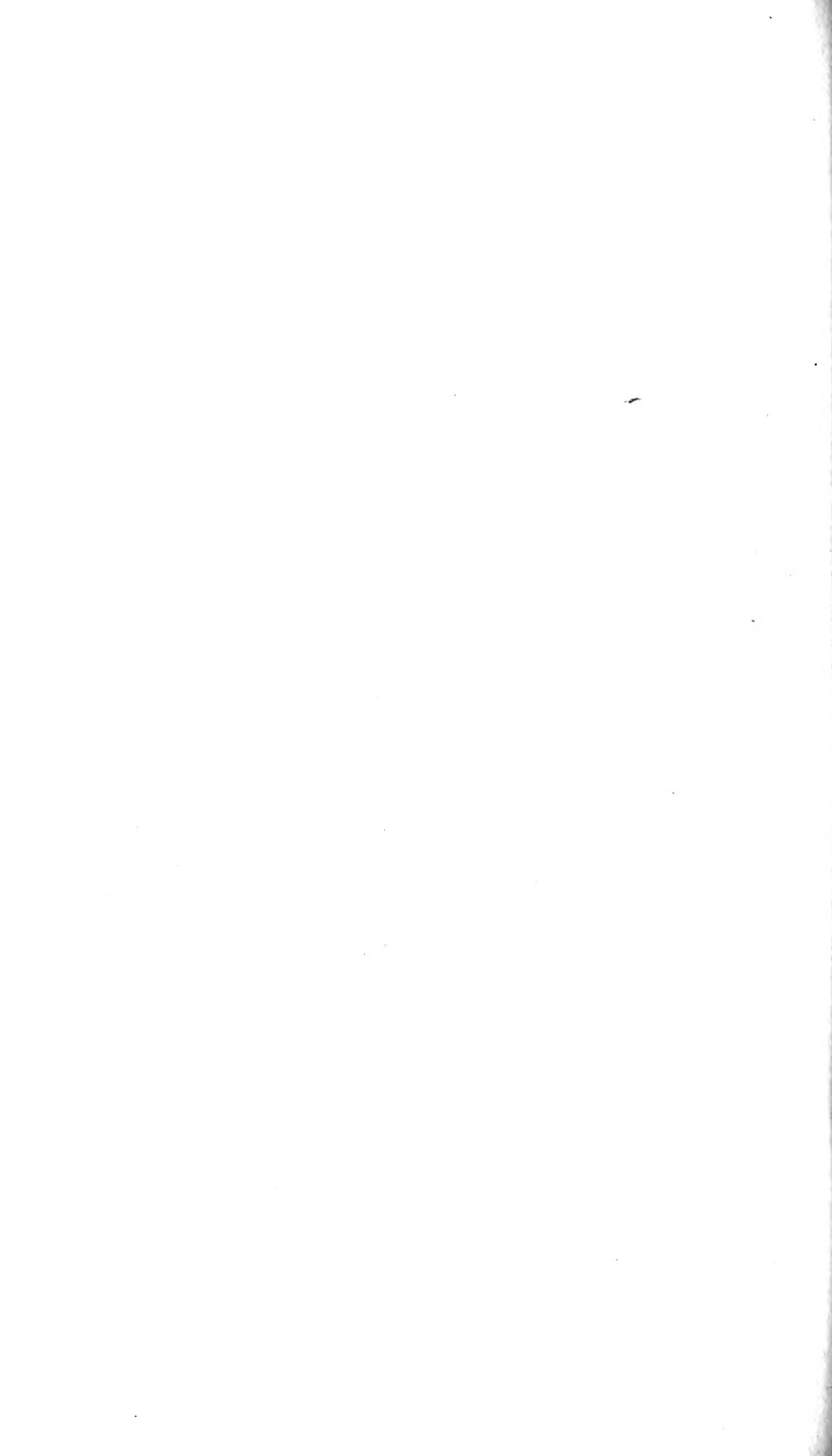
School-Commissioner.

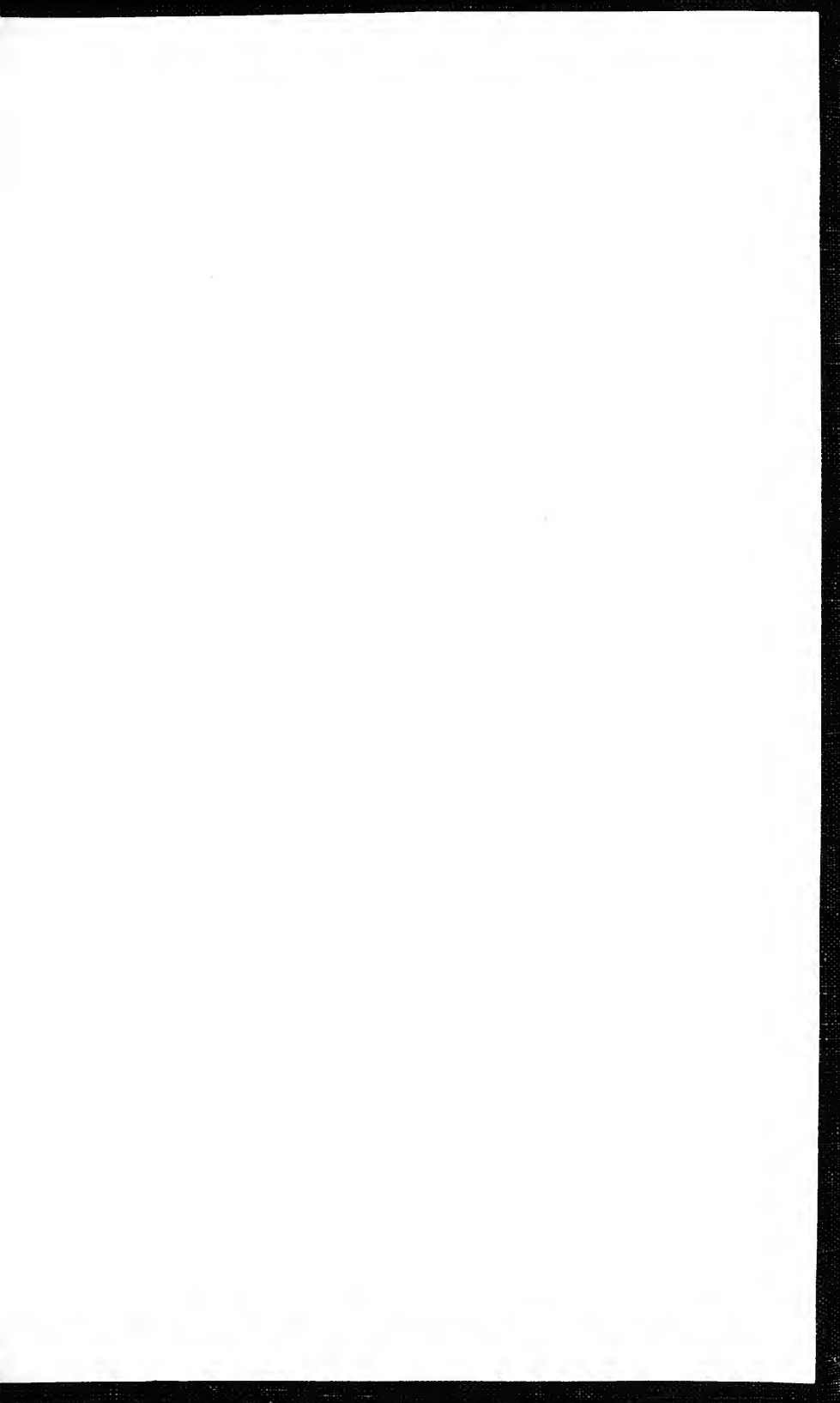












UNIVERSITY OF ILLINOIS-URBANA



3 0112 031881334